

Spring 1979

Women's Studies Newsletter May 1979

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women's studies newsletter

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ANNOUNCEMENTS

Cynthia Thompson, Classics, presented a paper, "The Use of Pagan Mythography by the Christian Clement of Alexandria," at the meetings of the Classical Association of the Middle West and South at Madison, Wisconsin, April 18-21.

Nancy Cable, Student Personnel, recently acted as consultant to the Office of Student Affairs at Otterbein College, working with the staff on the ways they were perceived by students. Later that day, April 25, she gave a talk to students and faculty on How to Improve Student/Faculty Relations Through Programming.

On April 21, Denison University granted tenure to all seven professors who were being considered this year. The women who received tenure were Robin Bartlett (Economics), Rita Snyder (Psychology), Nancy Nowik/Anne Shaver (English--joint appointment), raising the number of tenured women at Denison to twelve.

The Newsletter extends congratulations, gratitude, and good luck to two Denison women professors who are retiring this May--Mary Kay Campbell (Art) and Felicitas Goodman (Sociology/Anthropology). In addition, we send thanks and goodbyes to Naomi Garrett, Visiting Professor in English and recipient of a Denison honorary degree last month.

Although the Summer Workshop in Basic Mathematics to be offered here this summer is for students of both sexes, we especially want to call it to the attention of our women students because poor backgrounds and/or lack of interest in mathematics have traditionally worked to keep women out of many disciplines and careers.

As Dr. Don Bonar says, this workshop is designed to help students to better understand many of the basic procedures in mathematics. Workshop participants will have the chance to develop proficiency in algebraic manipulative skills with some attention also given to using those skills in solving a wide range of problems. Other topics covered will include fractional expressions, percentage, linear and quadratic equations, inequalities and graphing.

Hopefully the workshop will also "convert" participants to the point of view that mathematics/statistics courses are not impenetrable barriers and that students should not necessarily limit their career interests because of the need for mathematics/statistics.

If you are interested in participating in the summer workshop, contact Dr. Bonar, 201C Barney, Ext. 407. The workshop will be on campus during the period of August 13-31, 1979. There is no tuition charge, but there is a fee of \$275.50 to cover room and board.

THE CAREER PLANS OF SOME DENISON WOMEN

Although many senior women are still unsure about what they will be doing after graduation, the following were able to respond to the Newsletter questionnaire about future plans:

Kathy Scheuneman will be a French teacher at the Ellis School, Pittsburgh, PA.

Caroline Balzarini will be enrolled in law school at the National Law Center, George Washington University, Washington, D.C.

Elizabeth Howard has accepted a position as Section Sales Manager with Proctor and Gamble.

Karen Kassabaum will be a news writer and editor with the St. Louis ABC affiliate KTVI, Channel 2.

Kim Halliburton will attend the Ohio State University Law School.

Lindsey A. Stroben will enter the California School of Professional Psychology Ph.D. program.

Doris Harris will enter the University of Illinois (Champaign/Urbana) Ph.D. program in clinical psychology.

Jane R. Martin will be enrolled in summer graduate school at Trenton State College in Television Production, Mass Media, and Advertising. After that she hopes to intern with a major Hollywood film company.

Cindy Bascom will enroll in the Ohio State University Fine Arts Program.

M. Joy Rose has an apprenticeship in theatrical costuming at the Julliard School in New York City.

Laurie McGilvray will be a participant in a National Science Foundation research grant, "Investigations in Clam Mariculture Problems," to be conducted at the Duke University Marine Lab from May 28 through August 20.

DeMova Hurley will attend the Columbia University Graduate School of International Affairs.

Susan Kalvin has been accepted to Vanderbilt Law School.

Jennifer Hull will attend the University of Missouri's master's program in journalism.

Barb Schubert will be enrolled in the University of Pennsylvania's Physical Therapy Program.

Peggy Bardes has accepted a position as management assistant with the Bell Telephone Company of Pennsylvania.

Anne Barker will be enrolled in the Institute for Paralegal Training in Philadelphia from July 11 until September 21, 1979.

Alice Jackson will be a management understudy for American Hospital Supply.

Elizabeth Kerr will attend the Northwestern Graduate School of Management in the Hospital and Health Services Management Program.

Gina Costa will attend the University of Chicago to work on an M.A. in Art History. She will specialize in Italian Quattrocento painting.

