

Fall 1978

## Women's Studies Newsletter October 1978

Women's Studies

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# women's studies newsletter

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## ANNOUNCEMENTS

The Department of Psychological Services will present a forum on Feminism and Sexuality November 6-9. A film entitled "Men's Lives" will explore male and female socialization on the 6th. On the remaining days faculty will host off and on-campus groups discussing issues such as abortion, sex roles, and birth control. Watch for details to be distributed in the Slayter mailboxes.

The Dance Department will present a "Works in Progress" Concert on Friday and Saturday, October 27/28 at 8:15 p.m. This student and faculty choreographed concert will be held in the Doane Dance Studio. Reservations will be accepted at extension #216.

Karen DeCrow, attorney and former president of the National Organization of Women (NOW), and an authority on feminist analysis in America, will be the Convocation speaker on November 13 (Monday) at 8:15 p.m. in Slayter Auditorium.

Eileen Boris, History Department instructor, has details regarding the Social Science History Conference on November 3-5 at the Ohio State University. Sessions will include "Women & the Family & Social Change," "Women's Work/Culture," and many more. See Ms. Boris for details in Fellows 408 or call extension #599.

The Office of Career & Life/Work Planning stated in their October Job Newsletter that "only 20% of all manufacturing and wholesale companies employ women sales representatives, and less than 10% of all sales representatives are women. Increasingly employers look to the ranks of college-educated women to find sales personnel." For more details, the Office suggests you pick up a copy of the Fall issue of Business Women's World in the Office.

Mortar Board, the national honor society for college seniors, announces that several \$500 fellowships will be awarded this year to Mortar Board members going on to graduate or professional school. Past achievements, financial need, and future goals are major criteria for selection, and applications are due December 1. Mortar Board members wishing to apply should see advisers Jim Freeman or Nancy Nowik

Florence Howe, currently teaching at Oberlin before she comes to Denison next semester as the GLCA Visiting Scholar in Women's Studies, will give a Tuesday Luncheon address to the faculty on November 14. Her topic will be "Women's Studies and the Core Curriculum."



## ANNOUNCEMENTS continued

The Fourth Annual GLCA Women's Studies Conference, "The Structure of Knowledge: A Feminist Perspective," is scheduled for November 10-12 in Rochester, Indiana. The Conference is once again open to 150 faculty, administrators, and interested students from GLCA schools. Florence Howe, founder of The Feminist Press and Denison's visiting GLCA scholar for the spring term, will be the keynote speaker of the Conference. The agenda includes meetings by disciplines, workshops, and various opportunities for students to caucus. The workshops will explore such topics as black women's studies, feminist poetry and criticism, student influence in curricular change, and many more perspectives on women's concerns. Any student interested in attending should submit a one-paragraph statement explaining why she or he would like to attend to either Ann Fitzgerald or Nancy Nowik by November 1.

Corinne Robins, writer and art critic, will present a lecture entitled "Women's Art and Women Artists for the Seventies" on Thursday, October 19, at 7:30 p.m. in the Art Annex. A graduate of the Walden School and author of numerous articles and art reviews, Robins is currently touring several GLCA schools with her lecture series.

Anne Shaver, English Department, will present a paper entitled "Women in Epic: An Exercise in Feminist Criticism" for the GLCA Women's Studies Conference at Rochester, Indiana, November 10-12.

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The poet Ai (a pen name taken from the Japanese word for love) drew an unusually large crowd at the Beck Fund presentation of her poetry Tuesday night, October 3, in the Faculty Lounge. Ai read unique and often shocking selections from her book Cruelty, as well as several selections from her latest collection entitled The Killing Floor.

Beverly Taylor, Physics Department, presented a speech entitled "Classical Solitary Waves" for the Physics Seminar on October 3 this semester.

For the September departmental common hour, Rita Snyder, Psychology Department, presented "A Case for Basic Research in Psychology: The Development of Tactile Sensory Aids."

Ann Kinlaw, senior Religion Fellow, made the presentation at that department's September common hour. She spoke on "The Life and Spirit of the Hasidic Masters."

Ann Fitzgerald, English Department and Director of Women's Studies, spoke to the Denison Scientific Association on September 13 about aspects of the Mellon Grant of particular interest to scientists at Denison. The recently-received grant of more than \$100,000 was given to Denison to create new career opportunities for women through a four-part program that includes improving the quality of advising, enriching our summer orientation programs, dealing with math anxiety and the other "anxieties" that keep women out of the sciences, and by bringing to campus for week-long stays successful professional women from careers traditionally dominated by men. Fitzgerald will administer the grant from her office in 14 Ebaugh Labs. She has recently hired two staff members to help in implementing the grant: clerk/assistant Kris Burkett and secretary Marilyn Sundin.

