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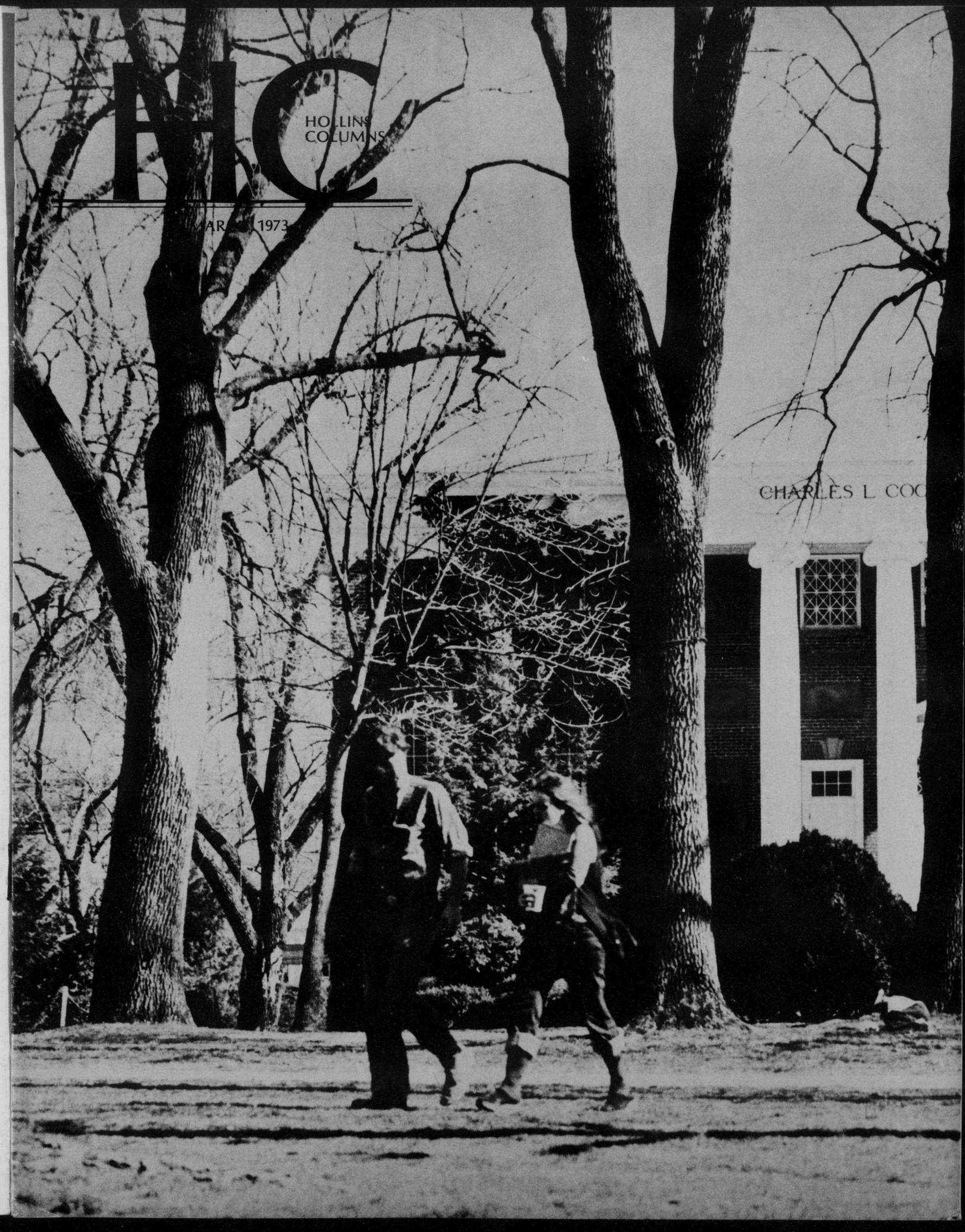
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HOLLINS
COLUMNS

MAR 1973

CHARLES L. COO



What kind of fool

would invest in a business that:

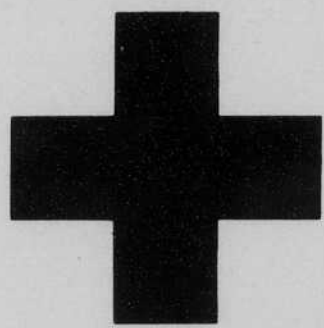
Is without profit?

Has impossible hours?

Is involved in one disaster
after another?

That even asks for blood?

We hope you're that kind of fool.



**the
good
neighbor.**

The American Red Cross

advertising contributed for the public good



MARCH, 1973

VOL. 48, NO. 7

HC HOLLINSCOLUMNS



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THE ONES WHO CAME BACK



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Eve Alleman

FROM THE EDITOR



Since the beginning of March, I have been glad to see what perhaps amounts to an opening up of communication between students, faculty and the administration. The deans' discussion of attrition on March 1, and the general campus forum on March 5, were, I think, very positive steps in this direction.

The forums did not solve any problems, but they did promote a feeling of common cause; i.e., members of the college community were able to feel not only some of the responsibility and concern for the state of affairs, but also some "sense of say."

Of all the things dealt with at the forums, from admissions to the infirmary, one particular issue sticks in my mind as the outstanding consideration facing the entire community at present. It is the evaluation of the college to be conducted from now until next February. The study is to be undertaken by a committee of approximately ten, to be appointed

by the president. Early guidelines estimated its composition on the order of three faculty, two students, one or two administrators, one Board member, and one Alumnae Association representative.

