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NWSA News and Views

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Pat Miller, Dania C. Stevens, Diana Woolis, Dues, Barbara Hillyer Davis, and Patricia A. Frech
You are cordially invited to participate in the Third Annual NWSA Convention— "Women Respond to Racism"—to be held May 31-June 4, 1981, at the University of Connecticut at Storrs.

At this Convention we will examine the conjunction of racism and sexism from an interdisciplinary, multicultural perspective as well as in the context of, for example, community organizing, curriculum development, the media, and public policy. The Convention schedule includes a broad selection of workshops and panel discussions on subjects as diverse as nonracist and nonsexist curricular materials, race and sex desegregation, nineteenth-century Black women activists, organizing against sterilization abuse nationally and internationally, art by women of color, women and development in the Third World, literature, pornography, and demography. There will, of course, be sessions addressing the interests of all the NWSA caucuses: Lesbian, Third World, Student, Staff, PreK-12, and Community College.

Because racism, like sexism, is a personal as well as an institutional issue, we have also arranged a series of small group consciousness-raising sessions to be held daily throughout the Convention in which we can talk about the effects of racism on our own lives. For these sessions, white women will work with other white women, and women of color will form groups which will meet together. In preparation for this part of the program, women in the New England Region have been training with Tia Cross, Joan Karp, and Sue Mitchum to lead consciousness-raising workshops, and have conducted such sessions at the "Working Conference on Women and Racism in New England" sponsored by the New England Region at Simmons College in Boston, February 6-7, 1981. The trained group from New England will be joined by women from other regions who have volunteered to facilitate such sessions.

The Convention will also include several major sessions during which all conferees will meet together, including a Monday morning session at which feminist writers Audre Lorde and Adrienne Rich will speak.

The main entertainment events will include a Monday night performance by Vinie Burrows, who will present her one-woman show, "Sister! Sister!"—a collage of poetry, prose, and song exploring the experience of women worldwide. Wednesday night's entertainment will feature the well-known women's group "Sweet Honey in the Rock," who, in their distinctive a cappella style, have moved and delighted audiences both nationally and internationally.

The Convention will also offer continuous film showings, art exhibits, caucus and regional meetings, athletic events, a large exhibition and sales area, and free child care.

The University will, at the same time, be improving the general welfare of, and creating an increased awareness of, Afro-Americans and their culture. The programs and services teach, develop, and advocate a positive Afro-American concept within the context of the University and the state of Connecticut. During the Convention the Afro-American Cultural Center will function as the "technical headquarters." All stencil, ditto, effective February 1981, Stacy Pies replaced Pat Miller as a Convention Coordinator. Stacy Pies studied women's writing and modern poetry at Yale University, where she was active in organizing the Women's Studies Program. She has worked at Poets & Writers, Inc., and as a free-lance editor in New York City.

Inquiries about the Convention should be addressed to the NWSA Convention Office, Box U-181A, University of Connecticut, Storrs, CT 06268. The telephone number is (203) 486-4310. For inquiries about room, board, transportation, or registration, contact Conferences and Institutes, U-56E, University of Connecticut, Storrs, CT 06268; (203) 486-3231.

As Local Arrangements Coordinators for the Third NWSA Convention, we look forward to welcoming you to Storrs. The University of Connecticut, the site of the Convention, is located in the small town of Mansfield in the northeastern part of the state. The town was settled in 1686 and today has a population of approximately 25,000. The University was founded in 1881, first admitted women in 1893, and today has a student population of 15,000, 9,000 of whom live in 91 residential facilities on campus. The University employs 1,246 faculty, 1,844 classified staff (clerical and maintenance), 430 graduate students, and 971 "other professionals."

The University's four Centers—the Afro-American Cultural Center, the International Center, the Puerto Rican Center, and the Women's Center—will be playing an active role during the Convention.

The Afro-American Cultural Center exists to improve the general welfare of, and create an increased awareness of, Afro-Americans and their culture. The programs and services teach, develop, and advocate a positive Afro-American concept within the context of the University and the state of Connecticut. During the Convention the Afro-American Center will function as the "technical headquarters." All stencil, ditto.
and copy machines, typewriters, and volunteer technical staff will be located there.

The International Center, affectionately known as the I House, is committed to the promotion of cultural interchange and a deeper level of international understanding among students, faculty, staff, and community residents. Through its programming, the Center aims at becoming the focal point and facilitator of intercultural and international programs for students. The I House will serve as a quiet space during the Convention, a place to relax and enjoy conversation and coffee with other Convention participants.

The Puerto Rican Center is tentatively scheduled to house the official NWSA pub. There will be a full cash bar located there for the use of participants, open from 6:00 PM to 1:00 AM. During the year the “PR” Center sponsors activities and events which reflect the cultural, educational, and socioeconomic concerns of Puerto Ricans and other Hispanics. The Center operates a library that houses a collection of Puerto Rican and Latin American works.

The Women’s Center, which also houses the Women’s Studies Program, is tentatively scheduled to be “information headquarters” and will also house the job exchange. The Center will be staffed with volunteers to address any questions or concerns Convention participants may have.

The Women’s Center exists to promote, support, and encourage the intellectual, professional, personal, and educational goals of women. The Center serves the University of Connecticut faculty, students, staff, and community members with luncheon series, workshops, collective meetings, and referral services. The Center also maintains a library of books by, for, and about women.