Ann Fitzgerald, Nancy Nowik, and Marty Pollock (Admissions Office) created and presented a workshop segment on sexism for the student adviser/head resident orientation held at Denison in early September.



## ANNOUNCEMENTS continued

In addition, Fitzgerald and Nowik presented "Opportunities for Women at Denison" as part of The Challenge of Ideas: Faculty/Student Dialogues held at the beginning of the school year.

Anne Sahl, Artist-in-Residence for the Fall semester, presented a solo concert entitled "Multiples of One" in the Doane Dance Studio on October 6-7.

Eileen Boris, History Department, attended the Fourth Berkshire Conference on the History of Women last August, where she presented "Art and Labor: Women Workers, Women Reformers," a paper exploring the class bias of the revival of traditional female culture.

This semester Denison has shown its commitment to women students in a new way by financing a Women's Center and choosing for it a place of visibility and prominence. The Center, which will be used as both a lounge and a library/resource center, will be located on the first floor of Fellows Hall, in the area currently being used as a study room. Nancy Nowik, Women's Coordinator, hopes that the Center will be functioning by late October, even though it will be several weeks before the furnishings are available. She requests volunteers to offer one hour a week to help staff the Center.

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Last semester, in the May issue of the Women's Studies Newsletter, an article entitled "Support Against Sexism" expressed concern about charges of sexual harassment made by Denison students against Denison faculty members. Professor Arnold Joseph, Modern Languages Department, has asked that his letter of May 24, 1978, a letter written in response to that article, be reprinted in this issue of the Newsletter.

This semester Provost Lou Brakeman and Dean Tony Lisska have appointed an ad hoc committee to examine the harassment charges and to create a policy statement and a workable grievance procedure. The committee is made up of Kennard Bork, Nancy Cable, William Henderson, Rita Snyder, and David Woodyard. After the committee reports back to the administration in November, the Newsletter will provide additional coverage of the sexual harassment issue.

Editor, Women's Studies Newsletter

Your editorialized report of a meeting on sexism in the May 1978 Newsletter conveys the impression that your antidote to sexism is, of all things, sexism. We can only guess what motives might impel you to sanction and solicit unsubstantiated rumors of "overtly sexual" responses (whatever that means) by "a handful" (sic) of faculty toward women students. It is somewhat more difficult to understand your implicit assumption that the alleged "harassment" is unilateral, i.e. faculty, male toward student, female. Most astonishing of all is the realization that an experienced faculty adviser would put into print an insidious accusation supported by nothing more than "a student told me. . ." If that's the corroboration required to produce copy most of us could contribute a number of titillating morsels about the women and men who learn and teach here.

At a time when many of us are actively engaged in steps to attenuate various forms of tension which plague our community it seems bizarre that you should use your position and your funds to exacerbate divisiveness. I hope that future issues of the Newsletter will reflect more constructive attitudes about Women's Studies courses and activities.

Arnold Joseph



## CLEMENTSON-MOHR JOINS PSYCHOLOGICAL STAFF

by Susan Deveny

Judith Clementson-Mohr joined the Denison psychological services staff this fall as a clinical psychologist. After doing her undergraduate work at Saint Olaf College, she recently completed her graduate work at the University of Minnesota in the psychology department. Clementson-Mohr has had many varied counseling experiences, including full-time internships at the university's mental health center and the university hospital. She also served as a counselor to psychology majors for two years at Minnesota. One of her fields of interest is male and female sexuality.

### Vivid First Impressions

Although she realizes that three weeks is not enough time to form an accurate picture of Denison, Clementson-Mohr has some vivid first impressions. People at Denison, she feels, have more resources available to them and are therefore more psychologically aware of themselves than other students she has counseled. "Most people here come to see me because they are dissatisfied with something in their lives--they have specific problems." She sees her role here as one of providing support to students while helping them explore their problems. She helps students to clarify their feelings by encouraging new behavior patterns and then discussing their inner reactions to them.

Clementson-Mohr emphasizes that she is growth-oriented, not just problem-oriented. "A student's life doesn't have to be messed up for her to come in." Some of the students she has seen so far expressed concern about school anxieties, vague restlessness, future lifestyles, and "just general blahs where things are just not okay," she said. "College is a transition time--students have to make decisions, define relationships, realize they have not turned out the way their parents expected, and do all this under academic pressure."

