

Spring 1979

Women's Studies Newsletter April 1979

Women's Studies

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women's studies newsletter

denison
university

April, 1979
Volume 4, No. 4

ANNOUNCEMENTS

Jane Ax, Political Science Department, presented a paper entitled "Placement Patterns Among Men and Women" at the Midwest Political Science Association Convention in Chicago, Illinois on April 19. Ax's paper focused on the placement of male and female Ph.D.s in political science.

Karen Westerfeld, a junior Sociology major, received a mini-grant from the Great Lakes Colleges Association to do a research project. She is investigating what factors cause students to join the women's movement on small liberal arts college campuses. After conducting her research on several GLCA campuses, Westerfeld will report her results and conclusions to the GLCA in May.

On April 30, a presentation entitled "Sexual Identity" will be given by a homosexual man and a lesbian woman in the Faculty Lounge, Slayter Hall, at 6:30 p.m. They will talk about their personal experiences and their feelings concerning sexual identity. This is the final presentation for the Office of Psychological Services' program, "Topics in Sexuality."

On March 19, Ann Fitzgerald, English/Women's Studies, gave a talk on "Special Programs for College Women" at the Ohio Colleges Personnel Association's annual conference at Wittenberg University.

On April 7, Nancy Nowik, English/Women's Coordinator, presented a session on advising women at the conference on academic advising sponsored by the GLCA at the College of Wooster.

Each year Denison gives summer money to faculty members for workshops, travel, and research that will aid them in their professional development. This spring the following women were awarded money for summer work.

Anne Andersen, Dance, received a summer grant from the Lily Foundation to apprentice herself to several dance artists in New York City for a period of five or six weeks of study in both ballet and modern technique. Each summer she makes it a point to study technique with someone with whom she has not studied before.

(Announcements continued on page 7)

THE DENISON DANCE DEPARTMENT

by Susan Deveny

In the second of our series on Women In the Arts at Denison, we are focusing on the Dance Department, perhaps one of the smallest departments on campus. Senior Judy Epstein estimates there are about eighteen dance majors at the present time working with a full-time faculty of four people including an accompanist. Yet the fact that the department is small is more of an asset than a hindrance, according to students interviewed.

Epstein, one of two senior fellows, feels that the fact the department is small gives her "lots more encouragement and opportunity to do what I want." She and Sally Larson, the other senior fellow, feel that the smallness of the department has created an atmosphere in which the members work together and support one another in their endeavors. As departmental fellows, both have also had the chance to teach classes at Denison.

Tina White, a freshman dance major, finds the department to be a good one, but hopes that some day the curriculum can be expanded to include other dance styles such as jazz and tap. White eventually wants to open her own dance studio and believes the additional courses would further prepare her to teach.

There are only three male dance majors at Denison, yet Epstein and Larson feel the trend is changing as more and more men discover dance through the beginning courses. Theatre majors in particular are encouraged to take dance classes to study movement; and more men, as well as women, are being introduced to dance in this way. Epstein feels the support system within the department extends to the men as well as to the women and sees no competition between the sexes.

Tara Finn, also a senior, is a German and Soviet Area Studies major, yet has been active in the Dance Department since her freshman year when she attended some Denison dance shows. She said she started taking classes because her friends did, but now dances because she enjoys it and because it keeps her in shape. Finn said she would like to see more people come to Denison dance performances and discover, as she did, how enjoyable they are.

The next opportunity to see a dance performance will be May 10, 11, and 12. Students and faculty will present pieces they have been working on this semester. Half the show will be a multi-media presentation by the senior dance majors, including a piece by Epstein for eleven people using music by the Beatles and an improvisational piece by Larson to live music. The other half of the show will include repertory pieces by faculty members Anne Anderson and Willie Feuer, and a duet by Tara Finn with Billy Hopkins.

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INTERVIEW WITH FLORENCE HOWE

by Caroline Balzarini

Florence Howe, founder of The Feminist Press and well-known spokesperson for the Women's Movement, is Denison's visiting GLCA scholar. With Ann Fitzgerald, Howe teaches "Growing Up Female in America," one of Denison's women's studies courses. She agreed to this interview with the Women's Studies Newsletter.

