

## Is your relationship healthy?

*Recognizing — and cultivating — an equal partnership*

by Barbara Clinton, Director, Center for Health Services, and Frances Henderson, Program Director, Service Training for Environmental Progress (STEP)

We have been both captivated and inundated by the recent onslaught of attention paid by the national media to the issue of domestic violence against women. Neither statistics nor personal anecdotes can fully convey the severity of abuse — verbal, emotional, and/or physical — that some women suffer at the hands of those supposed to care about them — in same-sex relationships as well as heterosexual ones. It is critical that we continue to pay attention to these women and their stories. It is equally important that we learn to recognize, and respond to, the signs of a relationship that is damaging and perhaps even dangerous.

Nonetheless, it is just as important to be aware of, and to cultivate, relationships that are healthy and beneficial for both partners. Fortunately, such relationships *do* exist. Characterized by generosity, respect, fairness and trust, they are partnerships in the truest sense.

Of course, *all* good relationships do not feature *all* of the hallmarks of a healthy relationship *all* of the time. Domestic partnerships are subject to the same anxieties and insecurities that occasionally mar every other type of relationship, from business liaisons to friendships. In general, however, a good relationship — that is, one that leads to growth and security — is based on the following principles, and holds them as its standards and goals. In no particular order, healthy relationships are characterized by:

1. **Negotiation and fairness.** In a

healthy relationship, both partners work toward finding resolutions to conflict that are mutually satisfying. When they fight, effective couples try to spare their partner as much hurt as possible. They try to stick to one topic, the subject of the conflict. They don't "hit below the belt," hurling unrelated accusations merely for their power to wound. Nor do they criticize their partner or disregard the partner's feelings just because they are angry.

2. **Non-threatening behavior.** The general approach to the relationship on both sides is to help the other partner feel safe and comfortable. Within the relationship there is an understanding that it is okay to express feelings, so long as this is not done in an aggressive or accusing manner. Each partner is confident that she/he will

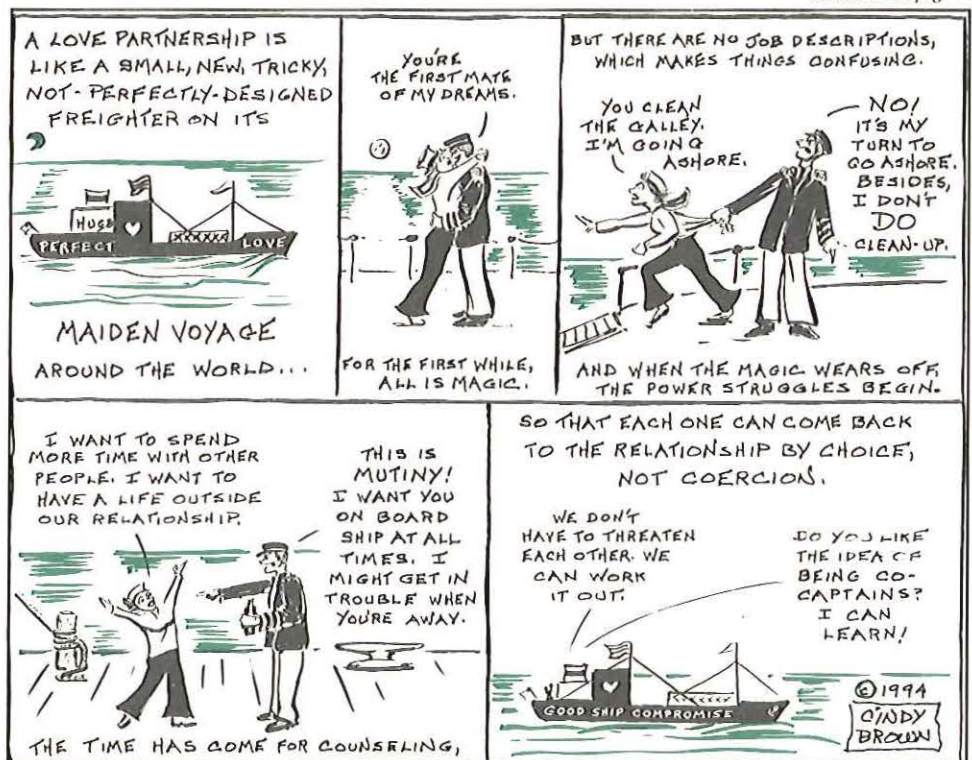
be accepted for who she/he is, despite individual differences of opinion or perception.