Clementson-Mohr said she can sense some sort of tensions at Denison between men and women but "can't quite put my finger on it yet." She feels after being here a semester she will be better able to identify what problems do exist. What she has seen so far is a "general confusion" that is not just limited to Denison but is something taking place everywhere as roles are changing. She understands that at Denison there is very little dating, but she feels no satisfactory form of getting men and women together has replaced it. The closest thing she can see as a substitute is "partying" and short-term relationships or one long-term relationship. She feels there is a drinking problem involved with this--many people need that loosening of inhibitions before they can be sure of their own roles.

### Co-ed Housing Beneficial

When asked about co-ed housing as a solution, Clementson-Mohr said that at Saint Olaf's it was a very positive thing that encouraged friendships between males and females and encouraged people to feel comfortable with one another. When friendships with members of the opposite sex are formed, people can begin to talk out their feelings about sexuality.

One change Clementson-Mohr would like to see at Denison is an atmosphere in which people can discuss their sexuality with friends. She emphasized that she does not mean discussing intimate details but rather feelings on issues and roles. Many students that she has talked to have indicated that they do not talk about



sexuality with anyone else. "I can set up all the programs in the world, but if students are embarrassed it won't do anything." She said she would like to see people accept that they are sexual as well as social beings--that, as a human, it is natural to have sexual feelings. "Part of a person's growth now is learning about sexuality so that later it can become a fulfilling part of their lives."

Presently, Clementson-Mohr is putting together a collection of handouts that she encourages students to pick up. She is also developing a library of resource material that people would, ideally, feel comfortable using. She hopes the library would be informal yet personally directed towards each student.

This spring, Clementson-Mohr plans to start a few small groups of six or eight women each to discuss female sexuality. There are plans also for a men's group, possibly led by Chris Cannon or a staff member from Planned Parenthood. Clementson-Mohr feels that one-sexed groups are more conducive to openness and a wider range of topics such as body image, physiology and anatomy can be discussed. Another possibility she sees is a mixed-sex group to discuss sex roles at Denison.

In general, Clementson-Mohr would like to modify the image of the psychological services office by lessening the stigma attached to it. She wants students to feel it is a place where they can go with a wide range of concerns. She would like students to "not see coming here as such a big step."

As far as sexuality is concerned, her role "is not that of an evangelist." She is available for people "who are at the point where they want to explore their sexuality" and who want information. "Acceptance of our sexuality is a key issue here," she said, and she is willing to help students explore their sexuality through individual counseling and small groups.

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#### THE "SPIRIT OF HOUSTON" AND THE FIRST NATIONAL WOMEN'S CONFERENCE

by Caroline ~~Baizerini~~

The National Commission on the Observance of International Women's Year met in Houston, Texas during November of last year to convene an historic and momentous meeting: the first National Women's Conference. The official report to the President on the legislative recommendations at the Conference took the form of a report entitled "The Spirit of Houston," a report which included the 26 "planks" of the National Plan of Action adopted by the Conference.

Dr. Joan Straumanis, Philosophy Department, helped develop several of these planks in the report while on leave at the National Science Foundation last year. "In particular I was in charge of the section on rape, and I was a member of a committee of three that worked on a section called Education," she said.

The background information, the recommendations, and the updates that flesh out the basic planks in the "Spirit" report were largely compiled by "The Feminist Connection," Straumanis explained, adding that "this group, formally known as the Inter-Agency Task Force on Women, was a voluntary, unofficial group composed of various women in high-level policy and managerial positions in the Washington-based government agencies. All of them considered themselves feminists and had a personal network through which they could communicate."

Straumanis felt that her experience in "The Feminist Connection" and the contacts that she made during the compilation of these recommendations will greatly enhance the J-Term she will be offering this year, "Seminar on Women in Power."



## BOSTIAN RECEIVES GLCA GRANT

by Jane Cavanaugh

With support from the GLCA Women's Studies Program, Lee Bostian of Denison's music department has begun to compile a bibliography/discography of classical women composers. With a "mini-grant" of \$300, Bostian will enlarge Denison's collection of scores and records. Further, Dr. Bostian will be doing research and preparing himself to be a resource person for the GLCA and a lecturer on women composers.