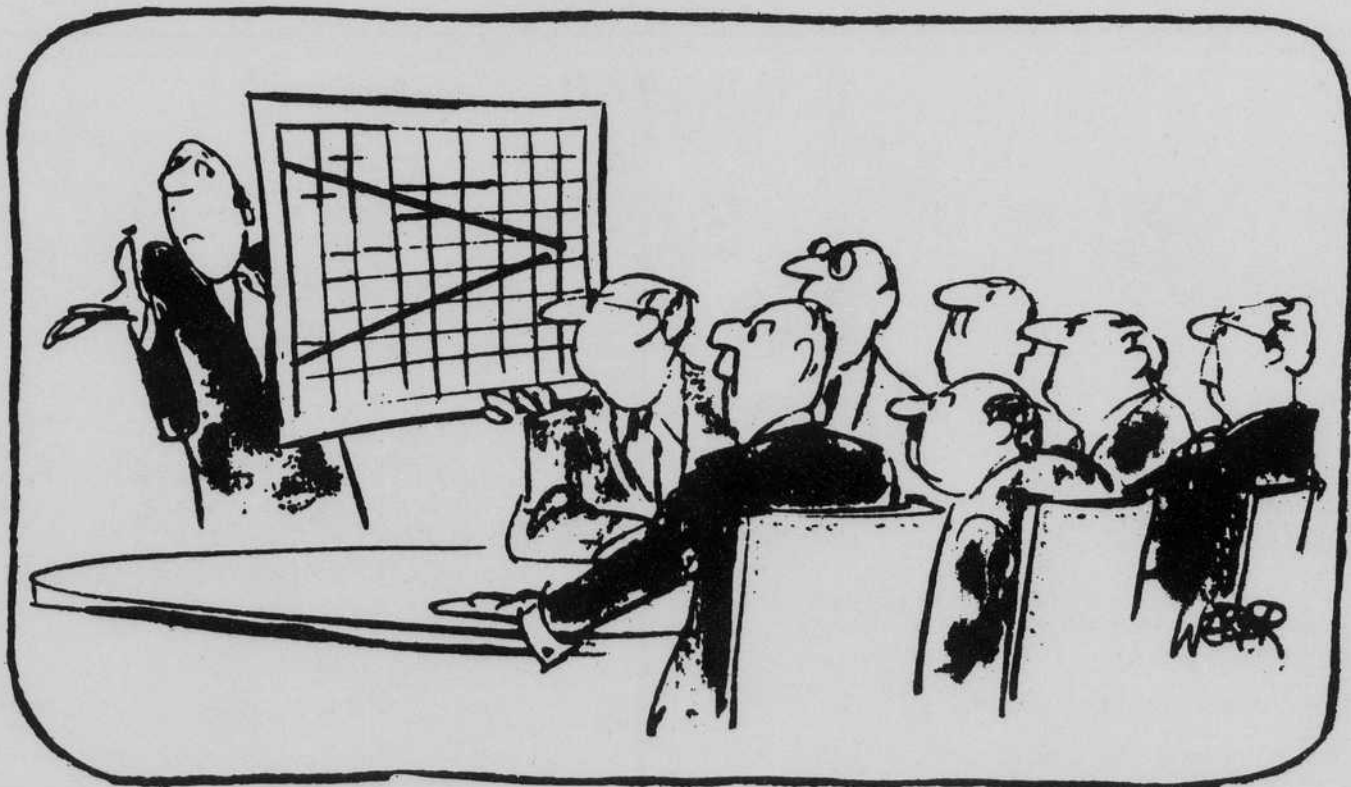
The committee's study is, to quote Dr. Logan, "to be as wide-ranging and free-wheeling as possible." It is to be a *complete* self-evaluation which will open to scrutiny virtually every aspect of the college.

I sense an encouraging hope among members of the community that this study will not simply evaluate Hollins, but will also help define the goals of this institution. There seems to be an increasing awareness that until we have established a basic, overall definition of what we are and what we want to be, we cannot continue to institute changes. We should, in short, define Hollins' overall purpose and *then* reform the college to meet established standards.

Ideally, nearly everyone will agree with such a statement. It should, however, be another matter to see this philosophy utilized. If debate over the modular calendar, for instance, was trying, what can we expect in watching this community define the *purpose of Hollins*? Our educational goals? Our role as an educational institution? As a women's college???

We seem to be in agreement that such fundamentals must necessarily be established; I personally anticipate a good deal less agreement about what those fundamentals should be.

I hope that we will approach this perhaps idealistic task with the realistic attitude that we are not all going to hold the same sentiments. From that standpoint, perhaps we can agree to a system of cooperation and, on occasion, compromise. Otherwise, it seems entirely possible that at best we will define only our differences rather than future directions for Hollins.



"Our company, er ... I mean, the University isn't doing too well."

COMMENT AND OPINION

"...We Do Not Have At The Present Time A Satisfactory System For Evaluating Good Teaching At Hollins"

Hollins today is an institution forced by circumstances to take a long, hard look at itself and see what measures it must take to survive. At a recent College Legislature meeting, the President emphasized this point in his remarks about a soon-to-be-established commission which will ponder the directions the College should take—the question of coeducation, of optimal size, etc.

Dr. Logan did not mention the subject of good teaching, perhaps because it seems so universally obvious that it is a desired element. Teaching is given priority in the list of responsibilities of Hollins faculty (see Faculty Handbook, p. C-1), and everyone apparently agrees that this is as it should be. But how does one define good teaching, and, even more difficult, how does one measure it, and who is to measure it? The Hollins Faculty Handbook theoretically answers these questions:

To discharge this responsibility the faculty member must be able by precept and example, both in and out of the classroom, through formal instruction and individual advising, to arouse the intellectual curiosity of students, transmit knowledge to them, to assist them in developing skill and mastery of their subject matter and in developing their critical faculties. A teacher's performance shall be measured by the observations of his colleagues, by his current students and alumnae, by general reports received by officers of the administration and by the performance of the students both while they are at Hollins and afterwards. (p. C-1)

I have no quarrel with this as a general definition of good teaching nor, I suspect, would most of you. In the real world, however, there is likely to be wide disagreement as to whether Professor X is a "good" teacher, among the very same people who would readily accept the definition given above, and this for two main reasons: Individuals will disagree on whether Professor X does indeed "arouse intellectual curiosity", or whether he does or doesn't "transmit knowledge", etc. Furthermore, individuals will bring to bear a host of personal and subjective criteria which will subtly color their judgment: Professor X's students and colleagues may like or dislike his or her personality, teaching style and philosophy, political and social leanings, etc.

I submit that we do not have at the present time a satisfactory system for evaluating good teaching at Hollins. As far as I know, only the professor's students are able to observe his or her teaching directly. This means that the "observations of his colleagues" referred to above boil down to three possible components: (a) direct acquaintance with Professor X and conversations with him or her on all sorts of topics, which can give an *impression* of the sort of teacher he or she might be, (b) knowledge of Professor X's syllabus, teaching method, exams, etc., which also can give an *impression* of the sort of teacher he or she might be, and (c) knowledge of colleague and student opinions, based on conversations, questionnaires, and course critiques.