Women’s Studies at the University is an academic program which last year offered 34 classes with a total enrollment of 730 students. Through the Office of Educational Innovation, students can major in women’s studies in conjunction with such fields as Women in Public Policy, Women and Social Services, and Women’s Health. Each year the program also cosponsors, with the Women’s Center, a Women in the Arts

Week. In addition, Women’s Studies provides a colloquium series; featured speakers for the 1980-81 year included, among others, Patricia Albjerg Graham, Pauli Murray, Elise Boulding, and Joan Scott.

The UCONN campus is beautiful in spring and relatively easy to get around on foot. Among the various activities scheduled for the Convention, we have planned an outdoor Ice Cream Social and a series of athletic events, including a morning run.

We look forward to seeing you all, as we are working hard to ensure that your visit to UCONN is not only productive and stimulating but also enjoyable, pleasant, and, most of all, fun.

NWSA MEMBERSHIP, ELECTIONS, AND DELEGATE ASSEMBLY PROCEDURES

Dues
The National Women’s Studies Association membership year is the calendar year, January 1-December 31. Dues received after November 1 will be considered dues for the following year, unless the member specifically requests current-year membership. In either case, members receive the entire annual volume (four issues) of the Women’s Studies Quarterly.

Some NWSA regions and caucuses collect additional dues or fees for support of their activities. They are encouraged to coordinate their fiscal year with that of NWSA.

Coordinating Council
The NWSA Coordinating Council (Board of Directors), responsible for the planning of the National Convention and for the conduct of the business of the Association, meets twice annually, usually in January/February and in May/June.

In 1981, the Council met February 12-15 at the University of Maryland, College Park, and will meet again before, during, and after the NWSA Convention, May 31-June 4, at the University of Connecticut.

Elected Council members, representing NWSA regions and caucuses, serve staggered two-year terms, with half of the Council elected each year. Council members are elected for terms corresponding to the NWSA membership year: new members take their seats at the winter meeting. Regions and caucuses will officially report Council election results to the Secretary of the Council, in care of the National Office, within three weeks of an election or by January 1.

Delegate Assembly
The NWSA Delegate Assembly, which meets at the Annual Convention of the Association, helps to establish working priorities for the Council.

Delegates
Members in each region composed of four or more states are entitled to elect ten voting delegates to the Assembly. Regions composed of five or more states are entitled to elect an additional two delegates for each state beyond four states.

Members of a recognized caucus are entitled to elect a maximum of ten delegates to the Assembly.

Group members of the Association are entitled to elect three delegates to the Assembly.

Council members are ex-officio members of the Delegate Assembly.
Delegates and electors must be NWSA members in the year in which the Delegate Assembly meets. Each delegation should reflect the diverse constituencies of the region, caucus, or group.

Election results will be officially reported to the Credentials Committee, in care of the National Office, by April 1, 1981.

**Procedures: Delegate Assembly Recommendations and Resolutions**

The Assembly's parliamentary procedures are a modified use of Roberts' Rules of Order.

Recommendations of the Delegate Assembly to the Coordinating Council are proposals for action by the Association, in the development of organizational policies and procedures, and the commitment of the Association's name, funds, or programmatic resources (e.g., a recommendation to establish awards recognizing significant contributions to feminist education).

Recommendations shall include a proposed implementation statement: agent, cost, and timetable for the action to be taken. A Council subcommittee will organize and make available copies of the agenda for the Delegate Assembly, and procedures for adding to it, in advance of that meeting.

The Coordinating Council is responsible for review of and assignment of priorities for the implementation of recommendations presented to it by the Delegate Assembly. It shall, before the next year's meeting, report to the membership on its actions and on the progress made in carrying out the various recommendations.

Resolutions are statements of principle, expressing concerns of the delegates assembled on behalf of the membership, that do not require substantive action by the Association (e.g., to send greetings to those assembled at the United Nations' Mid-Decade for Women meeting in Copenhagen). They shall, if affirmed, be published in reports of the Delegate Assembly.

Proposed recommendations and resolutions for 1981 should be sent to the Coordinating Council, in care of the National Office, by May 1.

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**NWSA CONVENTION REGISTRATION FORM**

May 31-June 4, 1981
University of Connecticut • Storrs, Connecticut

Registration Fee: (After May 1, add $10.)

- NWSA members - $40
- Nonmembers - $50

Registration fees are not refundable.

Please note: There will be absolutely no variation in the two package plans listed below. Fees do not include major concerts.

**Resident Package Plan:**

- $112 per person double occupancy, includes housing from Sunday afternoon through Thursday noon and all meals beginning with dinner on Sunday, ending with lunch on Thursday.

  - Vegetarian meal plan
  - Sharing room with ____________

  If no roommate request is made, the Convention office will assign a roommate.

  - Smoker
  - Nonsmoker
  - I would like lesbian housing.
  - Please send information on sleeping bag accommodation.
  - Please send information on area hotels and motels.

**Commuter Package Plan:**

- $45 per person, includes all dinners Sunday-Wednesday, all lunches Monday-Thursday, and related social events.

  - Vegetarian meal plan

Special Services Registration:

Special services will be arranged for the physically impaired. Please indicate your needs with your registration by May 1.

**Transportation:**

- I will need transportation to the University from Hartford. I will be traveling by
  - □ bus
  - □ train
  - □ airplane
  - and will arrive (indicate date, time, and flight number and airline if applicable):

**Registration Deadline:** May 1, 1981

No refunds will be processed after this time. We will be unable to guarantee housing and meals for late registrations.