3. **Respect and support.** The partners listen to each other non-judgmentally. They value and support each other's beliefs, interests, friends and achievements, even if they do not share all of them; and they strive to express caring and understanding, even if they disagree.

4. **Trust.** While love is important, trust is much more critical to the success of a relationship. Partners know they can rely on each other to uphold commitments, carry out promises and keep confidences. If they have questions, they discuss them openly and without suspicion.

5. **Honesty and accountability.** Each partner works toward accepting

—continued on page 2



responsibility for herself or himself, communicating openly and truthfully even if this means acknowledging being wrong. If there has been violence in the relationship, it must be acknowledged as well.

**6. Responsible parenting.** This includes a wholehearted effort to share parental responsibilities, and a commitment to being a positive, non-violent role model for the children.

**7. Shared responsibility.** Partners agree to a fair distribution of work, and are committed to making relationship decisions together. This involves some give-and-take, some compromise. But neither partner expects her/his way all the time, and partners guard against manipulating the other into doing what they want to do.

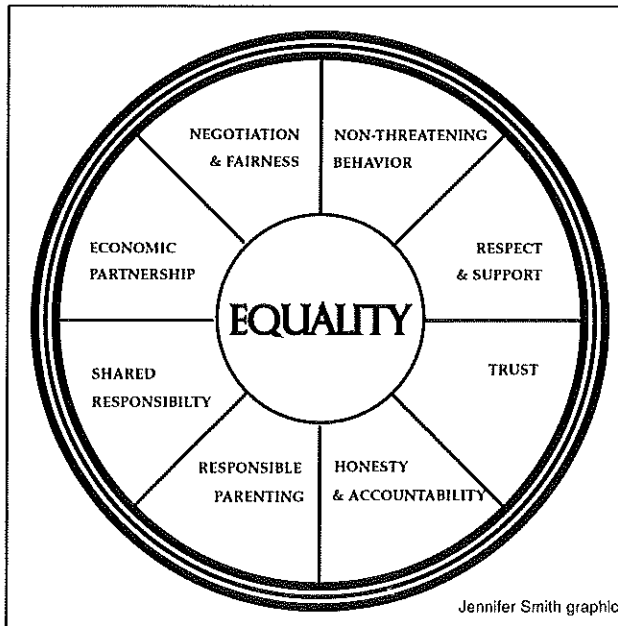
**8. Economic partnership.** In long-term relationships, this means making money decisions together, and making sure that both partners benefit from financial arrangements. In dating relationships, this means alternating, splitting or otherwise sharing the costs of dates. This ethic may not be customary for

many college-age couples, even today. However, when men and women contribute equally to the cost of a dating relationship, the power is shared not only symbolically but in a real way. It sets a tone of equality that pervades other, less tangible, aspects of the rela-

women of diverse cultural, social and economic backgrounds — can and do experience abuse. Moreover, because women in academic environments do not “fit” Hollywood’s image of victims of violence, it is tempting to ignore the meaning of lovers’ quarrels

that occasionally or frequently escalate into name-calling, pushing and hitting, or sexual assault.

If you have any of these concerns and feel you cannot share them with your partner, consider seeking guidance from trusted friends, relatives, your resident advisor or any of several other resources available to VU students, such as the staff at the Psychological and Counseling Center (tel: 936-0371). The June 1994 issue of *Women’s VU*, available at the Cuninggim Women’s Center, offers more information on abusive relationships. Most important, do not hesitate to report abuse to VU Security at 322-2745.



relationship.

How can you tell if you are in a healthy relationship? Pretty much the same way you know you’re in an unhealthy one — by trusting your gut feelings about it. If you are genuinely at ease, not only with your mate but with yourself; if you are proud of the relationship and eager to share it with others whom you respect; if you feel free to contribute to the relationship as well as to take from it — in short, if nothing in the relationship makes you feel compromised or devalued in any way — then chances are your relationship is thriving.

