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People are not just the cause of the "population problem."

They're also the victims.

Traffic jams. Overcrowded schools. Inadequate housing. Increasing unemployment. Pollution. Almost any urban, social and environmental problem you can name is fast becoming a nightmare.

And in one way or another affects us all.

Of course, these problems would still exist even if population growth were zero, because population growth is not their basic cause. Therefore solving them must obviously become society's number one priority.

However, the pressures of an ever-increasing population tend to intensify our problems. And make them harder to solve.

(By the year 2000, Census Bureau projections estimate our population could grow close to 300 million. That's about 100 million *more* people to house, transport, educate, feed and clean up after!)

This intensifying of problems by sheer numbers of people can also occur in individual households. For just as "too many people" make society's problems more difficult to solve, the problems of raising a family are not made easier when there are "too many children."

Under the circumstances, we feel there's only one reason for a couple to have a child: because they really want it.



Photo contributed by Leonard Nones

And are ready for it—emotionally, and not just financially.

There's also only one time to have that child: *when* it's wanted. When it can be a welcome addition rather than an accidental burden.

Unfortunately, research has consistently shown that not enough Americans (from *every* walk of life) are aware of the benefits of family planning.

Or even how to go about it.

That's what we're all about.

And frankly, we can use all the help we can get.

Especially from thoughtful people who understand how unplanned pregnancies can intensify the already severe problems society has still to solve.

People who will, at the very least, help others understand that the population problem not only has a cause. It has victims.

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HC HOLLINSCOLUMNS



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FROM THE EDITOR



With this edition, my term as editor of HC comes to a close, and taking over the typewriters are co-editors Beth Conn and Allyson Davis, who, by all indications, should out-do me by 99.9%. I hope so, for I feel that HC has the potential to become a top-quality feature publication. I also feel, however, that no matter who the editors may be, the magazine won't be able to reach its full potential until more students of all classes will contribute to its production.

The more diversity among the staff, the better; obviously, that would mean more variety in the kinds of things presented -- and, obviously, a better publication. It isn't hard to see how a publication can become stale

and limited in scope when produced continually by the same, limited group of people.

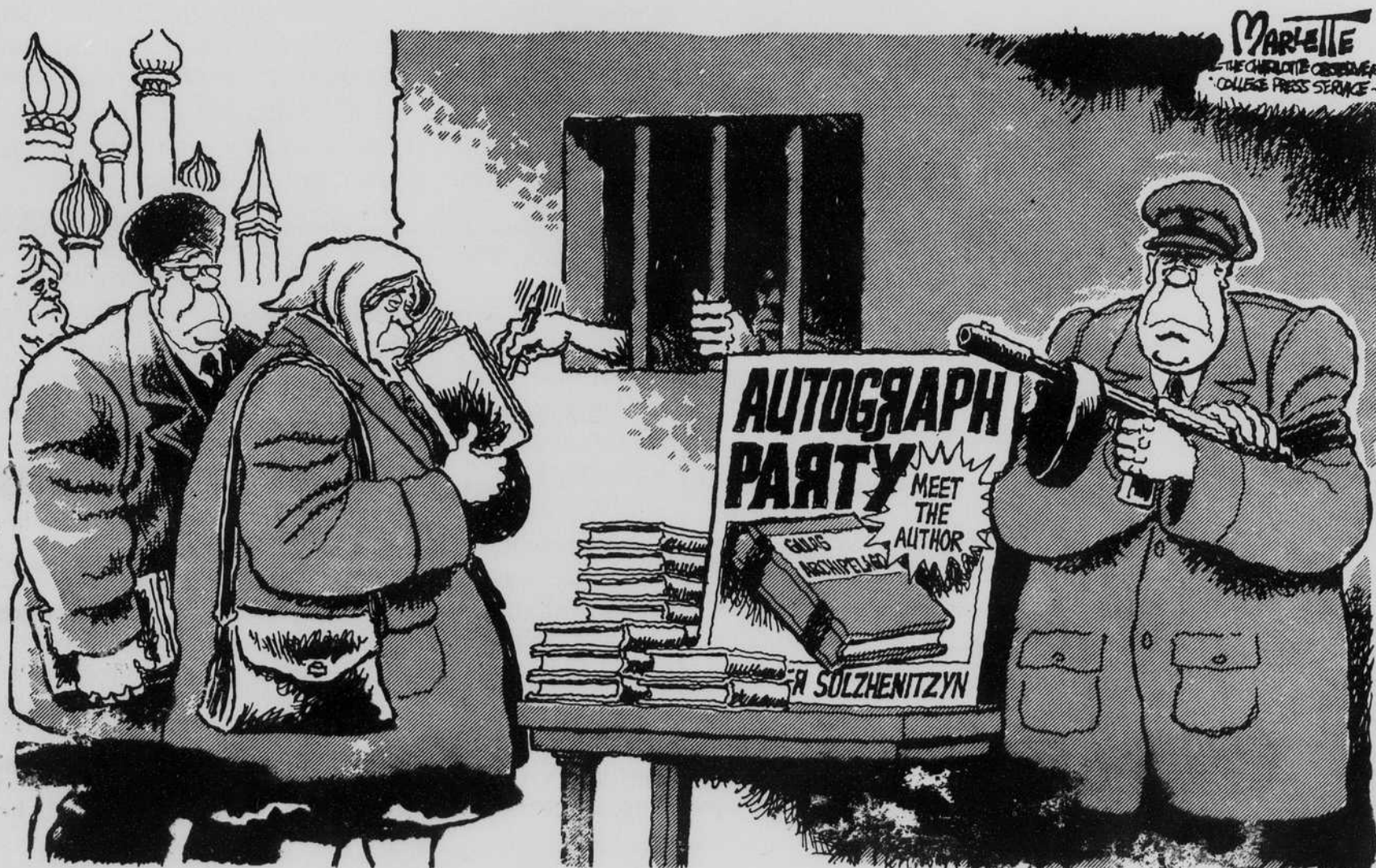
All of the campus publications need more workers; and yet, this year's freshman class alone holds approximately 40 former editors of high school newspapers, yearbooks or literary magazines. That's a lot of badly needed talent and ability.

