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WOMEN IN MEDICINE:  
A LONG, HARD CLIMB

THE SCHOLARSHIP DILEMMA

**HC**

APRIL 13, 1972



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# Get to know the two of you before you become the three of you.

Get to know what you both really like.

What you both really want out of life.

Get to enjoy your freedom together until you both decide you want to let go of a little bit of it.

But make it your choice.

Research statistics show that more than half of all the pregnancies each year are accidental. Too many of them, to couples who thought they knew all about family planning methods.

Get to know how the two of you don't have to become the three of you.

Or the four of you. Or...

For further information, write Planned Parenthood, Box 431, Radio City Station, New York, N.Y. 10019.



Photo by Menken/Seltzer

**Planned Parenthood**  
Children by choice. Not chance.

Planned Parenthood is a national, non-profit organization dedicated to providing information and effective means of family planning to all who want and need it.



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RIGHTS AND EQUAL BURDENS

**HC** A NEWSMAGAZINE FOR  
THE COMMUNITY OF  
HOLLINS COLLEGE

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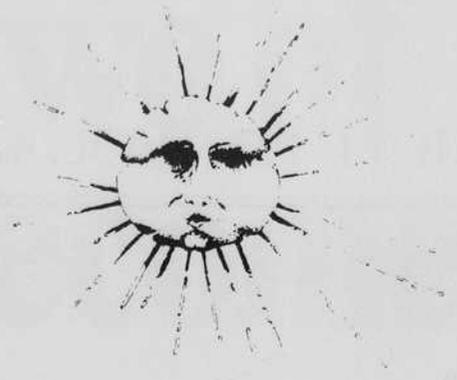
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# COMMENT AND OPINION

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## WHAT DO THE WORKERS WANT?

After reading "The Hollins Workers" I only wish that people would realize that the Hollins workers are no exception to the American Working Class. To say that "at Hollins it's just high-class, low-pay slavery" - you would have to say that all of America's business is run by slavery. Hollins workers have, in fact, better working conditions than many of the working or laboring class people in the United States.

I suppose the main reason I feel so strongly about this is that in my senior year in high school I worked for "McDonald's," probably one of the largest profit-making businesses in the United States, and, at least in the one I worked for, one that shows a great deal of abuse towards their employees.

There was no such thing as overtime - the law states that in the restaurant business no overtime is required to be paid. Raises were practically impossible to get. You had 1/2 hour off for lunch working a straight 8 hour shift or a ten minute paid break for every four hours you worked. If they were busy, though, and low on workers, there were times when you only got the ten minute break for lunch because they could not afford for you to be gone for 1/2 hour. The girls also washed their own uniforms but were not compensated for such. At one time the labor board did come in and the girls did receive back pay for washing their uniforms but after they left things resumed as usual. Managers were paid a straight salary based on a 50 hour week though they always worked at least 60.

And if you think that the customers look upon these employees as people - forget it. All that most customers cared about was the food they were buying. They often got quite mad or annoyed when they had to wait for their food, as many times was the case due to poor organization of the management. And all was blamed on the counter girl.

This only goes to prove that Hollins workers are no exception to the working class of America. From the article I gather that these workers sort of expect something from the students. What that is I wish I knew. But do they have a right to expect anything from the students? Do they really want the students to make a charity case out of them? These answers I only wish I knew.

Linda Barnes

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## FRESHMAN FOLLIES OFFENDS BLACKS

The Black students have not forgotten the insult that was dealt them by Freshman Follies! The vast majority of you who are living in ignorance and loving it will most probably ask dumbfoundedly: "What insult?"

(First let me state for those of you who are completely in the dark: yes, there are Black students on this campus - about 25.)

Getting back to the matter of the insult; it was the Cannibal Scene - Act II of the Follies. That same afore-mentioned vast majority will declare that they saw nothing wrong with the scene. They will say that

they didn't think the scene an insult. There is the problem: the word THINK. The matter arose because they didn't THINK at all. If they had, or had considered the Blacks of this "community" that scene never would have been performed.

Some will declare that the scene was relevant to the rest of the play. That might be a reasonable argument; however, that relevancy has yet to be shown. What IS relevant is the fact that every Black affiliated with this mockery of a community was and is insulted.

The first and foremost question concerning the matter is what of the sponsor of Follies? Where was this person? The sponsor should never have allowed such a scene to be performed. This person will undoubtedly give the customary answer when questioned: "I didn't think it would insult the Blacks."

That is a major problem at Hollins. Blacks are either completely ignored or they are subjected to wholesale racism. The administration, faculty members, the students - all are guilty.

The Blacks were and are insulted by Follies. They are calling for an apology from the entire group. They are also directing the entire "community" to consider Blacks in any of their future programs. If Blacks are insulted again, action will again be taken. Let this be a warning; we suggest you heed it.

Salome Heyward

# NOSTALGIA: THAT BITTER-SWEET REMEMBRANCE OF THINGS PAST

"Everything's catching up. You can hardly stay ahead of the past," says the lady in Alan Bennett's play, as she scrutinizes her married daughter's collection of Victoriana. The audience chuckles. Another instance of that current craze for nostalgia that brought us reissues of *Liberty* magazine, Stephen Sondheim's *Follies*, Ken Russell's Talking Picture *The Boy Friend*, revival of the *Saturday Evening Post*, WROV's "Nostalgia Weekend," popular tunes such as "American Pie," and the general fetish for nostalgia cinema that spawned organization of The Saturday Morning Fan Club.