I am not suggesting that these three sources of information are without value, on the contrary. I firmly believe, for example, that course critiques can be invaluable. However, the present system is un-

satisfactory because (a) it is unfair for colleagues and administrators to evaluate teaching on the basis of indirect information, and (b) the judgment of students—who are the only direct source of evaluation—must be viewed with caution, given human nature and the nature of the student-teacher relationship. How, for example, can outsiders reading the results of course critiques distinguish between a teacher's popularity and his teaching effectiveness? Indeed, the very word "good", to me, suggests personal bias. I would prefer the expression "effective" teaching.

I do not pretend to have a fool-proof method for evaluating effective teaching. Nevertheless, it is an important subject which deserves greater attention from all members of the Hollins community. I have a few ideas on the subject: We might set up, on a voluntary basis, the opportunity for faculty members to sit in on classes and observe—perhaps even forming a teaching seminar. I know that, traditionally, faculty members are not observed by colleagues. For many years it was felt that there was no need for college teachers to have any special training in effective teaching methods, and consequently, the tradition evolved that college teachers are not observed in the classroom by their colleagues. This tradition, however, has done nothing to foster effective teaching. I see two main advantages in having college teachers observe their peers: (a) the observer can offer his colleague a greater objectivity than that possessed by students, plus the knowledge gained from his own years of professional experience, and (b) the observer himself

can gain new insights into his own teaching effectiveness.

This form of observation might also be tried in a short-term project, with the purpose of exploring what elements of teaching are effective, and, incidentally, what students need to do to make learning effective, since the two are inextricably entwined. How about occasionally making videotapes of actual classes, to be studied by both instructor and students? The social scientists might develop some teaching "game" situations to test the effectiveness of various teaching and learning approaches. We might devise situations to learn whether the same criteria can be used in judging effective teaching in different disciplines.

Perhaps the question of effective teaching is not in itself the key to Hollins' survival. I believe, however, that it is the key element which will determine whether Hollins will be worth saving as an institution—that is, as an institution serving a genuine academic purpose.

Nathan Kranowski

Alternative For Attrition

After spending a semester in London where the advantages of studying abroad and the benefits derived from living within an alternate culture were readily evident, I am concerned about the lack of attention and emphasis given this portion of the curriculum. The administration seems concerned about apathy and the attrition rate, and although the community is admittedly studying these problems (e.g., forums, curriculum revision), a partial, positive, and available solution has been neglected, for the promotion of foreign study opportunities might, in some measure, alleviate these problems. It couldn't hurt.

Those who contemplate transferring might find a semester at a large urban, co-ed university, whether in Vienna or Nairobi, the needed impetus to stay and matriculate from Hollins. By encouraging these students, the college would lose one semester's tuition, but the students

would return for their final year and a half. Aside from financial considerations, the students would return, hopefully, with new insights into themselves and fresh ideas for the community.

Undoubtedly, Hollins Abroad is a superb program, but all are not interested in the French language or intrigued with Paris. While the Bulletin acknowledges the availability of foreign options and the library maintains a few brochures, a compilation of all programs can only be found in a mammoth catalog in the Administration Building—and no one can offer advice on the relative merits and costs of these programs. Hollins Abroad is, but should not be, synonymous with study in Paris. Last semester alone, nine students were enrolled at the University of London and others studied in Florence, East Anglia, and Edinburgh.

These students demonstrate that those interested will ferret out the needed information, but few others realize the number of American universities that sponsor foreign study at a cost comparable, if not less, than the tuition of Hollins. \$1525 covers the semester's cost for tuition, room and board, and transportation to Loyola's program in Rome. The entire junior year at the University of Madrid costs \$2665 including transportation, room and board, tuition, and spending money.

The quality which I found most appealing when I applied to Hollins was the progressive, innovative academic experience which could be pursued here. In the fall of '69, the Sweet Briars offered no short terms and the students at Wheaton or Bryn Mawr were shackled with antiquated requirements. No longer. Today Hollins stands distinct in no aspect of education, for even Lenoir Rhyne College in Hickory, North Carolina offers a 4-1-4 program as does Slippery Rock State College—and at a considerable financial savings. Increased enrollment in various overseas programs could, in part, reinstate Hollins' reputation as a college where breadth as well as depth are characteristics of the curriculum.

To this end, the immediate appointment of a Director of Foreign Study should be considered. Whether a professor could be relieved from a portion of his teaching

responsibilities, or a dean could be delegated this assignment, or the Hollins Abroad office could be expanded, the administration is urged to investigate alternatives.

Linda Koch

Friends Seek Contributions

People around the world have recently begun their observance of the penitential Lenten season, and it seems to some of us that we have been particularly at fault and must do a special penance for our parts in the Vietnam War.

Now that the peace has come, many of us will sit back and sigh with relief and that will be the end; but for others, the shame and impotence once felt do not fade so easily. We did not fight, but we paid our taxes; we did not kill, but we rationalized the deaths of others.

Do not be deceived that the war is over. Our responsibility still lies unfulfilled before us — and that responsibility is to begin the enormous job of repairing the damage we have helped to do. We cannot bring back the dead — but we can fit artificial limbs, rebuild houses, and restore the faces and bodies which were burned by our weapons.

The American Friends Service Committee, a group of non-violent Quakers, traditionally picks up the pieces after a war, and this war is no exception. Special task forces have been set up to send medical aid, food, and other supplies to both North and South Vietnam, most notably through the Vietnam Children's Fund and the North/South Vietnam Fund for War Relief and Peace Action. I urge you in the spirit of brotherhood and sisterhood — now that Henry Kissinger has made his peace — why don't you make your own peace as well? Contributions will be accepted through the Chapel Office.

In Peace,
Deborah Hentz
RLA Funds Chairperson

Rape Line

A Roanoke woman was walking home one night from her babysitting job when she saw two guys that she had known for several years. They talked for a few minutes, and then she started to continue walking when she was pulled behind some bushes by her two "friends" and shoved to the ground while one held her down and the other began to tear her pants off. The headlights of an approaching car interrupted the fun and games—the boys ran away, leaving the girl to run home, half-naked, in hysterics.

