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PROJECT FOCUSES ON WOMEN IN HIGHER EDUCATION

The Project on the Status and Education of Women began in September of 1971 when the Association of American Colleges hired Dr. Bernice Sandler as Project Director. The Project—the first nationally funded project focusing on women in higher education—is funded through August 1976 by the Danforth Foundation, the Carnegie Corporation of New York and the Exxon Education Foundation.

Under Bernice ("Bunny") Sandler's direction, the task of the Project soon became clear: to provide higher education with a clearinghouse of information about "what's happening" with women in higher education. This was no small task; especially since, shortly after the Project began, there was a virtual explosion of legislation*prohibiting discrimination against both women students and women employees in educational institutions. This legislative explosion was followed by a proliferation of related guidelines and regulations and increased activity in the courts. In addition, issues concerning the education of women students are being hotly debated on the campus and elsewhere, as stereotypes about the "educated helpmate" are being forcefully challenged. Women's studies courses and programs and women's centers across the country have mushroomed in an attempt to deal with many of the complex issues facing women. Women students have staged "sit-ins" at some universities to protest the inadequacy of health and other services for women. All indications are that this is just the beginning, as women students, staff and faculty continue to challenge policies, practices and attitudes which together conspire to keep women in "their place."

When the Project began, its initial emphasis was on the status of women employed by education institutions, partly in response to educators' concerns with compliance with Executive Order 11246, which forbids discrimination in employment. Now, however, the Project has a dual focus: the status of women employees and the education of women students. Project staff have developed a number of materials and papers in both of these areas, such as:

LEGISLATIVE SUMMARIES. For example, a chart of *Federal Laws and Regulations Concerning Sex Discrimination in Educational Institutions*, a *Summary of Federal Policy Concerning 25 Affirmative Action Issues in Employment*, as well as summaries of individual laws and relevant court decisions.

RECRUITING MATERIALS. For example, listings of *Women's Caucuses and Committees in Professional Associations*, *Recruiting Aids*, *Recruiting Minority Women*, and availability statistics for women doctorates.

TOPICAL PAPERS. For example, a resource handbook on *Women and Film*, a paper on *Women and the Curriculum*, a study of *Women in Fellowship and Training Programs*, and a paper on *Health Services for Women: What Should the University Provide?*.

ON CAMPUS WITH WOMEN, a newsletter which summarizes a variety of activities concerning women on campuses across the country.

With continued support and funding from its three sponsoring foundations, the Project has recently been able to expand its staff to include Bernice Sandler (Project Director), Margaret Dunkle (Project Associate), Francelia Gleaves (Information Associate), Kay Meckes-Jones (Project Secretary), and Barbara Shapiro (Information Secretary).

Copies of Project materials may be obtained without charge by individuals involved with programs affecting women in higher education by writing to: Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, N.W.,

TRADE UNION CONSCIOUSNESS GROWS AMONG WOMEN

An historic occasion: more than three thousand women from every state, representing at least 58 different trade unions, met in Chicago on March 23-25 to found the first Coalition of Labor Union Women (CLUW). Regional preparatory meetings had been held in New York, Philadelphia, and Chicago. For about one-quarter of the women present, this was their first trade union conference.

The meeting opened with the reading of a prayer and a refusal to seat Beulah Sanders of the Welfare Rights Organization because she did not come from a trade union. In contrast, the meeting closed with thousands of joined hands held high, as women sang "Solidarity Forever—the Union Makes Us Strong," the J.W.W. song; and with the embrace of Josephina Flores of the United Farm Workers and Clara Day of the Teamsters. The two women declared that their quarrel lay with their employers—the growers—and not with each other. Despite all differences, the spirit of the conference was one of sisterhood and solidarity. Almost a third of the delegates were non-white; yet there seemed to be no racial tension.

Since education has become one of the largest industries in the United States, teachers from all levels and disciplines were well-represented at the meeting. They, too, opened with their differences, as members of the American Federation of Teachers (AFT) fought against the seating of delegates from the National Education Association (NEA). A suggestion that all unions institute women's labor studies programs never reached the floor, but will be proposed on another occasion. (The International Ladies' Garment Workers Union has instituted a lunch hour women's studies program that is successful enough to be expanded.)

The conference voted affirmatively on the following goals: to organize the unorganized; to educate union men; to gain affirmative action; to encourage and inspire female democratic participation in unions; and, above all, to support union women's committees in every area of union activity. Chapters will be organized either within a union or in particular areas across union lines. City, county, and state conferences will be arranged whenever feasible. For more information, write to CLUW Vice-President, Addie Wyatt, Amalgamated Meat Cutters and Butchers International Union, 4859 S. Wabash, Chicago 60615.

Rosalyn Baxandall
SUNY/College at Old Westbury

Washington, D.C. 20009. Please specify the information or publications which you desire.

Margaret C. Dunkle

*In March 1972 Title VII of the 1964 Civil Rights Act (which forbids discrimination on the basis of race, color, religion, national origin or sex in employment) was extended to cover all educational institutions, whether public or private. The Equal Pay Act of 1963 (which forbids sex discrimination in pay) was extended to cover executive, administrative and professional employment in July 1972. Higher Education Guidelines (for Executive Order 11246, which forbids discrimination on the basis of race, color, religion, national origin or sex in employment by federal contractors) were finally issued in October 1972. Title IX of the Education Amendments Act, effective July 1972, forbids sex discrimination against students and employees in all federally assisted education programs. In October 1972 sex discrimination was added to the jurisdiction of the U.S. Commission on Civil Rights.