If, on the other hand, you have a “funny” (uncomfortable) feeling about your significant other and the way your relationship is progressing, do not be afraid to examine those feelings more closely. Keep in mind that domestic abuse has little to do with the stereotype of the poor, undereducated housewife who gets whacked around by her beer-guzzling husband. Violence against women committed by significant others can and does occur on college and university campuses as well. College women, and women attending graduate school —

But just because there are a lot of abusive relationships out there doesn’t mean there are no good ones. There are — but like all things worth having, they take some work. ■

### **Domestic violence: how you can help**

A number of Nashville agencies work with victims of domestic abuse; they all need volunteers, and all offer training:

**Rape and Sexual Abuse Center**, located on Lindsley Ave. near Metro General Hospital. Volunteers staff 24-hour crisis line, counsel victims, help with marketing and fundraising, etc. Contact Kim Troup at 259-9055.

**PEACE, Inc.**, on Union Street downtown. Volunteers work on the domestic violence docket in Davidson County Court; offer victim support; raise funds, etc. Contact Susan Canon at 255-0711.

**YWCA Shelter and Domestic Violence Program** on Woodmont Blvd. Volunteers staff the 24-hour crisis line, maintain shelters, provide daycare and professional services, etc. Contact Karen Spencer at 297-8833.

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# “NEWS QUOTES”

## *College women binge drink- ing almost as much as men*

A new study indicates that the percentage of women who drink alcohol primarily to get drunk has tripled since the mid-1970s so that it now nearly equals that of men. Thirty-five percent of college women polled in 1993 reported that they drank to get drunk.

Increased rates of drinking have led to high percentages of rape, violence and accidents. The study revealed that 90% of reported campus rapes, 90% of violent campus crimes, and 80% of campus vandalism, involve alcohol. Sixty percent of college women who had been diagnosed with a sexually transmitted disease such as herpes or AIDS were drunk at the time of infection.

*About Women on Campus*  
Fall, 1994

## *Men no longer think women have it easy*

More men concede a woman's life isn't all that easy.

Roper Starch Worldwide compared results of two large surveys they'd done, one in April 1946 and the other in August 1993. Asked whether men or women on the whole had the "easier time in present-day America," 46% of the men in 1946 did, but by 1993 only 22% believed that. The proportion saying men had the easier time had risen to 48% from 25%.

Over the years, women became even more convinced that men had the best of it. In 1946, 41% of the women felt that way; more recently, 63% did.

*Wall Street Journal*  
Oct. 6, 1994

## *Affirmative action without fear*

Two schoolteachers are equally qualified and equally experienced. One must be laid off. One is the only minority teacher in an otherwise all-white department. Is it permissible to make race the deciding factor, laying off the white teacher and retaining the minority teacher?

The Clinton Administration's Justice Department is saying yes, arguing that in these circumstances, under the principles of affirmative action, a school system may lawfully decide which employee to retain on the basis of race.

The Bush and Reagan Administrations had contended that favoring the black teacher — even to foster racial diversity on a faculty — was illegal race discrimination.

In a truly rare teacher layoff case in Piscataway Township, N.J., all parties and a Federal judge agreed that the two contesting teachers, who started work the same day in 1980, were absolutely equal in ability and seniority for the same slot on the high school's business education faculty.

Although Piscataway's schools were never found guilty of discrimination, the 10-member business faculty had only one black teacher, Debra Williams. Forced to lay off one teacher in 1989, the school system kept Ms. Williams and bumped the equally qualified Sharon Taylor, who is white.

Ms. Taxman hired a lawyer and, joined by the Bush Administration's Justice Department, sued the township's school board. In Federal District Court in Newark, Judge Maryanne Trump Barry ruled for Ms. Taxman.

After President Clinton took office, his new Assistant Attorney for Civil Rights, Deval Patrick, told the U.S. Court of Appeals in Philadelphia that the Government no longer agreed with the lower court judgment. In the new Administration's view, the ruling misinterpreted the civil rights law and unduly obstructed voluntary affirmative action programs.