Another Roanoke woman was at home alone one night when a man who lived in her neighborhood, and who she knew casually, came by. She let him in, and he pulled a gun on her and told her he intended to go to bed with her.

Rape is the fastest rising violent crime in America. It is also the most under-reported crime, according to FBI statistics. Many women are afraid of the consequences to their safety if they report their rapes—and, in fact, it is not uncommon for a woman's life to be threatened if she does report the crime. Many more women prefer to keep silent rather than to go through the humiliation and embarrassment of repeating the details of a traumatic experience over and over to the often insensitive male ears of doctors, policemen, lawyers, judges and juries. The FBI estimates that somewhere between four and ten times the number of reported rapes is the number of rapes actually committed.

While we keep silent, huge myths grow around the facts of rapes, rapists, and rape victims. To name a few:

—Most people think that women are raped by complete strangers. In fact, many women know their rapists.

—Rape is correctly thought to be an interracial crime. However, the widely held assumption that it is black men who most often rape white women is simply not supported by fact. It is white men who are most likely to rape a member of another race.

—Most rapes are not impulsive acts. Studies show that they are much more likely to be planned in advance, and to be committed indoors rather than in dark alleys.

—Finally, "no contemporary study suggests that rapists are madmen, nor that they are, as a group, over-sexed; nor impotent...nor deprived of other sexual outlets."

As with all criminal trials, the burden of proof in a rape trial is not on the accused rapist, but on the alleged victim. In Virginia, no corroborating evidence is required for conviction (proof of force, proof of ejaculation, etc.). Although a woman's case is much stronger if she has medical evidence, and although there is little chance of a case being tried if there is not some evidence of an "immediate outcry," many rape cases ultimately come down to a question of credibility before the jury. Therefore, a common strategy for the defense is to cast doubt on a woman's character—both her ability to tell the truth and her chastity. While the defense can and does pry into a woman's background with the goal of proving she is "lewd" and therefore incapable of being raped, the prosecution may not tamper whatsoever with the history of the accused, except to inquire whether

or not he has ever been convicted of a felony.

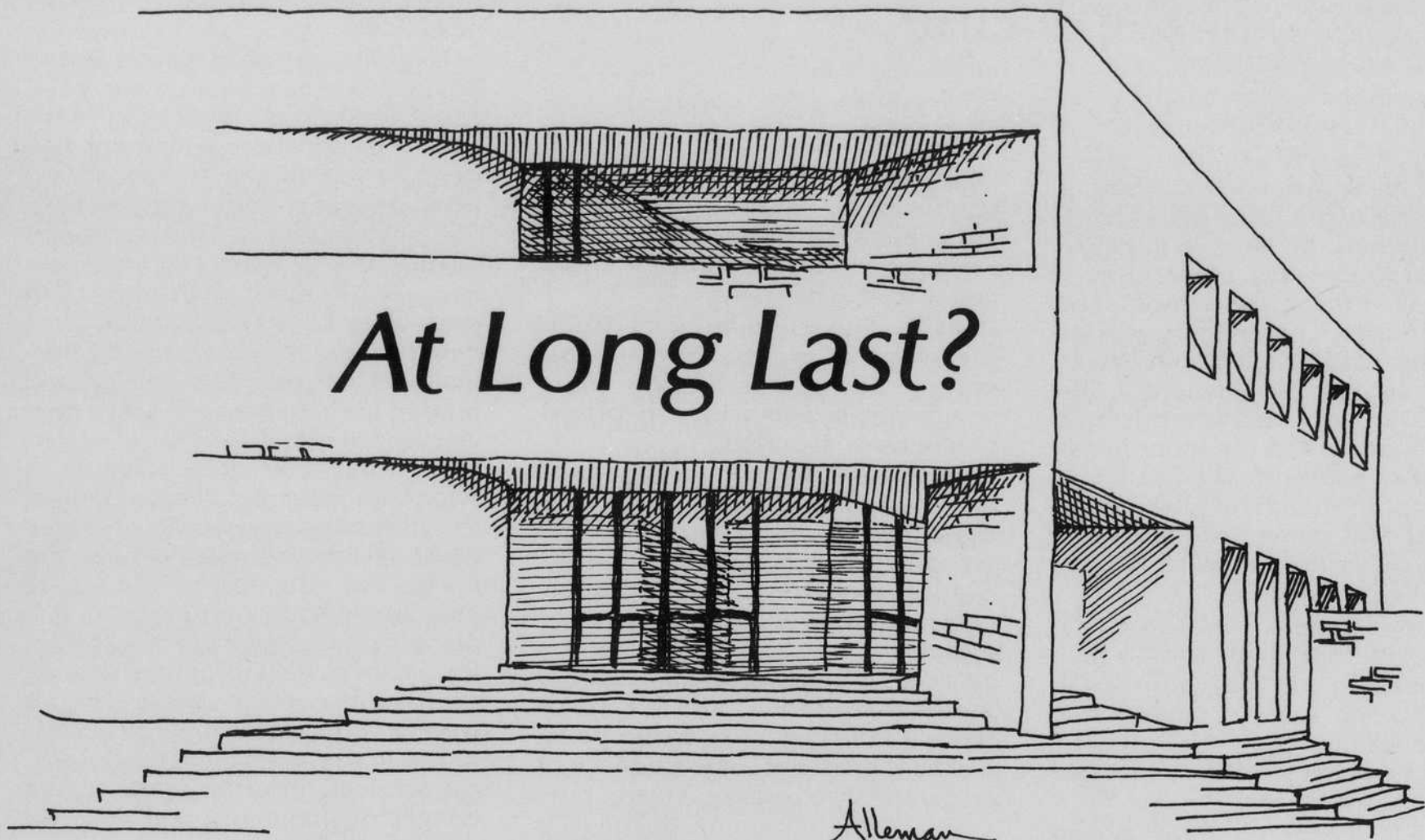
Last fall, a group of women in the Roanoke Valley who are concerned about these facts and about the situations of women we knew who had been raped began to talk about what we could do for rape victims. The culmination of five months of talking among ourselves and with lawyers, doctors, sheriffs, etc. in the valley was the opening last month of the Rape Crisis and Information Line-366-6030. The phone, funded by Total Action Against Poverty, is answered by TRUST volunteers who refer the caller to a Rape Line volunteer. It is our feeling that the peculiar attitude of blame which is directed towards the victim makes the situation of the victim very lonely and painful indeed. It is our purpose to give any aid and information to victims of rape that we can. This may mean simply telling a woman what alternatives are open to her in the way of legal and medical services, informing her of the danger of pregnancy and venereal disease, and seeing that she is tested for VD and receives a series of high estrogen pills to prevent pregnancy if she desires. Or it may mean listening, talking, and just being with her—providing a sympathetic ear and helping hands and saying that we care.