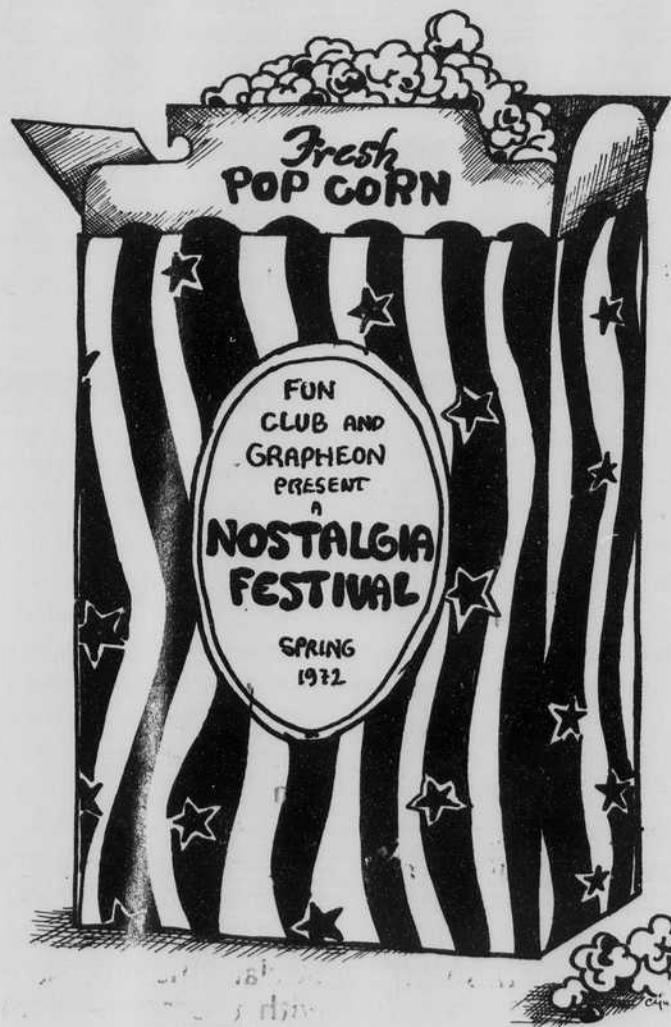
Nostalgia is a time-honored emotion. It springs from the same root as fantasy - man's disbelief in and rejection of Truth-with-a-capital-T, a cause he has never believed in enough to support. Man disbelieves the Truths of his childhood. He prefers to imagine it as a vanished wonderland symbolic of union and fulfillment. He recalls his childhood innocence and naivete as a grasp of heaven. Yet he cannot adequately explain his fall from such grace. And so he continues to seek the 'different country' of the past.

Of course there is no going backwards; man must seek the abstraction of his own personal love and invention - the ideal. To aid him in the search he has creative belief and imagination. Intuition figures largely in his quest, since childhood and youth are times when all knowledge is instinct and intuition. Adolescence is indeed the birth-ground of nostalgia, for it is then that intelligence begins to juxtapose the realities of existence against the other-worlds of the child's free imaginative conception...the beautiful dream suddenly exposed to the ugly realities of life.

The nostalgia trend is illustrated in current familiar popular art and music, a prime example being the tune "American Pie" by Don McLean-directed to the 20-25 age group. It is a remembrance of things past from paper routes and sock hops in the gym to the dashed hopes of Woodstock - a relation of the death of a brand of American happiness.

The adolescent learns as the child must; he becomes an adult. But he does not outgrow certain of his vague longings, nor his sense of the inherent mystery and magic of his past world. In the art, literature and religion of other ages or time recently past, he sees a body of data with which he can construct a world with himself as the center, and perhaps find a key to the enigma of his development. Symbols may be abstracted from those stories of the past - the face of Mount Rushmore, or even Mickey Mouse, words and names and tunes whose absence from the tongue give them a remembered colour, a special twinge.

The coming Nostalgia Festival will provide a base for some of these special twinges of memory. Events in the Festival will include a competitive 'Trivia Board,' a lecture entitled "The Sex Life of Nancy Drew" and four films to strike the chords of memory.



# SCHOLARSHIP DILEMMA

"...if I don't get more money, I just can't come back..."

Contrast that statement by a Hollins student

to this from a Hollins administrator: "No student's need, to the best of my knowledge, has not been met."

Every year lack of agreement on financial aid forms a gulf between student and administrator. Every year some of the same questions crop up. The administration scolds students and parents for "not reading the materials provided;" students accuse administrators of not "taking the time to listen to my case."

In most instances, there is a simple, established procedure for determining financial need, and it is probably best to note that process before attempting to understand the problems surrounding financial aid. First, parents must fill out and return to the College Scholarship Service the Parents Confidential Statement. When the statement along with a computer analysis are received at Hollins, the Director of Financial Aid checks the Statement independently, looking for human elements or special difficulties not taken into account by the computer. The two analyses are compared, and a financial package is awarded based on the following considerations:

- (1.) The comprehensive fee—\$3,750
- (2.) \$450 personal budget for resident students
- (3.) The cost of two round-trip coach air tickets home per year.

The financial aid package consists of scholarship and loan for incoming freshmen and scholarship, loan and campus job for returning upperclassmen.

"...that's what happens, every year it goes down..."

## PARENTS' CONFIDENTIAL STATEMENT College Scholarship Service Academic Year 1972-73

DO NOT WRITE IN THIS SPACE

Read instructions carefully before completing this form. Do not send to CSS after December 1, 1972.

1A STUDENT APPLICANT: LAST NAME, FIRST NAME, MID. INIT., SEX, NO., DAY, YEAR, DATE OF BIRTH, SOCIAL SECURITY NUMBER

1B STUDENT APPLICANT'S PRESENT YEAR IN SCHOOL: (1) HIGH SCHOOL SENIOR (2) COLLEGE FRESHMAN (3) COLLEGE SOPHOMORE (4) COLLEGE JUNIOR (5) OTHER

1C IS STUDENT MARRIED? (1) NO (2) YES IS STUDENT A U.S. CITIZEN? NO YES IF NO, WHAT IS STUDENT'S VISA STATUS?

