

West Coast Association of Women Historians NEWSLETTER

Vol. VIII, No. 1

June 1977

GREETINGS FROM ROSEMARY

At the ninth annual WCAWH conference, I became the organization's new President upon the resignation of Patricia Fouquet, who has accepted an appointment at the University of Nebraska. Peg Strobel from UCLA was elected Vice-President. During the coming year, by means of the newsletter, the officers--Peg, Penny and I--hope to initiate the discussion of issues which were raised at the conference. The original purpose of WCAWH was to **promote** the study of women's history. The membership then was **small** and formed an important support network. ~~We~~ now have a membership of three hundred, yet we **seem** to have less active participation in the annual meetings and less sense of purpose. It seems to me that we may need to reaffirm or modify our goals.

The next newsletter will include a questionnaire intended to find out how the membership feels about the goals, structure and scope of the organization. ~~We~~ invite you to submit your suggestions for this questionnaire as well as your response to the **formal** actions taken at the conference (see the Secretary's report). We also need your reaction to the proposed program for next year's conference at Encino (see the Program **Committee's** report) and to the suggested change in our relationship to the Coordinating Committee for Women in the Historical Profession (**CCWHP**) (see the Secretary's **report** for clarification). Finally, since next year's conference will elect new officers, we need volunteers for a nominating committee. Please send your names to me (along with nominees--it's never too soon to start).

Rosemary Masek

SECRETARY'S REPORT: SUMMARY OF THE MINUTES OF THE BUSINESS MEETING: WCAWH CONFERENCE, APRIL 23, 1977

Particia Fouquet called the meeting to order at **12:15 PM** and announced the following agenda: 1) Introduction of Jordy Bell, executive secretary of **CCWHP**, guest speaker; 2) Plans for next year's annual conference and election of conference committees; 3) Consideration of resolutions to be presented to the **membership**; 4) Question of the presidency of WCAWH if Patricia resigns because of her new position at University of Nebraska; 5) Miscellaneous announcements.

Jordy Bell traced the activity and function of **CCWHP**, since 1969, as a feminist pressure group related to **AHA**, mainly concerned with the status of women in the profession and the study of **Women's** History. She explained the structure of **CCWHP** and its connection with regional groups such as WCAWH, **emphasizing** the importance of maintaining close ties and communication in the face of reports that "women are **losing** ground" in the job market and appraisal that "Affirmative Action never in fact took place." Positive gains that have been made through **CCWHP** and its **affiliation** with regional women historians' groups include, she said, increased **numbers** of women in **AHA** offices and increased participation of women on **AHA** and **OAH** panels at conferences, and action for equal opportunity.

After discussion suggestions for the 1978 annual meeting to be held in Encino, the following were elected to committees which will be expanded **over the** months ahead: Program: Joanna **Cowden** (**CSU**, Chico) chair, with Gloria Lothrop (Calif. Polytechnic, **Pomona**) and Terry Richards (U.C. Santa Cruz); Local Arrangments: Virginia **Tonkin** (**UCLA**) chair; Exhibits and Book Sales; Alice Clement (604 Swarthmore, Pacific Palisades 90272).

SECRETARY'S REPORT (continued)

Resolutions presented and passed were: 1. Graduate Student Caucus, WCAWH, Nancy Fitch: **Two** resolutions. a) That **WCAWH** opposes the Bakke decision eliminating, on the grounds of "reverse **discrimination**", affirmative action and minority programs on college campuses. b) That WCAWH is opposed to the proposed cutbacks in educational **programs** in the UC and CSU systems. The words of both resolutions will be polished for official statement by a committee here appointed. (For information related to these issues, see the "**Graduate Student Column.**") 2. Peg Strobel (UCLA) proposed that next year's conference should include discussion of expanding the goals and also the structure of **WCAWH**, considering the important issue (discussed in first session of this conference) of improving **communication** and relationships between academic associations (and individuals) and the non-academic community on **questions** of mutual interest. Toward this end, the local affiliates of **WCAWH** should also discuss this question and propose action. In addition, the **WCAWH Newsletter** should be expanded in scope to be a more effective vehicle for **accomodating** members who wish to **communicate** ideas on issues and goals that all **WCAWH** members might value. 3. Jess **Flemion** (S.D. State Univ.): that a) a committee of scholars **from** the membership who have published euccceefully should be appointed to evaluate manuscripts that colleagues in **WCAWH** desire to have read for suggestion and criticism; b) that a **committee** should be created to aid members **develop** panels **and/or** papers for **regional meetings**. These questions should be discussed again next year.