Amy Shafer will enter the University of Illinois' Masters in Advertising Program.

Pamela Baughman will be an information system designer for Western Electric.

Sarah Short will be an academic computer programmer for Denison.

Sammie L. Choy will be employed by Lake Number 7 of the Fulton Lake Chain.

Laura Green will spend the summer studying Chinese with the Taipei Language Institute.

Beverly Ruddell has a summer position as assistant business manager of the College Light Opera Company in Cape Cod.

Deborah C. Weil will be an intern in the office of Congresswoman Margaret M. Heckler.

Pearlene Scott has accepted a position as an assistant manager trainee with the K-Mart Corporation.

Sheila Noonan will attend the Ohio State University Graduate School of Geology.

Deborah L. Heard will be section sales manager for the Paper Products Division of Proctor and Gamble.

Margaret Michel will be enrolled in the Harvard University MBA program.

Sue Deveny has accepted a position with the M. O'Neil Company in Akron in the management training program. She will start as an assistant buyer.

Maggie Barrett will work for Marvin A. Krauss Associates, producers and general managers on Broadway, New York City.

Susan Donehue will be enrolled in an M.S. program in Parks and Recreation at Michigan State University.

Ann Lawrence will be attending the University of Michigan's graduate school program in toxicology.

D.B. Wineman has accepted a sales management position with Proctor and Gamble.

Suzanne Case will attend Northwestern University's Medill School of Journalism.

Ann Haight will attend law school at West Virginia University at Morgantown.

JOURNALIST SARA FRITZ VISITS DENISON

By Suzanne Case

On May 1, Sara Jane Fritz, Associate Editor of U.S. News and World Report, came to Denison as part of the Mellon Grant Visiting Professionals Program. Fritz, a 1966 Denison graduate spent three days on campus and spoke to classes, the faculty luncheon group, and students and faculty at two informal evening presentations.

Fritz began her professional career in 1966 with the Pittsburgh Press. Working at the copy desk, she was the only woman in her department. But after five months, she was fired; her boss told her she wrote bad headlines and had no future in journalism. Disregarding his opinion, she got a job with UPI in the Pittsburgh Bureau, and six months later, her first UPI story appeared on the front page of the New York Times. "After that I was hooked," Fritz said. "I didn't consider doing anything else."

In the early 1970's, UPI promoted Fritz to bureau manager in Harrisburg, Pennsylvania and then transferred her to Washington, D.C. in January, 1973. While in Washington, she covered Watergate, Nixon's resignation, and the 1976 presidential campaign. Last Year Fritz left UPI and began writing the weekly labor section for U.S. News and World Report.

During her visit to Denison, Fritz talked at the Living/Learning Center about her life. She explained that she never plotted out a career. "It just kind of occurred," she said. "Women in my generation really didn't make career decisions. We didn't view ourselves as having that potential. We even shied away from the kinds of courses like math and economics that were considered stepping-stones on the way to something in the professions or in business. Math, of course, was our big hang-up."

Fritz said that many of the women she graduated with now feel they made a mistake, and she emphasized that young women should plan for the future: "I think college women today need to be prepared for financial independence, not only for fulfillment, but also to make ends meet. It's clear from what I see that women are not working because they want to work, but because they've got to work."

"Although I think women need to be prepared for financial independence, I don't think that necessarily diminishes the value of a liberal arts education. I found that in my situation, my liberal arts education was not only valuable to me in my work life, but probably more valuable to me in my leisure life. I learned things here at Denison that have simply made my life more enjoyable and interesting. My job training I got elsewhere."

Sharing her observations about women in the labor force, Fritz said, "Women are still confined to women's work. . . . Very few women are in management in policy-making decisions. One study showed that only three percent of all the supervisory jobs in newspapers are held by women. And what makes these facts even more discouraging is that women have been working in journalism for more than a century."

Fritz stressed that discrimination has not become obsolete. "Although things have changed a great deal," she remarked, "there is still discrimination because you are a woman." She noted that employees generally perceive women differently than their male counterparts: "A man who insists on certain things and demands certain things is a tough task master, but a woman who does that is a bitch."

She said, "When you run into discrimination, you've got to stand up and speak up. But you've got to also realize that men run into difficulties in jobs too, and not everything that happens to you is a matter of discrimination."

