

## PROFILE: Kathleen Berkeley

by RACHEL HEALY

Staff Writer

It is a long running joke among Kathleen Berkeley's husband and two sons that whenever the family takes a vacation they must do something "historical."

"They always tease me about it: 'Oh gosh Mother, another historical site,' or 'oh gosh Mother, another battlefield,'" said the UNCW history professor. "But they get into it."

A recent vacation found the family in Concord, Massachusetts at the home of Louisa May Alcott, a writer whose works Berkeley uses in many of her classes.

"I gave into a Boston Red Sox's game with the agreement that they all came with me to Louisa May Alcott's house...I had a great time, and the boys enjoyed it too," Berkeley said.

A Los Angeles native, Berkeley received her BA, MA, and Ph.D. from UCLA. While in graduate school, she met her future husband, Harry Tuchmeyer. Berkeley taught for one year at University of California at San Diego before the couple and their first son moved to Wilmington in 1981. The decision to move to the East Coast was a mutual one.

"My husband and I are both coastal Californians...The thought of being landlocked in Idaho was more than either one of us could bear," Berkeley said.

Tuchmeyer is currently the associate director of the public library. Jeremy, the couple's oldest son, is a junior at Chapel Hill, while their younger son, David, is a junior in high school.

Berkeley, who became chair of the History department last July, specializes in Women's History, which is the focus of her new book, "The Women's Liberation Movement in America." The book is part of a series for Greenwood Press called Historic Events of the Twentieth Century. UNCW provided financial support for the book with a Summer Initiative grant for June 1996 and a research re-assignment for the fall 1996 semester.

The book traces the events from the mid-1800s to the present that have shaped the women's movement and thus provides a clearer picture of contemporary feminism by placing it in the broader context of the movement.

"From the time I taught the period mid-nineteenth century to the present, it became clear to me, at least through my teaching, that students have a lot of misconceptions about feminism—the 'f' word," Berkeley said.

She recalled an early experience with a student that made her realize the stigma attached to feminists.

"I'll never forget the first time I taught the course here. I was very pregnant with my second child and halfway through a student stayed after class to say something to me. She said her 'mama' told her that feminists hated men.

And yet here I was, obviously teaching the course from a decided feminist perspective, obviously married, one son, and very pregnant," Berkeley said. "She was trying to get this grip that obviously I wasn't a man-hater...It just got me thinking about the misperceptions about how threatening feminism is, and how there are stereotypes that are hurtful."

In addition to chapters that explain the different aspects of the women's movement, Berkeley's book provides a chronology of important events and short biographies of influential women. They range from a mainstream political feminist like Gloria Steinem, to the radical Mary Daly, to the conservative Phyllis Schlafly, who some critics consider and anti-feminist. The book also contains important documents of the women's movement, including the National Organization for Women's (NOW) statement of purpose, and a portion of the Betty Friedan feminist class "The Feminine Mystique."

Berkeley has taught numerous undergraduate and graduate courses at UNCW, with subjects ranging from women's history to gender and power. One of her favorite classes is a senior seminar on sexuality.

"It's how we construct our sexuality and how society has constructed it for us in different points in time...how definitions of rape for women have changed historically over time; issues of adultery, pornography, prostitution; how one era may mark your behavior as deviant, whereas another era may mark [it] as appropriate," she said.

While sexuality is a racy subject for some, Berkeley's approach is a historical one, and her goal is to get her students to see that "issues of sexuality infuse all parts of us, whether it's pop culture, politics...the school system—all kinds of areas."

Whether teaching about the women's movement or sexuality, Berkeley strives for a balance in perspective. She feels that you can't discuss femininity without discussing masculinity as well.

"Men and women are in these relationships...When you talk about what is acceptable for women to do, you are really talking about what is or isn't acceptable in society for men to do," Berkeley said.

In her classes and through her book, Berkeley stresses that it is especially important for students to realize just how far women have come. For example, she noted that women's equal access to college was not granted until 1972.

"I always say to my students that you can't take any gains we have for granted. The study of history tells us that progress is not linear, that just because something changes for the better it doesn't mean that we're going to continue in that direction...A gain you might have could be lost," she said.

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## Distance Learning emphasized on campuses

by MELISSA FARQUHAR

Staff Writer

"If higher education is to survive and grow, we must innovate" guest speaker Dennis Frailey told audience members last Monday night during a lecture titled "Distance Education: Brave New World or Recipe for Disaster?" In his presentation, Frailey focused on the advantages of using distance learning to improve the scope of education, and stressed the importance of incorporating new technologies into the traditional realm of education.

Frailey, a senior fellow at Rathen Company and an adjunct professor of computer science at Southern Methodist University in Dallas, Texas conducts most of his teaching via distance learning techniques. His first experience with distance learning came in the form of a television broadcast in 1970. At that time, Frailey's lectures were broadcast to students over microwaves and the students would later respond to his lectures by phone calls or letters.

"Distance learning has improved much since then," Frailey said.

Students can now enroll in on-line courses or watch taped versions of lectures and participate in Internet discussions with classmates and professors.

During his lecture, Frailey criticized the conservative traditions of most universities.

"There is a real opportunity for the education community to re-invent itself," he said, stressing the importance of innovation within the realm of education.

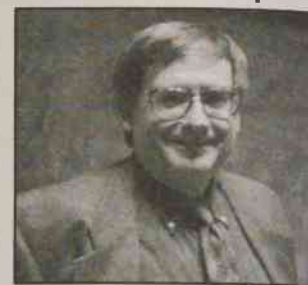
Noting the rising price of higher education, Frailey emphasized the need for an alternative means of attaining higher education, other than the traditional university setting.

Frailey urged audience members to work for a change within traditional academia, and expressed the idea that the field of education is becoming increasingly competitive, as new and innovative techniques become readily available.

"If we don't do it, somebody else will," he said.

Frailey also cited the practicality of distance learning for adults seeking a graduate degree. Adults trying to obtain a graduate degree are more apt to look into such programs since they offer a greater level of schedule flexibility.

Distance learning classes can also be helpful for reviewing lessons that were not fully understood initially. A student simply has to rewind a tape or review course material on-line to get the



James Flinn/The Seahawk

Dennis Frailey advocates computerized distance learning for colleges.

lesson again. Frailey also noted benefits for professors who offer distance learning classes, such as better schedule control, easier course delivery and the elimination of redundant lectures.

Frailey did, however, note that distance learning is not for everyone.

"As a rule, distance education works best for working professionals seeking graduate level education or supplementary knowledge," he said.

Developers are currently working on a means of securing testing procedures and graded assignments. At Southern Methodist University, courses that are offered for credit require that a proctor be present during exams, while assignments are simply checked for similarity to other student's work in an attempt to curb cheating.

According to Kim Kelly of the information technology systems department, UNCW currently employs several techniques in its distance learning programs.

"Traditionally it does entail video or video conferences, but that is changing," Kelly said.

Distance learning programs are increasingly being referred to as "electronic transferring", as the technology improves within the programs. One of the techniques UNCW currently offers is video classrooms, in which students meet to watch lectures that are broadcast to several college campuses simultaneously.

UNCW also offers online classes, which allow students and professors to have interaction via the Internet, as well as classes conducted by taped lectures.

Frailey ended his lecture Monday night by emphasizing that the "greater opportunity is in re-engineering how we educate." He said it is up to the universities to improve the way they interact with adult distance learners or they risk losing that part of the student body to other education providers.

The department of computer science sponsored Frailey's lecture.



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