Over the past summer, Dr. Bostian and the Denison Library began the task of locating and ordering records and scores, some of which will begin coming in late this Fall. Denison now has approximately 80 records devoted principally if not exclusively to women composers, but, as Bostian reports, it has only a handful of scores.

Bostian has begun his research by using as a guide a bibliography/discography recently compiled by Jeannie G. Pool. Her work was complete enough that Bostian has decided to compile and keep updated a supplement to Pool's Women in Music History. Like Pool, Bostian will restrict his bibliography to classical women composers, ignoring because of time limits the enormous body of parlor music compositions which are by far the most prevalent form of women's compositions (parlor music pieces are those compositions not intended for publication or public performance).

One of Bostian's preliminary observations is that women's compositions tend to "suffer" in two respects. Architecturally they tend to be weak, which Bostian suspects was due to the unavailability of musical training for most women. Secondly, Bostian considers the general lack of boldness in composition a weak point, although he sees the "gentleness" of women's compositions as following the larger social pattern for keeping women in a "gentle" feminine role. Women who did write with a bold style were criticized just as much as those who did not, and Bostian added that Chopin, Shumann, Grieg, and other male composers were criticized for being too gentle in their musical expression.

Bostian is particularly interested in further research into the differences between classical music composed by men and by women. He said that two things will affect such a comparison. First, we are familiar with only the better male composers, the geniuses (the poorer male composers having been filtered out through competition that women composers were never exposed to). Second, very few women were encouraged to pursue composition and were definitely not expected to, so that they were either denied or simply not offered as extensive a training as that given to men.

The atmosphere surrounding women's music and composition has greatly changed in recent years, along with many other aspects of women's culture, and the work Bostian will be doing for the GLCA and for Denison reflects new directions for scholarship and the expansion of knowledge.

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The following article was solicited in response to charges that sororities and fraternities had been unduly criticized in the May issue of the Newsletter.

#### A GREEK RESPONDS

by Amy Truitt

The Greek system at Denison University has been an influencing factor in the lives of Denison students since the school was founded. The goals of each house depend upon the members within it, and yet each year racist, sexist, and anti-intellectual allegations against the system are voiced once again. From a personal viewpoint, stemming from my experience within the system, I would like to discuss aspects of these issues.

The second statement of purpose in the Constitution of Denison's Panhellenic Council is to "further intellectual accomplishments and sound scholarship." The stereotypical view of the Greek system is that it is solely socially oriented. Within the sororities, no one can initiate with less than a 2.0 GPA, and if a member's grade point drops below this level for a year, she is limited in the privileges of active membership. The houses encourage academic curiosity by annually recognizing the women with the most improved and highest grade points, and scholarships are available to support continued education. Sororities often have study breaks and tutoring systems, thereby offering support internally.

The Greek system also encourages faculty members and speakers to come to their houses and share in social functions, for student-faculty interaction on an informal level. Thus, the Greek system is integrated into the university's purpose: to encourage intellectual growth.

#### Racist History

The Greek system has been termed "racist." Until the Civil Rights Act of 1964, it blatantly discriminated against blacks, denying them the right of membership. On Denison's campus in 1970, three sororities (Chi Omega, Alpha Omicron Pi, and Alpha Chi Omega) wanted to pledge blacks, but their national headquarters denied their request. As a result, the university reviewed the charters of each chapter, and asked these three to leave because it refused to support discriminatory institutions.

Although over the past ten years all races have been equally able to "go Greek," the number of blacks who have joined has been minimal. Why? I believe that blacks see it as run by whites and therefore closed to minorities. As with all women presented with this option, black women can feel the influencing pressure of peers to join or not join, making the decision even more trying.

But the Greek system is open--through formal and informal rush. The "racist" label is poorly coined, and yet I'd like to encourage the sororities and fraternities and the BSU to communicate with one another, relating socially and intellectually as mutually sharing groups. Our own fabricated barriers create the implicit or explicit misunderstandings between blacks and whites.

Finally, do sororities promote stereotyped roles? A sorority does not guide women toward one role or career; rather, the sorority provides opportunities to gain leadership and communication skills that apply to the individual directions of its members. Within the houses, business representatives have discussed careers for



women that extend beyond the stereotypical secretarial job. During college, a past president of Delta Gamma worked with her chapter's philanthropy with the blind through an internship at the Licking County Braille Club, and presently uses this experience in her position as the assistant director of volunteers at the Cleveland Metropolitan General Hospital. I do not find that stereotyped roles are pursued within the Greek system.