Fritz spoke optimistically about employment possibilities for college women. She said, "There are a lot of companies out there who are looking for women workers, particularly in fields like accounting, engineering, and computers, but even in the fields where the shortage isn't so acute."

She advised college women to get working experience and to use their contacts. "Don't be afraid to use your contacts," she said. "It's still a matter of who you know, in many instances. Think about who you know. There's nothing wrong with that. That's how most people get their jobs. Men get their jobs that way, and there's no reason why women shouldn't."

"Another piece of advice is to learn to write and communicate well. That's extremely valuable. Writing is a practice skill--there's no gift to it."

Fritz also warned women to watch for the "girls' ghetto." "Be aware that there are certain jobs where women are still confined," she said. "They often begin with secretary, and then there are sometimes glorified secretarial positions, like in my office they're called editorial assistants. . . . That's a different track. In other words, if they offer you a job, and they say there's some typing involved, it's probably one of those jobs. There's nothing wrong with that. I mean I wouldn't discourage you from taking it--just be aware that that's a different kind of track. . . ."

Once told she had no future in her field, Fritz went on to become an established journalist. Upon returning to Denison, she encouraged college women to prepare for careers. And although she carefully outlined the obstacles that they may face, Fritz was generally optimistic about women in the labor force.

* * * * *

THANK YOU, FELICITAS GOODMAN

By Deb Baer

The following article has been excerpted from a much longer interview done by Deb Baer last December.

I enter the office of Felicitas Goodman on a Wednesday afternoon and she warmly tells me to take a seat, that she will be right back. She is wearing a bright-colored blouse, dark pants, and "furry" shoes. We are about to begin a series of interviews which I requested in order to write about her life.

Felicitas Daniels was born in 1914 in Budapest, Hungary, a first child born to German parents. A second child, a brother, was born four years later. Forced to leave Hungary by a Communist regime, the Daniels family fled to Hanover, Germany in 1919. They returned to Hungary in 1921, where they settled in a city called Varad, in the Hungarian part of Rumania. Most of Felicitas' childhood memories focus on this beautiful city. She recalls the variety of the people, the special weather, the complete and cross-connected nature of the senses. In fall as she walked down the streets, Felicitas could smell the warmth and moistness of the leaves and could watch the chestnuts falls and ricochet off the sidewalk. In winter the clean snow crunched under her feet and the sky was a dark blue. Inside the convent where she went to school, she look wide-eyed at the beautiful, dark shapes of the nuns, who appeared to be floating because she could not see their shoes.

As a child Felicitas was encouraged to learn music and languages, which she did, but her absolute passion was writing. Unable to find a notebook without lines, she sewed pieces of toilet paper together on the treadle sewing machine to create the plain whiteness on which she so desired to write.

Later the family was once more forced to leave Rumania and return to Hanover, a move which created drastic economic problems for the family. Yet Felicitas was able to enroll at the University of Heidelberg. She led a meager existence there, living in a small rented room and frequently skipping meals. In 1936 she achieved highest honors when she received her degree in interpreting and translating, with a major in English. By now she knew German, Hungarian, Rumanian, French, and English.

During this time, Felicitas had fallen in love with a young American, an Ohioan who was spending his junior year of college in Germany. In 1937 they married and the couple settled in Berlin, unaware of the difficulties which were to come with the increasing power of the Nazi regime. Mr. Goodman taught at the University of Berlin while he worked on his doctorate, and although they wanted to return to the U.S., they did not have the money. In 1940 Felicitas gave birth to a boy, and the first air raid on Berlin occurred when the baby was six weeks old. A second son was born in 1942. By this time Germany had declared war on the U.S., and air raids were more and more frequent. Daily life continued but around her Felicitas saw the disasters of war: Women and children killed in basements, great numbers of innocent people starving and dying. The armistice to end the war was signed in May of 1945, and in July Felicitas gave birth to a third child, a girl this time.

In 1947 the family was resettled in Columbus, Ohio, where Felicitas' husband taught German at the Ohio State University. Their daughter Susan, who had been born in 1945, remembers her mother in their new American home with braids pinned up on her head, small pearl earrings, and glasses that had no rims. In those days Felicitas wore plain, subtle dresses--no pants. Her appearance was unadorned; she wore no makeup. She was the image of the German frau, a sensible, rational, ladylike woman. German was always spoken in the home, and homelife was very organized since Felicitas channeled a great deal of energy into it. At the same time, she wrote and held jobs that utilized her interpreting and translating skills. In 1954 she had her fourth and last child, another daughter.