If anyone is interested in becoming a Rape Line volunteer, please call Lorraine Robertson at 366-4379.

Marcia Wade



"CAN'T YOU JUST SKIP OVER THAT CHARITY AND MERCY STUFF AND GET ON TO THE PART ABOUT RENDERING UNTO CAESAR?"

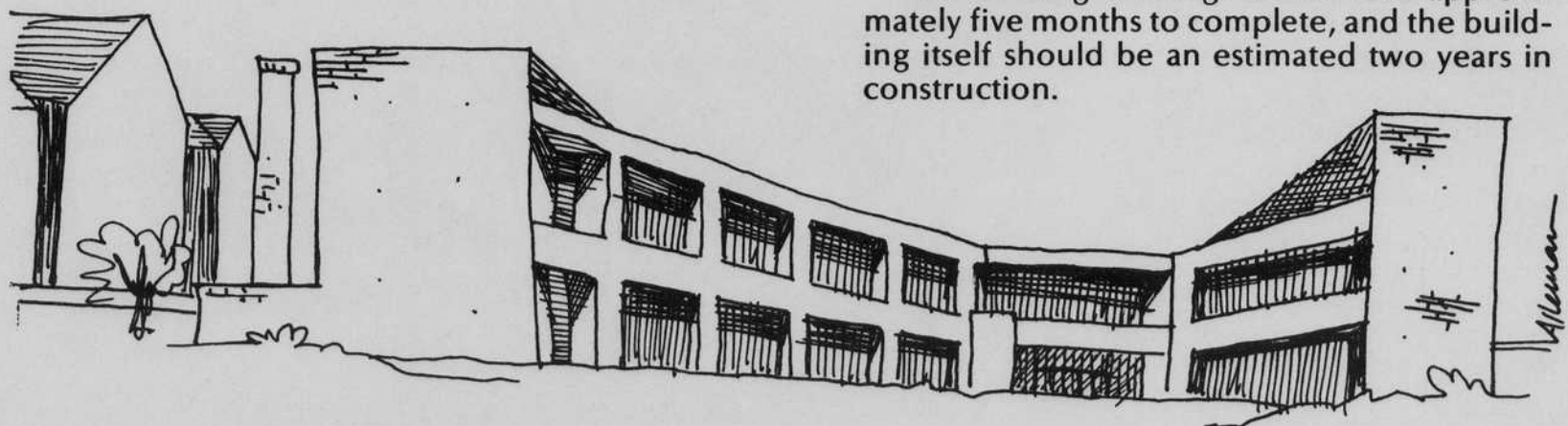


At Long Last?

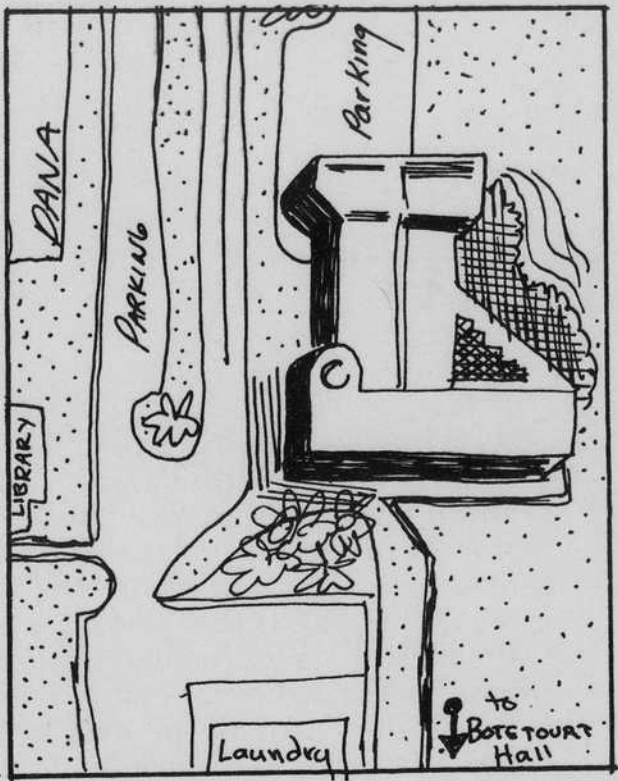
the Moody Center

Now that the Moody Center is fully endowed, plans seem to indicate that construction should begin as early as next fall. At present, working drawings are being processed, and the details for the interior are being ironed out. So far, this much is definite: The building will be located west of Botetourt Hall in an area now occupied in part by the playing field and the Dana parking lot. It will consist of three floors—the first, which will be partially below ground level, will house a Rathskeller, the bookstore, and a day students' lounge; the main, ground floor will hold the dining room and kitchen as well as a faculty lounge; and the third floor will hold both various student offices and an art gallery. The third floor is to follow an L-shaped design around the second floor roof.

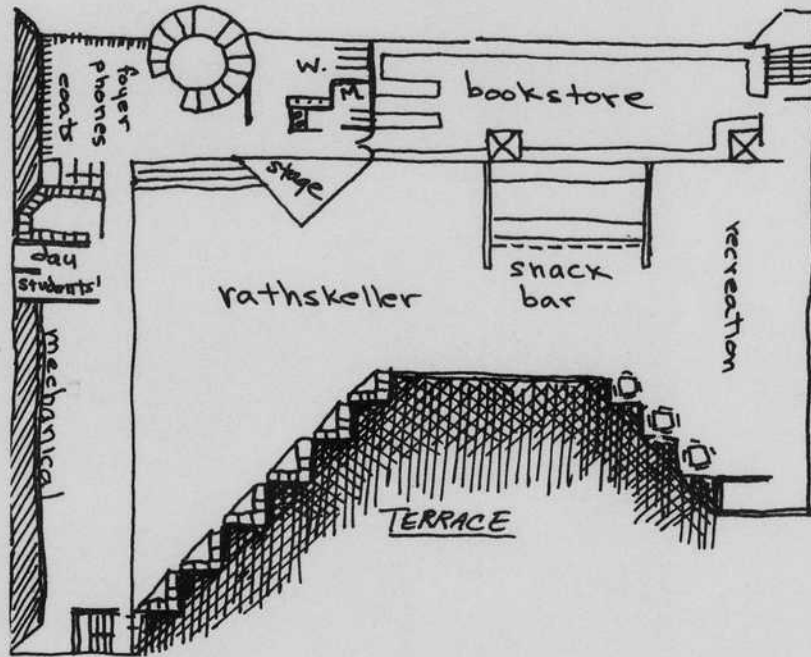
The working drawings should take approximately five months to complete, and the building itself should be an estimated two years in construction.