Even if students cannot actively contribute, they can still support the publications by responding -- positively or negatively -- to the latest editions. That would be invaluable to the publications workers, letting them plan future issues according to student opinion. How, in fact, can the student body expect a staff to improve

editions in response to unvoiced sentiments?

I urge anyone with the slightest interest to become involved with the publications. I can think of no better way to get acquainted with, and gain an appreciation for, the various facets of Hollins.

Barbara Brigg



Women in Sport:

"She Dives Like A Man"

Editor's note: Jack Scott is presently the athletic director at Oberlin College. The following is reprinted by permission of the author and the Institute for the Study of Sport and Society, Oberlin, Ohio.

It is, the old wisdom suggests, on the playing fields of America where young boys are made into men. It never happens that way, of course, but it is supposed to. But since athletic competition serves as a masculinity rite, it is not surprising that women who participate in competitive sports are faced with a degree of discrimination and oppression that probably surpasses that which women encounter in any other area of American society. The woman athlete, no matter how high her level of athletic skill may be, is never fully accepted in this milieu with all its male mythology. Nothing could be more devastating for a male athlete than to be defeated by a woman; and at the same time, the qualities of aggressivity and muscularity required for athletic success result in women athletes often being ostracized by other women. Because she is perceived as a threat by both men and women, the woman athlete is often a lonely, marginal person, never fully accepted by either group.

Marie Hart, a prominent woman physical educator, succinctly describes this dilemma: "American society cuts the penis off the male who enters dance and places it on the woman who participates in competitive athletics." Mildred "Babe" Didrikson Zaharias, described by Paul Gallico, one of America's most distinguished sports writers, as "probably the most talented athlete, male or female, ever developed in our country" encountered the difficulties suggested by Dr. Hart on an almost daily basis throughout her athletic career that lasted from the early 1930s to

shortly before her death from cancer in 1955. Mrs. Zaharias won national and international titles in nearly every sport open to women during her 25-year career as a competitive athlete. Before turning to golf during the later years of her career where she won every amateur and professional title available to a woman, she was a star in track and field at the 1932 Olympic Games and was a perennial All-American in basketball. Though she stood only 5 feet, 6-1/2 inches and weighed no more than 125 pounds, she was constantly portrayed by the male sportswriters of the time as having a boyish appearance. She wore her hair short for convenience, but she was an extremely attractive woman. Despite this, she was always referred to as a tomboy, and according to Gallico, one of the favorite jokes of the male sportswriters was that athletic promoters never knew whether to assign her to the men's or women's locker room when she showed up for a competition.