1D STUDENT'S HOME ADDRESS: NUMBER AND STREET, CITY, STATE, ZIP CODE

PARENTS (CHECK IF LIVING): (1) FATHER (2) MOTHER (3) STEPFATHER (4) STEPMOTHER (5) PARENTS SEPARATED (6) PARENTS DIVORCED (7) STUDENT HAS LEGAL GUARDIAN (OTHER THAN PARENTS) (8) FATHER UNABLE TO WORK IF NONE OF THE CONDITIONS AT LEFT DESCRIBE THE FAMILY CIRCUMSTANCES, EXPLAIN IN (2)

2 LIST COLLEGES AND AGENCIES TO WHICH COPIES OF THIS FORM ARE TO BE SENT. DO NOT LEAVE BLANK. USE ADDITIONAL COLLEGE REQUEST FORM FOR ADDITIONAL LISTINGS.

NAME	CITY	STATE	CSS USE ONLY	NAME	CITY	STATE	CSS USE ONLY

3A Father, Stepfather, or Guardian: NAME, AGE, HOME ADDRESS, OCCUPATION, EMPLOYED BY, YEARS WITH FIRM, RETIREMENT PROVISIONS

3B Mother, Stepmother, or Guardian: NAME, AGE, HOME ADDRESS, OCCUPATION, EMPLOYED BY, YEARS WITH FIRM, RETIREMENT PROVISIONS

5A WILL YOU FILE A JOINT FEDERAL INCOME TAX RETURN FOR: 1971 NO YES 1972 (1) NO (2) YES

5B HOW MANY DEPENDENT CHILDREN WILL YOU CLAIM AS FEDERAL INCOME TAX EXEMPTIONS (LIST BY NAME IN 22 BELOW) FOR: 1971 1972

5C HOW MANY DEPENDENT CHILDREN ENTERED IN 5B WILL BE ATTENDING COLLEGE IN 1972-73?

5D HOW MANY OTHER DEPENDENTS WILL YOU CLAIM AS FEDERAL INCOME TAX EXEMPTIONS. EXPLAIN IN (2)

6 DO YOU OWN ALL OR PART OF A BUSINESS, OR ARE YOU A PARTNER OR RANCH OWNER, OPERATOR, OR FARM TENANT? IF YES, COMPLETE SUPPLEMENT A OR B BEFORE GOING ON TO (7)

Parents' Annual Income and Expenses				Parents' Assets and Liabilities			
	TOTAL 1970	TOTAL 1971	ESTIMATED 1972		TOTAL FIRE INSURANCE	ESTIMATE PRESENT MARKET VALUE	UNPAID MORTGAGE
7 SALARIES AND WAGES BEFORE TAXES (IF FROM MORE THAN ONE SOURCE ITEMIZE IN (2))	\$	\$	\$	14 HOME (IF OWNED) YEAR PURCHASED: 19	\$	\$	\$
A. FATHER, STEPFATHER, GUARDIAN	\$	\$	\$	PURCHASE PRICE \$	\$	\$	\$
B. MOTHER, STEPMOTHER, GUARDIAN	\$	\$	\$	15 OTHER REAL ESTATE (SPECIFY TYPE IN (2))	\$	\$	\$
8 OTHER INCOME (DESCRIBE AND ITEMIZE SOURCES IN (2))	\$	\$	\$	16 BANK ACCOUNTS (TOTAL OF PARENTS' SAVINGS AND CHECKING)	\$	\$	\$
SUBTOTAL A. ADD (7), (8), AND (9)	\$	\$	\$	17 OTHER INVESTMENTS (PRESENT MARKET VALUE) (SPECIFY TYPE AND AMOUNT IN (2))	\$	\$	\$
9 BUSINESS EXPENSES (ITEMIZE AND GIVE DOLLAR BREAKDOWN IN (2)) DO NOT INCLUDE EXPENSES ENTERED ON SUPPLEMENT A OR B	\$	\$	\$	18 INDEBTEDNESS (DO NOT INCLUDE MORTGAGES, LOANS FOR CARS, EDUCATION, OR APPLIANCES, INSURANCE LOANS, BILLS FOR NORMAL LIVING EXPENSES, OR BUSINESS OR FARM INDEBTEDNESS) ITEMIZE IN (2)	\$	\$	\$
SUBTRACT LINE (9) FROM SUBTOTAL A	\$	\$	\$	AMOUNT OF (18) TO BE PAID DURING 1972	\$	\$	\$
10 ANNUAL RENT OR MORTGAGE PAYMENTS ON FAMILY RESIDENCE (IF NONE, EXPLAIN IN (2))	\$	\$	\$	19 FACE VALUE OF PARENTS' LIFE INSURANCE POLICIES	\$	\$	\$
11 COST OF ANNUAL MEDICAL INSURANCE PREMIUMS PLUS MEDICAL AND DENTAL EXPENSES NOT COVERED BY INSURANCE (ITEMIZE IN (2))	\$	\$	\$	20 LIST FAMILY CARS OWNED (MAKE AND YEAR) TOTAL CAR DEBT	\$	\$	\$
12 EMERGENCY EXPENSES (ITEMIZE IN (2))	\$	\$	\$	21 WHAT ARE STUDENT APPLICANT'S OWN ASSETS? (INCLUDE SAVINGS, ENDOWMENTS, TRUST FUNDS, STOCKS AND BONDS)	\$	\$	\$
13 TOTAL FEDERAL INCOME TAX PAID OR ESTIMATED TO BE PAID	\$	\$	\$				

22 PROVIDE BELOW INFORMATION FOR ALL DEPENDENT CHILDREN YOU WILL CLAIM AS FEDERAL INCOME TAX EXEMPTIONS. (THE NUMBER OF DEPENDENT CHILDREN SHOULD BE THE SAME AS THAT ENTERED IN 5B FOR 1972.) IF YOU NEED ADDITIONAL SPACE, USE (2)