The key question of the evening meeting concerned **Patricia's** situation of **now** moving to Nebraska. Could or should she remain in the presidency from that distance and in that area? Patricia sought advice from the membership, but came to her **own** conclusion that she **should** resign. In accordance with WCAWH by-laws, the vice-president, Rosemary Masek would now undertake the presidency. The secretary-treasurer, Penny **Kanner**, ~~declined to change her office. — election was therefore held for the VP.~~ Cynthia Brantley (**UCD**) and Penney Kanner (Occidental) nominated Peg Strobel (UCLA). Peg accepted and there were no further nominations. The members voted Strobel to office. Patricia reminded the group that a new slate of officers would be nominated for election to take place at the 1978 meeting.

The meeting closed with expressions of appreciation to Patricia Fouquet, regret upon her resignation, and congratulations for her new job at Nebraska.

Penny **Kanner**, Secretary-Treasurer

THE ANNUAL CONFERENCE: REPORT AND PREVIEW

1977, **Santa Cruz** (approximately 100 persons in attendance)

A **program** evaluation session, included as an integral part of the schedule of this year's conference, **provided** an opportunity for us to share impressions and expectations for next year's meeting at Encino. The consensus of the group who attended was that, for the most part, the panels and workshops were constructive and intellectually stimulating. The group briefly discussed the role of male participants, concluding that they should be invited as panel members, but not **as commentators** or panel chairperson.

Many of the ideas to be found in Joanna **Cowden's** projected plans for next year's program derive **from** the evaluation **session**, particularly the suggestion about the manuscript service. Many expressed the wish to continue the dialogue on the relationship of the academic woman historian to the community of women involved in the women's movement as well as history education of all kinds.

Rosemary Masek

THE ANNUAL CONFERENCE (continued)

1978, Encino

The Program **Committee** (Joanna D. **Cowden**, CSU Chico; Gloria Lothrop, Cal-Poly **Pomona**; and Terry Richards in Orinda) are presently planning a program for next year. **We** ask for responses and suggested additions to the following possibilities.

1. Opening session

An opening session for Friday night that introduces members to the group and to each other--what the **WCAWH** is and has been; who among us are full-time profs, **part-timers**, grad students, dissertation toilers, and other categories; who does the history of America, Europe, Asia, women, labor, etc.

2. Workshops on:

- a) Publishing
- b) Jobs of all types and how to get them
- c) Manuscript evaluation, growing out of the manuscript evaluation service described at the end of the article
- d) Teaching women's history in a variety of contexts: in a separate Women's Studies Department, as part of a Women's Studies Program but integrated into a History Department, through a History Department without other supporting Women's Studies Courses, and finally, in a survey course where women's history has been integrated. This workshop could consider the experience of teachers who have tried through their classes to link the feminist community to the academic world.
- e) The use of various media in teaching

3. Panels on:

- a) Recently published books and articles that might be considered or rejected for use in women's history courses.
- b) The study of women cross-culturally. For example, a panel including an Africanist, a Latin-Americanist, an American historian and an Asian historian might consider and compare the data base available to study that region, the complexities and sex and class, the general cultural similarities and differences between these regions, or expression of women's culture.
- c) Unions. Since collective bargaining is an **important** issue in California colleges and universities, this panel might include a representative of the AFT (**UPC**), one from the CTA, someone who believes that professors ought not to be unionized, and a person sympathetic to unionization but critical of past unions and those currently organizing in colleges.
- d) History and literature--the inter-relationship of the two and the usefulness of studying one with the other.