Name ______________________ last first
Address __________________________________________
Phone ________________________________

Please make checks payable to the University of Connecticut. Mail by May 1 to: NWSA Conference and Institutes, U-56E, University of Connecticut, Storrs, CT 06268.
DIVERSITY, FRAGMENTATION, INTEGRATION: THE NWSA BALANCING ACT

By Barbara Hillyer Davis and Patricia A. Frech

After the 1979 and 1980 National Conventions, participants were asked to complete long (71-item and 100-item) evaluation questionnaires. Most expressed strong feelings and reflections about the Convention and about the nature of NWSA.

A large proportion of the respondents (74 percent in 1979 and 65 percent in 1980) included additional comments. Their language, detail, and analysis reveal members involved in defining the identity of a remarkably diverse and opinionated organization. While the writers are a minority of the membership, the concerns they address are critical for the Association's development and philosophy. This essay examines the written-in opinions to show what Convention participants think about NWSA in its fourth year.

Apart from complaints about weather, food, and bedding, most of the comments referred to items on the formal questionnaire: scheduling, Convention arrangements, session content, and procedures in the Delegate Assembly. By far the most important concern expressed was a wish for clarification of the goals and commitments of NWSA—an organization that seems to attempt to be all things to all people. As the writers perceive that demands for attention to the needs of particular constituent groups are taken seriously, they begin to examine how the response to diversity influences the functioning of the Association.

Responsiveness of the Association

Convention programming is the most visible response of the Association to complaints or requests from the membership, and comments on the evaluations show its effectiveness. For example, many of the comments on 1979 questionnaires lamented the Association's "failure" to provide organized activities for the coordinators of women's studies programs. In 1980, the comments showed satisfaction with program coordinators' sessions. Several people called them "a real accomplishment, much needed."

Similarly, a single session on Jewish women in 1979 inspired suggestions of a "Jewish Feminist Caucus." Discussion in that session led to an unscheduled Sabbath service and to more extensive Jewish feminist programming in 1980. The 1980 comments spoke of the Association's "desire to gain inter-ethnic multiplicity" and suggested attention in the 1981 Convention to "the intersection of racism and anti-Semitism."

Both the program coordinators' network and that of the Jewish feminists were developed through specific proposals from 1979 participants and their colleagues. In each case, the 1979 Convention provided a forum in which they could organize to meet their own needs. Similar opportunities were provided for other groups in 1980. Participants in 1979 complained that there were "too few" program items in "the social sciences," "the sciences," and "anthropology." Sessions in these areas were praised in 1980. In 1979, there were many expressions of concern about inadequate programming for preK-12 teachers; thus, in 1980, Convention planners obtained funding for some public school teachers' participation.

Another response to criticism, more vital to the Association's growth, was the change in management of the Delegate Assembly. Anguish, outrage, and despair characterized many of the comments—some over a page long—about the 1979 Delegate Assembly. "A disgruntled radical" wrote that delegates "simply hurled rhetoric that we've heard before at each other." The Assembly was described as "a sham and very sad," "ridiculous," "a worthless farce," "alienating," "a waste of time," "confused and confusing," "disheartening," "fiscally irresponsible," and—really—"one of the most educational aspects of the conference." Only one respondent said she "liked the way the delegate session was conducted."

Suggestions for improvement focused specifically on process and format. One critic suggested mechanisms for consensus decision-making in smaller groups which would then be "translated" to a larger body. Several others suggested that the Assembly was "more of a speakout than a decision-making process," and suggested separating the speakout into other sessions. Many insisted that the "main business of the Delegate Assembly should have been the immediate organizational needs of the Association," and proposed orderly means of ensuring attention to such needs. Pre-Assembly sessions for delegates on Assembly procedures, coalition politics, communications, and the history and financial status of the Association were repeatedly suggested, as were pre-Assembly distribution and discussion of resolutions. Although many of these comments expressed dismay, their concern was constructive. "Trying to do everything that needs to be done in the women's movement may threaten the existence of the organization," wrote one woman. "We are the NWSA," said another, "and we have to accept the responsibility of working together to make a functioning, realistic organization."

Comments on the 1980 Delegate Assembly show the Association's progress in response to the more concrete of these suggestions. Procedures for filing, documenting, and distributing resolutions; for clarifying financial obligations; and for assigning responsibility for implementation were in place. As a result, there were fewer comments on the Assembly, and many more of them were positive or neutral. The separate sessions for business and resolutions, the procedures and guidelines for resolutions, and the separate speakout were noticed with approval. There was general agreement that "we're maturing, just in time."

Sessions proposed by members to address the concerns of their interest groups or by the Coordinating Council in response to members' concerns reduced criticism and increased approval from Convention participants. The increased scheduling itself then became the cause of 1980 partici-
level and in every educational setting.” This emphasis on education informs the more coherent part of the Convention participants’ discussion of our need for clearer goals, usually expressed, in 1979, in terms of “community” vs. “academic” concerns; in 1980, in terms of “fragmentation” vs. “unity” in the Association.

The Convention programs show an effort to meet the goal of participation by many different sectors of the educational world. These appear as a collection of special interest groups meeting in the same place annually. Although there is some blending (e.g., of social scientists from different disciplines with a particular interest in sex roles or research methodology), the presentations are for the most part specific to the individual interest either of discipline or of theme (e.g., androgyny). A second possible goal is to bring diverse educational groups into dialogue with each other. This, as several women suggested, is defeated by the present policy of accepting, or even soliciting, proposals from individual constituent groups (despite the fact that separate sessions clearly meet certain needs of those groups).

