Sojourner

The Ohio State University Vol. 12 No. 4

CenterForWomen'sStudies

December 1984

Naming Rape

(The following article was contributed by Marty Schmidt, a graduate student in Sociology and Assistant to the Coordinator of OSU's Rape Education and Prevention Program (REPP). Established in 1983 and coordinated through the Office of Women's Services, REPP is the first nationally recognized, feminist-based comprehensive rape prevention program and has become a model for programs at other universities. One of REPP's priorities is to provide prevention services to special populations, including women of color, re-entry women, staff women, and men.)

Rape. It affects all women's lives whether or not they ever actually experience assault. If current trends continue, one out of three women will be raped in her lifetime. Nearly 40 percent of girls will be sexually assaulted by age 18. Eighty percent of those assaults will be committed by a family member. One out of six married women will be raped by her husband. Over 80 percent of college women will experience some form of sexual violence, and one out of eight college women will be raped by an acquaintance.

The numbers seem endless and overwhelming. Yet with the dedication, perseverence, and hard work of feminists over the past 15 years, these staggering statistics are finally gaining national attention. Prime-time films slowly appear -- first on rape, then on incest, then on wife-battering. A horrified nation watches the trial of four men accused of raping a woman on a pool table and is shocked over the way a rape victim is treated in court. Local news shows devote time to stories on treatment centers for survivors, on child assault prevention programs, to changes in the law. And even men are talking about it. Pornography, sexual harassment, street harassment -- the connections begin to be made. Attitudes, they are a'changing.

Or are they? As the New Right conservatism continues to gain power in this country, feminists need to be wary of the sudden "popularization" of the issues of violence against women and children, wary that this sudden attention will ultimately be used against us. Much of the research and many of the programs currently designed to address the issue only take more power away from women and often amount to victim-blame. We have only to look at the language that is now in vogue to describe violence against women -- terms such as "marital rape," "abuser," "courtship violence" and "premarital abuse" -- to see how the reality of rape and the role that it plays in women's lives is denied. Such polite terms, classic examples of what Mary Daly calls "writing that erases itself," ignore the fact that rape is fundamentally a crime of men against women and that it needs to be addressed at that level to develop truly effective rape prevention programs.

Many so-called rape prevention programs today are geared only to providing services to victims (refusing even to recognize women as survivors) and to finding better ways to treat rapists. Such approaches to rape often view rape simply as a product of social conditioning and see clearer heterosexual communication patterns as the way to prevent rape. For example, a study on wife rape at Florida State University found that women who earn over $30,000 annually suffer less abuse than women who make less than $8,500. The researchers

concluded that women who have high-paying jobs have better communication skills which they then use in their marriages. The researchers completely ignored the very real economic power imbalance between low-income women and their husbands. This "communications theory" approach to rape prevention, now used on many college campuses to prevent date rape, only serves to blame women for their own victimization.

And the increased public attention on child assault is focused only on abuse at child care centers. That the vast majority of child assault is incest is virtually ignored; the subtle, if not overt, message that is being given, then, is that the responsibility for child sexual assault falls on the working mother ("if you were a good mother and stayed home with your kids, we wouldn't have this problem"), and, once again, amounts only to blaming women for rape.

Now more than ever, as feminists, we need to work harder to stop the trend of the traditional "woman as victim" assumption in researching and preventing rape. We instead must begin to look at the ways women can maintain power and control in the face of rape. We must look at the ways in which women fight back against the threat of rape, both physically and emotionally, and the ways in which women regain power in their lives after experiencing rape.

Perhaps most importantly, we must work to stop the trend in the country to blame women for our own victimization. We need to view rape, battering, and incest as being a part of a larger spectrum of attitudes and behaviors, both personally and globally, that sees violence as an acceptable way to gain power and control over oppressed people. Part of this spectrum includes violence which the State itself perpetuates against women and children. While rape within the context of marriage is still legal in 36 states (including Ohio), right-wing groups have also been successful at essentially legalizing acquaintance rape -- which we know now accounts for 60-70 percent of all rapes in this country -- in five states. There is a tremendous movement in this country to deny access to abortion for survivors of rape and incest. Despite claims of Right-to-Life groups, it is not uncommon for women and girls to become pregnant as a result of rape or incest, and to deny them their right to abortion is a violence of incredible magnitude. And to allow the trend of the "feminization of poverty" to continue, while the U.S. pours resources into supporting covert wars in Central America and elsewhere, is to perpetuate violence of staggering proportions on women and children.

