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Closeup: Women in Print

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sity. The transition to coeducation was difficult for administrators, faculty and students alike. Many, in fact, appear not to have made the transition.

Furthermore, the University of Virginia uses its long history as an all-male institution to justify the existence of a predominantly male faculty. Women constitute only about ten percent of the faculty in the College of Arts and Sciences: fifty out of five hundred. And the tenure statistics are even more astounding: only ten women hold tenure, in contrast to three hundred tenured males in the College.

Under these conditions, the resistance to a university-wide Women's Studies Program is enormous. The idea is almost unthinkable, although the university *does* support other interdisciplinary programs. Fraternities thrive. Football thrives. But women, as always, are consigned to the bottom of the administrative barrel.

This past year, a number of female instructors in the College of Arts and Sciences organized an Association of Women Faculty to provide a forum for discussion and for the future clarification of women's concerns at the University of Virginia. We hope, at least, to begin to establish some solidarity among women students and faculty at Virginia.

Suzette A. Henke

from **SUNY/COLLEGE AT NEW PALTZ**

Women's Studies at New Paltz is an interdisciplinary program involving 29 courses in 15 departments. Most are in Liberal Arts, though courses are offered in the School of Education and in a special unit of the College for Innovative Studies and Fieldwork. Proposals for a major and minor in women's studies have been approved at the campus level. Both proposals require an interdisciplinary introductory course and a selection of other courses which have been clustered into three categories—Women in Society, Women as Individuals, and Theoretical Perspectives. Offerings range from "skills and service" courses dealing with issues like rape and birth control to more conventional offerings in traditional disciplines. As the program matures, an attempt is being made to establish a reasonable balance of upper and lower division courses. During 1975, an average of 650 students per semester have enrolled in women's studies courses, a figure roughly equivalent to 13 percent of the full time undergraduate population.

Three campus women's organizations guide program planning: the Women's Alliance, primarily a student organization; Action for Women's Studies, primarily a faculty group with students and nontenured professionals participating; and the Committee on the Status of Women, elected by the full faculty. Day-to-day administration is handled by a coordinator who holds an appointment in a traditional department with half time designated officially for the Women's Studies Program. Teaching faculty are drawn from departments, hired on a "self-paying" basis, or appointed half-time on a budget of \$6,000 per year. The Program and the organizations supporting it main-

tain an office, a Women's Center and a classroom reserved for specific courses.

With the cooperation of the Student Personnel Division, the Program works with a campus birth control clinic and has taken steps to form a rape crisis and prevention center. An on-going faculty-student seminar has been developed to provide a forum for women's studies research and the College is seeking funding for a Women's Studies Summer Institute. Because the Women's Studies Program at New Paltz attempts to coordinate the creative and democratic aspects of a movement with the requirements of a serious academic enterprise, it concerns itself with discrimination against women students and faculty, with affirmative action and with the general expansion of campus services for women, in addition to traditional academic functions. These final considerations are particularly important in days of tight budgets, for at New Paltz, as elsewhere, the Women's Studies Program must make the case that sound academic policy means realistic, intellectually viable innovation (often using existing resources) rather than retreat to protection of the status quo.

Jane Lee Yare

CLOSEUP: WOMEN IN PRINT

For several years the Center for Continuing Education at Loop College, City Colleges of Chicago, has offered a variety of courses in women's studies. This past spring, a course called Women in Print, taught by Inforwomen, the women's publishing group of the *Chicago Women's Directory*, offered information about publishing, which could be learned nowhere else in Chicago for \$5 and one hour of college credit.

Our idea was to offer women a very practical course, one outlining the specific steps involved in self-publishing, placed in a framework of the feminist publishing movement. Although it is obvious that such skills as layout, proofreading or promotion are not sex-linked per se, they are often unknown to women because of sex-linked attitudes. Furthermore, we wanted to present self-publishing, not as a last resort of would-be authors, but as a creative, substantial alternative to the predominantly male publishing world. By telling the history of the 16 feminist presses in the United States, and about the success of the *Chicago Women's Directory*, we were able to substantiate this claim, and make the attainment of the particular skills needed seem attractive, useful and politically relevant.

In fact, we had one of the largest and most successful of any of the Loop College women's studies courses. An initial enrollment of 25 women included two Third World women and a wide ethnic, age and class mix of white women. Ten sessions offered an introduction to the feminist publishing world, and to such skills as fundraising and accounting, research, writing, layout, types of printing, marketing and promotion. In two out-of-class sessions we toured a local alternative print shop, and we held a final party at which four women described their experiences in various parts of the publishing world.

Rebecca Anne Sive-Tomashefsky, Inforwomen Member