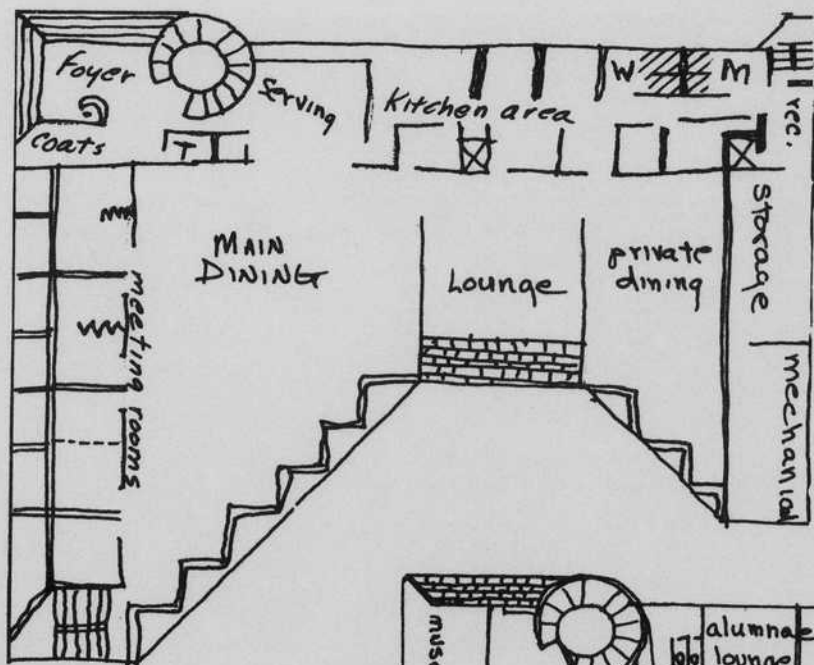
Tentative Plans



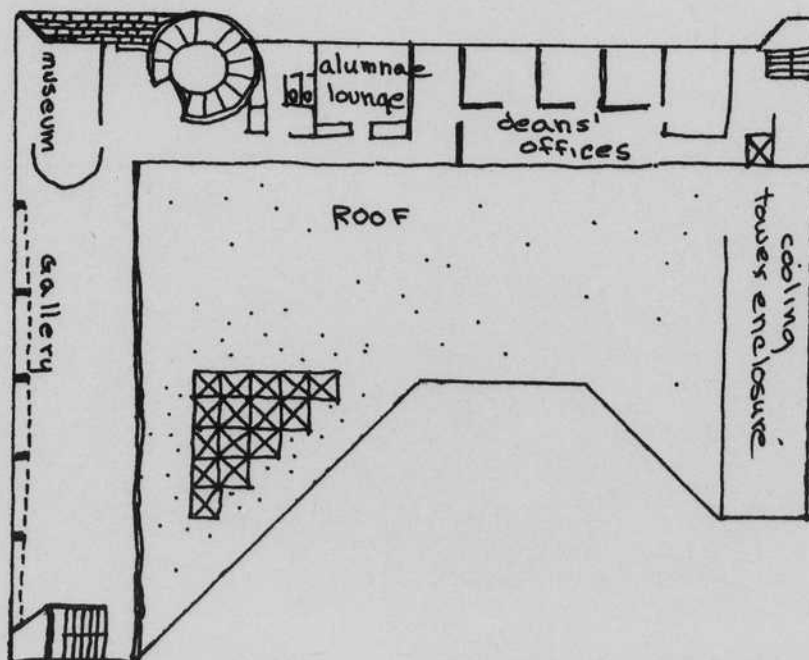
building site



lower level



entry level



upper level

drawings by Eve Alleman

THE HOLLINS

COMMUNITY

As an extension of Short Term projects sponsored by Ms. Esther Vassar and Mr. Frank O'Brien, Hollins students are working with members of the Hollins Community in an effort to take a census, record the history, and evaluate the needs and resources of the area. Information collected by students will be placed in the hands of community members who will then present the data to the County Council in order to receive funds for development. Plans, in part, include the building of roads and recreational facilities.