4. Colloquia

Following the resolutions passed at the 1977 conference, one panel will deal with the relationship of academic women and institutions to the non-academic **commu-**nity. This might consist of panelists relating their experiences in trying to link the two, or, alternatively, various women might present arguments for and against the mingling of the affairs of the academic and non-academic worlds.

THE ANNUAL CONFERENCE (continued)

Let us **know** if you are interested in presenting a paper for one of the panels or workshops, or if you have additional suggestions for others. Presentations should not exceed twenty minutes. Please send ideas to:

Joanna D. **Cowden**
Department of History
California State University, Chico
Chico, CA 95929

5. Manuscript evaluation service

The proposed manuscript evaluation service would work like this. We are **now** compiling a list of people who are willing to read and write critiques of manuscripts by other members of the **WCAWH** submitted to them on topics within their specialization. Once we have this list, we will circulate **it** and invite anyone who wishes to receive constructive criticism of her manuscripts to submit it to an evaluator. Please, **those of** you who would be willing to participate **as** readers or as writers in search of a reader, write to me at the above address.

Joanna **Cowden**

GRADUATE STUDENTS' COLUMN

The ongoing fiscal crisis of the state, with the effects on education we heard about in New York, is beginning to have political repercussions in California as well.

When ~~the University of California administration announced cutbacks of between~~ sixty and ninety teaching assistants at UCLA for next year, graduate students and a variety of campus organizations organized to resist. The cutbacks reflect a reduction in allocation of funds for quality education--classes are getting larger; funding for minority students is being reduced; there are fewer faculty members; health care is becoming more expensive; tuition costs are rising; jobs for service personnel are being cut.

The first part of the movement against the cutbacks was a TA union walkout on April 28th and 29th. **TA's** demanded 1) a reversal of the decision to reduce **TA's** at UCLA, 2) an increase in **TAships**, and 3) a reversal of the decision to reduce the number of minority students whose numbers have been decreasing over the past five years.

The second part of the movement involves more long term organizing. **Women** graduate students voiced concern at a variety of implications of the cutbacks for **women** students. One group, Women Against Cutbacks, called for wages for schoolwork as a way of insuring that the fiscal crisis would not end financial support for **women** who wish to get a higher education. Another group, Women Against Bakke, want to explore the implications of the decision on reverse discrimination on women. Will **affirmative** action **commitments** to accept **women as** graduate students and to hire **women** at colleges and universities be ended? Minority students are also organizing to resist long-term effects on cutbacks.

All these student groups are being adversely affected by the UC cutbacks. We are fighting against monopoly corporations for a portion of the fiscal pie.

Jaclyn Greenberg, UCLA

UNIVERSITY TEACHING: THE OUTLOOK

Jess Flemion, San **Diego** State University

The following is a summary of a workshop on alternative **carrer** opportunities for historians presented at the annual Conference of the West Coast Association of Women Historians at Santa **Cruz** in April. Participants included Emily **Abel**, part-time instructor at Santa Monica Community College and CSU Long Beach; Donna Boutelle, Associate Vice President for Academic Affairs, CSU Long Beach; Jess Flemion, Department of History, **San Diego** State University; and Ann Schneider, Program Officer, Office of Education, **HEW**.

It is only recently that academic historians have considered the possibility of working outside of teaching. Undoubtedly, most would never have done so if the chances of acquiring traditional work had not shrunk **alarmingly** in recent years. Although graduate schools have reduced enrollments, the reduction in no way balances the falling job market, and less than one-third of the Ph.D.'s currently graduated can expect to find immediate work in a four year institution. It is projected that only about 10% will be placed in the **1980's**, if all things remain constant. In a traditionally male-dominated discipline such as history, Affirmative Action appears to have comparatively little effect on the outlook for teaching careers for women historians. Even if a woman is hired, she can usually expect a lower salary, more **likelihood** of denial of **tenure, and** slower promotion since the academic career is , shaped to the image of the traditional male with a traditional **wife.**¹

A significant part of the "crisis" which young historians face is their own perception of work appropriate to their training. Lawrence Bruser, in the April, 1977 issue of the AHA Newsletter (Vol. 15, no. 4) has pointed out how unchallenged has been the notion that to do anything with a **Ph.D.** in History except teach is to do lesser work. This attitude may be little more than a function of the ignorance **of** the established academic with the outside world. But graduate **students** imbibe this bias from their mentors and are unprepared psychologically or otherwise to seek other employment. They make no contingency plans during the years when, through their training, they might acquire significant tools useful for careers other than university teaching. Additionally, the problem is confounded by the fact that **most** thesis directors and department placement officers are woefully unequipped to aid or advise students in locating other professional, satisfying work.