*New York Times*  
Sept. 19, 1994

## *Fewer women majoring in non-traditional fields*

Although more women than ever are majoring in predominantly male fields, the rate of increase has slowed down considerably.

A study by University of Pennsylvania sociologist Jerry A. Jacobs notes that the increase in women is stalling well before parity has been achieved.

Jacobs believes that the reasons for the slowdown are related to the fact that most universities are no longer encouraging women to enroll in non-traditional fields. He also found that when women switch majors, they tend to move to fields dominated by women.

*About Women on Campus*  
Fall, 1994

## **Vanderbilt grad to edit Women's VU**

*by Nancy Ransom, director MCWC*

*Women's VU* welcomes a new editor, Marjorie McCormick Davis. Marge is not a newcomer to Vanderbilt University. She earned a doctorate in English here in 1989. In 1991, Garland Publishing Company of New York published her dissertation, *Mothers in the English Novel: From Stereotype to Archetype*, a Jungian/feminist analysis.



JAMIE ADAMS PHOTO

Marjorie  
Davis

Marge spent a year teaching English at the University of Wisconsin-River Falls before leaving academics to become a full-time writer and editor. She has written for several magazines and organizations in Nashville, Connecticut and Massachusetts. Her phone/voice mail number is 3-4367.

Everyone at the Margaret Cuninggim Women's Center looks forward to working with Marge in the coming year. ■

## AAUW seeks nominees

The American Association of University Women is looking for candidates for three of its most respected prizes.

The 1995 Eleanor Roosevelt Teacher Fellowships are awarded to women public school teachers to promote gender equity in school. At least part of their instruction must be in math, science or technology. Application deadline: Jan. 9, 1995.

The 1995 Recognition Award for Emerging Scholars will honor an untenured woman scholar, holding the Ph.D. for no more than five years, who has an exceptional record in teaching, research, and nurturing other women and girls in her field. (U.S. Secretary of Health Donna Shalala was the winner in 1976.) It includes a \$3,500 honorarium. Nomination deadline: Dec. 15, 1994.

The 1995 Progress in Equity Award is given by the AAUW's Legal Advocacy Fund. It recognizes programs that advance equity for women on campus in areas such as women's athletics, child care and curriculum development. Nomination deadline: March 15, 1995.

Request forms and other information from the AAUW, 1111 16th St., N.W., Washington, DC 20036-4873; tel: 202-785-7700; fax: 202-872-1425.

The American Association of University Women was founded in 1881 to promote equity for women through education. The Nashville branch meets Mondays at noon in the Church Street Center. Undergraduates are welcome as student affiliates; dues are \$18. For more information, Contact Nancy Ransom at the Cuninggim Women's Center, 322-4843.

## At the gallery ...



*One Day I'm a Mother, One Day I'm a Lover*, an acrylic by painter Carolyn McDonald, is on view in the Women's Center gallery through Dec. 20. A reception for the artist is Nov. 10.

## V-Girls re-revolutionizes personal history

In *Daughters of the ReVolution*, a performance scheduled for Nov. 3, the V-Girls — five women from diverse backgrounds — come together in an evening of high satire and often poignant reflections on post-sixties feminism.

This multi-talented troupe has been performing together since 1987 (their other performances include *Academia in the Alps: In Search of the Swiss Mis(s)*, and *Sex and Your Holiday Season*.) The visual artist of the group, Andrea Fraser, has exhibited in museums from New York to Munich to Venice. Jessica Chalmers is a doctoral candidate in comparative literature at New York University. OBIE-award-winning producer Marianne Weems is currently at work on a new theater piece with Susan Sontag. Videographer Erin Cramer is producing a documentary about sixties' radical feminist Valerie Solanas. And Martha Baer is a freelance writer and editor at the *San Francisco Examiner*.

*Daughters of the ReVolution* begins at 7:30 p.m. in Sarratt Cinema. It's free with a valid Vanderbilt I.D.; \$5 general admission is available only at the door.



The V-Girls — Andrea Fraser, Jessica Chalmers, Marianne Weems, Erin Cramer and Martha Baer — turn private conversations into public drama. Their performance (free with ID) is at 7:30 p.m. Nov. 3 in Sarratt Cinema.

