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HERLAND SISTER RESOURCES, INC.
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OKLAHOMA LAW ARGUED BEFORE HIGH COURT

WASHINGTON (AP) - "All the goals of public education" are threatened if public schools cannot fire teachers who advocate homosexuality, the Supreme Court was told Monday, January 14.

Seeking reinstatement of an Oklahoma law that empowered local school boards to carry out such firings, Oklahoma City University law professor Dennis W. Arrow argued that the statute was aimed at barring teachers from advocating sodomy, a crime in Oklahoma law.

But Harvard University law professor Laurence Tribe, representing the National Gay Task Force, said a federal appeals court was right when it ruled that the law was written too broadly and chilled teachers' free-speech rights.

"These teachers are ready to discuss this issue now but are afraid to do so," Tribe told the nation's highest court. In an animated, 60-minute argument session, Arrow and Tribe were bombarded with questions from the bench. All eight justices present - Justice Lewis F. Powell, Jr., is recovering from surgery for prostate cancer and did not attend - participated.

The disputed Oklahoma law stated that a teacher could be fired for engaging in "public homosexual conduct or activity" - a term defined as "advocating, soliciting, imposing, encouraging or promoting public or private homosexual activity in a manner that creates a substantial risk that such conduct will come to the attention of school children or school employees."

The National Gay Task challenged the law in a test case lawsuit against the Oklahoma City Board of Education. The suit did not allege that the law had been used against any teacher. The 10th U.S. Circuit Court of Appeals last year struck down the

law, saying that the Constitution's First Amendment does not permit someone to be punished for merely advocating illegal conduct at some indefinite future time.

Arrow, representing the Oklahoma City school board, said state legislators and school officials should be free to protect societal values and require teachers to be proper role models.

"A teacher's interest (in free speech) may be outweighed by the interests of the state and of parents," he said. But Tribe discounted the role-model argument, quoting a woman who said, "If teachers were all that powerful role models, I would have been a nun years ago."

"This law," Tribe says, "tells teachers, 'You better shut up about this topic or, if you speak about it, you better be hostile to homosexuality.'"

"Isn't it the fundamental lesson of freedom of speech that those who do not share the majority's view do not have to hedge their views?" he said. Tribe noted that President Reagan, as a former governor of California, opposed a similar law proposed in a 1978 ballot referendum. He also noted that more than half the states do not outlaw private homosexual conduct between consenting adults.

Justice William J. Brennan at one point asked Arrow whether the Oklahoma law could result in a teacher's being fired for saying to other teachers or students, "I wish they'd leave those homosexuals alone. They're not hurting anyone but themselves."

When Arrow said the Oklahoma courts would not interpret the law that way, Brennan shot back, "How do you know?"

Tribe later seized upon Brennan's question to suggest that a teacher could be suspended "while they try to figure out what the law says."

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Justices William H. Rehnquist and Thurgood Marshall asked why the high court had been asked to decide the validity of a law that has never been used against anyone and has never been interpreted by an Oklahoma court.

"The law has never been applied to a single living soul," Rehnquist said.

Tribe countered by arguing that teachers are too afraid of being fired to test the law. "People don't get up on soap boxes and say, 'Sodomy now,'" he said.

(EDITOR'S NOTE:)

Clearly, teachers and workers in every other profession are tried, convicted and sentenced on a daily basis, without their day in court, over the issue of advocating the rights of or being a lesbian or gay man.

The law needn't be formally imposed. The law needn't exist only to limit free speech. It does much more than silence heterosexuals or homosexuals on this, Oklahoma's precedent for the nation, which may have come to the attention of school children.

Whether one's choice of sexual partners is political or personal, hetero or same gender, no one is exempt from a label. No matter if one is married, has been married ten times and has ten children, it is impossible to prove sexual identity because it is intangible.

The gay man or lesbian who is private, closed, quiet and careful should, according to the way the (never interpreted) law is written, fall outside of wrong-doing; outside of the accusations of negative influence on young impressionables; outside of the fear of loss of livelihood. That individual is oftentimes the most preoccupied with covering his or her tracks. The law has done its intended job. That individual is oftentimes the most unlikely threat to the social system. They are or become the least activist-oriented. They may live in a similar kind of intimidation and paranoia and struggle to maintain control of their lives as women do as potential victims of rape.

