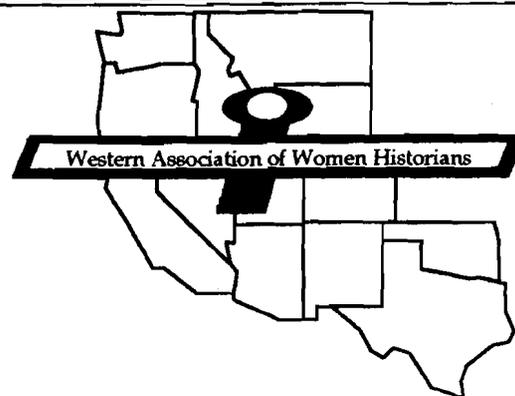

THE NETWORKER

Vol. XXV, No. 4

Summer 1994



President's Column

Our twenty-fifth anniversary celebration was a success by all measures. More than one hundred and fifty attended on Saturday and Sunday. We granted our four awards, raised money for our graduate student fellowship fund, approved amendments to our constitution, attended to on-going business and much more. I am pleased to say that I completed the *Histories of the Western Association of Women Historians*, a booklet that tells the exciting story of our organization. Copies are available for \$5.00, which includes postage for mailing. Carol Gold and Emily Rader also completed a new membership directory, which is available for \$3.00.

Presenters on a total of 21 panels revealed the new, cutting-edge questions being addressed and methodologies used in the numerous specialties in our profession. In the plenary session several of our past presidents examined the divergent ways that women in the Western Association of Women Historians have defined success. Twenty-five years ago, when there were only a handful of women in our profession, success meant getting a tenure-track position in a major college or university and by that definition, WAWH members have made considerable headway. Women historians now influence decision making at all levels of the academy. But as the plenary panelists also indicated, the course of our profession is also being set by independent scholars, adjunct faculty, and public historians, by women who have chosen or been forced to work in settings other than the academy.

WAWH provides a unique setting for women with diverse specialties to share scholarship and to provide for each the cross-

fertilization necessary for scholarly excellence. Our advanced and experienced scholars serve as models for our graduate students while graduate students offer the "cutting edge" research that will set the course of future scholarship. We all need to further strengthen our work along these lines.

Our organization also serves a crucial political role. By bringing together college and university faculty, independent scholars, and public historians, WAWH provides a setting in which to do critical long-range planning for women in our profession. We have all heard about the "need" to "down-size" higher education, to get "more for less", and we have observed many administrations accepting those goals. We must challenge that course. Limiting higher education will have ramifications for all students and scholars, but I fear that women will feel the brunt most sharply. We must protect the toe-hold that we gained in the profession in the 1970s and 1980s, even as we develop further support for the scholars who work without the perks of a campus office. One aspect of our up-coming conference will be devoted to this planning.

My thanks to Page Putnam Miller, the Director of the National Coordinating Committee for the Promotion of History, and guest speaker at the President's Dinner, who spoke about some of the scholarly/political issues facing us. In daily trips to committee meetings on Capitol hill, she works to guide the thinking on such questions as who will be the next National Archivist, what federal government records will be retained and stored, which records will be opened for scholarly research and when, and much more.

My deepest thanks to the members of the Executive Committee for helping to make the conference so worthwhile. I offer special

(Continued on p. 2) ❧

President's Column...

(Continued from page 1)

appreciation to Sue Puz and Barbara Stites for the terrific job they did this last year as co-editors of THE NETWORKER. I am most sorry to accept Sue's resignation, but personal and professional demands forced her to do step down. I am most pleased to announce that Barbara Stites will be Conference Coordinating next year. I am delighted to say that Yaffa Draznin, winner of our first Barbara Penny Kanner Award, has agreed to serve as our editor of THE NETWORKER.

Now we must begin to plan for our next twenty-five years! Our 1995 meeting is scheduled for the week-end of June 2-4, at Asilomar. So put those dates on your calendar. We need to plan our future.

Also consider this notice as the first CALL FOR PAPERS. Due to the scheduling demands set by Asilomar, we are going to have to complete our program planning in February. That means the deadline for submissions must be NOVEMBER 30TH.