## Birthdays of Notable Women

### November

- 1 1858 Mary Nutting, first nurse to hold a university chair.
- 2 1883 Jessie Daniel, founder of Assoc. of Southern Women for the Prevention of Lynching.
- 8 1909 American actress Katherine Hepburn.
- 12 1815 Pioneer suffragist Elizabeth Cady Stanton.
- 15 1887 Artist Georgia O'Keeffe.
- 18 1945 Wilma Mankiller, chief of the Cherokee Nation.
- 22 1943 Athlete Billie Jean King.
- 26 1832 Civil War surgeon Mary Walker, won Medal of Honor.
- 30 1924 Shirley Chisholm, first black Congresswoman.

# N O V E M B E R

## Calendar of Events

Margaret  
Cuninggim  
Women's Center



Please save and post. Individual flyers for these programs may not be sent.

November 2 (Wednesday)

**Gender Study Group.** 5-6 p.m. Participants read short essays to discuss at each session. Women interested in joining the group should call Nancy Ransom, 322-4843.

November 3 (Thursday)

**V-Girls Perform *Daughters of the ReVolution*.** 7:30 p.m. Sarratt Cinema. Free with a valid Vanderbilt I.D.; \$5 general admission available only at the door. Co-sponsors with the Cuninggim Center are Students for Women's Concerns, the Women's Studies Program, University Speakers Committee and the Sarratt Cinema. *See related article on page 4.*

November 8 (Tuesday)

**The Academic Job Search. Chapter One: Starting the Search.** Panel discussion to help graduate students with advance planning. Moderator: Linda Bradley-Long, assistant dean of the Graduate School. Panelists: Jasper Neel, associate professor of English; Nilda Flores-Gonzalez, Ph.D. candidate; and Dee Ann Warmath, Ph.D. candidate. 4-5:30 p.m. Wilson 103. Reception to follow. Co-sponsors with the Cuninggim Center are the Graduate School, Graduate Student Council and Career Center.

November 9 (Wednesday)

**Colloquium. "Wild, Unaccountable Things": Civil Disobedience in the Struggle for Women's Suffrage.** Lewis Perry, Andrew Jackson Professor of History. 12:15-1:15 p.m.

November 9 (Wednesday)

**Writers Workshop.** 5:15-7:15 p.m. Also meets November 23.

November 10 (Thursday)

**Artist Reception for Carolyn McDonald.** 5-6 p.m. Exhibit of acrylics runs through December 9.

November 11 (Friday)

**Brown Bag Lunch for Staff and Faculty.** Meet the Cuninggim Center staff and learn about activities and programs. Men as well as women are invited. 12-1 p.m.

November 14 (Monday)

**Book Group.** Janie White, facilitator, discusses *Bone* by Fae Myenne Ng. New members welcome. 5:15-6:15 p.m.

November 15 (Tuesday)

**Lunchtime Book Review.** Nancy J. King, assistant professor of law, reviews *The Tyranny of the Majority: Fundamental Fairness in Representative Democracy* by Lani Guinier. 12:15-1:15 p.m.

November 16 (Wednesday)

**Gender Study Group.** 5-6 p.m. Space available for new members. Participants read short essays to discuss at each session. Women interested in joining should call Nancy Ransom, 322-4843.

November 17 (Thursday)

**Women — Celebrating Victories through Journal Writing.** Workshop led by Miriam Bassuk, L.C.S.W. Participants learn basic journal writing techniques to claim and record the positive moments of their lives. 7-9 p.m. David K. Wilson Hall 113. Fee \$10; \$5 for students. Registration required by November 14; limited to 35 registrants. Scholarships available.

November 21 (Monday)

**Dissertation Writers Group I.** 4:30-6:30 p.m.

November 28 (Monday)

**Dissertation Writers Group II.** 4:30-6:30 p.m.

November 30 (Wednesday)

**Margaret Cuninggim Women's Center Advisory Board.** Jan Rosemergy, chair. 4:10 p.m., Carmichael Towers East, Mr. Hebs.

*Unless otherwise stated, all programs are held at the Cuninggim Center, Franklin Building, West Side Row. For more information, please call 322-4843.*

# In the library...

Three new books document the trials of adolescent girls in the U.S.