Clearly, violence against women exists on a multitude of levels, and to view rape, battering, and child assault as separate issues is to deny just how pervasive violence against women truly is in this society. We cannot allow the reality of rape to be hidden in supposedly non-sexist terms, nor can we allow women once again to take the blame for assaults against us. It is only when we view women not as weak but as powerful, not as victims but as survivors, that we can develop truly effective strategies to prevent rape in our lives and to end violence against women both personally and globally.

Marty Schmidt

WOMEN'S SERVICES: From the Coordinator

In this month's and next month's columns, I will be summarizing research on re-entry students at Ohio State that was completed last year at OSU with the assistance of Joan Burns, counseling psychology Ph.D. candidate, and Aleta Gieb, sociology M.A. candidate. The three parts of this summary will cover: a general description of our re-entry students, the needs of re-entry students at Ohio State, and recommendations for improving this university's attentiveness to our re-entry students. The summary also points out the different needs of women re-entry students when compared with their male counterparts. Parts One and Two will appear in this column and Part Three will appear in next month's column.

By 1990 the actual size of the "college age" population (18-21 year olds) will return to the 1970 level of fourteen million. This will represent an eighteen percent decrease in this decade. Simultaneously, the educational needs of older Americans, which are already expanding, will continue to grow throughout their working lives. Therefore, enrollment in this university by students who have interrupted their educations or who have found that the degree level at which they stopped their education is limiting their careers, will continue to increase. Because of this change in the composition of the student body, we face a potential incongruity between our expectations of students and their interests

and needs in the university.

One-and-a-half years ago, I drew together an Advisory Committee with representatives from the offices with which re-entry students are most likely to be in contact. This committee decided to support a needs assessment survey of Ohio State re-entry students. A random sample of 400 re-entry students (i.e., those who were at least four years older than class peers who had never interrupted their education) were surveyed during Spring Quarter, 1983. The survey instrument covered such areas as the backgrounds and characteristics of re-entry students, descriptions of educational interruption, information on means of financing education, academic problems and academic support needs. The findings of the survey are summarized below.

WHO ARE TODAY'S RE-ENTRY STUDENTS?

Sex and Age

Fifty-seven percent of our sample were females and forty-three percent were males. In general, the women were older than the men. For example, only five percent of the women were twenty to twenty-four years old, but eighteen percent of the men were in this age range. Thirty-eight percent of the women and only twenty-eight percent of the men were thirty-five or older.

Education

The majority (fifty-three percent) of re-entry students were full-time students, and an additional thirteen percent who were enrolled part-time would have liked to be enrolled on a full-time basis. Ninety-six percent of re-entry students were enrolled in degree-granting colleges and/or programs, while only four percent were enrolled in Continuing Education Credit Programs. The grade-point averages of re-entry students were higher for the women than men. For example, fifty-one percent of the women had a 3.5-4.0 GPA, while only twenty-one percent of the men fell in this range.

Family Background

The women were slightly more likely to be coupled/married and to have children living in their household than the men.

Employment & Income

Three-fourths of re-entry students were working while enrolled: forty-one percent were employed full-time and thirty-five percent part-time. Women and men were relatively similar with respect to annual personal income. Forty-nine percent of re-entry students earned $10,000 or less annually. However, when we looked at annual household income, women's economic standing rose and men's declined. It may be that only women from affluent households re-entered the university, while men with low personal and household incomes were able to re-enter.

WHAT ARE RE-ENTRY STUDENTS' NEEDS?

Financial Aid

Unlike "traditional" college-age students, re-entry students rely mostly on full-time employment and savings for their educational expenses. Furthermore, men are able to utilize educational loans to a greater extent than women. (The difference was statistically significant at the .05 level.)