Born in New York City, Florence Howe attended the public schools of Brooklyn. "My grandparents were immigrants, my parents were born in this country; but they were poor--my father, who started to work full-time when he was eight, never went past the fourth grade," Howe began. "My mother was more privileged in that respect. Her father was a rabbi, a fairly well-educated man who knew a lot of languages. She wanted to study Spanish in high-school, and go to college, and he said absolutely not, since she was a woman; she had to study bookkeeping and typing. She graduated with honors when she was sixteen and immediately entered the work force," Howe continued. "He had already picked out a rabbi for her to marry: she said nothing doing and married my father instead. I think it made for a lot of trouble."

"I was born in 1929. My arrival interrupted my parents' plan to save some money. In '29, the year of the Great Depression, my father lost his job and my mother had to quit hers, of course. The years of the '30's, therefore, when I was very small were really very difficult," Howe stated.

Howe continued: "I knew from the time I was in kindergarten that I was going to be a teacher, because that was what my mother had wanted to be and had been unable to be; I guess she simply told me, very early on, that I was going to be just like that person called teacher; I assumed that I would be an elementary-school teacher, which is what good, Jewish, working-class girls were supposed to be if they wanted to move out of their class." Howe cited as her role model a high-school biology teacher, a married woman Howe found to be an exceptional teacher.

Florence Howe then attended Hunter College, which at that time was an all-female institution. She began as a science major, but switched in 1948, her junior year, to an English major.

"I never swerved from the idea of teacher; sometime in my junior year, my teachers began to tell me about graduate school, which I honestly had not known of, because no one in my family was educated beyond high-school; I had never heard of M.A. 's and Ph.D. 's."

In her senior year, Howe applied and was accepted to twenty different graduate school programs. Somewhat surprised, she said, "I then did something very dumb...the first response I got, I accepted-- a full scholarship from Smith--I didn't know that I could write and say that I had changed my mind." She entered Smith for her MA in English in 1950. "So off I went, and my father said, very sadly, 'You will never be the same' and he was very frightened that I was not going to have what he called 'a normal life.'" She explained, "A normal life for him meant staying with the family...that family, and maybe moving up a notch to that elementary-school teacher level, marrying a nice Jewish boy, and settling down, maybe teaching some of the time, and then stopping teaching to have children." She thought for a moment and then added: "When I left for Smith, I had really left for good. I then went to Wisconsin on a Teaching Fellowship."

Howe had absolutely no feminist connections in her years at Hunter and Smith. When asked at what point in her life she first became aware of the Women's Movement, she responded: "I was part of the Civil Rights and anti-war movement in the middle of the '60's, when younger women than I took umbrage at the fact that they were asked to make the coffee or that they had no decision-making powers. Some of my good friends just left the movement because they said they were sick and tired of this; in the mid-60's, they formed consciousness-raising and women's action groups. I knew that it was all going on, but I just said that Civil Rights and ending the Vietnam War came first, and then we would deal with women afterwards. I had never read any feminist history, so I didn't know that what I was saying in the '60's was exactly what women had said 100 years before when they said, 'We must get the votes for Blacks, we must deal with the slavery issue, and then we will deal with women's rights; as though those were unconnected, as if there weren't any Vietnamese women or Black women, as though women were only white...."

Having asked about the influence of both her familial and educational backgrounds, we now asked which of the two had been the more pervasive influence. "For me it was the school...especially Hunter College. The content of the curriculum was very important to me in certain fundamental ways; the main thing it did for me was to separate me from my family--by questioning two of the basic tenets with which I had been brought up: That Jews are better than Christians, and Whites are better than Blacks. My Sociology/Anthropology minor, those courses particularly, were absolutely instrumental in convincing me that my family was wrong, that there was another way to think about people than what I had been taught."

Howe then mentioned the fact that, although Hunter was an all-female institution, "We never talked about gender, about women...there was nothing like Women's Studies...I never even studied women writers in my English classes at Hunter. Even at Smith, I studied no women at all." Finally, at Wisconsin, she spent her first year reading Austen, George Eliot, the Brontës, and others. She said: "It was a marvelous year. There for the first time I had some sense of women historically, as presented in fiction; but that portrait is really a terrible one: at the end of all those novels,

the women either die or marry or both--those are their only futures." Howe also first encountered the works of Virginia Woolf at Madison and was very excited by these discoveries.