A. NAME (LIST STUDENT APPLICANT ON LINE 1)	B. CHECK IF LIVING WITH FAMILY	C. NAME OF PRESENT SCHOOL OR COLLEGE 1971-72	D. YEAR IN SCHOOL OR COLLEGE 1971-72	E. EDUCATIONAL EXPENSES 1971-72 (F. TUITION PLUS FEES G. ROOM AND BOARD AT COLLEGE)	F. TOTAL FINANCIAL ASSISTANCE 1971-72 (H. SCHOLARSHIPS OR GIFT AID I. LOANS AND EMPLOYMENT)	G. NAME OF INSTITUTION TO BE ATTENDED IN 1972-73 (LEAVE BLANK FOR STUDENT APPLICANT)	H. CHECK APPROPRIATE BOX IF ATTENDING IN 1972-73: PUBLIC SCHOOL, PRIVATE SCHOOL, COLLEGE
1				\$	\$	SEE ITEM 7	
2				\$	\$		
3				\$	\$		
4				\$	\$		
5				\$	\$		

Although the catalogue states that "the amount of scholarship awarded...may be increased or decreased in subsequent years depending on the annual recomputation of need," many students and parents seem to assume that the amount allocated the freshman year will remain the same throughout the next three. However, as a parent's income status changes, a student's need, and therefore, her financial aid fluctuate. Another child in or out of school, an increase or decrease in assets, a large inheritance, or big medical expenses will force adjustment in the college's yearly decision.

Very often students, particularly rising sophomores, are dismayed at what, at first glance, appears to be a cut in their financial aid. In many cases they are forgetting two assumptions in an upperclassman's financial package. An upperclassman is expected to contribute financially to her own education not only by a campus job, but also by summer employment with pay increases each year.

Although Helen Goodsell, director of financial aid, reports calling students into her office to forewarn them, a rearrangement of the financial aid package has caused some misunderstanding among students and parents. The job factor has increased in value from \$400 to \$600, due to a student job salary increase, and the remaining amount has been divided 60% scholarship and 40% loan. The breakdown was formerly 70% scholarship and 30% loan. Below is an example of a financial aid package, both old and new, for a student with a need of \$2,500.

OLD PACKAGE		
	Freshman	Upperclassman
Scholarship	\$1,750	\$1,470
Loan	750	630
Job	—	400
NEW PACKAGE		
Scholarship	\$1,500	\$1,140
Loan	1,000	760
Job	—	600

*"...my family has so many other expenses this year, I don't see how they could cut my scholarship like that..."*

A manila folder, an inch-and-a-half thick sits on Goodsell's desk; it is filled with letters from concerned parents. Students book appointments with her. They appeal their cases to the Scholarship Committee. Although the Dean's report on the Financial Aid Program claims that "many financial packages are raised from year to year," these parents and students have complaints about what they consider insufficient aid. When need is determined, however, the only figures Goodsell and the Committee have to work with are those volunteered on the Confidential Statement. Income estimates may have been faulty, or heavy expenses may have been left off.

Misinformation on the Confidential Statement can work against the college as well. The fact that some financial aid students apparently have the funds to own and operate a car, trip off to Europe, or vacate their campus jobs over short term distresses the administration because it is depriving not only the College of extra income but also some students of more scholarship money. Dean Wheeler predicts that Hollins may be forced to "require a photostat copy of the front page of the IRS form" as several colleges are now doing.

Although in some specific instances, the scholarship picture may be bleak next year, statistics show a more encouraging overall picture. \$585,246 was allocated for financial aid in 1971-72; however, in 1972-73, an estimated \$751,346 will be awarded. The number of students receiving some kind of help will increase to nearly 30 per cent.

But with financial pressures increasing year by year, how can Hollins expect to keep up with its goal of meeting the financial aid of everyone admitted to the college? First, according to Dean Wheeler, the administration hopes that in the future there will be "less demand for financial aid because of an expected drop in enrollment." Also, the college is initiating its own loan program. This arrangement will mean more money coming back to Hollins as students graduate, find jobs, and start paying back the borrowed money. However, the trite, but necessary answer is that Hollins needs more donations both in the form of cash and endowment, for as Dean Wheeler points out, the scholarship program, as limited as it may seem to some, is in reality "beyond the scope of our resources."

ONLY SPAIN, MADAGASCAR, AND SOUTH VIETNAM HAVE A SMALLER PROPORTION OF WOMAN PHYSICIANS THAN THE UNITED STATES.

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# THAT LONG, HARD CLIMB

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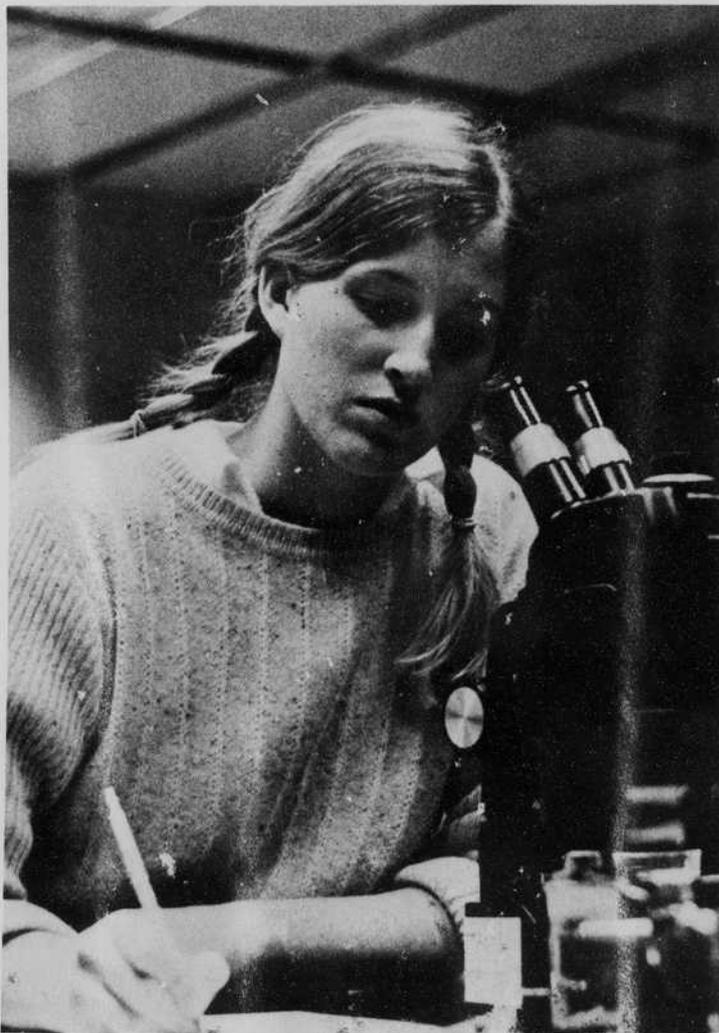
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When Elizabeth Blackwell tried to become this country's first woman physician over a century ago, children mocked her in the streets, landlords refused to rent her a room and her teachers tried to prevent her from watching surgery.