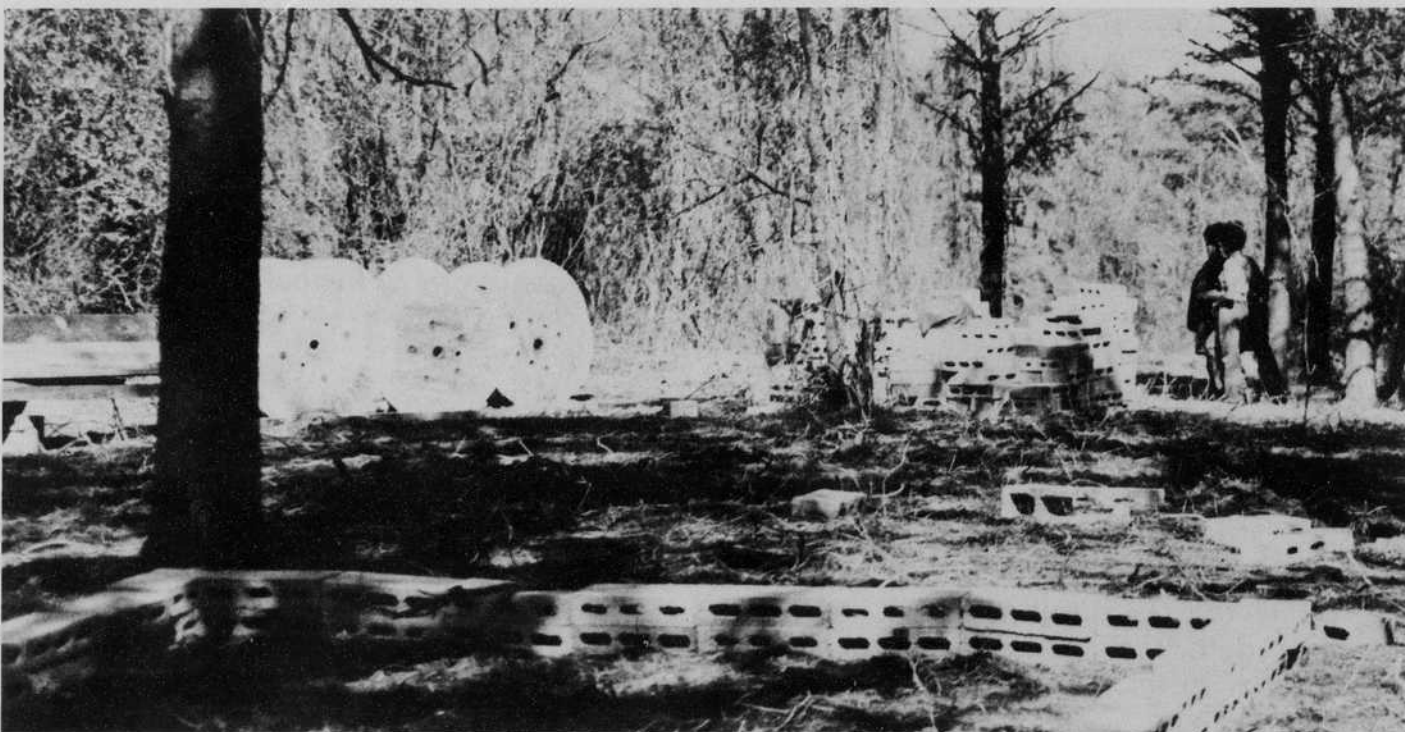
Student effort at present is concentrated on census-taking, since this information is essential to evaluation of community needs. The project is perhaps more complex than originally thought, since, according to one participant, "The area is a good bit larger than we had thought. There are two or three roads we hadn't even known about." Census-taking is done only on weekends when most citizens are available for interviews.

Students interested in assisting should contact Ms. Vassar.



future basketball court

playground site



Photos by Jane Beattie

Attrition:

The Ones Who Came Back

Monty Simmons

"Why did you leave Hollins?"

"Isn't that rather obvious?"

No, unfortunately it isn't obvious. But it is crucial at a time when a larger percentage of Hollins students are transferring away every year.

One potentially valuable source of information is that small, but growing group of students who have left Hollins only to come back within one or two years. There are ten such students here now, five of whom, all seniors, replied to a request for information. Four of them went to larger universities; one went to a school smaller than Hollins. All went to co-ed schools. Here is some of what they said among themselves.

"I had to leave because I had to have a change in order to appreciate this. I would have become stagnant if I had stayed here. But I would never send a child of mine to a university first. I'd send her to some place like Hollins first because your freshman year you don't know where you're going."

"You know, there's nothing to do here really, except study."

"I was never here on weekends."

"I did all that. I got so I could have screamed at a blind date. I went into seclusion. It's easy to withdraw here. I think that's bad, missing out on something."

"It's a good place for a scholar, but there isn't any other diversion."

"(At the university I attended) there was something going on every night—a concert or

a lecture. This is a community, but that was a town. Here it closes up every day after classes unless you really know a professor. You get plenty of attention in the classroom, but no social intercourse. There you could always go down (to the pub) and find all the English professors, or all the art professors—someone interesting to talk to. Those people live that way."

"They had it together—social as well as academic. You can integrate the 'real world' and academics at the university. Hollins makes you study five days and play two—hard!"

"But the girls are more intellectual here on the whole."

"Women act more intellectual here, too. All the girls there dressed to go to class. Why? Because there are boys in the class! All the girls looked like little dolls."

"I don't think you should criticize that. There are plenty husband-hunting here, too."

"But at least here they're doing it intellectually!"

"There was more division between the freaks and the straights, too. They judged you more on how you dressed. Usually the more intellectual students dressed freaky, but you didn't associate. You couldn't fall in-between there. Here you can do what you want to."

"Boy, there were some confrontations in class, though!"

"You get that here."

"But socially, you just don't go in the middle."

"There were different kinds of people in all the classes. It was nice to get the male point of view."

"There's Nothing To Do Here Really, Except Study."

"And it was interesting to see good teachers and bad teachers—how they handled a class that didn't care, was largely unintelligent, and just couldn't help it."

"I couldn't wait to get back to Hollins because of the academic point of view. I still feel extremely isolated, but people who know anything appreciate Hollins."

"Nobody was really gung-ho academically. Things here are more academically oriented. They really had a warped conception of girls' schools, too."

"They think you're crazy not to want to have boys around all the time, and party all the time."

"The whole campus wasn't academically oriented like it is here. The good education was there, and the good teachers, but you had to go out and look for them. At Hollins it's handed to you. The only things missing are men and social life."

"I liked being a number. It makes you push yourself and have initiative."

"The bureaucracy there really hits you in the face. All the hassles really make you appreciate Hollins. You see just how much goes into making things run smoothly."

"But it's more like the real world with the hassles."

They left for co-education, a wider range of experiences, a broader view of life and greater opportunities for social exchanges. A change. Diversification. For the most part, they found these things. Teachers really were friends, men talked to them some time other than Saturday night, and a chicken farmer lived next door. But they all decided to come back.

"For me it was like a cycle. Like closing a book, you know?"

"Ultimately, it's a choice between academics and social life. I hate to say it—it's such a cliché—but I found out who I was and academics were more important."

"I'm not supremely happy here, but I can appreciate it more."

"I wanted to come back to take advantage of the liberal arts."

"Some of my reasons for coming back have changed. I'm not going to graduate school right away, for instance, so Hollins' reputation doesn't matter so much."

"I loved it there and I also hated it."

"I don't regret going."

"This is a little Utopia when you've got it together and you know where you're going."

The answers still aren't obvious. The students themselves are unsure and contradictory. On one thing, however, they do agree: It's a long way from this "little Utopia" to a university—and back again.



