

# Newsmakers: Campus on parade

**Scholars Inducted:** Eight Belles have met the demanding requirements for joining the Bennett Scholars Program, according to Dr. Robert Miller, coordinator of the organization.

Perhaps you've seen the women wearing cardboard candles symbolizing their continuing quest for intellectual illumination.

Inducted into the society April 14 were Natalie Bennett, Karen Fisher, Evelyn Fulmore, Penny Hill, Laurrie Murphy, Andrea Russell, Karen Taylor and Theresa Thompson.

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**Senior Vesper:** Dr. Gloria Hillman urged seniors not to "forget or shrug your responsibility to black America" April 17 in Annie Merner Pfeiffer Chapel.

The executive director of the National Coalition on Black Voter Participation said that the double evils of racism and sexism can be defeated: "... the beauty of it all is that we overcome these obstacles with all the grace that we possess. We are masters of the game."

The service was the first major event to which graduating seniors wore their caps and gowns, having been empowered to do so during the Senior Day Service last month.

**Home Economics Highlights:** A \$500 scholarship has been made possible through a gift from Jo Anne Blackstock-Boyette, a 1975 clothing and textiles graduate.

The tuition grant will be made to a clothing and textiles major in recognition of academic achievement.

Mrs. Boyette is the retail store sales manager at Montgomery Ward in South Square Mall in Durham. Her work there began in 1975 and has taken her to major stores in several southeastern states. Her scholarship is accompanied by a matching grant from the Montgomery Ward Foundation.

In making the presentation to Mrs. Louise G. Streat, chairman of the department of home economics, Mrs. Boyette stated that this contribution was "something she wanted to do to show her appreciation for the quality of training she had received in her major field at Bennett College." Mrs. Boyette was the first recipient of the Dr. Marie Clapp Moffitt Scholarship in Home Economics.

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## Survey says coeds abused by chauvinism

WASHINGTON, D. C.—Women students may find their self-confidence and ambitions cooled while men's are fueled by the climate in many college classrooms, according to a report, "The Classroom Climate: A Chilly One For Women?", issued by the Project on the Status and Education of Women of the Association of American Colleges.

"Men and women may sit together in the same classrooms but have very different educational experiences because faculty—both men and women—often treat male and female students differently," said Dr. Bernice R. Sandler, who directs the Project and supervised the development of the report. "It doesn't happen all the time, or in every classroom, but when it does, women's self-confidence and ambitions may plummet," Sandler explained.

Frequently, neither the faculty nor the students are aware that any different treatment has occurred. Nevertheless, faculty may subtly—or not so subtly—discourage women students in the following ways:

- Faculty may not be as likely to call directly on women as on men during class discussion.
- Teachers may often ask questions followed by eye contact with men students only—as if only men were expected to respond.

- Faculty may interrupt women more frequently than men—or allow them to be disproportionately interrupted by others in class.

- Teachers often address their classes as if no women were present ("Suppose your wife . . . ?") or use classroom examples in which the professional is always "he," the client or patient always "she."
- Some teachers still use sexist humor to "spice up a dull subject" or make disparaging comments about women as a group.

- Faculty may not give women informal feedback on their work.

- Teachers may overlook women when it comes to choosing research or teaching assistants or give them less responsibility than men in those positions. They may not be as likely to nominate women for awards and prizes, let them know about job opportunities, or offer to write letters of recommendation for them.

Supported by a 15-month grant from the Fund for the Improvement of Postsecondary Education (FIPSE) and guided by an advisory committee of experts in student and faculty development, the publication brings together the results of recent institutional surveys, empirical studies of postsecondary and other classrooms,

and general research in men's and women's communication.

The report identifies overt and inadvertent faculty behaviors that can lead women students to feel they "don't belong" and are "not taken seriously" in the college classroom. It concludes that the chilly learning climate such behaviors create can play a major role in limiting women students' development.

"Most faculty want to treat all students fairly and as individuals with particular talents and abilities," says Roberta M. Hall, author of the report and assistant director for special programs at the Project on the Status and Education of Women. "However, many professors—men and women alike—may nevertheless inadvertently treat women and men differently in the classroom and in related learning situations."