Woman physicians have come a long way since then but the fight for equal admission and treatment and improvement in attitudes in medical schools is hardly over.

Although the percentage of women in medical schools has risen from 9 to 11 percent in the last year, this change is not very significant in comparison with the beginning of this century when four percent of all medical students were women.

Because of a rapid upsurge of interest



among students at Hollins in medical schools, the Pre-Medical Society has recently been organized to inform members of medical schools' admission policies and requirements and the preparation in college necessary for the future. According to Ralph Steinhardt, professor of chemistry and one of the organizers of the Pre-Medical Society, "There are presently roughly as many students at Hollins seriously interested in becoming physicians as in all the past years combined. Though a few may lose interest, we currently have about 25 serious 'pre-meds.'

"This is obviously a dramatic increase," continued Steinhardt, "and I, as well as others, felt that some sort of informal organization was needed to generally inform students of what is ahead."

The Pre-Medical Society, though relatively new, has already presented two programs concerning medical schools and preparations necessary for admission.

"But frankly," emphasized Steinhardt, "we don't recruit students to be pre-meds. If they don't already know positively that they want to be physicians when they come to Hollins, they just don't have what medical school and the medical profession requires.

"We have never had a truly qualified pre-med who was not accepted by a medical school somewhere. By truly qualified, though, I mean one who has at least a strong B+ average and a good preparatory program." He feels that Hollins has a great advantage over many other schools with pre-med programs with its opportunity offered to students to observe and be involved in a hospital experience. "With a physician on the Chemistry department staff (Dr. Daniel Leavitt, director of the pathology laboratory at a local hospital) we are able to place students in hospital work during the short term, summer, and to some extent during the academic year — almost an undergraduate medical school."

A study which Steinhardt and others are conducting to determine if there is much prejudice against women in medical schools has



The study attributes much of the low numbers of women in medical schools to such attitudes and the reluctance of many women to even apply in the face of such circumstances. They often go into graduate schools, areas of medical technology or nursing, instead.

The study indicates that women who do get into medical schools are at least as well qualified, if not better, than their male counterparts.

Only one medical school in the United States was founded for women, and in 1969 the Women's Medical College began accepting male students.

Medical associations have not made noticeable efforts to encourage schools to admit women students. The Association of American Medical Colleges in May approved a report calling for increased admission of Blacks, American Indians, Chicano and Puerto Rican students, but made no references to the admission of women. The Association claims that there is no bias against women applicants to medical schools. Since the AAMC helps accredit medical schools, its tacit approval is necessary to continue any tradition of discrimination against women.

According to one Hollins pre-medical student, "The woman pre-med can make it, but from all appearances she has to have twice the brains, determination and guts of her male counterparts. You'll never find a woman in medical school who is unsure of what she wants in a career. She has to know. She has to know and be adamant about it. It's a long hard climb - doubly hard for a woman."

*(National statistics and information made available through LNS.)*

thus far indicated, in statistics, that there is not. Considering the years 1963 to the present, they have discovered that the percentage of women applicants has risen dramatically and that the percentage of women applicants accepted is slightly higher than with men applicants.

Compared with other countries, the United States still comes out poorly - three out of every four Russian doctors are women and nearly one in three English doctors and one-quarter of the doctors in France are women. Only Spain, Madagascar and South Vietnam have a smaller proportion of women physicians than the United States.

A seven-year study published in *The Woman Physician* by Harold I. Kaplan, a psychiatrist at New York Medical College, confirms the conservatism, indifference and callousness that American medical schools show women applicants and students.

One dean wrote, "I just don't like women - as people or doctors - they belong at home cooking and cleaning, certainly not as medical colleagues who are at best dilettantes in our field."

Another said, "We have not been overly impressed with the women that have been admitted to medicine even though academically they are entirely satisfactory. I think that they ordinarily have so many emotional problems that we have not been particularly happy with their performance."

**"SHE HAS TO HAVE TWICE THE DETERMINATION, TWICE THE GUTS OF HER MALE COUNTERPARTS."**



# THE BATTLE OF THE BUS

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The ideal of the public school system in the United States is to provide an equal opportunity to a quality education for everyone regardless of race, color, religion or national origin. Before the *Brown v. Board of Education* Supreme Court decision in 1954, the effort to provide such opportunity was based on the belief that separate but equal schools should be provided for black students. It was found that this system did not provide an equal opportunity for black children. The very fact of separatism demonstrated the belief of racial inferiority in black students. In 1954, the Su-

preme Court ruled that public schools must be desegregated. Since then, other rulings, equally controversial, have embroiled the American public in arguments concerning the idea of quality education, neighborhood schools, housing patterns, and integration. The close proximity to the Hollins community of a recent court ruling concerning Richmond, Virginia, area schools has made the understanding of the busing issue all the more important.

In the past few months busing has become one of the most important political issues across the nation. President Nixon, in his message to Congress on March 17, recommended two measures which would significantly limit what the federal courts can order to end racial discrimination in the public schools. His message came shortly after the Florida primary election, the results of which will undoubtedly affect congressional thinking toward their final decision.

It is clear that both houses want to place some kind of restrictions on further court ordered busing, but it is as yet uncertain as to what kinds of restrictions they will be. The differences in the House and Senate proposals will require further legislation with final passage not expected for weeks or perhaps months. It is evident, however, that there will be no outright ban placed on busing to achieve a racial balance in the schools.