In 1979, many Convention participants expressed concern about the lack of balance between the concerns of “community” and “academic” women in the Association. These disappeared in 1980, perhaps because fewer community women attended (we have no clear data on this), but also perhaps because these words served as a code for political division within the Association. In 1979, women argued for “an academic women’s caucus,” and one said that “the nonprofessional members are in control.” “Community” women suggested that “the NWSA get rid of the word ’professional.’” In 1980, most were consciously talking about the political/academic relationship. There was a consensus that the organization intends to pursue both political and academic goals, but considerable confusion remains about how this can or should be done. The proliferation of sessions gives proponents of different positions a chance to be heard (at least until dissidents walk out) or to speak to themselves, but the Association is less successful in bringing them together. “The political infighting and caucus politics are driving the scholars and academic types back into our traditional disciplines,” one commentator observed. Others proposed special interest caucuses for Jewish women, for women’s studies programs, for “older” women, for those who dress conservatively, and so on.

Some anxiety focused on the Delegate Assembly’s decision to permit “closed” lesbian sessions. “There is definitely a feeling among the membership that I talked to that more openness—more, not less, dialogue—is needed between lesbian and straight women.” Although the “overwhelming lesbian presence” was the focal point for many of these comments, the general fear was not of one group, but of a proliferation of many special interest groups: academic, political, and life style.

Several Convention participants wrote of their distress at people’s behavior during the Convention. Some audience members apparently engaged in “belligerent” name-calling, walked out when panelists presented ideas with which they disagreed, and seemed to apply “loyalty test, to wit, ’If you don’t agree with me, you’re not a true feminist.’” Some observers stressed the educational issues raised by diversity. One commented on a concert in which the audience was asked to sing along with some Christian songs. “We sang,” she said, “out of respect for an 87-year-old Black woman. If we want diversity, does that mean not singing songs about Jesus? Or does that mean not singing songs about Jesus? Was our very respect racist and ageist? Should we have only entertainment that is feminist? Should we only have women from our women’s culture?” Some participants thought that the audience was not prepared to understand the singer’s racial and cultural roots, or to examine the meaning of women’s culture in the light of those experiences.

One possible response is a set of guidelines to encourage intergroup discussions and courtesy. “The NWSA is an ideal place—perhaps the only place—for people with different approaches to contrast their work . . . and benefit from the inevitable enlightenment.” Clarification of the Association’s goals in this respect might help establish the freedom to criticize and/or to encourage the free flow of ideas, and change the expectations of some participants “that,” in one observer’s words, “this conference would be devoted to ‘them.’” We need, one woman suggested, “to talk to each other” about “the hard
NWSA NEWS AND VIEWS

stuff," and that requires overcoming the fear of labels. "Those who have criticisms of ideas cannot speak out without fear of being labeled homophobic or racist." "We're still so afraid of being called racist or homophobic that we don't think things through." It also requires a structured effort to address the implied contradictions in any effort to the "the Association" of people with such different philosophies. "Race, sex, age, and political as well as sexual orientation divide us. The ideological split that exists among liberals, socialists, radicals, etc., needs to be acknowledged and analyzed; its implications need to be understood."

If we have a common ground, it is hard to see it from the written evaluations, in which everyone feels oppressed by someone. In 1979, for example, comments about lesbian concerns urged more or different programming; in 1980, there were many more comments on lesbians' exclusion of others, and questions about whether "separatism...is the answer to anything." Comments like these express the central concern of 1980 respondents to the questionnaire. The Association, many suggested, has enabled people who have been members of oppressed minorities to exercise freedom of expression. Pride is expressed in the organization's ability to provide "a haven" for widely divergent groups. Yet, in sensitizing the membership in general to the concerns of these groups and providing a place where they can "relax and be themselves," we have perhaps become insensitive to what has been considered a majority: middle-class, white, heterosexual women. Writers in both years suggested a "hetero-caucus," and in 1980 several asked for sessions to deal seriously (without lesbian protest?) with the problems of married women, of families with both male and female parents, and with the difficulties and importance of working with men. These comments emphasized a feeling that such subjects are "not acceptable" and cited episodes from the 1980 Convention in which speakers were criticized for presenting studies of traditional male/female families, apparently because the presenters did not emphasize the existence of other family styles.

Our purpose in summarizing these comments is not to certify them as "true," but to show the atmosphere they convey. We need help, women say again and again, "to teach us how to express ourselves so that less injury is done." Some suggest reevaluation counselors and/or trained facilitators to develop "safe encounters" for exploring differences. "To deal with diversity," we hope, should not be an alienating experience.

The selection of racism as the 1981 Convention theme may represent a significant step toward including concerns of Third World women in all of the sessions of the Convention, and thus provide one model for opening communication among groups. Many women approved the choice for this reason, although others expressed concern about making the theme "as inclusive of other interest groups as possible." They expressed a fear that, despite the many and diverse Convention sessions, diversity of interest, life style, and educational specialty are not really acceptable in this Association. Such anxiety must be directly addressed.

Patricia A. Frech is Founding Director of the Women's Resource Center of Norman, Oklahoma, and is completing a Ph.D. in geography. Barbara Hilyer Davis is Director of the Women's Studies Program at the University of Oklahoma.

TASK FORCE NEWS

On the Defense of Women's Studies Personnel

On the eve of trial, facing what would have been a protracted and embarrassingly revealing disclosure, the University of New Hampshire settled the discrimination suit brought against it by feminist literary critic and scholar Annette Kolodny. Kolodny had charged the school with both sex and religious discrimination (anti-Semitism) when the English Department first denied her promotion to Associate Professor in 1975. She amended her suit to include tenure when that was denied her three years later (even though, just the previous year, the department had at last promoted her to Associate rank). Kolodny's lawyer, Nancy Gertner, of the Boston firm of Silvergate, Shapiro, and Gertner, hailed the settlement terms as a clear victory for her client and cites the total monies awarded (including full legal expenses and a separate award to Kolodny) as the largest amount (in excess of $100,000) yet awarded in a case of this kind.