ALTERNATIVE CAREERS

Government is the first, most obvious, and largest employer of "surplus" historians. Work here can range from pure historical research through careers closely related to historical activities to "hybrid" work such as museum and archival careers to general professional work in research, **writing/editing** or administration. Such work can be found at the Federal, State, County and local levels. Some of the work described below is also available from private employers.

Federal Government Agencies

Last year 473 historians were employed by Federal agencies, an increase of more than **15%** over the previous year. **Women** were 17.8% of the total (84 positions). They worked in such disparate areas as the Library of Congress, the National Park Service, the National Archives, the National Historical Publications Commissions, the CIA, the State Department, the Department of the Interior, and Congress. These are only the historians hired as historians. **Many** other historians may work in careers with other job classifications. The government also has a Federal Women's Program directed by Ms. Janice Mendenhall which has been created precisely to aid increased employment of women at professional levels of the government. Her office is one of the places where inquiry can be made.

The personnel practices of the **government** are comparatively standardized. A person seeking employment must get her name on a civil service register to be eligible to be interviewed for vacancies. It is done by taking an exam appropriate to the classification. Exams can be taken at all regional Civil Service **Commission** Offices (California's is located in San Francisco) and at other regional job **information** centers. The more registers one can qualify for, the better chance at a job. Minor fields may be important in aiding in finding work and should not be ignored. A guide to all US agencies with their addresses is published by the government and should be in the University library. The regional job information centers are required to keep a list of all vacancies and new jobs. Once a candidate gets on a register, **she** must watch for vacancies (often filled in only a few weeks) and apply for an interview.

/Historical Administration, Archival, and **Museum** Work

Both public and private agencies employ many historians in these activities. Institutions such as the National Archives, the Library of Congress, and the **Smithsonian** are well **known**. The scope of employment in such institutions is not, however. For instance, there are over 1,800 **museums** listed in Museums, USA and more than 3,000 persons belong to the American Society of Archivists. Moreover, there are some 5,000 organizations listed in the Directory of Historical Societies and Agencies for the US and Canada. Historians interested in exploring the possibilities of historical administration can attend a **summer** seminar on the subject at Colonial Williamsburg co-sponsored by the National Trust for Historic Preservation, the American Association of Museums, Colonial Williamsburg, and the American Association for State and Local **History**.² Tuition for the six week course is free and eighteen fellowships are also provided each year--restricted, at least in the past, to persons specializing in American history or studies.

A number of universities also offer training programs in museum and archival work. The National Archives maintains a well known internship program. Each of the national organizations of archivists, museum curators, and other related professions publish magazines or newsletters, many of which carry job opening and notices of training courses. To familiarize oneself with such work, a job hunter should join the national organization, read its publications regularly, attend conferences whenever possible to make contacts among those already employed and, if possible, do part-time or voluntary work while **still** a student to acquire training and experience.

The American Historical Association's Guide

The AHA has recognized its responsibility in helping young historians to become more acquainted with alternative career possibilities and how to apply for them and is currently preparing a publication on careers other than teaching. Having read a preliminary draft of the pamphlet, due to be published soon, I believe it should be required reading very early in every graduate student's training and for every unemployed historian. It provides explicit and detailed information on alternative employment and how to apply for it.³

CONCLUSION

The US production of Ph.D.'s in history has been running around 1,000 to 1,100 a year recently. About 300 to 400 acquire traditional work. From that perspective it ought to be obvious that placing approximately 600 intelligent, highly trained, and skilled persons in professional work that is satisfying ought not to be viewed as a problem or a "crisis." Indeed, the first step in changing the outlook is to change our own. Why not adopt a new motto for the historian's craft:
TODAY TEACHING: TOMORROW THE WORLD.

