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### News from Spain

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history of black people over the last 50 years that they have been discovering with other class members. To start that process, convene the class (as a field trip) to watch "Soul Train" and "The Jeffersons." Then press for answers to the questions they ask all the time, anyway, when watching each other: "Who does *that* one think *she* is?" In this setting, help history to prevail over personality.

Or begin with one photograph from a family album. Have each person bring it in and tell a story just about that one picture. Go from there. One eventual outcome of such a project may be to encourage black women to record these stories in writing, still an intimidating idea. Use a tape recorder to ease the transition.

To help increase their powers of observation and their capacity for identification, have each woman sit, in a location of her own choosing, for one hour and record what she sees. It can be anywhere: a shopping mall, a beauty shop, a bar, restaurant, park, window. Whatever they feel most natural with. Ride an unfamiliar bus to the end of the line and be alert to the community it attracts. Spend a week riding with domestic workers on suburban express lines. Record the conversations. Help women learn how to use the streets for investigation instead of exhibition. Have them go out in pairs and compare notes, bringing the results back to the group.

Michele Russell

#### WOMEN'S STUDIES IN HIGH SCHOOL (continued)

the forms presented here, and in the manner of college courses—from school to school—as supplementary "electives" added to the senior high curriculum? Or will teachers attempt to patch feminist segments onto their standard curriculum? Or is "our real task," as one teacher writes, a much more difficult one—"to incorporate women and black and working people into our entire curriculum"? And what of the other aspects of the high school curriculum not touched on here—foreign languages, economics, science, health, home economics, even mathematics and business?

Regardless of approach, we will need local and national efforts to reeducate high school teachers who do not have the time (or the time off) for the preparation of new courses or for scholarly research that college teachers take for granted. In addition, high school teachers are not expected to be curriculum developers or researchers. But as everyone teaching women's studies knows, to do so requires being both curriculum developer and researcher as well as innovative classroom teacher. High school teachers will need time off and support not only for inservice courses, but for summer institutes and sabbatical study. College women's studies programs ought to plan special offerings for high school teachers, including evening courses, intensive summer programs and year-long internships or assistantships. Only with such cooperation can we look forward to revising educational programs to meet the human needs of students during the years of critical life choices.

Florence Howe

*Jornadas Catalanes de la Dona.* More than 2000 women representing 100 organizations in northeastern Spain participated in a four-day women's meeting at the end of May, the first such conference to be held in Barcelona during the 40-year period since the outbreak of the Spanish Civil War. Topics of discussion during the much-publicized meetings included women in the workforce, women and the family, women and politics, women and education, women and the law, women and sexuality. One point made in the conference was that women had greater legal equality during the period preceding the war than they have had since. Meetings were conducted in *catalán*, the language of the region, with the service of simultaneous translation to Spanish available.

*Vindicación feminista*, Spain's first feminist magazine, began publication in July 1976. Established to fill the existing information gap about women in Spain, the journal plans to deal with problems facing women in employment, in the professions, in legal status, in penal codes and in the family. It also intends to discuss the women's movement throughout the world. The initial issue of *Vindicación feminista* contains articles on abortion in Italy and in Spain, on women in Spanish jails, on the culmination of International Women's Year in Spain, on Spanish women during the Civil War and on various other aspects of the feminist movement. Subscriptions from the United States are 1,155 pesetas (\$17.35) for six months and 2,250 pesetas (\$33.85) for one year and may be obtained by writing the magazine at Roger de Flor, 96, 2º, 2ª; Barcelona 13, Spain. For further information contact Linda Gould Levine, Spanish-Italian Department, Montclair State College, Upper Montclair, NJ 07043.

*Increased media attention being given to role of women in Spain.* With the new governmental reforms in Spain, increased attention is being given to the role of women in society and to the women's movement in general. Newsstands in Spain during the summer of 1976 displayed many magazines containing articles on the attitude of the various political parties toward women's rights, the viewpoints of particular feminists like Lidia Falcón, the difficulty women have in obtaining credit and the role of the Women's Bank in Madrid, and particularly on the importance of family planning as a means of improving the status of women. One magazine called *Dossier* dedicates issues "toward the equality of women" and includes articles on birth control, a subject previously taboo in Spain. The May 1976 issue contains a number of articles relating to different aspects of women's rights. Also of particular interest is the June 10-16 issue of *Destino*, which includes several pages of articles on the political aspects of the women's movement, abortion and other related issues. On the negative side, the same increased liberalism which has allowed the open discussion of sexuality has also permitted nudity on the Spanish stage for the first time—with its concomitant exploitation of women. An interesting example of the latter was the production of Antonio Gala's *¿Por qué corres, Ulises?*. The middle-aged Ulysses has spent several uninterrupted days in bed with a 19-year-old woman when the action of the play begins. She is clad only in bikini bottoms while he is fully clothed!

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