The law does not affect so much what is "advocated, solicited, imposed, encouraged or promoted" in front of students or co-workers as it affects their very lives everywhere and all the time.

Homophobia and internalized homophobia (fear and hatred of oneself) exist to perpetuate the prejudicial myth that homosexuality is a Biblical evil which stands separate from the actions and attitudes of the individual. Homophobic reactions are economic, physical and psychological abuse. Discrimination serves the distinct purpose of keeping people where they want them and the good/evil dichotomy substantiates the wish for what they believe.

Teachers and other workers do lose jobs and family, church and community ties without the actual imposition of the law. The loss is because of who they are rather than what they are thought to do to children. (Ninety-nine per cent of child molesters are heterosexual men.)

Sexual suspects are harassed, manipulated and coerced out of their jobs in subtle and vicious ways. They may be set up and then caught in an incompetence charge. Their work lives may be made intolerably miserable. They may be simply asked to resign with a spoken or underlying threat of being fired if they challenge the employer, resulting in no references and no unemployment compensation. The question is not whether an employer has the right to fire an employee for inadequate job performance. The informal, out of court interpretation is that it provides tacit approval for the right of the employer to fire, resulting from perceived or actual sexual preference/life style. Soliciting sexual partners in the primary and secondary classrooms is a sensationalization of the issue of homosexual rights which serves to protect the true perpetrators of this crime. Advocating, imposing, encouraging or promoting homosexuality and sharing information or opinions are not the issues. The law has to do with keeping homosexuals behind the rest of us economically and socially, isolated and afraid.

The homophobic fear and hatred and the internalized homophobia which are the result of such a law is counterbalanced by the fact that there are lesbians and gay men in Oklahoma who are teachers. And, they are survivors.

HERLAND SISTER RESOURCES, INC.

announces

our next Collective meeting

open to public

FEBRUARY 3, 1985 **6:30 p.m.**
call 524-3017, 521-8434 or 946-5395

STATE NOW SETS '85 GOALS

The State Council for the Oklahoma Chapter of the National Organization for Women met recently to formulate goals for the coming year.

According to a report by Loretta Pecchioni, chapter representative, published in the Metro OKC NOW Newsletter, the organization has identified three goals: to network with other human rights organizations; to develop four workshops on four different topics; and to raise \$500.

The topics selected for the workshops, the chapters recommended to spearhead them and tentative timetables are:

- 1) Advertising, Tulsa/Bartlesville, March/April
- 2) CR on Racism/Martin Luther King "action technique", OKC/Lawton, mid-May
- 3) Preventing Violence Against Women, Enid/OKC, September
- 4) "One-ness" networking workshop, Stillwater, October

Contact NOW for further information about these upcoming workshops. Susan Kokojan and Margaret Cox, Coordinators, 755-2186 and 737-0562.

LEGISLATIVE CLEARINGHOUSE FORMS

A coalition of citizen-action groups, including human rights, civil rights, women's rights, consumer rights, environmental, peace, etc., in Oklahoma City, meet Fridays at noon at 433 N.W. 23, Suite 201; Common Cause office. Call Keith Smith at 528-2835 for further information.

HERLAND SISTER RESOURCES, INC.

has just received

a major shipment of new books

STORE HOURS:

Saturday, 10:00 a.m. - 6:00 p.m.

Sunday, 1:00 p.m. - 6:00 p.m.

WOMEN'S SELF-ESTEEM STUDY GROUP SHARES

The Women's Self-Esteem Study Group is not a class and not a therapy group. It is a casual and friendly small group of women who want to be supportive to other women and who want to practice thinking and sharing their thoughts about common concerns.

Why a women's self-esteem study group? One answer may be that *sex role stereotypes are far more limiting and debilitating to women than to men, for the realm of human experience and behavior that has been designated female is much more narrowly defined than the range that has been labeled male.