Over time, Felicitas grew increasingly dissatisfied with her work and her marriage. She had wanted to be a scientist; instead she was doing repetitious and unstimulating work. At the age of fifty, she wrote on a piece of paper: "I am fifty. The game is over. There is no second chance." But the scholarly life within her refused to die. In 1965, at the age of fifty-one, she entered OSU as a graduate student in linguistics. She separated from and divorced her husband while working on her master's degree, which she received in 1968.

While working on her master's, Felicitas stumbled upon an anthropology course called "Religion in Native Societies." Having been exposed to so many religions while growing up, she found herself fascinated by the work and eventually grew interested in glossalalia, the religious state of "speaking in tongues." This fit in well with an interest she had been developing in altered states of consciousness. Now everything seemed to fit together--her interest in religion and altered states of consciousness plus her linguistic expertise. As a teaching assistant she continued her study of glossalalia, and in Mexico City she studied a congregation that spoke in tongues.

Back at Ohio State she entered the doctoral program in anthropology, continued field work in Yucatan, and eventually wrote a book on glossalalia. At Ohio State they still laugh about how there is one person who wrote a book before earning a Ph.D. During these years Felicitas also began to teach at Denison, eventually moving to the Anthropology Department.

The academic year 1978-79 has been Dr. Goodman's last year at Denison, but her aspirations have not faltered. She had discovered New Mexico in 1959, attracted by an area full of different cultures--Spanish, Indian, Anglo--and since then she has bought land just outside the city of Santa Fe. At this site, she plans to found a summer institute for college students, where she will continue to teach, focusing on religion, Indians, and altered states of consciousness, the chief interests of her academic life.

As I end the interviews, I am excited about my essay, but also sad that soon the woman will leave the Denison campus. As I go out of her office, Felicitas Goodman smiles, puts her hand on my shoulder, and wishes me luck on my essay. As I talk later with other students who have had or now have courses with Dr. Goodman, we share our common gratitude that our lives have touched this woman who has given so much to us. Thank you, Felicitas Goodman.

The Women's Studies Newsletter recently invited seven senior women to participate in a discussion of their Denison experiences. The following senior women participated in the interview: Marty Baker, Caroline Balzarini, Kelly Brown, Suzanne Case, Kim Halliburton, Bev Ruddell, and Amy Truitt. We thank them for sharing their thoughts with us.

"The Denison Experience: Reflections of Seven Senior Women"
By Kim Cromwell and Ann Pollock

One of our questions that stimulated the most discussion was, "Have you been challenged here at Denison?" Bev Ruddell started off by saying, "The most challenging thing for me was coming back to Denison after having been away on a program. . .It was a challenge for me to look for the kind of people that I had discovered were very important to me. They are here. I am so sick of hearing people say how homogenous this community is, because it's not; it only is if you look at the clothes. Our stereotypes are masks that we hide behind, and I feel really challenged this last semester at Denison. . .Being away made me appreciate what's here a lot more."

Kim Halliburton added her thoughts about the Denison experience by saying, "I agree that it's very difficult to come back after being gone. My first two years at Denison I found it very quaint and very charming and that's about it. . . Then I went away to London first semester and they literally dragged me back kicking and screaming. Life's just been a breeze since I came back because I enjoy all three of my professors. . .Things are so slow-paced here, and so kind, and so southern-charming. I think I've matured here over the three years. . .I have a very definite raging case of senioritis."

Next, Carol Balzarini reflected on her experience when she added, "It is a small school and that has its inherent problems (again this superficial homogeneity). but what that also means is that you can get into the positions of authority and work to change towards a vision you have. There are opportunities here for working for change. . .It's there for the taking--whatever you want."

Kelly Brown then responded to these thoughts. "People have been talking about homogeneity. . .It's that that I have found to be a challenge here. It's a pity for those people for whom the atmosphere is mundane. . .The best educational experience that I could ever have had is to be challenged by something that I'm not used to. It gave me a chance to grow. The experiences were at times adverse but they were educational." Caroline agreed but countered, "The merits of any liberal arts education is to get you to challenge the accepted. But I don't think you have to be different to challenge that."