Academic Services

The most important needs of re-entry students focused on academic support services. These include: priority ratings for academic advising, study-skills workshops, counseling for academic problems, and time-management workshops. Additionally, there is considerable concern among re-entry students about the time of day during which classes are offered. More flexibility in class schedules is desired.

Other Areas

Closely related to the academic service needs expressed by re-entry students are career service needs, e.g., career planning. In addition, they indicated a substantial need for information about university services. Because of their employment and family responsibilities, re-entry students have little time to survey the resources available to them at the university.

In next month's column the research summary will conclude with Part Three -- recommendations for improving this university's attentiveness to re-entry students.

Sue Blanshan
Coordinator, Women's Services

Clericals Receive OAA Grant

We are pleased to announce that four members of OSU's support staff have been awarded an Ohio State University Affirmative Action Grant for their project, "A Survey to Determine the Issues and Concerns of Clerical Workers at The Ohio State University." The grant was submitted by Martha Croft (Physics Library), Virginia Midkiff (Chemical Engineering), Suzanne Hyers (Women's Studies), and S. Yolanda Robinson (Black Studies). It will be distributed to all clerical workers during early Winter Quarter, 1985.

The survey will provide an opportunity for staff to voice their concerns for the purposes of initiating change and promoting professional development. It will enable

participants to remain anonymous and will include: 1) employee assessment of her/his employment situation (e.g., appropriateness of job title and responsibilities; desirability of and experience with pursuing advanced positions; experience with requests for job reclassification); 2) employee assessment of existing professional development programs for clerical staff (e.g., do staff members regularly attend these programs? which programs are most helpful? how do staff members hear about these programs?); and 3) comments regarding programs and projects we would like to see developed at OSU (e.g., workshops on supervisory and budgetary skills which would be recognized as prior experience for future job applications; a fee waiver program, instead of the current method of fee reimbursement; active University support for staff members pursuing degrees which would encourage supervisors to exercise flexibility in rearranging work hours, particularly for those employees nearing completion of their degree). These are only some of the topics the survey will cover; we encourage persons to send us additional suggestions.

Last February, the Sojourner featured an article entitled, "Memo To: OSU Working Women." The article, written by a clerical worker at OSU, addressed a situation that many of us face, i.e., that clericals are often considered to be filling a position rather than understood to be pursuing a career. Considering the fact that women have traditionally been assigned various roles in this society (wife, mother, homemaker), it is not surprising that we have been assigned roles in our professional lives as well (secretary, waitress, sales clerk -- roles in which, like wives and mothers, we take care of someone else). Many of us are well-educated and ambitious, yet find ourselves restricted to these positions and perceived as being less valuable simply because we are in positions traditionally assigned to women -- and, in fact, more than 95% of the clericals on campus are women. Unfortunately, the devaluation of professions associated with women becomes part of our thinking and many of us learn to accept those roles which, in turn, limits our potential. As stated in the February article, "... It is possible for us to affect those roles by not accepting the stereotypes, by recognizing our contributions and realizing our value, and simply, by expressing these thoughts." The Sojourner provided a voice for one clerical worker to express her thoughts. That article received numerous responses from clericals across campus (and one from Oklahoma), which gave those persons a voice -- all of which points to the fact that there is a need to voice our concerns. It is important that we communicate our concerns to each other, and this survey is, we hope, a major step toward accomplishing that.

The survey will give us information which can be used to change existing programs (if appropriate) and to develop new ones. We are supportive of those programs offered by various University offices which promote the professional advancement of support staff, but feel that while they provide opportunities for the individual worker to acquire important skills, they do little to change the status quo of clerical workers. Our ultimate goal is to discover our commonalities and identify our strengths. We need to reinforce in each other what, as individuals, we already know to be true: that we are central to the success of this University and that we deserve the respect of others.

This sounds like a lot to accomplish. It is. But if we can start working together, we can work toward building a system in which we can be recognized and rewarded for our accomplishments and our abilities. We encourage persons to join us in this effort by completing the survey and, if you can, by working with us on this project and others to follow. If you are interested in talking with one of us or in joining one of our after-work gatherings, please call Lonnie Robinson at 422-3700 or Suzanne Hyers at 422-1021. We look forward to hearing from you.