The group meets Wednesdays from 5:30 to 6:30 p.m. through March 27, 1985, at 5500 N. Western, Suite 102, Oklahoma City. The fee is \$20 per month, prorated if you enter the group at the middle or end of the month. You can join any time by calling Pat Walke at 848-0050. Please feel free to talk with Pat Walke whether or not the group may be appropriate for you. There is no charge for attending one meeting if you would like to get a better idea if it is something you are interested in.

Suggested reading: Woman & Self-Esteem, by Linda Tschirhart Sanford and Mary Ellen Donovan.

Women's Wednesday Night winter series for February includes Karen Carlson, a local songwriter, who will perform February 13, 7:00 to 8:30 p.m. The fee is \$5 at the door. Karen's songs come from her own experiences and her own journey. "Tiny Innocent Child" and "You Better Keep Your Cotton Pickin' Hands Off of Me" emerged from her experiences as an incest survivor. "The Bent Over Woman" is a song which rose from her development as a feminist Christian. Other songs deal with friendship, a 40th birthday and love.

Three Story Suite, a video, will be screened and discussed, February 27, from 7:00 to 8:30 p.m., \$5 fee. The video is a trio of feminist folktales from Persia, Africa and Polynesia, performed by storyteller Laura Simms. Fetnah tells how an intelligent and beautiful woman taught wisdom and humility to a king; Spirit Basket is the story of a goddess struggling to teach man the treasures of the spirit; and Hina is a Polynesian myth in which a woman escapes earthly life by transforming her daily work into moonbeams and stars. The brilliance of Laura Simms' animated style, combined with Chase's stunning visual effects, carries your imagination to the land of dream and myth.

Contact Pat Walke for additional information.

*from Sanford and Donovan's Women & Self-Esteem

BOOKS FOR CHILDREN

History of Women for Children, by Vivian Sheldon-Epstein, 31 pp. illustrations, The Quality Press (Denver), 1984, 44.95.

The History of Women for Children is "dedicated to human liberation." Vivian Sheldon-Epstein advances exactly that by presenting the history of women in a manner that is certain to prove stimulating to young readers.

The author traces the evolution of women in society, from their prehistoric status as mysterious, magical creators of new life to their eventual subjugation as the property of men and their recent, piecemeal liberation. Various aspects of women's oppression are chronicled, including the denial of their inheritances, lack of educational opportunities, and deprecation through organized religion. At one point, Sheldon-Epstein explains, "If a woman's family, school, religion and community all tell a woman from the time she is a small girl that she is not as important and valuable as a man and that she is not allowed to do what a man does, a woman may believe that she is truly inferior." It is in such instances, when the effects of historic events and cultural developments on the lives of individuals are described, that the History of Women for Children is most educational and provocative.

The author goes on to outline the growth and success of the modern women's movement, citing Mary Wollstonecraft's Vindication of the Rights of Women, the 1848 Seneca Falls conference, the 19th Amendment, the entrance of women into the work force during World War II, Betty Friedan's The Feminine Mystique, and the Civil Rights Act of 1964.

She emphasizes that the goal of the woman's movement is not that of turning women away from marriage, motherhood and homemaking, but that of ensuring that each woman has a choice of how to live her life. She also provides lengthy lists of women achievers in fields from literature to mathematics to politics, thereby making the options open to women readily apparent. The book's closing paragraphs remind the reader that "much more has to be done to make and keep women's chances equal all over the world," and that by enabling each individual to realize his or her full potential, we can make the world a better place.

The History of Women for Children is enhanced throughout by large, expressive illustrations, which are racially and culturally balanced, and over half of which are appropriate for a child's imaginative coloring with crayons or pastels.

Contributions of Women, a series of 12 books, \$8.95 each, The Dillon Press (Minneapolis)

What do Jerrie Mock Helen Taussig, M.D., Florence Kelley, Mary Cassatt and Tillie Lewis have in common? In addition to being influential figures in their respective fields of aviation, medicine, social reform, art and business, each is profiled in Contributions of Women, a series of 12 books designed for young readers. Each book in the series portrays an array of women in a given field, providing young readers with a concrete sense of their female heritage as well as with inspiring role models in every career area imaginable. All of the books in the series follow a similar format, recounting the stories of between four and six women.