Curious about her reaction to Denison, we asked for her observations thus far. She replied that, while it was difficult to make judgements as a visitor, she felt "some small degree of tension. Denison is very much like most co-educational schools at this moment in time. It is a strongly male institution: women are visitors, they are tolerated. I think there are a number of enlightened administrators and faculty here, who would like to see things different." When asked to explain how women here are "visitors," she said: "Well, take one of the blatant areas--athletics. The athletics program was not ever designed for women; women have gotten a share of it through the years, mainly as visitors or intruders into a male domain. I don't know of a school in the country that has divided its budget in half, willingly or unwillingly, and said 'this is really a program for women and men.' Even the fraternity and sorority arrangements are not similar regarding living, meals, even accessibility. Women at Denison are an add-on, and they still function in that fashion as students. The curriculum is entirely male-centered; anything that we include about women is perceived as an add-on, as away from the main-stream."

We ended by asking Florence Howe, "Is the situation changing?" She responded: "Well, it's changing in that we can at least say all of this--that's the big change. We can now see it and say it--I knew none of this when I was your age!"

* * * * *

"It is vain to say human beings ought to be satisfied with tranquillity: they must have action; and they will make it if they cannot find it. Millions are condemned to a stiller doom than mine, and millions are in silent revolt against their lot. Nobody knows how many rebellions besides political rebellions ferment in the masses of life which people earth. Women are supposed to be very calm generally: but women feel just as men feel; they need exercise for their faculties and a field for their efforts as much as their brothers do; they suffer from too rigid a restraint, too absolute a stagnation, precisely as men would suffer; and it is narrow-minded in their more privileged fellow-creatures to say that they ought to confine themselves to making puddings and knitting stockings, to playing on the piano and embroidering bags. It is thoughtless to condemn them, or laugh at them, if they seek to do more or learn more than custom has pronounced necessary for their sex."

from Charlotte Bronte's Jane Eyre, 1847

PUT THEM ALL TOGETHER

Interview by Kim Halliburton

Last month, Denison's Theatre II presented Anne Commire's 1977 play Put Them All Together in Burke Hall. Directed by Billy Hopkins, '80, the play starred Jane Cooper as Maggie Lowrie, Rob Cathcart as Tucker Lowrie, Jon Santoni as David, their hyperactive child, and Marti Ragsdale as Maggie's best friend Kate.

The play deals with both Maggie's inability to deal with David's overwhelming hyperactivity and her lone recognition that a problem even exists. Her husband attributes David's condition to boyish high spirits, her best friend to Maggie's lack of disciplining of David, and her doctor to some emotional lack in Maggie herself. Even Maggie is not quite sure who to blame. Finally, in desperation and insane anger, Maggie beats David to death with a telephone.

I interviewed Jane Cooper and Billy Hopkins shortly after the final performance of the play, which went into four performances instead of the scheduled three because of its enormous popularity. When asked about the quality of the play as written, Billy said, "I feel that it was a very good work, although the script was underdeveloped in places. The last scene was abrupt, and possibly more of a surprise than it should have been. It needs something more fully developed at the end."

Concerning her work with ten-year-old Jon Santoni, Jane said, "Working with Jon was just like working with an adult except that he was better behaved. He had all of his lines memorized before anyone else in the cast, and he would correct us when we messed ours up. I was worried about the psychological effects that such a grim play might have had upon him, but he was completely self-confident about the whole thing and came through with no ill effects whatsoever."

Cooper continued, "Playing Maggie was very exciting for me. It was nice to play someone like me for a change. She was a lot closer to my age than many of the characters that I've played, and we shared a lot of the same personal experiences. I have ten nieces and nephews, so I have a lot of experience with children, and I'm familiar with the area outside of Washington, D.C., where Maggie and Tucker were supposed to be living."

Jane went into specific detail concerning her acting style. "First, I take all the 'givens,' and then I separate the play scene by scene. It's the Stanislavsky method of acting. We play with the lines and create a past for all of the different characters mentioned in the play. We decided where Tucker and Maggie met, how long she and Kate had known each other--things like that. It took a long time for me to really understand Maggie's character, to step into it. The whole thing didn't really jell until the night of the first performance."

Jane saw a great deal of progress and realization within the play, despite some structure problems. "I think that there were a lot of events that the audience was supposed to accept without any reasonable explanation, but there was change. David became worse within the play, and Tucker finally became aware that there was something wrong with David, although by then it was too late.