It is of course true that there are some women athletes whose size and appearance qualify them as being "unfeminine" according to traditional Western standards, but, as was the case with Mrs. Zaharias, most women athletes are treated the same regardless of their actual physical appearance or behavior. (The exceptions to this occur in sports that are characterized by graceful movements and little physical exertion, such as ice skating, diving, gymnastics, skiing and similar activities, where a woman can participate without being typed as "masculine.")

Not surprisingly, most women who participate in competitive athletics are extremely conscious about looking "feminine." Vicki Foltz, a 27-year-old married woman who is probably America's finest woman long distance runner, was asked in a recent interview

whether she had any "feminine hang-ups about running." She responded, "Yes, I have lots of hang-ups. You wouldn't believe it. I always worry about looking nice in a race. I worry about my calf muscles getting big. But mostly I worry about my hair. The morning before my last big race it was hailing and blowing, but there I was in the hotel with rollers in my hair. I knew the rain would ruin my hair-do, but I fixed it anyway. I suppose it's because so many people have said women athletes look masculine. So a lot of us try, subconsciously maybe, to look as feminine as possible in a race. There's always lots of hair ribbons in the races!"

If an attractive, mature married woman with children like Vicki Foltz feels this pressure, one can only imagine what it must be like for younger women athletes such as the female swimmers who often participate in the Olympics while still in their early teens. Marion Lay, for instance, participated in the Tokyo Olympic Games when she was only 14 years old. By 1967 she had developed into one of the finest female swimmers in the world, and she won four silver medals at the Pan American Games that year. She won a medal at the 1968 Olympic Games and also served as captain of the Canadian Olympic women's swimming team despite being only 18. But in many ways her career was frustrated. The only coaches available to her were men, since in swimming, as in nearly all other sports, it is next to impossible for a woman to advance in the coaching profession. Marion found that nearly all the male coaches and officials she met refused to accept the fact that she was as dedicated to swimming as any of the male athletes. The attitude of male coaches and officials seems to be that women are somehow incapable of being as dedicated to sports as men, whereas

in reality the opposite is often true. Being a marginal person, as I pointed out earlier, the female athlete often dedicates herself to sport with a fervor unmatched by male athletes since athletic success is one of the few satisfactions available to her. Unlike the case for male athletes, athletic prowess does not assure a woman of social status. The final step in the Catch 22 of women's sports is that those women athletes who do totally dedicate themselves to sport are invariably labeled as being masculine by the male-controlled sports establishment.

Since sport functions as a masculinity rite, all the desirable qualities athletes must possess if they want to achieve a high level of success have been made synonymous with our cardboard concept of masculinity. This point was brought home to me when in a recent *SPORTS ILLUSTRATED* article the male diving coach of Micki King, America's and perhaps the world's finest woman diver, attempted to compliment Miss King by saying he knew early in her career that she was going to be great because, "She dives like a man." My immediate reaction on reading that statement was that she sure as hell doesn't dive like me or any other man I ever met. In fact, she doesn't dive like 99 percent of the men in America. What she obviously does do is dive *correctly*.

Another myth that the male-dominated athletic world works to perpetuate about women, especially the female teenage swimming sensations who began their careers at the age of 12 or so, is that they invariably retire when they get to be about 17 because they become interested in boys and no longer have time for competitive athletics. Conveniently ignored is the fact that most male athletes are not known for their sexual abstinence. If male athletes have time for girl friends, there is obviously no reason why female athletes could not also continue to participate in sports while dating. The shortness of their careers is due to other circumstances: the tremendous social pressures I've mentioned, and also the fact that only a handful of colleges in the entire United States gives even partial athletic scholarships to women. Compared to men, the opportunities for women to be supported while competing in athletics after high school are almost non-existent. Additionally, most

women college physical educators attempt to steer women students away from highly competitive athletics.

If a woman does survive all this, she faces a double standard even after achieving a sufficient skill level to participate in national or international level competition. This past track season the AAU barred one of our most prominent female track stars from international competition because of "unladylike" behavior on a foreign tour the previous summer. Her "unladylike" behavior involved a member of the U.S. men's international team that was touring along with the women's team, but this individual was not even reprimanded.