In talking about her past four years here, Marty Baker concluded, "I learned as much if not more outside the classroom as in the classroom I've been through a four-year tremendous growing process and I've really changed. . .freshman year, the peer pressure was unreal in shaping my life here. The school has so much to offer in so many different areas if people would take advantage of it. Some people do grab and take what they can and I think they learn a lot from it just doing whatever they do. . .and I think those people are the luckiest because they take advantage of what the school has to offer."

"I think the challenge exists here academically," Amy Truitt pointed out, "but I don't think it's tapped. My academic scheme has come to a culmination largely because I did an honors project. Also, last semester, I was working on different levels. . . I had three jobs and found a whole other scheme of people contact. It's easy enough to go by unchallenged if you don't look for it."

Suzanne Case continued the discussion saying, "I've found Denison very challenging but I've also realized in some respects it's the old phrase--it's what you make it. . . I think also if you don't like it here you may not like it the next place you go to and the next place you go to after that."

When asked what the seniors liked least about Denison in their four years, we got the following responses. Bev Ruddell led us off by saying, "I hate the Wingless Angels. I hate the fact they're allowed to exist here and I don't think it's true that they can't be abolished. I don't buy that at all."

"What I'm disappointed about the most is that the majority of the campus isn't receiving the kind of education that a small minority is receiving," Kelly Brown stated. Marty Baker answered by saying, "I have problems dealing with the destruction on campus. . . It's totally absurd. The treatment of women basically on this campus I think is pretty shoddy," she continued in a different vein. "I don't think that guys respect the women." Marty also said, "Another thing that bothers me is the intense studying and the intense partying that goes on. People study hard but then they also party hard and that's when a lot of destruction starts happening. . . It's kind of a vicious cycle. I think there's got to be other outlets."

Looking at the positive aspects, Suzanne Case summarized her experience by saying, "College has been better than what I ever imagined. I will never forget the feelings that I've had here and the many times I'd rush back to my dorm or wherever and have this feeling that was so intense I had to share it with someone who wasn't on this campus. And I'd call my mother up and I would just bubble all this information, all the things I'd learned, the day that I'd had, and I just had to get it out of me and tell someone. . . because I was just high on life! And I never, never imagined that when I was in high school." Caroline added, "It's been surprisingly good for me too. . . just learning what I don't like."

We asked, "In terms of the future, how do you feel about a career versus a family?" Suzanne Case answered us with, "I don't think the way our society is right now, family fits very well with a career or a career fits very well with a family. It's nearly impossible to have a family with children and to have a career. . . It makes me upset and very sad, but I think that's the way it is." Kim Halliburton went on to say, "The next man that says the word 'marriage' to me. . . I'm going to run as fast as I can in the opposite direction. I'm frightened to death of finding myself in a position I can't get out of."

"I see my sister as an example," Marty continued. "She manages at the same time to work three days a week and have kids in nursery school. . . it's tough, sure, but they have to do it. I guess it can work out if you make it. I cannot see myself in a full-time job with kids 'cause I don't want to put them in nursery school all day. It seems like someone else is bringing them up."

Amy Truitt answered our question by saying, "My parents have a tremendous relationship. . .I'm really looking forward to having something like that myself. It is important to me at one time to be sharing my life with someone else and actively participating in the creation of another human being."

There were varied responses when we asked the seniors about their post-Denison plans. Amy Truitt went through both the graduate school and job interviewing processes and came out unsatisfied with her alternatives. She said, "I need the time to be unstructured for a while." She is now waiting to hear from IES. Marty Baker said, "I've always wanted to do genetic counseling. Although I'm trying to find other options I really don't want to."

Bev Ruddell is working in Cape Cod with a college light opera theater as an assistant business manager. As for the fall she says, "I planto sit down over the summer and give it some thought--but not before then." Suzanne Case will be starting graduate school in journalism at Northwestern in June. In the future, she'd like to get a job as a reporter for a television station.

Both Caroline Balzarini and Kim Halliburton are starting law school in the fall, Caroline at either Georgetown or George Washington University and Kim at Ohio State. Caroline is interested in international law while Kim's interests lie in criminal law. Kim will also be starting her master's degree this summer at Washington University in English.

Kelly Brown will be going to Union, a divinity school located in the middle of New York at the edge of Harlem Kelly calls it, "What I've always wanted to do." She will be working with inner-city blacks.