In order to develop plans for our future I have included two forms in THE NETWORKER, the WAWH: LOOKING AHEAD, for those who have not yet responded, and a revised version of the PROGRAM QUESTIONNAIRE that Penny Kanner and Cynthia Brantley developed twenty years ago. The Program Committee needs to know what you would like us to do next year and how you would be able to achieve that goal. So please fill these out and return them to me post haste.

Peggy Renner

President, WAWH

REPORT OF THE K-12 STANDING COMMITTEE FOR 1993-1994

by Karen Offen and Lyn Reese

In this issue of THE NETWORKER you will find the K-12 Committee's cover letter, introducing our 14-page proposal for revising the California History-Social Science Framework to include more women's history and gender analysis. This proposal was filed with the state Curriculum Commission in Sacramento in early March 1994. We were unsuccessful in getting a spot on the agenda of the Commission's May meeting, but will persevere in attempts to speak at the September meeting when public input will be possible.

Thanks go to Glenna Matthews, Neera Sohoni, Alison Klairmont Lingo, Jean Wilkinson, Maud Gleason, Sondra Herman, and Edith Gelles, for their expert and thorough reviews of various sections of the K-12 Framework.

It seems clear that the Commission will not endorse a major rewriting of the Framework in this round of revisions, so our proposal is targeted to point out the many possibilities for fully including women. The major point we have to make with the Curriculum Commission is that women are not a minority group--that they comprise over half the population.

We would be pleased to have support from WAWH members in soliciting other endorsements. A copy of the full proposal can be obtained from Karen Offen or Lyn Reese. We would also welcome letters of support addressed to the Curriculum Commission:

The Curriculum Development
and Supplemental Materials
Commission, An Advisory
body to the California State
Board on Education

Attn: Glen Thomas,
Executive Secretary
P.O. Box 944272
Sacramento, CA
94244-2720
FAX: 916 327-6887

To date we have requested
endorsements of our proposal from
the following California
individuals and groups:

Mid-peninsula NOW
(pending)

California NOW
(pending)

San Mateo County
Advisory Council on Women
(received)

California Commission on the
Status of Women
(received)

California AAUW
Educational Equity Task
Force (pending)

California Council on the Social
Studies (declined)

Our proposal has also been
endorsed by: John A Mears,
President, World History
Association.

We have also passed on copies
of the proposed revisions to:

* Susan McGee Bailey,
Wellesley Center for Research
on Women

* Floyd Gonella,
Superintendent of Schools,
County of San Mateo

* Ellen Condliffe
Lagemann, Teachers College,
Columbia Univ.

(Continued on p. 5)

GRAD NEWS

Just as WEB was about to get up and running, some of the computer consultants at USC advised me to change WEB's name; soon the Gopher system will be replaced by a new, improved version, called Worldwide Web. In order to avoid confusion, it seems a good idea to follow the consultant's advise. So at the conference I solicited suggestions for a new name and an informal committee chose **SPITHRA**

I'm in the process of getting a few last kinks out of the system; by middle of July **SPITHRA** should be in full operation. To access it, please follow the following steps.

If you are hooked into a university computer system, log on

to Gopher. There you will see something like "Other Gopher Systems," which will lead you through a series of geographical steps until you reach USC (University of Southern California). If you are not plugged into a university system, log on to "cwis.usc.edu" which will bring you to the Gopher menu.

Once you arrive at USC Gopher, you will have to go through a series of menus, as follows: first menu, choose #3, University Information; second menu, choose #1, Academic Departments; third menu, choose #11, Social Sciences and Communications; fourth menu,

choose #2, History; and finally, #1, **SPITHRA**. I have heard rumors that this menu sequence might change. If this happens, just remember that **SPITHRA** is listed under Social Sciences or History.

The **SPITHRA** directory presents three choices. Please read #1, about the **SPITHRA** Directory the first time you log on, and every few months thereafter, in case there are any changes in the information. This explains what is in the next two menu items, the Index of Participants and **SPITHRA** Participants.