Several months ago a federal court in Richmond, Virginia, moved to consolidate the



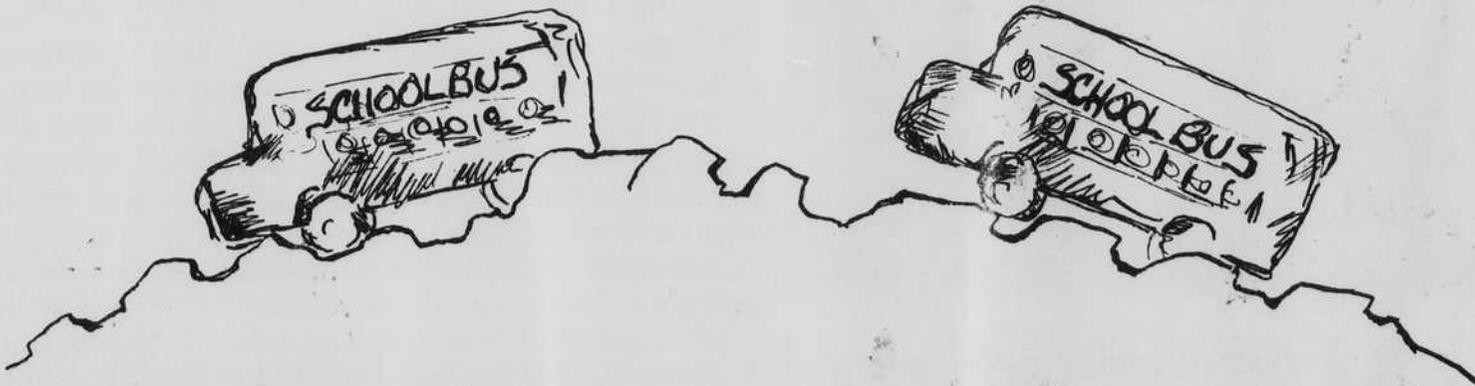
city's schools with those of Chesterfield and Henrico counties. Within the last month the federal government asked permission to intervene in the Richmond case and another similar case in Detroit. President Nixon has also proposed that Congress pass a moratorium on any new court ordered busing until July 1, 1973, or until "passage of the appropriate legislation." In Richmond, as in many cities, the move of the white population into the suburbs has left the inner city school districts virtually segregated. Mr. Nixon's proposed moratorium would, in effect, arrest the court ordered consolidation and subsequent desegregation of Richmond area schools.

The amendments passed by the House, the Senate's proposals and Mr. Nixon's recommendations all point to the same concern: the need to curb the court's power to order busing. Today 40% of the nation's public school children, black and white, are bused to school at a cost of \$2.5 billion each year. It is estimated that today about 65% of school children use buses if the use of public transportation is included. Why, then, is there so much turmoil over busing today? The underlying problem in recent desegregation cases is what is called de facto segregation. This is segregation re-

sulting from segregated housing patterns. In 1954, the Supreme Court ruled that schools could not be segregated by de jure segregation, or segregation by law. In spite of this order, many of the schools remained segregated because of this factor of segregation in housing. In recent cases the federal courts have ordered that children should be bused to schools outside their neighborhoods in order to achieve a racial balance.

Today the sentiment against such busing is not exclusive to whites. Some blacks believe that busing actually reinforces the attitude of racial inferiority. In most areas, blacks bear the brunt of busing. Roy Innis of the Congress of Racial Inequality has condemned the effort as bearing a "subtle implication that blacks cannot learn unless in the presence of whites."

Today the majority of people seem to be against busing but it is clear that people also want quality integrated education. Mr. Nixon, in his proposal, has asked that congress establish a list of priorities of remedies for schools required to desegregate with busing to be used only as a last resort. The question now is whether a quality integrated education can be achieved in all school districts without busing. In some situations busing seems to be the only remedy.



# "...AND YOU ASK ME IF I'M QUALIFIED!?"

"In my way of thinking any woman who makes it as far as the Congress of the United States has to be qualified to be President. The voters expect more of a woman," Shirley Chisholm explained in a recent Roanoke appearance at the annual meeting of the Burrell Memorial Hospital Association. "But just look around me at the others running for President," she exhorted, "and you have the nerve to ask me if I'm qualified!?"



Chisholm, campaigning for the Democratic Presidential nomination, is the first active woman candidate for the presidency.

"I'm not going to be modest. I have the ability to be President. I'm for real," she stressed. She is also bold and headstrong and has plenty of nerve. She is running her campaign with "pennies, audacity and faith."

But Chisholm will not be President in 1973. In an interview she said, "I'm running for

President, for sure, but I won't win the office. There are other ways of winning and that's what I'm after. I hope to gain enough support and influence by convention time on behalf of the vast union of the disenfranchised people in this country to influence party policy and candidate choice. I know that one of my biggest obstacles is the reluctance of would-be supporters to work for or vote for someone who pretty obviously will not end up in the White House. But it's not the personalities that really matter in this race, it is the issues. And if the voters still believe in those issues and are committed to those issues, it really isn't crucial that they vote for me over another liberal candidate."

Polls throughout the nation list her total Democratic support as three percent at best.

Undaunted by those polls, critics and lack of money, Chisholm continues to, as she says, "tell it the way it is."

Chisholm, the 47-year-old two-term congresswoman from Brooklyn, has some favorite issues and she delivered them all to her more-than-enthusiastic Roanoke audience.

"Racism is so inherent in the blood-stream of America that you can taste it morning, noon and night.

"The double standards and triple standards in this country are enough to make you puke."

She evoked some of her strongest response from the audience when speaking on the bus-ing issue. "What bothers me is where were all those voices for the neighborhood schools when black children were being bused right past the neighborhood schools in Mississippi, Georgia and Alabama...riding old rattletrap buses down the back roads to dirty schools with tarpaper walls and no toilets? If you believe in neighborhood schools, why didn't you talk about them then?" The audience howled with appreciation.