A purpose of a sorority is to foster bonds between females. I think the American lesbian terror has made the woman's expression of affection and friendship a tourniquet, cutting off a normal human need and desire. Women must refrain from linking arms with friends, being physically "too close" with someone, unless within the context of an emotional or humorous situation. We must choke it down, hide it, "lest someone should see us." But if a sorority can release some of these inhibitions, allowing women to acknowledge their sexuality, to share in the development of a meaningful relationship between women, then the sorority has truly benefitted its members and the community they participate within.

#### Alternative Social Options

The Greek system could more actively pursue the development of humanistic tendencies between men and women. Although this growth is gradual, as a participant in the Living/Learning Center, Shepardson, I have seen a beginning of this process. Women have told me that being able to drop by next door to talk with John rather than making the pilgrimage down to the fraternity or thinking up a convenient excuse to wander through a man's dorm, has been a release of tension, the creation of a much more normal and natural interaction. A member of Sigma Chi expressed his desire to me to lessen women's hesitations to come to the house--and so I hear people asking for something the fraternities and sororities could, so easily, answer. It is this type of socialization that will benefit us as members of the living world beyond Denison.

There are problems and unrealized potentials within the Greek system. Being a member of a sorority and a representative on the Panhellenic Council, I have seen the agonies of the rushing selection process. For females especially, the system seems to create unnecessary emotional questioning. But each year the process is re-evaluated as Panhellenic consistently tries to give the houses and rushees equal opportunities to realize their desires. More and more, both men and women are considering alternative social options and commitments, having their needs completed through choosing an individual mode of living.

I have enjoyed my experience with a sorority. My level of involvement has changed over the years as I have changed, and yet the friendships and support, the unification of diverse individuals under a society--a community within a community--have been very worthwhile.

I think the Greek system would be infinitely stronger, however, if it could actively strive to confront the issues I have addressed, drawing from the strength of the attributes of its members. It takes realization and acceptance of the faults, and then active steps toward altering the situation. It takes the leadership, intelligence and sensitivity that exist and need to be actualized, within the Denison Greek system.

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The Women's Newsletter recently invited new women faculty to participate in a symposium on "The Graduate School Experience." The purpose of the discussion was to bring the new faculty together and offer them a chance to relate common experiences, as well as provide information and encouragement to prospective female graduate students. The participating faculty were: Jane Ax, Political Science; Eileen Boris, History; Judith Clementson-Mohr, Psychological Services; Marilyn Fischer, Philosophy; Mary Margaret Fonow, Sociology; Bonnie Lee Lamvermeyer, Biology; Beverly Taylor, Physics; and Kathleen J. Turner from the department of Speech Communications.

Interview Conducted and Written  
by Caroline Balzarini and Becky Grattan

The interview began with the question "What were your feelings upon entering graduate school?" Kathy Turner immediately responded: "Sheer terror--I'd felt that I'd proved myself as an undergraduate, but none of that counted when I went to graduate school. It was a whole new ballgame." Jane Ax, having been out of college for some time, felt "eager to continue [her] education." Marilyn Fischer found it difficult to reconcile the student role with autonomous adult decision-making.

We then asked the participants, "What was your marital status upon entering grad school and how did it affect you?" Jane Ax, married upon entering, found it difficult to be a student when her husband was not. She cited the problems resulting from differing interests and schedules. "I think for us it worked out very well, both of us being in graduate school," explained Beverly Taylor, "because we always knew what kind of tensions the other one was under." "But it did cause one problem," Taylor stated, explaining that the constant togetherness resulting from being both students and T.A.s in the same department left them little to talk about in the evenings. Bonnie Lee Lamvermeyer found it helpful that her fiancé was studying in the same field, but was enrolled in a different school.

"What were the attitudes you encountered from students and the faculty in your departments?" we then asked the women. Marilyn Fischer: "I felt that many of the professors treated me with benign neglect . . . they didn't seem to show the kind of interest I expected toward someone about to enter their profession." Conversely, Ax was continuously encouraged by her professors to obtain her Ph.D. Kathy Turner found an informal "support system" among fellow women students to be especially helpful to her. Mary Margaret Fonow concurred, adding that "the support of my adviser, a pioneer in Women's Studies as well as sociology, was really important." "There was a real bond that existed between graduate student women and female faculty members," explained Brown graduate Eileen Boris.