If you have any questions or suggestions, please contact me via telephone, mail, or e-mail.

— *Emily Rader*

New Informational Network Formed

Welcome to **SPITHRA** (formerly known as WEB), an informational network sponsored by the Coordinating Committee on Women in the Historical Profession/Conference Group on Women's History, the Western Association of Women Historians, and the History Department of Southern California. Open to all scholars with an interest in history, this service will help to locate matching paper proposals so that completed panels can be proposed to conference program committees. With or without a computer, you are invited to enjoy the benefits of a computer-recorded network that will help you to find colleagues with similar interests. Simply fill out and return the following form to: Emily Rader, USC History Department, University Park, Los Angeles, CA 90089-0034.

SPITHRA

Name:

Address:

Telephone:

FAX or e-mail:

Region of Interest (circle one): Africa, Asia, Europe, Latin America, Middle East, North America:

Country within region:

Time period of your interest:

Title or topics of proposed papers:

Willing to travel to conference to present papers? Yes No

To: The Members of the History/Social Science Curriculum Framework and Criteria Committee, California State Department of Education

From: Karen Offen & Lyn Reese, co-chairs K-12 Standing Committee, The Western Association of Women Historians

Re: Revision of the 1988 History-Social Science Framework

As scholars and teachers of history, members of our organization are greatly pleased by the renewed emphasis on history in California schools, thanks to the 1988 History/Social Science Framework. But as historians who are also women, we are concerned about the continuing inadequacy of emphasis placed on women's history, on gender as a fundamental principle of societal organization, and more broadly, on sex/gender equity in today's curriculum.

Like the authors of the AAUW report on how schools shortchange girls, we are concerned about girls' academic performance and self-esteem. We view the inclusion of women's history in the curriculum as a means of addressing these concerns. Women are, after all, not a minority, but "half humankind"- half of the citizenry we are attempting to educate toward democratic values.

In 1991 our organization established a standing committee to address issues of gender equity in the California history/social science curriculum. Since then our members have worked, collectively and individually, to gather information, to critique textbooks, to develop supplemental materials, to organize panels at conferences, and to work with teachers and administrators in an effort to promote women's history in the schools. In the course of this work, we have reviewed the 1988 Framework with respect to women's history.

The current California Framework represents both an obstacle to change and a key to reform. More and more schools organize their curriculum in accordance with the framework, and textbooks are being written to accommodate its requirements. Because of California's size, the Framework has a serious ripple effect on educators and students far beyond the borders of our state. It is vital that those charged with revising the Framework consider the

weight it carries as they ponder the changes we are recommending here.

The Introduction to the 1988 Framework does pay significant attention to the *principle* of equity issues and indeed, the California Education Code Sections 51213, 51227, and 60040 stipulate that equitable portrayal of women-- and minorities-- is not only desirable but *required*. But women cannot be treated like a minority; after all, women compose half (or more) of every extant racial and ethnic group. Girls are half of our school population. All the more reason that all children should be introduced at an early age to women's role in history in a variety of cultures, along with the history conventionally associated with men. This may mean viewing what constitutes "history" through a wider lens, but one consonant with the objectives of the Framework.

There is a vast new significant literature in women's history, excavated by professional historians (many of whom are members of our organization) during the last twenty years, that underlies our claim for such changes. Women have played a crucial role in every facet of human existence and their story is part and parcel of a well-rounded history of human societies. Women's participation is now well-documented in the scholarship, and women's history courses are offered at colleges and universities throughout the nation. But the fruits of this scholarship have not yet made it into the average school classroom. Many teachers now in the classroom never encountered women's history during their own college training.

How can these teachers be expected to teach about women's history without thy usual quarter-century delay in transmission of scholarship into textbooks? The Framework can serve as an engine for this important change by offering an exemplary format for how to do it. Teacher training and retraining can be shaped and guided by this format.