Within weeks of the settlement, Kolodny donated $2,500 to the NWSA, earmarked "for the use of the Task Force charged with determining ways in which NWSA can most effectively be of help to academic women (and especially those associated with women's studies programs) who are victims of sex discrimination due to the employment practices or policies of an educational institution at which they are (or were) employed." In so doing, she reminds us that the initial decision not to grant her

promotion came within weeks of her being the first faculty member at the University of New Hampshire to speak out in a public forum on behalf of establishing a Women's Studies Program there.

To help the Task Force on the Defense of Women's Studies Personnel find ways to augment Kolodny's gift of seed money, and to help determine ways in which such funds can best be put to use, an Open Meeting of the Task Force will be held at the Annual Convention at Storrs. (The time and place will be listed in the Program. Annette Kolodny will open that meeting by sharing some of her experiences with Title VII litigation, after which we will hear from women with good ideas, and meet those who wish to join the Task Force in its work. Those who wish to contact the Task Force in advance of the Convention, as well as those who want to join the group but may not be able to attend the Convention, should contact the Chair of the Task Force: Irene Thompson, Women's Studies, 4008 GPA, University of Florida, Gainesville, FL 32611; (904) 392-1535.

On Women and Religion

At the 1980 NWSA Convention, a group was formed out of sessions 34 (Feminist Theologizing and Theological Education) and 140 (Women and Religion: New Research and Theory) to explore ways to develop the theme of women and religion within the National Women's Studies Association. For an interest group, network, or task force that would provide a form for the convention, Mary Condren, Harvard

A number of writers noted the absence of Third World women as a problem of the Association, and many commented that the 1981 Convention theme is an appropriate first step toward dealing with the problem.
Divinity School, and Janet Kalven, Grailville and University of Dayton, drafted the following statement of purpose:

Women's energies have been colonized by religious institutions in a peculiarly effective way, for in rejecting colonization, we have often rejected the religious energies themselves. But our religious energies are vital resources for building that world "free not only from sexism but also from racism, class bias, ageism, heterosexual bias—from all the ideologies and institutions that have consciously or unconsciously oppressed and exploited some for the advantage of others." We see it as essential to reclaim, rename, and redirect our religious energies.

To that end, the Task Force on Women and Religion will endeavor to promote:

1. the critique of religious traditions and practices, identifying and exposing the patriarchal mythologies operating in the world today;
2. the exploration on an interdisciplinary basis of religions and religious imagery, ancient and modern;
3. the exploration of the liberating aspects of our religious traditions and the ways they open up for liberating action in the world.

Those interested in the Task Force are invited to communicate with the pro-temp coordinators, Janet Kalven, Grailville, Loveland, OH 45140, and Linda Kuzma, 3152 Montrose Drive, Chevy Chase, MD 20015, and to attend an organizational and planning meeting at the 1981 Convention—time and place to be announced there.

A WOMEN'S STUDIES GUIDE TO NATIONAL INTERNSHIP DIRECTORIES

The following listing of major internship guides should be read, and used, with several considerations in mind:

1. Women's Issues/Feminist Perspectives

Annotations of the general guides indicate the extent to which they reference or cross-reference "women" or "women's issues" as a topical category. Editors of such compilations, and others interested in experiential education, career development, and related areas, ought to take note of the number of agencies, projects, and organizations that now make "women's issues" their primary concern, and thus recognize the numbers of students and potential interns who would like to take part in the work of such groups.

Conversely, feminist students and faculty should explore possibilities for women's studies in settings that have not been expressly identified (or do not identify themselves) as being "about women." Work, health, education, science, government, communications, social services, urban development, etc., are all feminist concerns; research, policy, service, and advocacy groups listed under these topical categories can (or may be encouraged to) provide vital learning experiences for women's studies students.

2. Internship Structures/Academic Credit

These guides include descriptions of established, full-time, year-long, structured internship programs that require competitive application; they also include descriptions of organizations that will welcome potential volunteers for several hours a week to a limited project assignment or to the ongoing activities of the sponsoring group. Few descriptions announce that academic credit is provided as part of the internship, since credit can only be given by an academic institution.

Within limits, these structures and requirements, and the issue of credit, can be "negotiated" and adapted to meet particular needs of students in different academic programs or circumstances. Most internship sponsors can provide information, reports, and evaluations of student internship activities necessary to allow the student to apply to receive credit from her school. Whether the student negotiates for credit in women's studies or in another field, under an "independent study" course or in lieu of another course or requirement, the principle is the same: she will work with a faculty sponsor to translate the potential internship activities into a learning contract.

Often, help in arranging for academic credit is available on campus, in an office designated to deal with off-campus and experiential learning. Many postsecondary institutions are members of the Council for the Advancement of Experiential Learning (CAEL) and have access to CAEL materials developed to assist faculty assessment of learning outside the classroom; many colleges and universities are affiliated with the Washington Center for Learning Alternatives and have access to its brokering and other services for students seeking internships in the Washington, D.C., area.

Many educational institutions offer their own internship or off-campus programs, and/or participate in consortial programs that accept students from all schools in the consortium and, as space is available, will consider applications from other schools.