Because of the limited opportunity women have to participate in sport at all levels, a New York State court recently ruled that girls can participate against boys on the high school level in non-contact sports. Some women and many men hailed this ruling as a major breakthrough in the attempt to end the discrimination women encounter in sport. However, since there will only be a very few girls who will be able to make the "boys' team," this ruling could exacerbate rather than attenuate the discrimination against women if people see this as the end of the struggle. Women are

not so desirous of competing against men -- although there is of course no reason they should not have that opportunity if they want it -- as they are in having the same opportunity to participate in sports that men have. This means providing women with the same facilities and coaching skills men have.

The frustration of the woman athlete is further compounded by her inability, because of basic differences in speed and strength, to ever achieve success according to male standards. Hopefully, our society will come to the point where women will not only be given equal opportunity to participate in sport, but will not be made to feel that they are somehow inferior athletes because they run 100 yards in 10.5 rather than 9.5. Simone de Beauvoir best sums it up in *THE SECOND SEX* where she writes, ". . . In sports the end in view is not success independent of physical equipment; it is rather the attainment of perfection within the limitations of each physical type: the featherweight boxing champion is as much of a champion as is the heavyweight; the women skiing champion is not the inferior of the faster male champion; they belong to two different classes."

A look at admissions

"We're trying to attract the kind of girl with creativity -- a performer and not a test-taker."

At the brink of the season when applications flood admissions offices across the country, Ms. Ann Splitstone, Director of Admissions, talked about admissions policies. One major change in policy this year has been to drop the requirement of SAT and achievement test scores with applications. Women have indicated that they felt these scores worked against them in admissions. Actually, one of the most important scholastic considerations is class standing (taking into account difficulty of course load, availability of advanced courses in the high school, etc.), and a large number of low or average Board scores are represented at the top of the class. Students are still encouraged to submit test scores, but they do have the option of substituting an example of a special field of interest or study. The

majority of students applying for the 1974-75 year have chosen to enter their Board scores.

While admissions statistics are, of course, continually being compiled, applications in December indicated a slight increase over last year, with an approximate projection of 275 freshmen for next year.

Along with the possible increase in freshmen is the rising number of upperclassmen transferring into Hollins. The same mobility of students in search of a wide range of college experience which has led to a rising rate of attrition from Hollins has led to a corresponding increase in transfers into Hollins -- some have even come back after leaving.

Both admissions trends may be a reflection of a recent shift toward more favorable consideration of women's institutions -- a shift which well could determine the future of single-sex education.

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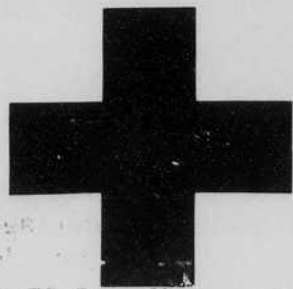
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re: women's education Caliber and Comparison

"Young women require the same thorough and rigid mental training as that afforded to young men."

Charles Lewis Cocke

"Founded initially to provide women with an education equal to that of men, the woman's college in the United States has violated its public trust and forgotten or abdicated its purpose." This is the statement which begins a study of women's higher education in America by the National Organization for Women (NOW) of New York City. The study discusses the situation in women's colleges in conjunction with women's role in society, and further delves into how women's colleges perceive their function. More specifically, the study deals among other things with curriculum, overall comparison of academic ratings between women's and men's institutions and discriminatory practices in housing and behavior.

In terms of curriculum, NOW says, "In the course of our investigations we came to the appalling conclusion that the education offered by colleges for women is at every level inferior to that offered to males -- both in its academic con-

tent and its professional training. Such a judgment may fail to cause much concern in certain of the women's colleges, as the professed aim is merely the training of wives and mothers with certain fringe opportunities into marginal occupations." NOW talks about the division of courses on "sex lines," with those considered "masculine" having the higher status. "Math, the sciences of biology, chemistry and physics, business administration, architecture, medicine and law are 'men's subjects,' and the humanities are relegated to the level of something 'suitable to women.'" Again, NOW stresses the inferiority of the offerings of "men's subjects" in women's institutions. How applicable are these criticisms in terms of Hollins -- are "men's subjects" here of equal caliber to those taught at male institutions? Of course, the caliber of architecture and business administration courses at Hollins cannot be measured.