Suzanne Hyers

Winter Quarter Courses

ANTHROPOLOGY 810M

Professor Erika Bourguignon will teach a special seminar in cultural anthropology, "Margaret Mead: The Anthropologist in America," during Winter Quarter, 1985. Often referred to as "the world's greatest anthropologist," Mead has been the subject of renewed interest and discussion since the publication, shortly after her death, of Derek Freeman's controversial Margaret Mead and Samoa. This seminar will review Mead's contribution to anthropology, with special reference to the debate surrounding her earlier study of Samoan adolescents. Using Mead as an example, a wide range of other issues, including the use of ethnographic fieldwork as a source of information on other cultures and the nature of explanation in anthropology, will be discussed. Readings will include Margaret Mead and Samoa, Mead's Coming of Age in Samoa, Blackberry Winter, and Letters from the Field, and recent articles on the Mead controversy.

Anthropology 810M will meet Thursdays, 1-3, in Room 212, Lord Hall.

SOCIOLOGY 435

The Department of Sociology will be offering Sociology 435, the Sociology of Women, this Winter Quarter on Tuesdays and Thursdays, 2:00-4:00 pm. The course will be

an analysis of sex-roles and social structures with an emphasis on modern social movements concerned with redefining sex-role relationships.

The course will be taught by Dr. Joan Huber, Dean of OSU's College of Social and Behavioral Sciences. It will offer a unique opportunity for undergraduate students to study under a renowned feminist sociologist and one of the foremost scholars in the study of women and society. Dean Huber is the former chair of the Sociology Department at the University of Illinois (Champagne/Urbana) and is one of the founders of Sociologists for Women in Society. She is the author of numerous major publications, the most recent being Sex Stratification: Children, Housework and Jobs.

If you would like additional information about this course, please call the Sociology Department at 422-6681.

FELLOWSHIPS & GRANTS

Huntington Library

The Huntington Library welcomes applications from scholars for awards to help them carry on significant research in the collections of this institution. In selecting persons to receive awards, attention is paid to the value of the project, the ability of the scholar, and the degree to which special strengths of the Library will be utilized. Holders of awards are expected to be in residence throughout their tenure.

In general, the competition is such that awards can be made only to persons who have demonstrated, to a degree commensurate with their age and experience, unusual abilities or promise through publications of great merit. A few awards of three months or less are available for persons writing doctoral dissertations.

For more information, check the flyer in 207 Denney or contact: Martin Ridge, Coordinator of Research, Huntington Library and Art Gallery, San Marino, California 91108. Applications are received from October 1 to December 31 for awards within the twelve-month period beginning on the following June 1.

National Science Foundation

The Research Opportunities for Women program (ROW), sponsored by the National Science Foundation, is designed to provide opportunities for women scientists and engineers to undertake independent research. The program supports research grants for women who have not previously been principal investigators or who are reentering the research community.

Women eligible to submit proposals are:

1) Those who have received their doctorates at least three years prior to submission of the proposal to NSF and have not previously served as a principal investigator on a Federal award for scientific or engineering research; or

2) Those with doctorates whose research careers have been interrupted for at least two of the past five years and who have not served as a principal investigator on a Federal award for scientific or engineering research since reentering their careers.

In exceptional circumstances, experience equivalent to the Ph.D. degree will be considered.

Members of minority groups and physically handicapped scientists and engineers are strongly encouraged to submit proposals to this and to other NSF programs.

General inquiries regarding the ROW program may be made to the ROW Program Director, Room 1144, Division of Research Initiation and Improvement, NSF, Washington, D.C. 20550, telephone (202) 357-7734.