In a quieter moment, Chisholm admitted, "I feel dishearteningly small and futile sometimes. It's as if I'm facing brick wall after brick wall, as if most people are deaf to what I'm trying to say. It seems so clear to me what's wrong with the whole system. Why isn't it clear to most others?"

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# BOOK REVIEWS

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## 'LIB' LIT

(College Review Service) The heightened interest and activity in The Women's Liberation movement in recent years has brought with it a flurry of feminist literature. Among more recent publications are the Schocken Books series of outstanding reprints entitled "Studies in the Life of Women." Each book is an important document from the Women's Suffrage movement.

Gerda Lerner's *The Grimke Sisters* (\$3.95) chronicles two 19th century women in South Carolina who fought not only against slavery but also against discrimination toward their sex. Said Sarah Grimke in 1838: "All I ask of our brethren is that they take their feet off our necks and permit us to stand upright on the ground which God has designed for us to occupy." Gloria Steinem declares *The Grimke Sisters* "an indispensable book."

Elizabeth Cady Stanton's *Eighty Years & More* (\$3.95) is an autobiography by one of the most eloquent early advocates of Women's suffrage. Stanton (1815-1897) was active in many political movements and was the first woman to champion the idea of giving women the control of their property and earnings.

But her reminiscences are far more than a polemic; they reveal a broad spectrum of the 19th century sensibility ("Whittier's poems were not only one of the most important factors in the anti-slavery war and victory, but . . . his influence on the religious thought of the American people has been far greater than that of the occupant of any pulpit"). They also reveal the mind of a most intelligent, literate, and sensitive woman.

In a covered wagon, Abigail Scott Duniway traveled with her husband to Oregon and there struggled to build home and life for her six

children in the harsh wilderness. Finding that at the same time she was an equal partner in brain and brawn at home she was denied equal citizenship by law, she rebelled and led the Women's Suffrage movement on the west coast. She founded, edited, and largely wrote "The New Northwest," an early feminist newspaper. Her reminiscences, entitled *Pathbreaking* (\$3.45), are not as sensitively-wrought as Elizabeth Stanton's, but they do provide an historical access to the suffrage movement in the Pacific coast states.

A fourth volume in the Schocken series will probably appeal only to the most serious student of the feminist struggle in history. August Bebel's *Woman Under Socialism* (\$3.95) is an attempt by a leader of German socialism at the turn of the century to understand the place of woman in the struggle by the working class to free itself from the monied exploiters.

Although Bebel treats such intriguing topics as "Prostitution as a Necessary Social Institution of the Capitalist world," his book is one of those 19th century German tracts that catalogs everything, and most of the facts listed in the book will be less interesting today than the phenomenon of the book itself, which was widely read by women of the working class.

For those who do not wish to commit their time and eye muscles to these rather lengthy volumes, Vintage Books has just published a compact compendium of excerpts from major feminist writers. *Feminism: The Essential Historical Writings* (\$2.45) ranges from the letters of the 18th century "First Lady" Abigail Adams to the 20th century author Virginia Woolf. Included along with essays by Elizabeth Cady Stanton, Sarah Grimke, and August Bebel mentioned above are many other 19th and 20th century statements (by Susan B. Anthony, Lucy Stone, Emma Gold-

man, and Margaret Sanger among others) and a section of writings by male proponents of the feminist struggle (Mill, Ibsen, Engels, and Veblen). A brief bibliography of sources is offered.

And, to end on an up-beat, Jerry Silverman has collected 77 folk songs "about women and their battles with husbands, lovers, the devil, the system . . . and themselves." *The Liberated Woman's Songbook* (Collier, \$3.95) offers such usual fare as "Girl of Constant Sorrow," "Darling Cory," and "Greenselves," but also many rarer early Women's Suffragette songs and even a song written to honor the female Russian cosmonaut Valentina Tereshkova. Words and music, with guitar chords, are given along with many pertinent photographs and snappy introductions by editor Silverman.

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## OF VASECTOMY AND TAX REVISION

Jim Bouton, author, sportscaster and former major league pitcher, has come forward with an unusual tax abatement plan entwined with population control and relief for public agencies that he believes will trigger manifold benefits for society if properly implemented.

Writing in "Vasectomy: The Male Sterilization Operation," a new book recently released by Paper-back Library, Bouton offers this

"Vasectomy should be a . . . operation and every male should receive a tax deduction of \$1000 per year for having one. The logic behind this proposal lies in that if each vasectomy prevented just one birth, the savings would be phenomenal in reduction of costs to schools, hos-



FREYA

The Freya Relief Fund is a fund set up to aid students financially in emergency situations. Students who receive money from this source are often unable and, hence, are not bound to repay the funds for which they ask. Thus, the Relief Fund must be supported by donations. Each year Freya asks the Freya Alumni for contributions to this service. But because the fund is designed to meet the emergency financial needs of individual students, we feel that student donations would be of meaningful service to the community.

To make contributions or obtain further information please contact Baylies Willey.

## 50,000 JOBS



## SUMMER EMPLOYMENT CAREER OPPORTUNITY PROGRAMS

The National Agency Of Student Employment Has Recently Completed A Nationwide Research Program Of Jobs Available To College Students And Graduates During 1972. Catalogs Which Fully Describe These Employment Positions May Be Obtained As Follows:

- ( ) Catalog of Summer and Career Positions Available Throughout the United States in Resort Areas, National Corporations, and Regional Employment Centers. Price \$3.00.
- ( ) Foreign Job Information Catalog Listing Over 1,000 Employment Positions Available in Many Foreign Countries. Price \$3.00.
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pitals, social security and welfare. Additionally, there would be less strain on natural resources, less waste disposal problems and a lessened demand on governments and bureaucracies dealing with a smaller population."

The rest of Bouton's radical tax program revisions, which he believes would go a long way toward relieving the overpopulation crisis and contribute to economic fairness, are also in "Vasectomy: The Male Sterilization Operation." They follow:

(1.) \$2000 tax deduction per year for each adopted child under 18.