These facets of curriculum necessarily contribute to the overall academic standing of an institution. In a study by the Continuing Education Institute for '67-'68, women's institutions were consistently rated lower than male or coed colleges on the basis of six criteria: 1) the number

of courses offered, 2) faculty evaluation, 3) availability of adequate research and library tools, 4) general plant efficiency, 5) honorary societies and 6) the scholarships and fellowships awarded to graduates of various departments. The average rating of women's colleges was 48 points below the average of coed institutions and 90 points below the average of male institutions.

NOW's comments on discriminatory practices in housing and behavior are concerned with "the oppressive ways in which women's colleges inculcate their students with the inferior status assigned to them as women . . . reducing them to a child's status, incompatible with academic maturity." NOW continues, "It is frequently argued that regulations protect women students from sexual exploitation. The opposite is true. Not only do they encourage sexual exploitation under the antique folk principle of the hencoop and the fox, but through setting up a game situation where a sequestered protected group invites raids into its numbers for male ego points, they create a system utterly inconducive to human relationships between the sexes . . . The keynote of women's education in the future must be a clear emphasis upon adult status and freedom, with the concurrent responsibility to be her own mistress and to make her own decisions. There is an insidious paternalism built into the housing situation completely at variance with the intellectual freedom, self-determination and independence which higher education is expected to foster and without which it is only a pretense." While Hollins has moved toward giving students adult status, parietyals are still enforced. Is the purpose of Hollins' progress toward students' adult status to equalize their position with their male counterparts?

Is the purpose of Hollins to equalize students' education with that of their male counterparts? Perhaps so, in that Hollins students generally study the same subjects as taught in male institutions. However, Elizabeth Minnich, Director of Studies, feels that we (society in general) have been making assumptions about education which make it "one sided." History, for example, has become a "body of knowledge in which women are practically never mentioned." Ms. Minnich considers it necessary that we rethink all of our knowledge and tell the true story of human experience, not only that part of it which men have dominated.

What is Hollins trying to do to create equity in the way knowledge is taught? Courses like History of the American Woman, Sociology of Women, Dramatic Images of Women as Seen by