The series' excellence lies in its diversity. The individual books' topics include art, dance, social reform and theatre, as well as the more traditionally male-dominated fields of aviation, business, labor, literature, medicine, science and sports. One book also presents the stories of the "first women who spoke out."

The figures profiled range from Sarah and Angelina Grimke, the first female abolitionists in the US, to Eugenie Clark, an ichthyologist whose speciality is shark behavior, not to mention such better known figures as Margaret Mead, Elizabeth Cady Stanton, Eleanor Roosevelt, Isadora Duncan and Ethyl Barrymore. The series includes biographies of women leaders dating from as far back as 1792, to contemporary women.

The reader is drawn into the world of these women at various stages in their rise to prominence. Three-time Olympic gold medalist Wilma Rudolph is introduced as she is positioned on the track, tensely waiting for her teammate to pass her the baton during the 400-meter relay at the 1960 Olympics in Rome. The account of Amelia Earhart's life begins on the island in the Pacific where her radio distress signals were first heard in 1937. Closing sections, entitled "Other Outstanding Women," provide brief descriptions of other women in each given field. On the whole, these stories are enticing, exploring not only the bare facts of each woman's life, but also her fantasies, emotions and commitments.

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EARLY CHILDHOOD EDUCATION RESOURCES

Increased competition for admission to prestigious schools, the availability of advanced educational technologies for home use and publicity about "super babies" who learn to walk, talk, read and write at a young age, have resulted in heightened public interest in early childhood education.

The effectiveness of early education efforts, especially those not conducted by educational professionals, is the subject of a hot national debate. Concerns often focus on whether the potential benefits of the intensive education of young children outweigh the harm that may result from pressure to achieve at an early age.

To learn more about early childhood education, contact:

The Association for Childhood Education International (ACEI), 3615 Wisconsin Ave., N.W., Washington, D.C. 20016, 202-363-6963. Membership includes a subscription (5 issues per year) to Childhood Education: Infancy through Early Adolescence (\$35 inst., \$32 indiv., \$15 student, retired). To join, write ACEI, 11141 Georgia Ave., Suite 200, Wheaton, MD 20902.

The Child Development Associate National Credentialing Program, 1341 G. St., N.W., Suite 802, Washington, D.C. 20005, 202-638-6656 and 800-424-4310.

The National Association for the Education of Young Children (NAEYC), 1834 Connecticut Ave., N.W., Washington, D.C. 20009, 202-332-8777 and 800-424-2460. Membership includes a subscription to Young Children (bimonthly magazine) and eligibility for grants (\$40 for comprehensive membership and \$15 for regular or student membership).

INT'NAT'L RELATIONS FOR YOUNG AMERICANS

In recent years, often the task of educating young Americans about the culture, history and politics of other nations has fallen to volunteers. American Association of University Women branches are among the volunteer organizations that have worked to increase international understanding by establishing special programs to teach children about other nations and by encouraging schools to include international subject matter in their regular curriculum.

Organizations and resources that can be useful in such educational efforts include:

Activity Books for Teaching International Education in Grades K-12, a free publications catalog available upon request from the Center for Teaching International Relations, Publications Office, University of Denver, Denver, CO 80209, 303-871-2426

Educational Resources Catalog, Oxfam America, 115 Broadway, Boston, MA 02116, 617-482-1211. (Free catalog of audiovisual materials, books, crafts and organizations dealing with international relations available upon request.)

Global Perspectives in Education, Inc., 218 East 18th St., New York, NY 10003, 212-475-0850

Internationalizing Your School: A Resource Guide for Teachers, Administrators, Parents and School Board Members, the National Council on Foreign Language and International Studies, 605 Third Ave., 17th Fl., New York, NY 10158, 212-490-3520, (\$7.50)

The National Council on World Affairs Organizations is a network for pre-collegiate educational efforts. To be placed on the mailing list, contact Margaret Lonsetta, The World Affairs Council of Philadelphia, John Wanamaker Bldg., 3rd Fl. Gallery, 13th and Market St., Philadelphia, PA 19107, 215-563-5363

For additional resources on these subjects, contact: American Association of University Women/Member Education and Training, 2401 Virginia Ave., N.W., Washington, D.C. 20037

You're Invited

Susan B. Anthony's 165th Birthday Party
and
Open House

Friday, February 15, 1985
7:00 - 9:00 p.m.

