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Women's Studies Quarterly

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1973

### Girl Am I Happy

The Feminist Press

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HERS matches it against jobs available in her discipline and geographical preference area, then sends a personal note to the candidate summarizing the possibilities and a personal note to potential employers summarizing the candidate. So far 475 women have listed with HERS and 700 faculty and administrative openings are listed. HERS plans also to produce position papers on part-time hiring, husband-wife teams (seven or eight are listed), and other issues relating to the employment of women.

Adrian Tinsley

#### CLOSEUP: LONG BEACH (continued)

to develop an academic component without the more activist features of a program was a mistake; it would give the administration what it wanted without accomplishing much of what we wanted. Some women dropped away; others developed course proposals in their own departments.

In mid-spring we were asked, along with other new programs, to appear before the chancellor's representative on academic planning. We requested placement on the State College and University Master Plan as a degree major; we were advised instead to work toward a minor. That seemed good enough to us; at least we now had some official standing. We dropped the "ad hoc" from our name. But at a spring meeting with virtually every relevant administrator on campus, we were once again, with great good will, denied funding, released time, and office space.

So matters stood in the fall of 1972. Then we learned that the associate dean of educational policy was willing to allocate six units to offer the first interdisciplinary women's studies course. We had three days to draw up a course proposal. We decided on a seminar in the Position of Women in Contemporary Western and non-Western cultures. It would be team-taught by a historian and a political scientist, and would be offered in the spring by the School of Letters and Science as an experimental class. The curriculum committee approved, with some advice: we should not call it "The Position of Women"—that was too suggestive. "Status" was substituted instead.

As we needed a more formal structure in order to offer additional interdisciplinary courses, we decided to call ourselves the Center for Women's Studies and drew up a constitution. The constitution, approved by the Director of Special Programs and ratified by the membership, provides for a coordinator and assistant coordinator, a steering committee with mandatory student representation, and an advisory council consisting of all interested members of the Center.

We decided to publicize the new course and the Center, along with other courses related to women's studies. In gathering data for our brochure, we discovered that our earlier efforts in contacting faculty members and encouraging course proposals had not, after all, been unproductive. There were now close to twenty courses that we could list. Courses were also listed in the spring schedule of classes under the new heading "Women's Studies." Some courses are traditional, but altered to focus, at least in part, on women. Some are special topics courses which will concentrate on women as their "special problem" for a semester or two. Others, like the two-semester History of

Women in the Western and non-Western Worlds, have regular departmental status. The departments represented include Anthropology, Asian Studies, Education, English, History, Home Economics, Physical Education, Psychology, and Sociology. Many faculty members indicated their willingness to act as advisers to women students in their fields.

The Center for Women's Studies, then, is primarily concerned at present with the academic aspects of a Women's Studies program. But it provides also the first cohesive campus structure for communication between women and men who care about the progress and problems of women. And out of the courses themselves comes the promise of a more activist orientation. One class, for example, is organizing a Women's Week for spring 1973 which will include speakers, workshops, theater, and media presentations; the students hope to generate enough enthusiasm to create a Women's Resource Center on campus. Another class is producing a pamphlet detailing counseling facilities available to women on campus and diagnosing additional needs.

The Center will also provide a locus for concerted political action or pressure, such as watchdogging the implementation of the Affirmative Action program, or generally prodding the administration to be more responsive than it has in the past to the needs of women on the campus and in the community.

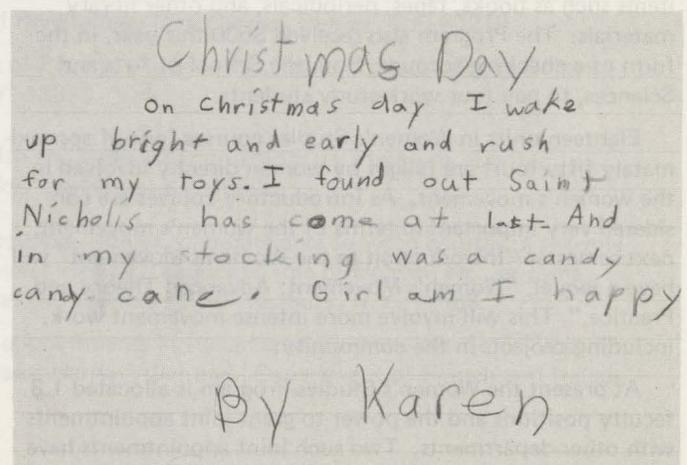
We still have no funding for the hiring of new personnel, no released time for a coordinator, and no room of our own. But we do have a curriculum with variety and strength, an official standing in the institutional structure, and an increasingly large group of committed faculty and students. We have, as the ad says, come a long way; as it forgets to tell us, we have a long way to go.

Deborah S. Rosenfelt

#### GIRL AM I HAPPY

Sylvia H. Hudes, principal of Seven Locks School in Maryland, writes of "the immense responsibility implicated in guiding the minds of young people," and of her sensitivity to it, adding:

"To insure at least a small measure of human dignity to each student, our children are encouraged to write a personal journal of experiences, kept daily." One rewarding composition, by second-grader Karen Polis, she has shared with us.



Christmas Day  
On Christmas day I wake  
up bright and early and rush  
for my toys. I found out Saint  
Nicholas has come at last. And  
in my stocking was a candy  
candy cane. Girl am I happy

By Karen