Making such changes goes well beyond mere issues of "political correctness" to address issues of democracy, basic equity, and the shaping of our future as a multicultural society. If, as has been so often claimed in principle, history is to be a basis for education in a democracy, a kind of civic memory, we need to be alert to the gendered dimensions of both history and democracy. In a historical situation in which the universal democratic entity "man" did not encompass "woman" for many centuries, we need to be very explicit as to whose perspective on

WAWH: LOOKING AHEAD:

How well is WAWH serving you now and what we can do to serve you better in the future? How might be able to serve WAWH. Please complete this questionnaire so we can plan. If you need extra space, use an additional sheet. Send your completed form to Peggy Renner, Glendale College, 1500 North Verdugo Road, Glendale, CA 91208. Thank you.

Name:

Address:

Phone:

E-mail:

* Areas of specialization or interest (teaching and/or research):

* Career state (check one: if "other," please elaborate):

Graduate Student _____ Senior Faculty _____

Independent Scholar _____ Retired _____

Junior faculty _____ Other _____

* Please indicate your interest in the following topics (check as many as apply)

Serving on a prize committee _____

Assisting with conference arrangement _____

Serving on the fund raising committee _____

Serving on the California History-Social Sciences Framework Committee (K-12) _____

Recruiting new members _____

Contributing to/ helping with THE NETWORKER _____

Assisting an officer of WAWH _____

Publicizing WAWH _____

Serving as a mentor _____ Working with a mentor _____

Helping to organize a mentoring program _____

Developing a local network of:

Graduate students _____ Independent scholars _____

College Teachers _____ Teachers in other settings _____

Public historians _____ Retired historians _____

Participating in such a network _____ (Please specify)

Serving as liaison with international organizations

Serving as liaison with national organizations

*What topics need more coverage in THE NETWORKER

*What topics could stand less coverage in THE NETWORKER

*How could WAWH better serve your professional needs?

*What should be WAWH's long-term goals?

*Please complete the other side to let us know what you would like us to do in planning the program for the 1996 conference.

PROGRAM QUESTIONNAIRE

June, 1994
Western Association
of Women Historians

Return to:
Peggy Renner
775 North Mentor Avenue
Pasadena, CA 91104

WAWH now enters its twenty-sixth year and we need to know what course you would like us to take in planning the next meeting. This information from you is essential if we are going to keep pace with the needs, interests, and concerns of our membership. Please fill this out before it gets buried under other matters, and drop it in the mail to us!

Name: _____
Address: _____

1. **Your own participation:** Please check the topics/formats listed below that you would most like to see included in the next program and then indicate specific contributions you could make to it.

___ research panels (please indicate the topic you are presently studying) _____

___ panels focused on new research methodology: _____

___ panels focused on new computer technology and software _____

___ panels focused on new teaching methodologies _____

___ exhibits you would like to see or might bring: _____

___ media programs suggestions: _____

___ guest speaker suggestions: _____

___ plenary session suggestions: _____

Subjects or topics that you would like to see but are not prepared to do: (Consider the items listed above as you make your comments on what you want to see included in the program.)

3. **Topics for workshops:** (i.e., publishing, job applications, teaching and curriculum development, community colleges, women's studies) _____

4. **Suggestions of people who might be interested in WAWH but who don't know about us:** _____

democracy is being promulgated in our schools.

We are not asking for a major overhaul of the Framework. What we do recommend are amendments and additions to the current Framework that will contribute to gender equity in the curriculum. We are therefore suggesting specific modifications and enhancements that will facilitate your task.

It would be naive, for instance, to expect the Framework to spell out every instance in which women's experience has been significant, or different from men's. But it is reasonable to suggest that this be done whenever gender distinctions have been shown to be centrally important to the human story. It is not enough, in short, to add the words "and women" and stir. It is also reasonable to ask that the names and stories of women who have made significant contributions as individuals be incorporated in the historical narrative, and not merely featured in side-boxes, in marginal illustrations, or during special weeks. Such comprehensive inclusion can have a very salutatory effect on the education of both girls and boys. What is more, it can be very empowering for girls and young women of every background. This (as we indicated earlier) is a vitally important goal.