*SchoolGirls: Young Women, Self-Esteem, and the Confidence Gap* (Doubleday, 1994) is written by Peggy Orenstein, with the American Association of University Women. Orenstein was spurred into action in 1990 after reading the AAUW's report "Shortchanging Girls, Shortchanging America." She was especially disturbed by the report's findings about the loss of confidence and self-esteem in adolescent girls.

Orenstein undertook a study of eighth-grade girls in two schools in California. At one school, located in a suburban area, most of the students were white, while those at the second school were mostly poor African-American, Asian and Hispanic students. She followed both sets of students for the 1992-93 school year, interviewing parents, teachers and school administrators.

Long before they reach the eighth grade, the AAUW study says, both boys and girls understand that males have more opportunities, while femaleness is associated with constraint. Girls believe that their gender is a handicap. Orenstein's study illustrates the many and complex factors that erode girls' self-image and lower their expectations for the future. Moreover, she notes, these complexities may be exacerbated by race. Black girls, for instance, who tend to have higher self-esteem than white girls, do not lose as much self-confidence during adolescence; Hispanic girls, on the other hand, lose more self-esteem than do other girls.

*The Difference: Growing Up Female in America* (Warner Books, 1994) is by Judy Mann, a columnist for the *Washington Post*. Mann conducted a two-year study of the differences in how

Barbara Clarke,  
Women's Center  
librarian



girls and boys are brought up in this country; she hoped to discover what "happens to girls that makes their experience so disastrously different from that of boys." What causes girls to lose confidence and self-esteem, she wondered, and why has so little altered despite the changes in society brought about by the women's movement?

Mann tries to ascertain how many of these differences are due to biology and how many to cultural factors. She also examines gender roles, rape and incest, girls and mathematics and science, eating disorders, the influence of the media and music on adolescents, and the benefits of single-sex schools.

As girls reach adolescence their world tends to become more restricted, while the world for boys expands. Very young boys pick up cues that they are superior to girls and that boys' lives are more interesting; they scorn things associated with girls.

Young girls receive similar messages. They are greatly harmed by the behavior and attitudes of boys; male peers put girls in their place and make them feel inferior. Mann believes that patriarchal religions play a vital role in the subjugation of females, and that boys and girls will never be considered equal as long as children are taught that God is male.

The writer suggests how equality between the sexes might be restored. We cannot alter the way girls are brought up unless we also change how

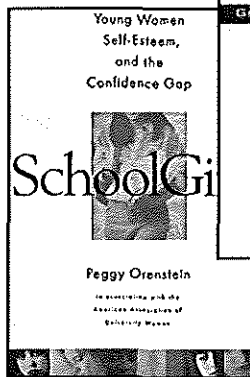
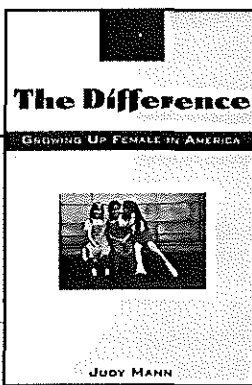
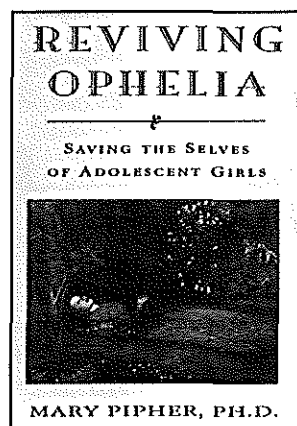
boys are raised, she says. Girls will continue to suffer until we change boys' attitudes toward them. Boys and girls need to feel mutual respect and not fear of humiliation; males need to respect girls and female sexuality. Society should value more highly the qualities associated with females, and devalue those associated with males, such as violence and aggressiveness.