"Well after all...
W & L is only 45 minutes away!"

FOR THE RECORD

The College Legislature has passed a resolution that "Juniors or seniors may register for a maximum of 16 credits in one semester in either independent studies or senior thesis. This is to permit them to have an intensive creative, scholarly or work experience which would be impossible to attain otherwise. Students may leave the campus part or all of the time for this experience.

When a student intends to register for eight or more credits per course she must complete the following procedure prior to registering:

1) Prepare a short written proposal outlining what she intends to do, why an intensive experience is being requested, what she expects to have achieved (briefly) and how she proposes to interact with her faculty advisers.

2) Contact the faculty member whose expertise is suitable to super-

vised this activity and obtain his/her permission and signature.

3) For 8-12 credits a second faculty member must approve of the project and sign the enrollment application. He/she must also sign the grade card at the end of the semester. For 16 credits per course a third faculty member shall have these same responsibilities. The extent the second and third faculty members actively participate in advising the student will be decided by the departments and faculty members involved.

4) Present the proposal to the Division of her major (or to the dean for the college major) for their approval and to a subcommittee of Academic policy for their approval.

5) Where work experiences are structured similarly or with the same institution for more than one student, the faculty member responsible may petition the Academic Pol-

icy Committee for blanket permission to be the sole advisor-signee for all such experiences.

7) A student may have not more than one intensive activity of nine or more credits while she is at Hollins.

Faculty members may offer any 8-credit course series as an intensive course within a semester without following this procedure."

The Legislature has also taken action concerning evaluation of various facets of the college, committing itself to "support an institution-wide evaluation process, consistently administered throughout all departments and offices subject to the usual standardizations procedures."

The Academic Policy Committee will be deliberating various teaching evaluation devices before recommending a questionnaire to the Legislature. The committee, through cooperation with the Freshman Year Committee, will also be looking at proposals for an altered orientation program for next year's freshmen and possible extended advising for new students.

The administration is purchasing equipment for issuing ID cards to all students. While the precise format is not yet definite, the cards will include student pictures. If possible, they may be issued this spring.

Editor's Note: Campus organizations and committees are invited to submit information appropriate for future publication in this column.



"BECAUSE IT'S CHEAPER, THAT'S WHY — NOW SHUT UP AND EAT YOUR GREENS!"

ERA In Danger

(CPS) At the end of 1972, supporters of the Equal Rights Amendment (ERA) felt certain of imminent victory. Now, two months later, massive anti-Equal Right Amendment forces have organized in an effort which puts easy and immediate ratification of the 26th Amendment in serious doubt.

Early last year, Congress passed the Equal Rights Amendment, which would outlaw all forms of sex discrimination that are based on law or governmental action. With little opposition, 23 of the 38 states necessary to ratify the amendment, granted their full approval.

Women's groups and other supporters of the ERA felt confident of an easy victory. Now, while supporters do not admit defeat, they agree with opponents that ratification will be a long, hard struggle.

Doris Meissner, executive director of the National Women's Political Caucus, explained that "the momentum for passage of the amendment has sort of worn out, because it has already gone through in most of the states where it was a natural."

"Also," she continued, "it's going to be tougher to get the last 15 states we need because there's a natural backlash setting in toward the gains that women are making."

In most of the unratified states, this backlash has taken the form of an organization entitled "Stop-ERA." "Stop-ERA" claims several thousand members over an area of 26 states. The organization is reportedly strong in Arizona, Florida, Illinois, Louisiana, Missouri, Ohio, Oklahoma and Virginia.

Phyllis Schlafly, leader of "Stop-ERA" and formerly an important figure in the Republican party, does not yet admit the certainty of defeating the ERA. She explained, "If we got an adequate public debate whereby the issues were presented, I think it would be defeated. Getting that debate will provide a lot of work and effort on the part of a lot of people, because the women's libbers are people who like to agitate and the women I deal with are not

the kind who normally like to make themselves obnoxious."

"In addition," she stated, "the business and professional women who are for the amendment can get time off to go and lobby, whereas women who are taking care of their husbands and families can't."

Opponents of the Equal Rights Amendment make two main objections to its ratification. They claim that passage of the ERA would make women eligible for the draft, and that it would release men from their obligations to support a family.

Jacqueline G. Gutwillig, chairwoman of the Citizen's Advisory Council on the Status of Women, labelled opponents' arguments irrelevant. She commented that if a draft is reactivated, "It would only be in a serious national emergency that would undoubtedly expose women to dangers as great as combat—and most women would want to defend their country in such circumstances."

As for the opponents' second argument, releasing men from financial responsibility of their family, Gutwillig explained that a court never intervenes in a stable family situation. Therefore, families would continue to make individual and personal decisions affecting their lives. In cases of separation or divorce, according to Gutwillig, the court would take into consideration the economic situations of both husband and wife before granting any financial settlements.

Opponents also claim that "equal rights" would be a step backward for women "who already have the status of special privilege."

Recently, dissension over the merits of the ERA has taken a second place to the accusations hurled by both the opposition and supporters of the ERA.

Schafly has accused advocates of the ERA of maintaining an unfair financial advantage. Referring to the Citizen's Advisory Council on the Status of Women, she stated, "They send their people all over the country at taxpayers' expense."

Gutwillig denied the charges, explaining that the Council maintains only two paid employees whose expenses for speaking engagements are paid by the organizations which invite them. She also stated that collecting materials pertaining to the

Equal Rights Amendment makes up only a "tiny part of the Council's responsibilities."

Supporters of the ERA claim that they too are suffering from lack of financial resources and accuse "Stop-ERA" of accepting money from extreme right-wing organizations.

In a nationally circulated appeal for funds, Wilma Scott Heide, president of the National Organization for Women (NOW) said that behind the opposition's group is "a group of right-wing organizations that see this as another important opportunity to move the country away from 'liberalism.' We believe there is John Birch and Christian Crusade money involved, and other similar organizations are apparently contributing."

Schafly denied the charges, stating that she had not received "one dime of John Birch money."

As organized opposition grows stronger, supporters of the Equal Rights Amendment nervously turn to a grass roots campaign in the remaining states in order to insure a ratification, although undoubtedly a very narrow one, of the amendment which will finally give women equal rights under law.

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