Both Cooper and Hopkins agreed that they were excited about the work they had done on the play and that they had gained a great deal of experience. Pleased at the large turnout at each performance, they felt that the play had had a definite impact on the Denison community and had reinforced the importance of Theatre II productions.

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Continuation of announcements of Denison summer money awards:

Elizabeth Freydborg, Theater, will attend the Lessac Summer Workshop, a six-week intensive study program held during June and July at the SUNY-Fredonia campus in the area of voice and movement. Professor Lessac has developed methods of liberating the voice and body so the actors may increase their artistic range.

Ms. Freydborg will examine the Lessac method both for theatrical purposes and for integration into other disciplines, and will present her findings to the Denison Community next fall.

Amy Gordon, History, has received a grant to do research in Paris at the Bibliothèque Nationale. She will be examining the correspondence of Admiral Gaspard de Coligny, mid-16th century French statesman and convert to Protestantism. This research is part of a larger study of two of Coligny's attempts to establish places where French Protestants could worship freely. Gordon is writing a book on these colonies and their relationship to French political and religious policies in the crucial decades from 1550-1570.

Nancy Nowik, English, was invited earlier in the year to write an introduction to a volume of essays and speeches that Florence Howe, Visiting GLCA Women's Studies Scholar, has under contract with Indiana University Press. The summer money will allow Nowik to work on that introduction at the Harvard and Radcliffe libraries, where she will investigate the documents of 19th-century people who, like Florence Howe, used the lecture circuit as they travelled throughout America giving speeches for lyceums and universities on topics such as abolition, Transcendentalism, suffrage, mesmerism, religious revivalism, and the like. Some people (Emerson was the most popular of them all) actually made a second career of travelling the circuits, and Nowik intends to liken those 19th-century peripatetic speech-givers to the people who travel the college and university circuits today.

JARVIS RETURNS TO CAMPUS

by Suzanne Case

On April 4, the Reverend Ms. Cynthia Jarvis was the guest speaker for the Wednesday evening chapel service in Swasey Chapel. Dynamic, humorous, and warmly reminiscent, Jarvis delivered her sermon, "To Hell With Hell," to the students and faculty of her alma mater.

Recalling the novel Huckleberry Finn--a work she read in Bill Nichols' English class--Jarvis used the characters Miss Watson and Huck to exemplify how destructive our rigid conceptions of good and bad are. "No matter how subtle or straightforward we choose to be, we--who hold onto an iron-clad idea of the good--tend to have an air of condemning or condoning that permeates all our relationships," she said.

Jarvis, a 1971 Denison graduate, is the Associate Minister at Westminster Presbyterian Church in Wooster, Ohio. In an interview following the chapel service, she talked about her career as a minister.

While at Denison, Jarvis majored in English and religion. Throughout college, she was active in the Granville Presbyterian Church's Sunday School program, mainly because she wanted to work with children. Jarvis noted that she "had no intention of going into religion.

"Then Dean Woodyard encouraged me to apply for the Rockefeller Trial Year Fellowship," Jarvis explained "which was for people who were in a different field and would consider seminary." She applied and received the award, attending Boston's School of Theology for one year. "I went for the year without any intention of staying in this area," she said, "but I got hooked." Jarvis then transferred to Vanderbilt Divinity School, so she could pursue her interest in theology and literature.

While at Vanderbilt, a professor, Sally McFage, became an important role model. "She was someone who rallied the women together," Jarvis said. Jarvis and one other woman were the only females in the class. "She shepherded us, in a way. She was the one, along with some other people, who helped me begin to believe that I could be a minister and a woman and all those things at the same time. I think I was as much steeped in this culture as anybody else and had trouble imagining myself in that role."

Jarvis's parents also had a difficult time accepting her career choice. "My parents were not too ecstatic. They tried to be as supportive as they could be, but it was just hard for them to imagine," she said. "My mother, more than anything in the world, wanted me to get married; and I think she felt like, if she gets ordained and she's Reverend Jarvis, what kind of guy would be interested in her?" Three years after seminary school, Jarvis

married someone from Wooster. "The funny thing that's happened," she commented, "is now that I am married, my parents are gung-ho about my career and have been very supportive, saying, 'You have to get a good job. You can't just follow him.' It's funny to watch the switch."