3. Beyond These Directories/National-Local Links

No single directory, or even combination of directories, can possibly represent the multitude and variety of internships and service learning placements that exist—or that can be developed—for women's studies students. Used imaginatively and creatively, however, the various guides listed below can suggest further possibilities, in different geographic sites, for example, concentrating on different topical concerns.

Annotations of the guides addressed specifically to women and women's issues indicate that these guides represent what are still beginning or continuing data-gathering efforts. Introducing her section on "Programs for Undergraduate and Graduate Women" in Internship Programs for Women, Katie Mulligan notes "that the total number of programs mentioned considerably underrepresents the extent of internship opportunities available for undergraduate and graduate women. The Women's College Coalition estimates that more than half of its member institutions have internship programs." And the editors of the WEAL Fund guide indicate that they did not get responses from many of the more than 100 organizations to which they sent their questionnaire.

On the basis of such "leads," one might investigate options at women's colleges in one's vicinity, to explore their availability for
students from other schools. One could also assume that some of the women’s organizations in Washington, D.C., that did not respond to the WEAL questionnaire have since become (or will soon be) prepared to welcome student interns; even now, some may consider an individual’s proposal although they do not wish to advertise an extensive or continuing capacity to work with interns. And then there are the women’s organizations based in New York . . . Cleveland . . . San Francisco.

Just as there can be no single comprehensive guide to women’s studies internships, there is no single comprehensive roster of women’s organizations. A Guide to Women’s Resources, prepared in 1980 by the Office of Sarah Weddington at The White House, listed more than 400 organizations concerned with women’s issues, indexed by areas of principal interest; a similar listing of National Women’s and Women’s Rights Organizations was prepared in 1980 by the Community Relations Division, Office of Congressional and Public Affairs of the U.S. Commission on Civil Rights. And there are local and regional “Women’s Directories” all over the country, as well as special-emphasis directories like that prepared by Media Report to Women. Any organization or agency listed is a potential internship placement site.

National organizations have local and state chapters; federal agencies have regional offices; national and state task forces and public service internships are often modeled on those of county and city levels; local and state women’s projects may have information about regional and national networks of similar groups.

Many of the internship programs for and about women were created with private or federal funding. The Fund for the Improvement of Postsecondary Education, the Women’s Educational Equity Act, other government agencies, and private foundations will, one hopes, continue to support such developments. (In 1980-81, for example, the Center for Field Research, which channels funds to scholars who utilize teams of volunteers in the field, obtained a FIPSE grant to allow more eligible women and minority scholars to work in the Center, and has thus increased the numbers of projects that may be of interest to women’s studies students.) Faculty advisors and women’s studies program administrators who read annual reports of funding sources may be able to alert students to internship programs just under way.

Students on campus, as well as alumnae, should also consult career services and alumnae offices as a source of information on possible internships. Many institutions have created mechanisms for linking students with alumnae activists and professionals whose own work sites can offer internship experiences.

The Directory of Public Service Internships, 1980-81, ed. Debra Mann and Randy Bishop, National Society for Internships and Experiential Education, 1735 Eye Street, N.W., Suite 601, Washington, D.C. 20006. $7.00/$4.00 NSIEE members.

Women’s studies students and faculty advisors will find this a useful guide to investigate for public service internships and fellowship opportunities throughout the United States. Although there is no “Women’s Issues” category in the index of programs, the compendium does include listings such as WEAL Fund (a public interest organization committed to equal rights) and the Washington Institute for Women in Politics (a program for undergraduate study of the federal policy-making process) under “Management and Public Policy”; the National Urban Fellows (whose objective is identification and training of women and minorities for urban administrative roles) under “Urban Planning”; and the Center for Law and Public Policy (which includes women’s issues among its programs) under “Law and Law Enforcement.” While the emphasis of the volume is on graduate, postgraduate, and mid-career opportunities, it describes many organizations that are flexible in terms of internship assignments; skills and placement location are also noted. This directory is designed primarily for undergraduate and graduate students; it includes a section on housing possibilities in Washington, D.C., and a bibliography of related resources.


Programs are listed by field, with women’s issues as one category. Each category section begins with a list of cross-references, to assist students in locating organizations that have women’s issues as a secondary focus; approximately 10-15 such listings may be of particular interest to women’s studies students. Entries are described by program design, skills needed, and the benefits of the experience; the number of intern slots available and the organization’s work schedule are also noted. This directory is designed primarily for undergraduate and graduate students; it includes a section on housing possibilities in Washington, D.C., and a bibliography of related resources.


Student interns at WEAL Fund have recently updated this guide, which now contains 37 entries. In responding to the WEAL Fund questionnaire, some organizations were more complete in their self-descriptions than others, but all indicated that they welcome interns in their women-related work. Information provided includes: goals of the organization; internship assignments; skills and education necessary; time and length of
HANDBOOK NOW AVAILABLE

Just published! The Women's Studies Service Learning Handbook: From the Classroom to the Community, edited by Jerilyn Fisher and Elaine Reuben for the NWSA Project to Improve Service Learning in Women's Studies. This resource guide for beginning or developing a field experience component in women's studies features 22 essays and case studies by women's studies practitioners and field experience educators that address theoretical and practical concerns of faculty, students, and field supervisors. It also contains sample syllabi, course descriptions, and materials; a format for a field supervisor manual; listings of additional references and resources. $6.50. Discounts available for bulk or text orders of 10 or more.

Also available from the NWSA National Office:

Frontiers: A Journal of Women Studies, Volume V, Number 1 (Spring 1980), containing Selected Convention Proceedings from the 1979 NWSA Convention, held at Lawrence, Kansas, May 31 - June 3, 1979; eight papers and 86 abstracts of program sessions. $3.75.