*Reviving Ophelia: Saving the Selves of Adolescent Girls* (G. P. Putnam's Sons, 1994) is a study of the psychology of adolescent girls by Mary Pipher, a clinical psychologist and college teacher. Teenage girls today have more problems and are

under greater pressure than were girls of previous generations, she says. Despite changes in society brought about by the women's movement, girls are affected more than ever by sexism, violence and "lookism" — evaluating a person solely on appearance.

Pipher describes the problems that result when girls try to reconcile their "true selves" with the cultural pressures for them to behave in what is considered a proper feminine way. She discusses eating disorders, alcohol and drugs, sexuality, parents, and adolescents in the classroom, relating many of these to the AAUW findings.

Our society must change if it is to produce healthy young women, this writer contends. To improve the environment for adolescent girls will involve "deep-seated and complicated cultural changes — rebuilding a sense of community in our neighborhoods, fighting addictions, changing our schools, promoting gender equality and curtailing violence." ■





# Health matters

*The positive pelvic exam: knowing what's in store can ease first-time anxieties*

by Molly Amick with Kim Testa

Preparing for a gynecological exam, particularly if it's your first, can be an experience in fear, loathing or anxiety, depending on past experiences or what you hear from the grapevine. This article is intended to demystify the gynecology exam (better known as the pelvic exam), and boost its popularity. It will let you know what to expect and how to participate to enhance your awareness of your body and health.

The purposes of the gynecologic exam are three-fold: to make sure your reproductive organs are healthy; to check for infections, including sexually transmitted diseases; and to test for other diseases such as early cervical cancer.

At the Vanderbilt Student Health Clinic you begin the exam by meeting a practitioner — with your clothes on! She (or in some cases he) will gather information about your family's health and your own health, including questions about the date of your last menstrual period. If you have not had a previous gynecology exam, she will explain the examination using a pelvic model.

Next, you will get ready for the physical exam by emptying your bladder (if you need to), undressing and putting on an exam gown. The practitioner begins the physical exam by checking the thyroid and lymph glands in your neck, followed by brief exams of your heart, lungs, abdomen and breasts (this is a great time to learn self breast exam).

Now comes the pelvic exam. To get into position for it, you will slide down on the exam bed until your buttocks are touching the foot of the bed, then lie back flat on the bed. If you like, the head of the bed can be elevated, enabling you to see more of the exam if you want to. Finally, with your knees bent and slightly spread, you place your feet in foot rests. You may feel a bit vulnerable at this point. An assistant will drape a sheet over your legs, although some women prefer not to be covered.

As the exam proceeds, relaxing your abdominal and leg muscles will make the exam more comfortable for you. The clinician will sit on a stool at the end of the table so she can examine your external genitalia, noting general characteristics as well as any sores or other abnormalities. If you want to see for yourself, the clinician can hand you a mirror. Having a look can help you learn what's normal for your body.

Next the practitioner will insert a speculum into your vagina. Made of plastic or metal, this slender instrument has two "bills" which gently separate the vaginal walls. It slides in as easily as a tampon. As it is opened, you will feel pressure, but not pain. If this procedure hurts, say so. Using the speculum allows the clinician to see to the end of your vagina where the cervix (mouth of the womb) is.

Once the speculum is in place, you can again request the mirror to look at your vagina and cervix — this is the only way to see these parts of your body. Meanwhile, the practitioner can

take one or more tests — a "Pap" test, for example. To do this, the practitioner gently rubs the cervix with a flat stick and cotton swab. Chances are you will not even feel this being done. The speculum is then removed, sliding out as quickly and easily as it went in.

The last part of the exam is a manual check of your uterus and ovaries. Inserting two gloved, lubricated fingers into your vagina, the clinician presses gently on your lower abdomen with the other hand. Again, you may feel pressure in your vagina, but not pain. If your uterus is tilted toward your back, you may also need a brief rectal exam to allow full examination of your uterus. In this case, your examiner will insert one lubricated, gloved finger into your rectum very briefly and press again on your abdomen.