We ended our interview by asking the seniors how they felt about leaving. Marty said, "I'm torn just because it's been so good. The prospect of leaving is kind of frightening. But I think I've gotten about as much as I can out of here." Suzanne replied, "I think I'm more ready to go on and move into my career goals than I can at Denison." Kim Halliburton ended by answering, "I think anymore would be too much. . .Right now, it's just fine. I'll go away with very fond memories."

* * * * *

"What are we educating women for? To raise this question is to face the whole problem of women's role in society. We are uncertain about the end of women's education precisely because the status of women in our society is fraught with contradictions and confusion.

Mirra Komarovsky, Women in the Modern World, 1953

Last April, Patricia Somers, Director of Career and Life/Work Planning, and Judith Clementson-Mohr, Psychological Services, published an article, "Sexual Extortion in the Workplace," in The Personnel Administrator. TPA is the journal of the American Society for Personnel Administration. We are pleased to present excerpts from their article in this month's Newsletter.

The article focuses first on the problems of definition, and Somers and Clementson-Mohr use Farley's definition: "Sexual harassment is best described as unsolicited non-reciprocal male behavior that asserts a woman's sex role over her function as a worker." This behavior may include: verbal abuse; sexist remarks regarding a woman's clothing or body; patting, pinching, or brushing up against a woman's body; leering or ogling; demand for sexual favors in return for hiring, promotion or tenure; physical assault; rape.

For many reasons, women do not speak out about sexual abuse on the job. The fear of reprisal, particularly of an economic nature, is a formidable deterrent to "blowing the whistle" on sexual molesters. A woman stands to lose promotions, raises and even her job if she challenges the unwanted overtures of male co-workers or superiors. Further, her employability may suffer markedly as a result of resulting poor work references.

Like rape, harassment has been considered a joke or has been blamed on the victim. Some of the myths about rape also pertain to sexual abuse in the workplace. Here are some of the more common myths: Sexual harassment is simply a fact of life and no cause for excessive concern. If a woman has been sexually extorted, it is because she "asked for it." Women should simply ignore sexual abuse when it occurs. Most charges of harassment are false. Women use charges as a means of "getting back" at men, particularly after an office affair goes sour. Sexual extortion occurs in a select few industries and positions.

Debunking the myths about sexual harassment is not easy. However, as more information emerges from research and court cases, it is easier to identify the most common manifestations of it. The most widely-publicized survey on sexual harassment was that done by Redbook magazine in 1976. Of the 9000 women who responded, over 90% reported having personally experienced physical or verbal sexual harassment on the job. In addition, almost half of the respondents either had been fired themselves, or knew someone else who had been fired as a result of such abuse.

While most discussion of sexual harassment in employment centers on those instances involving currently employed workers, a problem that should be of no less concern is that of harassment during the hiring process. This practice, of choosing new female employees on the basis of their willingness to submit to such abuse rather than on the basis of their capabilities, is one that can only be detrimental to both the organization and applicants involved. Though the most well-known instances of this version of sexual harassment are the "casting couch" and the recently-exposed offices of crusty old and young Congressmen, it is by no means limited to these settings. A recent book, Sexual Shakedown, provides several examples of such behavior.

As for remedies, if sexual harassment is to be successfully attacked, the confrontation must occur at several levels, including the individual, institutional, cultural and legal. Perhaps the least effective handling of harassment can be accomplished by the individual victim. . . . After a woman has experienced exploitation, her only possible defense is to carefully document her own job performance, in case this should later be questioned, as well as the instances of abuse. . . . Another choice which should be available to the victim is that of utilizing an internal grievance procedure. To be effective in lessening sexual harassment, such a procedure would have to be well-known throughout the organization, ensure confidentiality and be under the authority of a highly credible, powerful individual.

A second type of institutional reform would be the development of clear, explicit codes of conduct for all employees. There are a number of organizations that can be contacted by companies interested in learning how best to address this widespread problem.

The channel through which many women believe the most powerful changes can be effected is that of cultural norms and expectations. As Margaret Mead stated in a recent article, "It isn't more laws that we need now, but new taboos." She went on to explain that taboos, or "the deeply and intensely felt prohibitions against 'unthinkable' behavior" function as the most powerful sanctions in any society. Thus a taboo against sexual advances in work settings would be a far more powerful hindrance to the occurrence of such behavior than legal penalties or grievance procedure which cannot possibly do more than punish a select few of the least cautious and least powerful offenders.