For a complete list of available publications, write to: National Women's Studies Association, University of Maryland, College Park, MD 20742.


In this compilation of over 150 organizations interested in working with interns or volunteers, placements are listed by issue category: education, public interest, health, communications, women, and minorities. The scope is national. Entries give information on what the organization does; what interns there do; and requirements and procedures for application.


This edition is now out of print, but the 1982 edition will be available in September 1981. Arranged topically, the directory has no specific section on women's issues, but entries under "Public Interest," "Social Services," and "Health" may be among those of interest to women's studies students. Placements listed are located in various regions of the country. An extensive introduction gives information on procedures and reasons for becoming a student intern.


This 1980 publication identifies 45 internship programs in four major categories: programs for reentry women (12); for low-income women (17); to prepare women for specific professional careers (11); for undergraduate and graduate women (5). Each internship listing gives information about its purpose, program, source of funding, and policies on stipends, academic credit, and fees. Internships in all categories may offer academic credit, and/or may charge tuition or other fees. The author provides analyses of the information included, and discussion of issues involved in the development and support of such internship programs.

NEWSBRIEFS: CONFERENCES / CALLS FOR PAPERS

"Women in Relationships: Creating Personal and Social Change" is the theme of this year's annual conference at SUNY/New Paltz, to be held April 24-26. The theme will be divided into four sub-themes: "Mothers and Daughters," "Families and Friendship," "Women in Community," and "Women and Advocacy." Multigenerational attendance is encouraged. For more information, write to Nancy Schniedewind and Pat Clarke, Women's Studies, SUNY/New Paltz, New Paltz, NY 12561, or call (914) 257-2273.

For a Latin American Lesbian Anthology, articles, short stories, poems, and songs in Spanish or English should be mailed by April 30, 1981, to LALA, c/o D.L., 170 Avenue C, Apt 4H, New York, NY 10009.

German-Jewish Women Writers will be the subject of a session at the sixth annual Women in German conference, to be held October 16-18, 1981, in Racine, Wisconsin. Send inquiries, abstracts, working drafts, immediately, to both Evelyn T. Beck, 2319 Huidekoper Pl, NW, Washington, DC 20007, and Lynne Ozer, 38 Gramercy Park, New York, NY 10010.

For a New Jersey College English Association conference on "Women in the Humanist Tradition," to be held October 17, 1981, at Rider College, send abstracts and papers by July 1 to Prof Patricia Kellogg-Dennis, English Dept, Rider College, PO Box 6400, Lawrenceville, NJ 08648.

Tulsa Studies in Women's Literature, a new journal of criticism and scholarly writing on literature by women, welcomes submission of articles, notes, and queries from scholars of every period with particular interest in any genre or language. Style should be academic but not pedantic. Write to Germaine Greer, Editor, at the University of Tulsa, 600 South College Ave, Tulsa, OK 74104.

The University of Michigan Alice and Edith Hamilton Prize awards $1,000 for the best original scholarly book-length manuscript on women, along with publication in the Women and Culture series of the University of Michigan Press. Essay collections, fiction, and unrevised doctoral dissertations are not eligible. Send two-page prospectus by July 15, 1981, to Hamilton Prize Committee, 354 Lorch Hall, University of Michigan, Ann Arbor, MI 48109.

Women's Studies Quarterly 9:1 (Spring 1981)
# NWSA News and Views

## National Women's Studies Association Coordinating Council • 1981

### Northwest
- Nancy Skeen (1980-82), Dept of Philosophy, University of South Dakota, Vermillion, SD 57069
- Aldora Lee (1981-83), 1120 N Virginia Ave, Moscow, ID 83843

### North Pacific
- Jan Finzelber (1981-83), Women's Studies, San Francisco State University, 1600 Holloway Ave, San Francisco, CA 94132
- Margaret Nielsen (1980-82), Women's Studies, University of Hawaii, 201 Crawford Hall, 2550 Maile Way, Honolulu, HI 96822

### Pacific Southwest

### Rocky Mountain/Southwest
- Thelma Shinn (1981-83), Dept of English, Arizona State University, Tempe, AZ 85282
- Ann Nihlen (1981-83), Women's Studies, University of New Mexico, Albuquerque, NM 87131

### Great Lakes
- Angelika Bammer (1980-82), 405 Elmside Blvd, Madison, WI 53705

### South Central
- Jeanne Ford (1980-82), PO Box 19528, UTA Station, University of Texas/Arlington, Arlington, TX 76019
- Nanette Bruckner (1981-83), University of Houston/Clear Lake City, 2700 Bay Area Blvd, Houston, TX 77058

### Midwest
- Sandy Nickel (1981-83), University Relations, 320 Jesse, University of Missouri, Columbia, MO 65211
- Christine Guero, Office of Student Activities, Box 1068, Washington University, St. Louis, MO 63130

### North Central
- Eleanor Smith (1981-83), Afro-American Studies, 112 Old Common, University of Cincinnati, Cincinnati, OH 45221
- Lucy Friebert (1980-82), Dept of English, University of Louisville, Louisville, KY 40292

### Southeast
- Betsy Brinson (1981-83), 6 North 5th St, Richmond, VA 23219
- Elizabeth Meese (1981-83), Women's Studies Program, PO Box 1391, University of Alabama, University, AL 35486