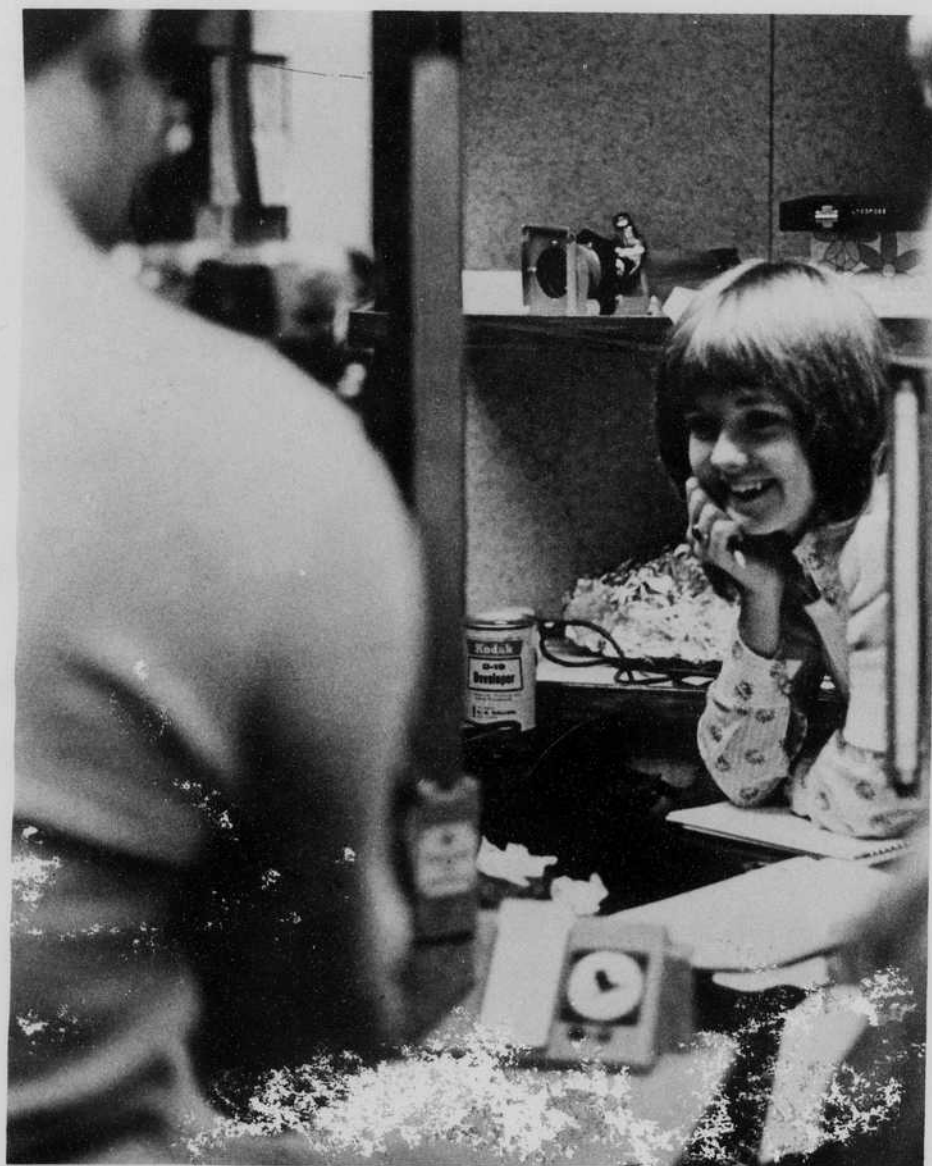
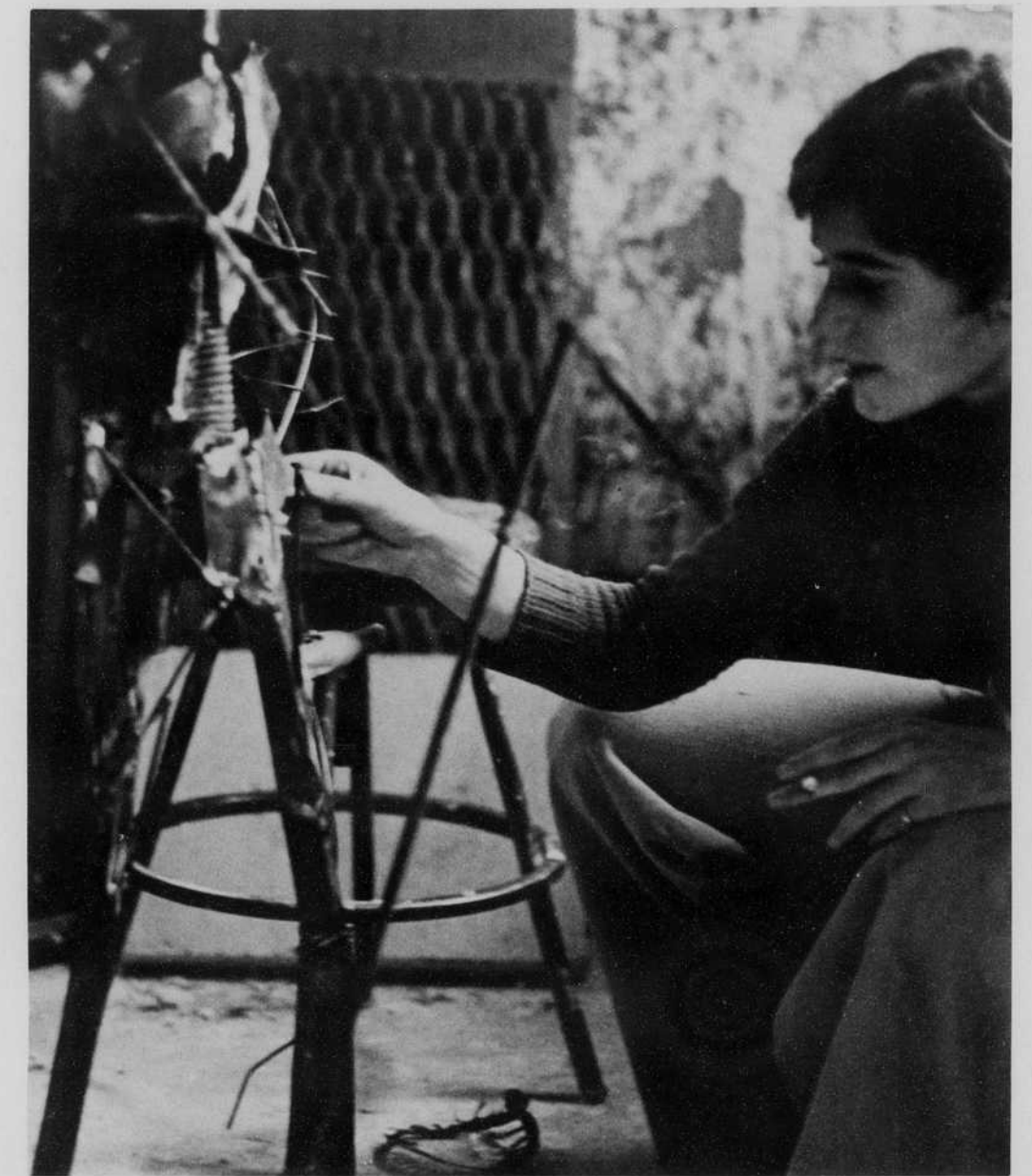
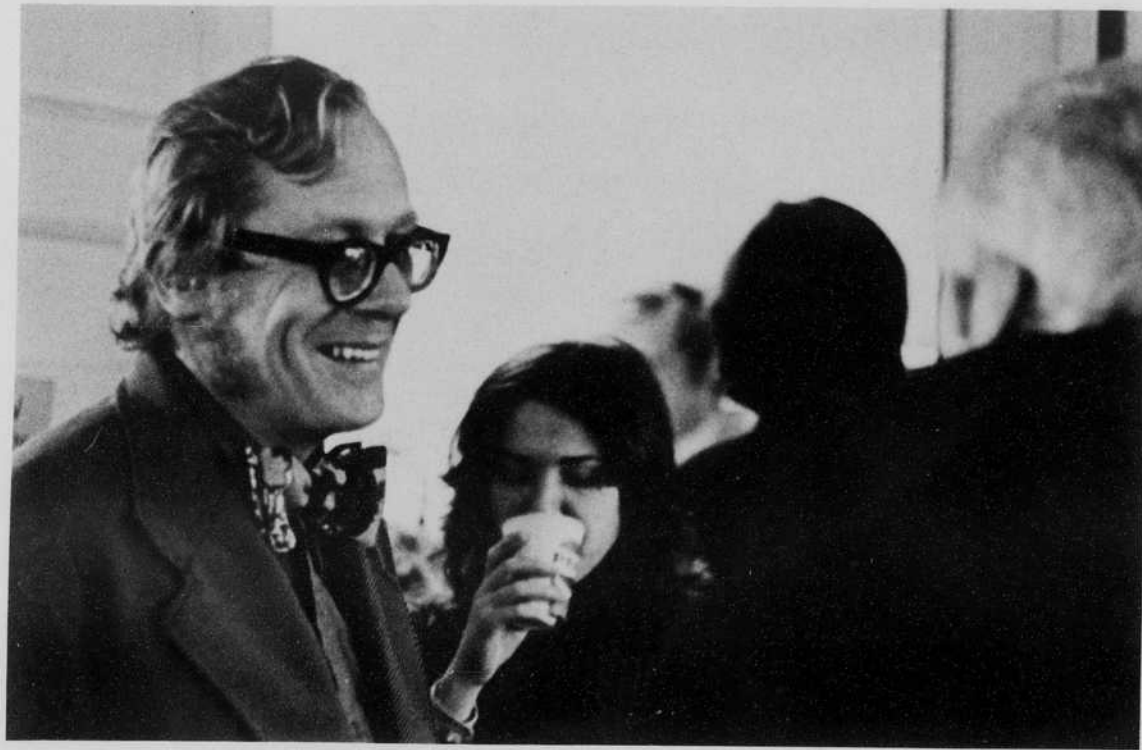
Men, and Shakespeare's Women have been instituted. Ms. Minnich believes that these kinds of studies, women's studies, are necessary and valid in order to establish the importance and validity of women and their contributions. She feels, however, that ultimately the American woman's history and her contributions must be incorporated into the "male" history taught in standard survey courses. Similarly, a study of Shakespeare's plays will include a study of Desdemona as well as Othello and Ophelia as well as Hamlet and sociology will be that of human beings, not of men or women. Finally Ms. Minnich states that "higher education should not only be a transfer of knowledge, but a questioning of whether or not that knowledge should be changed."

In its conclusion, the NOW study declares, "The problem in educating women is simple and clear . . . a matter of a badly damaged self-definition and ego strength after years of negative conditioning . . . it will require the creation of an atmosphere of support and concern which will compensate the young woman for the traumatic effects of past learning and which will encourage rather than thwart her aspirations."

Jean Good



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