Feminist Economics

The Business and Professional Women's Foundation offers research fellowship programs to women and men. The Lena Lake Forrest Fellowships and the BPWF Research Grants provide funding for contemporary/historical research on economic issues of importance to working women. Research topics of primary interest include: occupational segregation, comparable worth, technological change in women's work, job satisfaction, analyses of women's cooperative efforts to improve the quality of their work lives, dependent care, work and the seasons of a woman's life, and the relationship of the gender gap to women's economic status. The Sally Butler Memorial Fund for Latina Research supports women of Latin American descent who are working on issues (especially economic/employment) of importance to Latinas. Deadline for submission of applications is January 1, 1985. Application materials may be obtained from: BPWF, 2012 Massachusetts Avenue, N.W., Washington, D.C. 20036.

Midway Women's Studies Award

The Midway Women's Studies Award is a regional award limited to candidates living or working in Kentucky and the seven contiguous states: Illinois, Indiana, Missouri, Ohio, Tennessee, Virginia and West Virginia. As a

part of the Women's History Week program (March 4-8, 1985), Midway College, Kentucky's only women's college, seeks formal essays on the topic of Women and the American Political System in the Twentieth Century. The essay should be 10-15 pages in length, typewritten and double-spaced, and should include a one paragraph abstract. It should be based on scholarly research but written in a lively and interesting manner suitable for presentation to a varied audience and readership. Submitted essays will be judged by a panel of students, faculty and administration. The winning essayist will be awarded a prize of $250 plus travel expenses to Midway College for a day of presentations, discussions and seminars during Women's History Week. Essays must be postmarked no later than January 10, 1985 and will not be returned. Submissions may be sent to: Midway Women's Studies Award, Dr. William Slaymaker, Literature and Languages, Midway College, Midway, KY 40347.

POSITIONS AVAILABLE

University of Iowa

The Women's Studies Program of the University of Iowa invites applications for a joint appointment in Women's Studies and another academic department from candidates who have distinguished records of research, writing, and teaching. Candidates may be from any field of specialization. It is expected that the appointment will be made at the level of associate professor or professor, but highly qualified individuals at the assistant level will also be considered.

The person appointed will serve a three-year renewable term as chair, beginning fall of 1985, with responsibilities including administrative leadership, teaching, and further development of the program. The University of Iowa is committed to a multicultural approach to the study of American society, as well as to interdisciplinary, international education. The Women's Studies Program is diverse, drawing faculty from more than 15 departments who teach some 20 courses each semester.

Send vitae, names of references, and letter of application by January 15 to Florence Babb, Chair, Women's Studies Program, 305 EPB, University of Iowa, Iowa City, Iowa 52242. Inquiries and nominations are also invited.

University of Massachusetts

The University of Massachusetts, Amherst, has a tenure track, assistant professorship open in the Women's Studies Program beginning September, 1985. A Ph.D. and strong evidence of teaching effectiveness and scholarly achievement are required. The teaching load emphasizes courses required for the major and minor (Introduction to Women's Studies, Foundations of Feminism, Feminist Theory), and includes special topics and directed studies. Candidates are particularly welcomed from anthropology, psychology, Afro-American Studies, Puerto Rican or Caribbean Studies, but others, including those with interdisciplinary degrees in Women's Studies, may also apply. Send letter describing teaching and research interests, as well as resume, names of references, and sample descriptions of courses you are prepared to teach to: Professor Catherine Portuges, Director, Women's Studies Program, 208 Bartlett Hall, University of Massachusetts, Amherst, MA 01003. The application deadline is January 15, 1985.

University of Wisconsin

The University of Wisconsin-Madison has two positions available in the area of Women's Studies. The first position is that of an assistant professor with a joint appointment in Anthropology, Economics, Political Science, or Sociology. A Ph.D. and research in the area of gender issues and social change in Third World countries are required. A comparative approach, research experience in Third World countries, and experience in Women's Studies scholarship and teaching are preferred. The appointment begins Fall, 1985 with a minimum salary of $21,500.

The second position is that of Director of the Women's Studies Research Center with a joint appointment as tenured associate or full professor in Anthropology, Economics, Political Science, Psychology, or Sociology. Duties include development and administration of multi-disciplinary research grants and programs. Requirements for the position include: Ph.D., active involvement in Women's Studies research and theory, success in obtaining and administering grants, and teaching experience. The salary is competitive and the appointment begins Summer, 1985.