Footnotes

1. Arlie Hochschild has written a perceptive essay on this subject that all academic women should read titled, "Inside the Clockwork of Male Careers" in Women and the Power to Change, edited by Florence Howe (New York, 1975), 47-80.
2. I was a fellow at one of these seminars in 1961 and can say from first hand experience that it was a useful introduction to historical administration and a valuable source of contacts in that profession.
3. Many of the areas briefly touched on in this summary are discussed in detail in the pamphlet. I wish to thank the editor Sally Gregory Kohlstedt of Syracuse University, for allowing me to see a preliminary draft of the publication.

ANNOUNCEMENTS

Grants (from the CCWHP newsletter):

National Institute of Education, U.S. Dept. of Health, Education and Welfare, Washington, D.C. 20208: A booklet entitled Grants Competitions and RFPs, Fiscal Year 1977 outlines the areas in which proposals will be solicited. Formal announcements of Grants Competitions are published in the Federal Register.

Resources (from the CCWHP newsletter):

Directory of Financial Aids for Women, a guide to echolarships, fellowships, internships, grants and loans designed primarily or exclusively for women. It is available on 30 day approval, for \$15.95, from Reference Service Press, 9023 Alcott Street, suite 201, Los Angeles, CA 90035. Donna Boutelle, past President of CCWHP, is one of the authors.

ANNOUNCEMENTS (continued)

Jobs:

- ***UCLA** Extension is looking for qualified women to teach various classes. Contact Florence Alber at **213/825-4520**.
- ***Pomona** College wants a **senior** professor for one semester to teach a faculty seminar and an undergraduate class in women's history. Contact Carol **Ireson** at **714/626-8511, x3027**.
- *There may be a part-time opening for an Instructor in **Women's** History (degree in History preferable) for Spring '78. Interested people, particularly from the Bay area, should contact Maryann **Agustinovich**, City College of San Francisco, 50 Phelan Ave., San Francisco, CA 94112.

Local Events:

The Los **Angeles** branch of the WCAWH will be organizing the coming year's gatherings. If you are interested in participating, contact Emily Abel, 446 16th St., Santa Monica, CA.

Conferences:

The Pacific Coast Branch of the AHA: The WCAWH will be sponsoring a panel and a luncheon at the annual conference of the PCB which meets from August 11-13, 1977 at Northern Arizona University, Flagstaff. The panel session entitled "suffrage and Equality in the **U.S.**" will include papers by Beverly **Beeton** (university of **Utah**), "**The Women's Suffrage Movement and the Enfranchisement of Women in the Nineteenth-Century American West,**" and ~~Constance Ashton-Meyers (North Charleston, South Carolina)~~. "Cod, Darwin, and the Founding Fathers: Voices of Resistance to **Women's** Suffrage and the ERA." Carl Degler (Stanford University) and Ann Wiederrecht (Santa Barbara) will comment. The panel will meet Thursday, August 11, **2:00**. Saturday's noon luncheon will feature Veronica Tiller (University of Utah) speaking on "**The Role of Women** in American Indian Tribes. "

WOMEN AND POWER: DIMENSIONS OF WOMEN'S HISTORICAL EXPERIENCE; An International Conference in Women's History. November 16-18, 1977; sponsored by the Conference Group in **Women's** History. The conference has as its general purpose a desire to bring together European and North **American** scholars concentrating **primarily** on European women's history. Although the bulk of the conference will be devoted to European **women** there are a **number** of panels and workshops which include comparative materials from the Third World and the United States. The conference schedule is established under four major categories: Ideology and Methodology, Economic Dimension, Sexual and Domestic Dimensions and the Public Dimension. The manner in which **women** exercise **power** will be discussed under each of these dimensions. The program schedule will include on the first day an opening plenary, three panels of formal papers and a series of workshops; the second day will include six panels of papers plus one series of **workshops**, while the final day will have one session of panels, one of workshops and a closing plenary session. The plenary **sessions** will include ideological and methodological topics, while the formal paper panels will concentrate on the other three topics and the workshops will include materials from all four categories. The conference is planned for approximately 300 in attendance with the rooms for panels being able to accommodate an audience of 100, and those for workshops an audience of **30**. **As attendance will be limited please register as early as possible.** **Registration is \$21.00 for students, unemployed and underemployed; \$25.00 for employed persons.** Write University of Maryland, University College, Center of **Adult Education, Room 113, College Park, Maryland 20742** for more information.