Jarvis has been the associate minister at Wooster for five years. Her congregation--located on The College of Wooster's campus--is composed of both college students and townspeople. As a result, her responsibilities are wide-spread. In addition to preaching once a month, making hospital and home visitations, and doing baptisms, weddings, and funerals, Jarvis counsels students, works with resident advisors, assists the Dean of Staff, conducts dorm programs, and advises student groups.

Jarvis speaks affectionately of her Wooster congregation: "They are super. I have had a very special experience with them because they've been accepting and supportive. I think they were very proud of themselves--that they called a woman." She continued, "They saw me definitely as a minister and accepted me in that role and really have let me grow a lot."

"Right now it's a special time to be a woman in this career. There have been opportunities that have come my way probably because I'm a woman. I've gotten more involved on the national level of the church than most ministers my age."

At the same time, Jarvis admits that women are not yet totally accepted in this field. "Were I a male, I would probably not have too much trouble getting my own congregation of 600," she said; "but because I'm a female, that's still not a possibility. There are maybe two women in the whole Presbyterian Church who are ministers of a church with 600 members. The rest are either ministers of small 100-member congregations or on staff."

In some of her work, Jarvis knows she is the token woman. For example, she was put on a national funding committee to raise \$60 million for the Church. "I know I was the only ordained woman on it, and that's why I was on it," she remarked. "But it also gave me the opportunity to raise a lot of hell about the way the Church was being run and the kind of decisions that were being made."

"Initially, I felt I was being used; but I also think that in those situations you can take power. I pretty consciously tried to do that. By the time the committee was finished--after three years of me--they were pretty sorry they asked me," she laughed; "but that was okay."

For Jarvis, the classic case occurred when a church of 1600 members wanted to interview her for the position of head minister. She told the interviewing committee that she didn't have much experience and asked them if they were really serious. They assured her that they were quite serious, so the committee came to Wooster and heard her preach. That afternoon, Jarvis talked to them for two hours. Jarvis explained, "At the end of the interview I said, 'Now tell me--how would your congregation respond to having a woman?' One of the committee women said, 'Oh, not at all; but

we appreciate your taking the time because we were afraid we couldn't find a minority or a woman to satisfy the Affirmative Action requirements.' It made me very wise," Jarvis said. "From now on I ask specifically, 'Are you serious about a woman?'"

Like any profession, her job has both positive and negative sides. "The real positive aspects, I think, are the contacts I have with people," she said. "The reason I went into this profession was because of the kind of relationships I thought it would encourage in my life with people. That's been special and exciting. The problems--and knowing myself, it would probably be a problem in any profession--is that it's just very time-consuming; and so it is my life."

In terms of coordinating a career and marriage, Jarvis said, "It's very hard. I find I still have yet to make the transition from being married to my job to being married to somebody." And now she and her husband are trying to coordinate their careers. Her husband, who recently received his doctorate, is looking for a job in college administration. "The pain of trying to put two careers together while trying not to be selfish and not to be ambitious . . . is very hard for both of us," she remarked.

Reflecting on the future, Jarvis said, "I think I would like to move into a more urban congregation. This would be my first choice if I could pick and choose." She hopes to move to a city where both she and her husband can find jobs in their respective fields.

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"The decline of feminism after the First World War is attributable at least in part to the eventual concentration of the women's movements on the single narrow issue of suffrage--which was won. Other factors which have been cited are the postwar economic depression; the growing influence of anti-feminist Freudianism; and the development in Germany and the Soviet Union of authoritarian governments which tended to foster male supremacist values."

Miriam Schneir, Feminism: The Essential Historical Writings, Introduction, 1972

PROFESSIONAL WOMEN VISIT DENISON

by Suzanne Case

This spring, four successful women professionals will visit Denison as part of the Mellon Grant Visiting Professionals Program. A nuclear physicist, a behavioral psychologist, a magazine editor, and a business executive will speak to various groups on campus.

The Visiting Professionals Program is one component of the three-year, \$132,000 Mellon Grant and will bring four professional women to Denison each year. This is the first year of the Mellon Grant.

Ann Fitzgerald, the administrator of the grant, explained that the women will be meeting with students and faculty both in classes and in the residence halls. In addition to talking about their fields, they will discuss such topics as decision-making processes, integration of work and family, and the role gender plays in their careers. Students who would like to meet individually with these women should contact Ann Fitzgerald.