Applicants for either position should mail a curriculum vitae, with a letter describing research and teaching interests and experience, significant publications, and the names and addresses of three academic references by December 15, 1984. Applications should be mailed to: Ruth Bleier, Women's Studies, 209 N. Brooks St., Madison, WI 53715. Folders of qualified applicants will be forwarded to relevant departments.

University of Oklahoma

The Department of History, University of Oklahoma, has announced a tenure-track

appointment at the rank of assistant professor in Latin American History and is particularly interested in women and minority applicants. The job will begin in the fall of 1985 and will have a salary commensurate with experience. The candidate will teach survey and advanced classes in Latin American History. A Ph.D. in History is required, a field in Mexican History is desired, and the candidate must possess a commitment to scholarly research and publication in the field. The deadline for applications is January 1, 1985. Send dossiers to: Norman L. Crockett, Chair, Search Committee, Department of History, 455 West Lindsey - Room 406, The University of Oklahoma, Norman, Oklahoma 73019.

Congratulations

To Donna Stark, Ph.D. candidate in Education/Human Services and Graduate Teaching Associate in Women's Studies, who successfully passed her Ph.D. General Examinations on October 29. Members of the Committee included Professors Susan Sears, Judy Genshaft, Verta Taylor, Bruce Walsh, and Dewey Adams (Graduate School Representative). Donna is now working on her dissertation on factors affecting women's career choices. The Center congratulates Donna, and we anxiously await results of her current research.

To Mary Sullivan, Women's Studies and Sociology major, who was recently honored at the annual Colleges of the Arts and Sciences Honors Banquet as one of the two most outstanding students in the College of Social and Behavioral Sciences. Mary also works in our office as Student Administrative Assistant, and the Center is very proud of her accomplishments.

CALLS FOR PAPERS

Women and the Midwest Experience

"Women and the Midwest Experience: Contributions and Connections," the MWSA State Conference, will be held April 12, 1985, at the Kellogg Center, Michigan State University. MWSA invites the submission of papers and proposals for workshops and panels on the contributions and connections of historical and contemporary women to artistic, social, political, and psychological realities, with special emphasis on Michigan women. Titles and abstracts of papers that allow twenty minutes delivery time should be mailed to: Patricia A. D'Itri, Department of American Thought and Language, Bessey Hall, Michigan State University, East Lansing, MI 48823. The deadline is January 15, 1985.

Women and Work

"Women and Work," a forum for the exchange of interdisciplinary knowledge, research, and information on women's work, particularly as it relates to expanding women's opportunities in the workplace, will be held May 2-3, 1985, at The University of Texas at Arlington. Papers on the following topics may be submitted: work and career development of women across the life cycle, issues and problems facing women in the world of work, and programs that prepare or enhance women's career development. For further information and for instructions on submission of abstracts, contact Marjie Barrett or Sheila Collins, Graduate School of Social Work, The University of Texas at Arlington, (817) 273-3181 or check the flyer in 207 Dulles. Abstracts must be submitted by December 31, 1984.

SAGE

Sage Women's Educational Press, Inc. (SWEP) announces publication of the premiere issue of SAGE: A Scholarly Journal on Black Women. Black women's education is the theme of the issue, which includes a photographic essay; articles on the education of Black girls; an interview with Willa Player, former President of Bennett College; a listing of recent master's and doctoral theses; and a listing of educational resources on women of color. This biannual journal is co-edited by Patricia Bell-Scott, Beverly Guy-Sheftall, Jacqueline Jones Royster, and Janet Sims-Woods.

The second issue has mothers and daughters as its theme and will be published in December, 1985. Upcoming issues will focus on Black women as writers (submission deadline: January 15, 1985) and Black women's health (submission deadline: August 15, 1985). Individual subscriptions are $15/yr.; institutional subscriptions are $25/yr. For more information, write SWEP/SAGE, P.O. Box 42741, Atlanta, GA 30311-0741.

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The Sojourner is published monthly by the Center for Women's Studies at The Ohio State University from September through June. It contains information, positions available, and other information of interest to women.

Comments and announcements from our readers are welcome; deadline for copy is the fifth of the preceding month.

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207 Dulles Hall
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