(2.) \$4000 tax deduction per year for each non-white adopted child under 18 years of age. The payment is double because of the disproportionate amount of non-white orphans.

(3.) \$6000 per year tax deduction for handicapped children.

(4.) No tax deductions for natural children.

(5.) A tax penalty of \$500 on the birth of the third, fourth and fifth, etc., child. This would be a minimum base figure which would be increased by \$500 for each \$5000 in gross pay. Thus, a man making \$100,000 would pay \$10,000 for each extra child beyond two. This would eliminate the argument that population control is a racist plan to eliminate the poorer minority groups.

coming . . .

April 28

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Follies of 1972

featuring the Hollins College Faculty

for the benefit of the Scholarship Fund  
and the enlightenment of mankind

## CULTURE CENTER OPENS — AT LAST

The Afro-American cultural center opened to the public last Saturday to many sighs of "At last!"

The cultural center has been in the 'becoming' process for two years.

The Concerned Black Students Society (CBS) has been instrumental in pushing for the Hollins center which houses African artifacts on loan from the University of Pennsylvania Museum valued from \$50 to \$5,000 each. Furnishings in the colorful two-room suite on the second floor of Rathhaus consist of vari-colored floor cushions and glass-top tables supported by logs.

Patricia McGowan, chairman of CBS explained, "Black students at Hollins knew of no place in the area where black culture was presented and CBS felt that the community should have such a center." She hopes that the cultural center "will be used by anyone in the community who is interested in black culture."

## A GIANT STEP FOR EQUAL RIGHTS; EQUAL BURDENS

It took 49 years of effort, but payoff day for women's rights proponents came March 22 when the U.S. Senate, with a vote of 84 to 8, gave final Congressional approval to the Equal Rights Amendment.

Sweeping aside all proposed language changes which might have weakened the measure, the Senate sent the amendment to the States for ratification. The key clause of the amendment reads:

"Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex."

To be effective the amendment, passed by the House October 12, must be approved by three-quarters of the states within seven years. It

would become effective two years after that, giving states time to make their own laws conform. The amendment has already been ratified by Hawaii, Nebraska and New Hampshire and rejected by Oklahoma.

Feminists had begun to seek adoption of such an amendment in 1923, just three years after women won the right to vote in the United States, though most people thought that the whole battle for women's equality had already been won. But then came the Great Depression and World War II, and equal rights activities slumped.

Once the drive sparked by the new feminist movement resumed in earnest it took less than three years to get the Equal Rights Amendment approved by Congress. One reason

was that the movement had advanced markedly to political activism. Well-organized women's groups in nearly every state threatened - in letters, telegrams, telephone calls and personal visits - to defeat members of Congress who voted or worked against the amendment.

Sponsors and proponents of the amendment say that with final adoption it will:

(1) Wipe out state laws limiting the types of jobs women may take and the number of hours they may work.

(2) Eliminate laws restricting women's rights in some states to handle property and state business on an equal basis with men.

(3) End discriminatory admission



"Cinderella wouldn't fall for any such divisional tactic as a glass slipper and, instead, stayed home and raised the consciousness of her sisters."

practices by state colleges and graduate schools including higher entrance requirements for women than men and discrimination in hiring and promotion in public schools and colleges.

(4) End differing curricula in the public schools, including home economics, shop and physical education required for one sex and not permitted to all.

(5) Forbid discrimination against women in state and local government jobs.

(6) End laws treating women more harshly in a number of criminal situations. (For example, one state statute which permits women to be jailed for three years for habitual

drunkenness but men for only 30 days, and two state laws which permit a wronged husband but not a wronged wife to plead "passion killing."

(7) Abolish state laws that give women less favorable treatment than men in the handling of their children's property, and more favorable treatment in cases of divorce, child support, child custody and alimony.

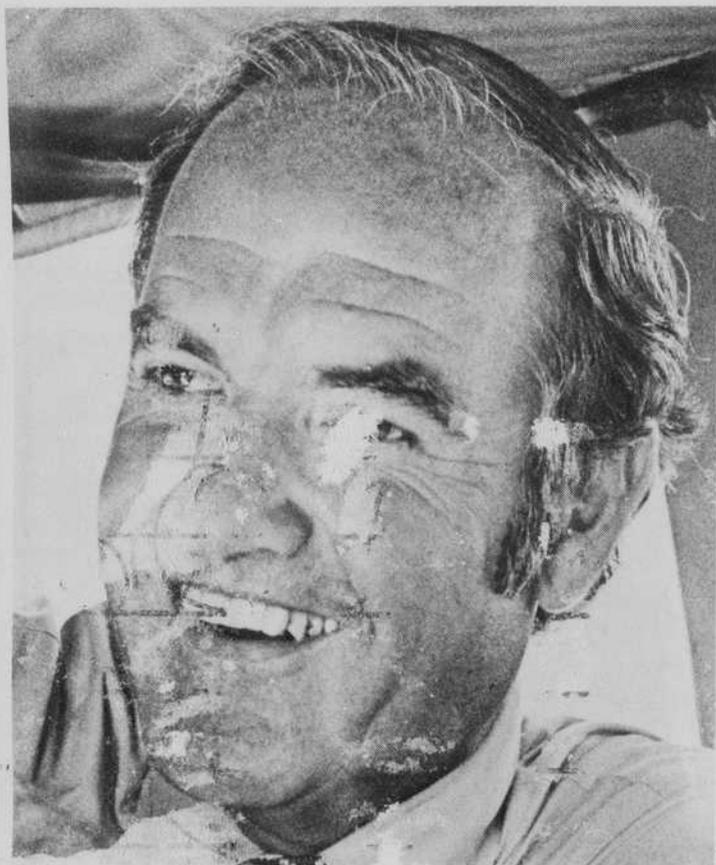
(8) End the present exemption of women from the military draft.

In past years, equal rights advocates gave up the fight after Congressional adoption of changes in wording intended to provide 'special protection' for women.

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