In order to illustrate the kinds of amendments and additions to the Framework we have in mind, we

have appended three items:

* 1) the report of our K-12 Standing Committee detailing specific changes that we recommend be made in the 1988 Framework;

* 2) a short bibliography illustrative of the bounteous scholarly resources that underlie our recommendations;

3) a copy of our K-12 Newsletter, which details the course of our involvement with this issue and points to the earnestness of our concern.

We trust that the History/Social Science Framework and Curriculum Committee will carefully consider our recommendations. We stand ready to provide the committee with further information, if requested, and to facilitate the adoption of these amendments and additions.

Sincerely

Karen Offen

Institute for Research on Women and Gender,
Stanford

Lyn Reese

Women in the World Curriculum Resource Project,
Berkeley

##

* WAWH will supply these reports, \$3.00.

REPORT

(Continued from page 2)

- * Nora Lee Frankel,
Committee on Women
Historians, AHA
- * Kate Karpilow,
California Elected Women's
Assn for Education and
Research (CEWAER)
- * National Women's
History Project Santa Rosa,
CA
- * Delaine Easton,
Assemblywoman
- * Jackie Speier,
Assemblywoman
- * Nel Noddings,
Acting Dean, Stanford
School of Education
- * Myra Strober,
Associate Dean, Stanford
School of Education

We need three things from WAWH members at this point. First, we need endorsements and dissemination of the proposal. Second, we need to know what other WAWH members are doing, individually or collectively, to support the cause of women's history in the schools. Third, we need some new blood on the committee, as Lyn and I will both be stepping down as co-chairs later this year. We do intend to continue until the Curriculum Commission has arrived at a decision.

In the interim, let us note that:

Our K-12 Special Issue of THE NETWORKER has been distributed at conferences around the country, thanks to notices Lyn put in various publications for teachers.

Lyn Reese has published versions

of the K-12 Textbook Review in *Social Studies Review* (Winter 1994) and *Transformation* (The New Jersey Project, Spring, 1994)

Karen Offen has been networking with curriculum materials developers, such as the SPICE project, based at Stanford. Sondra Herman and Karen Offen discussed women's history at a gender equity workshop for teachers in San Mateo Community College District, funded by the Ford Foundation. Karen also consulted with the Woodside Elementary School, putting on a workshop for the entire staff K-8, and following up with individual teachers in grades 5-8 who teach U.S. and world history.

A list of publications of interest is available upon request. ##

Member News

Judith Strong Albert has joined the board of the Women's Heritage Museum of San Francisco. For information regarding WHM programs call 415-433-3026.

Ruth M. Alexander was granted tenure and promoted to Associate Professor at Colorado State University. She has also completed a manuscript entitled *The Girl Problem: Female Adolescent Delinquents in New York, 1900-1930*, which she has submitted to Cornell University Press.

Jessie Embry's book, *Black Saints in a White Church: Contemporary African American Mormons*, will be published this summer by Signature Books.

Karen V. Hansen's book, *A Very Social Time: Crafting Community in Antebellum New England*, will be published by the University of California Press.

Grace Larsen was a participant in the Huntington Library Conference on "Citiculture and Southern California: New Historical

Perspectives.

Lucinda Lombardi has produced and presented a concert program titled "La Musica: Four Centuries of Women Making Music," in several California communities.

Mary Ann Mason's new book, *From Father's Property to Children's Rights: A History of Child Custody in the United States* has been published by Columbia University Press.

Valerie Sherer Mathes' article entitled "The California Mission Indian Commission of 1891: The Legacy of Helen Hunt Jackson," appeared in the Winter 1993-1994 issue of *California History*.

Mary Murphy's article entitled "Bootlegging Mothers and Drinking Daughters: Gender & Prohibition in Butte, Montana," appeared in the June 1994 edition of the *American Quarterly*.

Diane M.T. North presented her paper entitled "The State and the People: California vs. the Industrial Workers of the World during the First World War" at the 1994 meeting of the AHA.

Gerda Ray has been appointed to the Committee on Research and Access of the Organization of American Historians for the 1994-1997 term.

Jill Watts has been awarded a post-doctoral fellowship by the Society for the Humanities at Cornell University for 1994-1995.