Finally, there does exist some legal protection for victims of harassment. Lawsuits claiming sexual coercion on the job appeal to Title VII's definition of sex discrimination. Some file charges of assault or rape. Court costs are high, and emotional costs are often even higher. The toll of sexual harassment on the victim, perpetrator and employer is great. While harassment should be opposed on moral and ethical grounds, the financial aspects should not be overlooked. With approximately 40 million working women, and more than 80 % of all women studied (some 20 million) reporting sexual harassment, no organization is untouched.

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THE DENISON THEATRE DEPARTMENT

A few years ago, when one would go to see a play at Denison, perhaps the only woman connected with the play would be an actress. Everyone else involved, especially in the technical aspects, were men. But today that's changed and not only are more women on stage at Denison, but the lighting director, costume designer, and stage manager may also be women. In this, the third in a series of Women in the Arts at Denison, the focus will be upon the Theatre Department and two of the women students involved in it.

Heidi Holtz, a junior theatre major, said that she gets encouragement from the faculty in all aspects of the theatre, not only as an actress but as a technician. Heidi was the assistant director/stage manager for the January Term production of "Babes in Arms" and recently appeared in the Actors' Guild productions of "This Way for the Gas, Ladies and Gentlemen" and "Preparing."

Written by a woman, "Preparing" is a three-part play which looks at feelings women have. The second act, also called "Preparing," is a monologue by a woman which examines her feelings about herself from the time she is a teenager to when she is an elderly woman of 80. Debbie Birch, who performed the monologue, Heidi, and Bob Jacobs, all members of the Actors' Guild, performed "Preparing" under the direction of Carol Sealey. Although she has not "crystallized" her own feelings about "Preparing," Heidi felt it was "an interesting experience to see how the three women involved communicated and worked together." Carol Sealey, assistant professor and technical director, has been responsible for getting more women involved in the technical aspects of the theater and has been particularly encouraging to Heidi.

Senior Maggie Barrett also has been encouraged and prepared by the Theatre Department and is now readying herself to go to New York City and "audition for anything and everything." Originally a History and Political Science major, Maggie switched to theater in her sophomore year when she landed a part in "When You Coming Back, Red Ryder?" Since then she has played several other parts at Denison but finds her best experiences were during the year she spent off-campus.

In the fall of her junior year, Maggie went on the GLCA program to New York City and worked with Marvin A. Kraus, the general manager for such recent shows as "Dancer" and "Beatlemania." Maggie worked as an assistant in Kraus's office and said the contacts she gained there will help her tremendously when she returns to New York after graduation. Maggie went on a program to Vienna and was the assistant director for two German plays. Both experiences, she says, taught her things about a theater she could never learn in classes.

Maggie has psyched herself to try to get bit roles whenever she can in New York. She feels that, regardless of one's sex, it is incredibly hard to make it in the theater. She quotes statistics that indicate less than one percent of those that try make it in the theater. Maggie's strategy includes returning to Kraus's office and working in the business end of the industry while keeping herself involved in the acting end.

Maggie feels the Denison theater faculty has been very encouraging to her, especially Bruce Halverson, chairman of the department. Halverson, Maggie says, is the one who encouraged her to go to the GLCA programs and to get work experience in New York before graduation.

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"People who are born even-tempered, placid and untroubled--secure from violent passions or temptations to evil--those who have never needed to struggle all night with the Angel to emerge lame but victorious at dawn, never become great saints."

Eva Le Gallienne, The Mystic in the Theatre: Eleanora Duse, 1965

In each issue, the Denison University Women's Studies Newsletter interviews a woman faculty member, student, administrator, or supportive staff member. This month's interview is with Ann Fitzgerald.

by
Kim Halliburton

"My vision of where I would like to be and what I would like to be doing in ten years is amazingly similar to that same vision ten years ago. I thought I'd be married, with children, working in an urban center on the East Coast. Instead, I find myself single, with no child, living in a small town in the Midwest."

Ann Fitzgerald, Assistant Professor of English and Women's Studies and Coordinator of the Mellon Grant, discussed her life at Denison and previous to coming here in an interview in her Blair Knapp office recently.

Ann was born in 1947 in Jaffrey, New Hampshire, where she attended public schools. She has one younger brother. After graduation from high school she received her B.A. in English from Mount Holyoke in Massachusetts. She received an M.S. in Medieval English Literature from the University of Wisconsin/Madison, and is currently a doctoral candidate there.