Carol Alonso, a nuclear physicist, came to Denison on April 19, her visit co-sponsored by the Department of Physics. Alonso is a Senior Staff Physicist at Lawrence-Livermore Lab in Livermore, California. In 1970, she received her Ph.D. in nuclear physics from M.I.T. Her research interests are in heavy ion physics and hydrodynamics. Alonso is married and has two children.

During her one-day visit, Alonso gave a talk entitled "Relativistic Nuclear Hydrodynamics: Firestreaks, Pion Condensates, and Other Fancy Stuff" for the Physics Department's Common Hour. Later that afternoon, she spoke on opportunities for women in physics and other sciences, incorporating her own life into the presentation. In the evening, Alonso attended an initiation banquet for Sigma Pi Sigma, the physics honorary. Then she concluded her visit by delivering a public, nontechnical lecture on "Long Range Physics in a Short Range Country: The Fusion Energy Problem."

On April 23-24, behavioral psychologist Tina Adelberg will be at Denison. Her visit is co-sponsored by the Psychology Department. Adelberg did her post-doctoral, clinical research in the area of women and careers and works at the Counseling and Psychological Services Center at the University of Texas in Austin. She has two children.

On Tuesday, April 24, Adelberg will speak to Dr. Heft's environmental psychology class on behavioral ecology. This talk will be followed by a general presentation to the Psychology Department. At this time, Adelberg will provide an introduction and overview of the behavioral ecology field. "Behavioral ecology," Dr. Heft explained, "is an approach to the study of psychological phenomena through naturalistic observation. Ms. Adelberg's work has been conducted in both the United States and in Micronesia." He said the public is invited and encouraged to attend this

lecture. Adelberg will also give one or two talks in dormitories and sororities.

Sara Fritz, Associate Editor of U.S. News and World Report, will be on campus from May 1-3. Fritz, a 1966 Denison graduate, is married and lives in the Washington, D. C. area. A former News Editor and Labor Reporter for UPI, she won the UPI world-wide "Lead of the Week" award in 1971 for an in-depth story about phone prescriptions for illegal drugs.

During her visit, Fritz will speak at the faculty luncheon on Tuesday, May 1. She also will give several talks in classes and residence halls.

On May 7-11, Dianne Newman, an executive in the Market and Research Division of General Electric, will visit Denison. As an undergraduate, Newman studied home economics and child psychology. Her master's degree is in applied mathematics. Newman has a strong interest in feminism. She and her husband have two adopted children and live in Connecticut.

During her visit, Newman will speak to two classes--Robin Bartlett's "Women in the Labor Force" (Economics 350-4) and Howe and Fitzgerald's "Growing Up Female In America" (ID 246). The latter lecture will be on Tuesday, May 8 at 11:30 a.m. and is open to anyone. Additionally, she will give several talks in dormitories and sororities.

Exact times and places for some of the talks have not yet been determined. The Denison "Weekly" should be consulted for more information.

Ann Fitzgerald selected these four women on the basis of faculty suggestions and vita research, patterning the Visiting Professionals Program after the Woodrow Wilson Visiting Fellows Program. She hopes that by having professional women visit Denison, students will have an opportunity to explore careers outside the academic realm and consider the problems and benefits women encounter in the professional world.

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"Society's double behavioral standard for women and for men is, in fact, a more effective deterrent than economic discrimination because it is more insidious, less tangible. Economic disadvantages involve ascertainable amounts, but the very nature of societal value judgments makes them harder to define, their effects harder to relate."

Anne Tucker, The Woman's Eye, Introduction, 1973

PORTRAIT

(Every month, the Denison Women's Studies Newsletter interviews a female faculty member, student, administrator, or supportive staff member. This month's interview is with Juliana Panchura of the Office of Student Personnel.)

by Kim Halliburton

Last fall, when Denison found itself without a replacement for Associate Dean of Students Dr. Susan Bowling, the position of Assistant to the Assistant Deans was created. Julie Panchura, Denison '76, was hired to fill that position.

Interviewed recently in her office in Doane Administration Building, Julie spoke on her feelings concerning many aspects of Denison. Born in Pittsburgh, she is the second oldest in a family of six children. Her father is an orthodontist and her mother, a housewife, handles the books and payroll for Julie's father's practice.

Julie graduated from Denison in 1976, receiving a B.A. in Chemistry with an additional concentration in Art. She was the only female Chemistry graduate that year. She was also involved in Delta Gamma and DCA and was a Student Advisor and Head Resident in Shorney during her junior and senior years. She spent the second semester of her sophomore year in Salzburg, Austria, studying art.