Jessica Weiss presented her paper, "Making Room for Fathers: Fatherhood & Family Life in the United States, 1945-1980," at the Second Carleton Conference on the History of the Family, held in Ottawa, Canada in May.

Mary Zirin, along with her co-editors Marina Ledkovsky and Charlotte Rosenthal, announces publication of the *Dictionary of Russian Women Writers* by Greenwood Press.

AWARD WINNERS

I am pleased to announce the winners of our several awards.

The SIERRA PRIZE was awarded to Marilyn S. Johnson, for her book entitled *The Second Gold Rush: Oakland and the East Bay in World War II*. Berkeley: University of California Press, 1993.

The Judith Lee Ridge Article Prize was awarded to Linda Lewin, for her article entitled "Natural and Spurious Children in Brazilian Inheritance Law from Colony to Empire: A Methodological Essay," *The Americas*, Vol. XLVIII No. 3 (January, 1992) 351-396.

The Barbara Penny Kanner Award was granted to Yaffa Draznin, for her book entitled *"My Other Self": The Letters of Olive Schreiner and Havelock Ellis, 1884-1920*. New York and Geneva: Peter Lang Publisher, 1992.

The Graduate Student Fellowship Award was granted to Martha Rampton, whose dissertation is entitled "The Gender of Magic: Early Medieval Women as Sorceresses and Healers," whose degree will be awarded by the University of Virginia.

WAWH MINUTES, MAY 1994

Reports from the several officers were read and approved. Included among these was the Report of the K-12 Education Standing Committee, which is included in this issue. The President's Report included a call to begin planning for our next twenty-five years. It was agreed that we should work on a major outreach program to bring women into WAWH who live in our geographic region but are not aware that we exist, and to encourage those whose memberships have lapsed to renew. Peggy will write letters to women living in the 14 western states listed in the AHA Directory who are not members of WAWH and

PLEASE CLIP AND SEND NEWS ONLY TO:

Yaffa Draznin, 421 S. Van Ness, # 27, L.A., CA 90020



Name _____

Address _____

Notice of Publication _____

Member News _____

(Please use extra sheet if needed.)



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THE NETWORKER EDITOR

Yaffa Draznin
421 S. Van Ness, #27
L.A., CA 90020
(213) 383-9874

encouraged all of us to recruit women in our departments. There was also discussion of using electronic outreach.

We discussed the possibility of a geographic rotation of the annual conferences to include the Pacific Northwest and the southwestern states, as well as the traditional rotation between northern and southern California. Your thoughts are welcome.

Next year's conference will be

held at Asilomar, June 2-4, 1995. Proposal deadlines will be November 30th, 1994.

We discussed the nature of our conference. It was agreed that we prefer to keep the annual smaller conferences, open to graduate students (including men), rather than to become a "western Berks." We discussed the possibility of a theme for the conference. Two options are: Academic Downsizing and the Mission of WAWH. Direct

your thoughts to Peggy Renner.

Sue Puz has resigned as Co-Editor of THE NETWORKER. Yaffa Draznin agreed to assume that responsibility.

A note from the Secretary. PLEASE check your membership labels and if it does not read 1994 or later, please send me a check for the membership renewal. Thank you!

Carol Gold
Membership Secretary
June 12, 1994



Karen Offen
 450 Raymond Drive
 Woodside, CA
 94062

1994

15061 Sherman Way, #B
 Van Nuys, CA 91405



MEMBERSHIP FORM FOR WAWH

Join Renew

Name _____

Mailing Address _____

City _____ State _____ Zip _____

Phone _____ (W) _____ (H)

E-mail Address _____ Internet Bitnet

Current Position and/or Institutional Affiliation _____

Research and Teaching Fields _____

Professional News (for the *Networker*) _____

Full-time Employed	\$20
Part-time/Retired	\$15
Graduate Students/Independent Scholars	\$ 8
Lifetime Membership	\$400

Membership Dues Are Tax Deductible As A Professional Expense

Clip and send with your check to Dr. Carol Gold, Membership Secretary, Dept. of History, University of Alaska, Fairbanks, AK 99775. Membership runs from January 1 through December 31.