Ann spent her junior year of college abroad at the University of St. Andrews in Scotland. She chose St. Andrews because she could attend as an individual student rather than as part of an organized program. She says, "It was the first time I ever really confronted being alone. I was one of only two Americans at the school, and I shared a flat with English and Scottish students. Travelling alone was very important in helping me gain strength and belief in myself. While I encountered some frightening situations, I was glad that I did it alone."

"The time that I was in Scotland was also a time of the beginnings of major social change in the United States. It was the most basic foundation of my interest in the politics of America. Very basic, but it was still a start."

Ann has been at Denison for six years. They were interrupted by one year spent at the University of Missouri/St. Louis. She returned to Denison because "they made me an offer that I couldn't refuse." Ann initiated the first Women's Studies course at Denison--Interdepartmental 246--which was originally offered on a one-semester basis. She believes ID 246 functioned as a catalyst for current courses: "I see a strong administrative and university commitment to the new 382 requirement. I'd like to add courses, eventually achieving a strong series of departmentally based courses, because I think the findings of extensive feminist research are challenging the traditional curriculum." Concerning Denison's feminist awareness, Ann said, "Denison has one of the strongest and most challenging Women's Studies programs of any small liberal arts college. There is a very high level of awareness of women's issues among the faculty, and Denison could be very good for women students if they took themselves more seriously in terms of political positions and stands. I think they have a lot of false fears. They don't recognize that their beliefs count. I'm not sure why."

Ann sees a real change in the last six years in the way that women on campus regard careers. Now students view them as important for self-development. While Ann sees progress in that area, she's concerned about black/white relations on campus. "I'm concerned about the gap between black women students and white women students. I'm not sure that the gap is being bridged. While the faculty are doing a good job of handling it, I think we need an ongoing program in black/white relations for the students."

Ann sees her position on campus as quite a visible one, and feels that the visibility creates occasional negative consequences. "I often feel stereotyped. People think that they know my opinions without consulting me. It's the job itself--Women's Studies, Affirmative Action--that puts me in a position where such stereotyping is inevitable. I'm not surprised too often--it's most frequently done by male students. I think that if you take a highly visible position there are always political and personal consequences, especially at a school like Denison, which is small enough that loss of identity is not so likely."

Ann has never been married, and while she definitely wants children fairly soon, marriage is less certain in her future. On a personal level, she feels, "As long as I continue to choose a heterosexual lifestyle, I sometimes feel panic at the thought of how tiny the pool of 'acceptable' men is. I find having a personal relationship with a man very important in my life and I don't see many men available. Many of my feminist friends share this panic. I feel sincerely worried about that--I'm concerned with myself and the dearth of men. I suspect that there's not really a large pool nationally."

On a more general level, Ann spoke of her feelings for men as a group. "I like individual men but have ambivalent feelings for men generally. I don't have those same ambivalent feelings for women. I have some very close friendships with individual men, but I am not enamored of them as a class. Traditional socialization of women by men and the traits that men exhibit not only put me off, they are detrimental to the men."

"Time is certainly running out on the question of children. I'd consider having them without marriage, but a working life is structured according to a male lifestyle. It just presupposes that there is a woman to take care of the house. If you're working on a career, those crucial years are also the child-bearing years. "I see myself in ten years with children--possibly married--and living in an urban area on the east coast. I'd like an administrative/teaching position combining English and Women's Studies. I don't see them as separate."

Ann has a positive view of student/faculty and faculty/administration relationships, although she admits, "I may have a skewed perception. I have established a closeness with the students who elect to take Women's Studies--especially with my group leaders. The students here are quite challenging of their professors. They are socially sophisticated and have a strong awareness of the importance of basic skills. Students often spur professors to become better teachers--I know that I've learned a lot from my students."

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"I think we have an administration that is generally enlightened and concerned about problems affecting minorities and women. They have also created an environment wherein the faculty are not constrained, either professionally or personally."

Ann counts among her friends people who are identified as feminists and pro/feminists, both in the faculty and student body, both male and female. She tries to bring a feminist perspective to everything she does. She sees it as an angle of vision, a value system which is important to personal understanding because it takes women's identity and experience seriously and thus challenges all aspects of our society's norms.

The Denison Women's Studies Newsletter--

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