And that's it. The entire pelvic exam takes about ten minutes. After you get dressed, you will have a few minutes to talk with the practitioner about the exam findings and your questions. Next, go home and tell everyone how great your pelvic exam was! Remember: taking care of your body is taking care of your future. ■

*Molly Amick (B.A., Dartmouth) and Kim Testa B.S., Vanderbilt) are second-year students in Vanderbilt's MSN (master of science in nursing) program*

**About Vanderbilt Student Health Services:**

1. You can choose to have either a female or male practitioner.
2. You must call two weeks in advance to schedule an exam.
3. The pelvic exam is free. The "Pap" test laboratory fee is \$15-30; lab tests for sexually transmitted diseases range from \$3 to \$34 each.
4. The exam and any tests should appear on student bills under the generic heading "Student Health." A student's medical records may be accessed only by the person who did the exam; a court order (or your consent) is required for anyone else to have access, including parents.



# Announcements

## Conferences

**Women's Ways of Knowing, Learning and Communicating** is the 1994 Wilma Grote Symposium for the Advancement of Women. It's Nov. 10-12 at Morehead State Univ., Morehead, KY. Fee is \$70 (\$90 after Nov. 4). Call 606-783-2004.

**Women, Work, Health 1995 International Congress** will be in Barcelona, Apr. 18-20. Register by Feb. 15. Contact: Suport Serveis, DSQ 96, 150 Paris, E-08036, Barcelona, Spain. Tel X343-322-65-54. Fax X343-410-97-42.

## Call for papers

**National Women's Studies Assoc. 1995 Annual Conference**, June 21-25 at the Univ. of Wyoming, looks at **Women's Movements: Cultural, Intellectual & Political (R)evolutions**. Proposals due by Nov. 8 to NWSA '95, Women's Studies, Ross Hall 405, Univ. of Wyoming, Laramie, WY 82071; tel: 307-766-6872; fax: 307-766-3812.

**Feminist Studies 2000** is the topic of the 1995 Southeast Women's Studies Association Conference, Mar. 3-5 in Tuscaloosa. Send proposals to Linda Allred, Psychology, East Carolina Univ., Greenville, NC 27858. Fax: 919-

757-6283. Or contact Alice Parker, Women's Studies, Box 870272, Tuscaloosa, AL 35487.

**Persistent Themes and Practical Responses in Sexual Harassment:** the journal *Initiatives* invites manuscripts for a special issue. Contact the editor, Patricia A. Farrant, c/o American College Testing, P.O. Box 168, Iowa City, IA 52243.

## Programs, etc.

**Musica Femina** presents music by early women composers at Scarritt-Bennett Center, Oct. 30, at 4:30 in Wightman Chapel. For information, call the Center at 340-7500.

**"The Battered Women Defense and Women's Rights"** is the Nov. 5 program of the Middle Tennessee Women's Studies Association. Speaker is Char Creson, counselor at the Rape and Sexual Abuse Center. The program starts at 10:30 a.m. in Hazelwood Dining Room of the James Union Bldg. at Middle Tennessee State University, preceded by coffee and business from 9:30-10:30. Contact Kriste Lindermeier at 615-373-3330 for details.

**2nd Annual Writers' Harvest** features readings by Laurence Leamer, John Egerton, Steven Womack, and Susan Wiltshire. Tickets (\$10 and up) benefit Nashville's Table. Reception starts at 5:30, Nov. 7, in the Blair Recital Hall.

**Bill of Rights Celebration** is a dinner/fundraiser for the Tennessee ACLU. Featured speaker is political satirist **Molly Ivins**, author of *Molly Ivins Can't Say That, Can She?* and *Nuthin' But Good Times Ahead*. Nov. 12 at the Stouffer Hotel. To reserve tickets (\$50 each) call the ACLU at 320-7142.

**Women's Studies: Selected List of Acquisitions** (including some at other campus libraries) is issued by Marillyn Craig, women's studies bibliographer in the Central Library. To be placed on the mailing list, contact Ms. Craig at the library or call 322-6285.

## Grants and fellowships

**Rockefeller Foundation Fellowships in Age Studies** support research in all aspects of age theory. 1995-96 application deadline is Dec. 1. Contact Kathleen Woodward, Director of the Center for 20th Century Studies, UW-Milwaukee, P.O. Box 423, Milwaukee, WI 53201; 414-229-4141.



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## Women's VU

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