HERLAND SISTER RESOURCES, INC.
1630 N.W. 19

HERLAND COFFEEHOUSE
presents

Donna De Salvo

for your entertainment
Friday, February 22, 1985
8:00 p.m.

HERLAND SISTER RESOURCES, INC.
1630 N.W. 19

LETTERS COLUMN ADDED

The HSR Collective agreed to begin publishing a letters column in the March issue of the Newsletter.

We encourage the exchange of information, personal opinions on issues of concern to the Oklahoma women's community, and your stories and experiences. The content of letters should concentrate on issues.

The HSR editor reserves the right to edit and condense letters according to space limitations. Letters should be typed, double-spaced and signed by the writer (s). Include your address and telephone number. If you wish your letter to be published anonymously, indicate so, but include your name, etc., for our information in case the editor has questions.

Mail or deliver your letter to HSR, Inc., 1630 N.W. 19, Oklahoma City, OK 73106. Deadline is the 15th of each month.

YALE STRIKE CONTINUES

The strike by Yale's clerical and technical workers includes 1500 individuals, 82% of whom are women, and many of whom are female heads of households. They have been walking the picket lines which surround Yale for the past 10 weeks, holding out for a contract that will move toward eliminating the job segregation which has kept women and Black employees earning significantly less than their white male counterparts.

During all this time, the University administration has refused to negotiate on the outstanding differences and has consistently refused binding and non-binding arbitration. Recently the union made a strategic decision to take the struggle back inside and return to work over the long holiday break--a slack period when most students and many faculty are not present. The strike resumes mid-January if a settlement is not reached.

The issues at stake here go well beyond the confines of Yale University. The striking union, Local 34, is the largest union of clerical and technical workers to endeavor to settle a contract in the private sector. What happens at Yale will undoubtedly set precedents for similar unions in other parts of the country. Indeed, what happens here will have an impact on employers' acceptance of the concept of comparable worth to address and change past discriminatory practices.

To help, write Strike and Hardship Funds, c/o Pargo MacLeod, 88 Prospect St., New Haven, CT 06511.

CURRENT NEEDS LIST: HSR, INC.

(listed in order of priority)

<u>Rent on Store</u>	
per month, due 1st	\$125.00
<u>Bills on Store</u>	
percentage, due 15th (approx.)	10.00
<u>Bulk Mail Permit</u>	
one-time cost, 5.2 cent mailings	80.00
<u>Corporate Seal</u>	
one-time, verifies non-profit	23.05
<u>Contents and Liability Insurance</u>	
per year	150.00
<u>Gatewood Neighborhood Assoc.</u>	
per year membership	10.00
<u>Supplies</u>	
paper, per month	20.00
labels, postage, misc.	15.00
<u>Newsletter Mailing</u>	
current cost per month	41.00
cost after acquiring permit	22.00

SHELTER SIGNS UNION CONTRACT

Members of District 65, U.A.W. employed at Women Against Abuse, an organization for battered women in Philadelphia, successfully negotiated their first contract November 21, 1984. WAA is a large emergency shelter and a Legal Center - one of the largest programs for battered women in the U.S.

Among the gains for employees: a grievance procedure; the District 65 Health Plan; and an education scholarship fund. Key demands not met: shift differential payment; extra compensation for using bilingual skills on the job; effective health and safety guidelines; strong affirmative action guidelines; and discontinuing the use of open-ended job descriptions.

Negotiations were begun in July and eventually handled by five of the 26 employees. Raises were awarded on a graduated scale, with employees earning between \$11-12,000 receiving \$1050, employees earning \$15,000 receiving \$650, and all others falling between.

For further information, call Joanne Brown: 215-386-1280-W, 215-727-6570-H; or Fran Smith, Vice President, District 65, Vineland: 609-696-4713.