Julie has many memories of her life at Denison. "I worked what seemed to be thousands of jobs. I worked at SAGA, as a receptionist, did a lot of tutoring in Chemistry, and I was a lab assistant. I wasn't too involved with my sorority, although I retained my membership. Being Student Advisor and Head Resident were my largest responsibilities, and I guess that I devoted most of my time to those positions." She had very little involvement with the Women's Movement on campus. "I didn't belong to any of the groups." Asked about the Wingless Angels during her time at Denison, she responded, "We were excited about them. They gave flowers and candy. They seemed to be harmless and colorful. It wasn't until my junior year that I found out people were being harassed verbally and physically."

After college, Julie returned to Pittsburgh and worked for an endocrinologist for a couple of years. The year of work in a hospital as a lab assistant in college had convinced her that she did not want to attend medical school, as she had previously thought she might; so she applied to dental school. "I quit my job with the doctor in March, after being accepted to dental school for the following fall. My boyfriend of eight years and I left for a two-month trip to Europe and we split up while we were there. After I returned, I was working for my father as an assistant in his office--it was very difficult to work with him. It was also difficult to be around Bob, who was my main link to Pittsburgh. Even though we'd broken up, everything around us seemed so supportive of our getting back

together. I could see myself falling into the same ruts. It had been a comfortable relationship--good in many ways. Unfortunately, there was an unhealthy complacency in the whole thing."

Fearing that she was responding too greatly to other people's expectations of her, Julie began to consider leaving Pittsburgh. While attending Denison's graduation last year, she was offered a chance to house-sit for a vacationing professor; and, after accepting, she took a job as a cocktail waitress at the Newark Sheraton. "This summer stirred up a lot for me. I began thinking about my responsibilities toward my father's expectations of me, and my responsibilities to the relationship with my boyfriend. My father regards his practice as his gift to me. I've feared that my decision to go into academic dentistry was a compromise combination of what my father wants for me and what I want--to be an academician."

After Julie was offered the opportunity to work at Denison, she debated for a while. She found that her former professors were very supportive of her accepting the job, and the School of Dentistry at the University of Pittsburgh was quite happy to let her postpone matriculation for a year. "I wanted the chance to develop for a year before I went to Dental School. I had become aware of women's issues during the summer back at Granville, and I needed some more time to raise my consciousness about women's concerns. Only 2% of all dentists are women. I feel that women will run into problems in any male-dominated field, I want to be able to assist them in coping with those problems, and to be able to cope with any of my own."

"When I told my father of my decision to come back here, he completely blew up, which reinforced my fear that I had been living my life according to his expectations. The first time that I opposed his wishes he was outraged."

"I felt that I needed time to explore other options for my life besides the planned college, grad school, marriage route. I'd always thought that I was a risk-taker, but I was just following the pattern. I needed the courage to take a chance. You can predict what your life will be like if you don't take any risks, but if you do--it's scary. I like to know why I am making the decisions that I am making--I like to know that I am pulling my own strings."

Julie sees a great deal of schooling ahead. She intends to finish dental school and go on to a possible Ph.D. for work in either administration, curriculum development, research, or even private practice. "Whatever I do, I intend to be heavily involved in my field. Marriage is an option, but I have come to see that I might not be married. I don't need marriage or children to be complete. I used to say that my primary commitment would be to a husband and family, but I don't feel that way any more."

"I owe a great deal to my role models here--these were mostly women, especially Nancy Nowik, Annie Fitzgerald, and Susan Bowling. Men were encouraging and supportive, but it was important to me to see women both professionally and personally, and find out how they felt about the career

decisions that they had made."

Julie feels that Denison is a fine school, filled with "capable, committed and caring" people. Ever since her arrival last fall, they have provided her with a great deal of support and an environment in which to challenge her value structures.

* * * * *

"Equal pay for equal work continues to be seen as applying to equal pay for men and women in the same occupation, while the larger point of continuing relevance in our day is that some occupations have depressed wages because women are the chief employees. The former is a pattern of sex discrimination, the latter of institutionalized sexism."

Alice Rossi, "A Feminist Friendship,"
The Feminist Papers, 1973

The Denison Women's Studies Newsletter--

Women's Coordinator: Nancy Nowik

Student Editors: Suzanne Case
Kim Halliburton