WOMEN'S STUDIES NEWS

In January people from around the country met in **San** Francisco to found a National **Women's Studies Association**, hoping to bring together the diverse and sometimes ~~associated groups and~~ individuals **who** have been pursuing and shaping women's studies in the past years. The vision of the group is better expressed through its preamble:

'We, the delegates to the first convention of the National Women's Studies Association, have met to found an organization designed to further the social, political, **and** professional development of **women's** studies throughout the country, at every educational level and in every educational setting.

Women's studies owes its existence to the movement for the liberation of women; the women's liberation movement exists because women are oppressed. Women's studies, diverse as its components are, has at its best shared a vision of a 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 same for the advantage of others. The development of **women's** studies in the past decade--the remarkable proliferation of programs that necessitated this association--is a history of creative struggle to evolve knowledge, theory, pedagogy, and organizational models appropriate to that vision.

Women's studies is the educational strategy of a breakthrough in consciousness and knowledge. The uniqueness of women's studies has been its **refusal** to accept sterile divisions between academy and **community, between** the growth-of the mind **and** health of the body, between intellect and passion, between the individual and society.

Women's Studies, then, is equipping women not only to enter society as whole and productive **human** beings, but to transform it.-

Membership is open to **programs** (dues = \$50 or graduated scale) and individuals (**dues** \$5 to \$25). Membership entitles one to receive the Women's Studies **News-**letter--the **most** recent issue includes a survey of organizations of women's **historians** and excellent articles on teaching. For information regarding regional activities, contact one of the Coordinating Council members for your region:

Northwest: Chris Bose, Dept. of Sociology, University of Washington, Seattle 98125
Diane Sands, Women's Resource Center, University of Montana, Missoula 59801

North Pacific: Anne Elizabeth, 2700 **Bancroft** Way, Berkeley, CA 94704
Marilyn Harman, Women's Studies, University of Hawaii, Honolulu 96822

Pacific Southwest: **Sherna** Gluck, **Feminist** History Research Project, P.O. Box **1156**,
Topanga, CA 90290
Billie Wahlstrom, Dept. of English, University of Southern California, Los **Angeles**, CA 90007

Southwest: **Myra Dinnerstein**, Women's Studies, University of Arizona, Tucson 85721
Suzanne **Vilmain**, 760 Pine, Los Alamos, New Mexico 87544

Peg **Strobel**

Dues Payment: The year for which your dues are paid up is indicated on your mailing label. If you owe dues, or if your address has changed or will change, please send in this form.

Name _____ Institution _____

Home Address _____ Phone _____

City _____ State _____ Zip _____

Mail To _____

City _____ State _____ Zip _____

Faculty: Job Title _____ Subject _____

Student _____ Unemployed _____

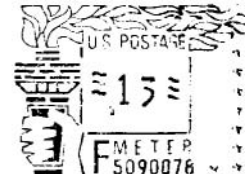
Fields of Interest _____

Dues: \$5 for employed persons; \$2 for students and unemployed

Mail to: Penny Kanner, 467 Comstock, Los Angeles, CA 90024

CHECKLIST--How about sending us: recommendations for members of a nominating committee, nominees for next year's election of officers, responses to the proposed program for 1978 conference, suggestions for Rosemary's questionnaire, ideas about relating to CCWHP, articles for the next newsletter.

WCAWH
467 Comstock Avenue
Los Angeles, CA 90024



Susan Bell '77
8 Montecito Road
Woodside, CA 94062

Address change requested