### New York
- Kristian Miccio (1981-83), Women's Studies, SUNY/New Paltz, New Paltz, NY 12561

### Mid-Atlantic
- **Kathryn Towns (1980-82), CRAGS Bldg, Penn State University, Capitol Campus, Middletown, PA 17057
- Virginia Cyrus (1981-83), 159 Windsor Ave, Southampton, PA 18966

### New England
- Pat Miller (1980-82), Women's Studies, U181, University of Connecticut, Storrs, CT 06268
- Diana Woolis (1981-83), Women's Center, University of Connecticut, Storrs, CT 06268
- **Pat Gozemba, Center for Interdisciplinary Studies, Salem State College, Salem, MA 01970
- **Alice Stadthaus, Women's Studies, Salem State College, Salem, MA 01970

### Community College Caucus
- Ann Clarkson, Portland Community College, 1200 SW 49th St, Portland, OR 97202

### Lesbian Caucus
- Mirtha Quintanales (1980-82), Women's Studies, Ohio State University, Columbus, OH 43210
- Mae Barrow, 28 Clubhouse Ave, Venice, CA 90201
- Coralyn Fontaine (1980-82), Women's Studies, 1012 CL, University of Pittsburgh, Pittsburgh, PA 15260

### Ex-Officio
- Jean Lipman-Blumen, Acting Director, Women's Studies Program, University of Maryland, College Park, MD 20742
- Florence Howe, Editor, Women's Studies Quarterly, Box AV, Amagansett, NY 11930

### National Office
- Elaine Reuben, National Coordinator
- Jan Meriwether, Acting Administrative Associate
- Jerilyn Fisher, Project Coordinator, NWSA-FIPSE Service Learning Project
- Dottie Maxwell, Office Manager
- Rebecca Fowler, Membership Coordinator

### Student Caucus
- Katherine Amato-von Hemert (1980-82), 5535 S Dorchester, Chicago, IL 60637
- Joyce Abbott (1979-81), 54 Vernon Place, Buffalo, NY 14214

### Third World Caucus
- Sirlean Newton, 606 West 57th St, Los Angeles, CA 90037
- Doris Goodrich, 2101-C McKinley, Honolulu, HI 96822
- André McLaughlin, Medgar Evars College/CUNY, 1150 Carroll St, Brooklyn, NY 11225

### Lesbian Caucus
- Mirtha Quintanales (1980-82), Women's Studies, Ohio State University, Columbus, OH 43210
- Mae Barrow, 28 Clubhouse Ave, Venice, CA 90201
- Coralyn Fontaine (1980-82), Women's Studies, 1012 CL, University of Pittsburgh, Pittsburgh, PA 15260

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NWSA NEWS AND VIEWS

SPECIAL OFFER!
In recognition of the 1981 Convention theme, "Women Respond to Racism," NWSA is offering members who join or renew their membership before June 4, 1981, the opportunity to purchase Black Women: Achievements Against the Odds at a special discount price. This 96-page, spiral-bound, three-year desk diary (1981-83), including photographs and biographies from the Smithsonian Institution exhibit, retails for $6.95. It is available to NWSA members for $5.00, including the cost of postage. Send in your check for your order(s) along with your dues.

NWSA CALENDAR

May 1-2, 1981
Colorado State Women's Studies Association Conference, University of Denver; contact Jodi Wetzel, Women's Resource Center, University of Denver, University Park, Denver, CO 80208.

May 31-June 4, 1981
NWSA THIRD ANNUAL CONVENTION, "Women Respond to Racism," University of Connecticut; contact Norma Cobbs and Stacy Pies, Box U181A, Women's Studies, University of Connecticut, Storrs, CT 06268.

October 17, 1981
Mid-Atlantic Regional Conference, "Minority Women: Problems and Strategies," University of Maryland/College Park; send abstracts of proposals for papers, sessions, and workshops to Jewell Parker Rhodes, Dept of English, University of Maryland/College Park, College Park, MD 20742, by June 15, 1981.

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1981 MEMBERSHIP FORM

The National Women's Studies Association, founded to further the social, political, and professional development of women's studies throughout the country, consists of individuals, academic and community-based programs, institutions, organizations, and projects interested or involved in feminist education. Membership is for the calendar year, January 1 - December 31, and includes a subscription (4 issues) to the Women's Studies Quarterly.

Individual Membership is available to students, researchers, teachers at every educational level, program staff and administrators, and those involved in feminist education and organization in the community. Individual dues have been established according to the following scale:

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<th>Income</th>
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<td>Over $19,999</td>
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Group Membership ($50 annually) is available to women's studies programs, projects, centers, and organizations. Unfunded community groups should use the dues scale for individual members.

Sponsor Membership is the category which provides an opportunity for those who can to contribute in addition to dues. Those who contribute in this category will enable the NWSA to maintain the policy that "No person/group shall be excluded from membership because of inability to pay."

Contact person: ____________________

Contribution: $________

Gift Membership $20.00 for: __________

Name ____________________ Phone ____________________

Address ____________________

Affiliation ____________________

Area(s) of special interest or expertise ____________________

Check to receive information about one or more of NWSA's national caucuses:

□ Community College □ Lesbian □ PreK-12 □ Staff □ Student □ Third World

(Your affiliation will be reported to the appropriate NWSA regional organization.)

Send this form with check made payable to the National Women's Studies Association to: NATIONAL WOMEN'S STUDIES ASSOCIATION, University of Maryland, College Park, MD 20742.

No person/group shall be excluded from membership because of inability to pay. A Dues Waiver Request is available on request from the National Office. Those who can contribute in addition to dues will help to sustain this policy.