Seizing upon their allusions to "support groups," we then went on to ask if they had encountered sexism in their respective grad departments. Taylor, one of a handful of female students in an overwhelmingly male-dominated department (physics) felt that "it was kind of like being admitted to a men's club. Early on, I got this very distinctive feeling that 'you're welcome here, we don't mind that you're a woman, but we're not going to change our ways because you're here.'" Fischer, however, had a different perspective, stating: "I see sexism in two ways. I don't think the faculty took women students as seriously, and we had to prove ourselves in ways that the men didn't. Secondly, and perhaps more damaging, most of us were suffering from being raised in a sexist society and so we were much less confident; I didn't feel that I could go and use up too much of a professor's time . . . ." Clementson-Mohr encountered negative attitudes in her



pursuit of psychological issues directly related to women. Boris, citing male student reaction, said, "They just were not used to seeing women being assertive and, to their mind, aggressive."

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We wondered if the women had had role models during their academic careers, and several answered that college professors and, in one case, high school nuns had encouraged them to pursue professional careers. Fischer related how her role model had been a woman doctor on a soap opera and added seriously: "It never occurred to me that I could do these things, and there was this woman doctor. . . I was thunderstruck!"

Then, asking the women to review the personal changes, if any, that their grad school experiences had brought about, Turner began with: "I found myself becoming more relaxed . . . as an undergrad I was very fervent and in grad school I became more confident." Most felt that they had gained some greater degree of self-confidence as the years progressed. Ax, for example, felt that joining the American Political Science Association gave her personal and professional support. Boris cited her efforts to institute a Women's Studies course at Brown, saying, "It was very interesting because I really learned a lot about the problems of junior faculty members and how hard it was to convince people of the legitimacy of Women's Studies."

At this point, we asked, "Do you consider yourself a feminist?" and found we had asked a very difficult question. The women had radically different ideas about what "feminism" meant. Taylor saw herself primarily as a physicist, hesitant to use the term "feminist" because of the negative connotations it holds for some. She emphasized, however, that she is "very careful about watching for instances of discrimination" and added, "I am very strongly for total equality. . . ." Turner said, "I consider myself a feminist, but my primary concern at this point is to be the best professional I can be, and I think that through that I can make my best contribution to women in academia, to women in my field." Ax feels disturbed by attempts "to enforce either a lifestyle or a code" in the personal realm, but expressed active concern for women in the professions. "For some reason my idea of feminists are the women that try to act identically to men," Taylor added then. Boris interjected: "I would like to suggest that some people define feminists as very women-centered, and in fact there are a variety of definitions of feminism." Fonow noted that the professions traditionally reward male behavior, whether you are a man or a woman. Clementson-Mohr said: "I am uncomfortable saying that my primary definition is as a professional, because there are personal factors that are very important, also." Boris picked up on this point to say, "To define myself purely as a professional uses the terms of society that divide people, that alienate people from themselves; just as I would not want to be defined as a 'male' professional, so I want to be able to define myself as a total person."

Fischer then offered her definition of feminism as "putting a primary emphasis on creative and supportive inter-dependencies, between people. Rather than being dependent on others or being totally independent, we are able to be equally inter-dependent; and if you look at feminism that way, it certainly becomes a very positive sort of thing."

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To end the discussion, we asked if the women had any advice to offer to the prospective female graduate student. They did.

"For the women going into a technical field," Taylor began, "it is important to get your hands on the (laboratory) equipment. If you find yourself working with a man, they will very often try to put you in the role of a secretary, while they do all the knob-twisting. . . the only way to learn these technical skills is to do them." Bonnie Lamvermeyer also stressed that women should become actively involved in the most technical aspects of lab work.

"I think that the biggest thing is just believing in your own ability," said Fischer.

Clementson-Mohr stressed the importance of assessing the availability of student-faculty interaction and personalized concern.

Fonow felt that one certain way to further open the occupational structure was to guide more women into the fields of applied science.

"Make sure that you have a liberal education in the true sense," Turner said, "to give you a sense of security across-the-board."

Ax said, "I don't think that you should automatically seek out women as part of the decision-making process, because there are an awful lot of very supportive males out there, and I think that if we restrict ourselves in that sense, we might be missing a lot."

Eileen Boris ended the discussion by saying, "I would just like to reiterate that you've got to keep on believing in yourself, and you have to keep on talking to other people so you realize that you're not alone, and that you're not crazy."

The Denison Women's Studies Newsletter is published once monthly.

Women's Coordinator: Nancy Nowik

Assistant Editor: Caroline Balzarini