Hall emphasized that teacher-student interaction in grade school and high school, as well as different patterns typical of men's and women's communication in everyday situations, may make these subtle differences in treatment in the college classroom (such as not expecting women to participate in class and thus not calling on them) seem so "normal" that neither teachers nor students notice them when they occur.

"Taken cumulatively, though,

faculty behaviors which either overlook or single out women students because of their sex may leave many women feeling they are not on a par with men. Women may become less confident than their male classmates about their academic ability, their place in the college community, and their potential for career success," Hall said.

Subtle differences in treatment are not the only classroom problems women may face. According to Hall, "Sexist humor and comments that disparage women as a group are still surprisingly prevalent in many college classrooms, especially in fields that have traditionally had few women students. When a professor demonstrates the effect of a vacuum by making changes in the shape of a crudely-drawn woman's breasts, spices up a medical school lecture with a slide of a nude woman in red heels, or refers to women generally as 'fat housewives and dumb blondes,' he may perhaps foster collegiality with some male students, but leave many women out in the cold."

Indeed, the report's findings indicate that some women have dropped courses or changed majors because of such behaviors, while others have hesitated to participate in class and to seek informal help or letters or recommendation from professors whose classroom behavior communicated

negative views of women.

"Looking beyond the immediate classroom setting," Sandler added, "women's career choices are often narrowed and men's and women's ability to work together as equals—both in school and in the workplace—may be undermined by an inhospitable college learning climate."

In addition to identifying both inadvertent and overt faculty behaviors that may discourage women, the report includes over 100 adaptable recommendations for faculty, students, administrators and others to foster awareness, guide in on-campus evaluation, and promote change.

In releasing the report, Dr. Mark H. Curtis, president of the Association of American Colleges, emphasized that the traditionally masculine world of higher education must recognize that women comprise the new majority of students. "Women students can no longer be seen as a group whose education is anything less than central to the academic enterprise," Curtis said.

Copies of *The Classroom Climate: A Chilly One for Women?* are available for \$3.00 each (pre-paid) from Box S, Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, N.W., Washington, D. C. 20009. (Bulk rates are also available.)

### Dear Claire

## Mother lacks trust in daughter

Dear Claire,

I'm from North Carolina and it takes me about an hour to get home. My problem is my mother. She comes to check up on me every time she doesn't know where I am. If she calls me at 10:00 p.m. on a Friday night and I'm not in, she will be here Saturday morning. I love my mother to death, but she is becoming a real pain. How can I tell her without being disrespectful?

Momma's Baby

Dear Momma's,

Talk to your mother and let her know your feelings about this. Let her know that she does not have to check up on you because you can be trusted. Prove to your mother that you can be trusted by your actions as well. If you talk to her with respect, she will listen with respect.

\* \* \*

Dear Claire,

A couple of days ago I found out my roommate is an epileptic because she had a seizure. Ever since then, she thinks that I'm afraid of her or that I think that she is some sort of freak. I don't feel that way at all, but she won't give me the chance to talk her this. When I try to talk to her, she will walk out of the room and stay for

hours. What can I do to let her know that my feelings for her are the same?

Upset

Dear Upset,

Stand in front of the door and do not let her out of the room until you get your point across. Good luck!

\* \* \*

Dear Claire,

I have a serious crush on one of my instructors. I always come to his class early so that I can have a few minutes alone with him. He is very nice to me but other than that he does not give me the time of day. My question is should I approach him and make my feelings known or should I suffer in silence?

Really in Love

Dear Really,

Suffer in silence and save yourself a lot of embarrassment.

## Academic honors

(Continued from Page One)

Recognition were Leslie Monique Barr, Adriane Baughman, Beverly Bell, Wanda Dick, Sheila Dockery, Yolanda DuRant, Tonya Horton, Rose Nelson, Renee L. Roberson, Robbin Rowe, Rosa Singletary, Lynell Wellington and Dawn Wilson.



African dancers perform for Belles: Women of the Ghana Dance Troupe made the David D. Jones Student Center come alive during the company's April 15 appearance. Students flocked from all over campus to catch the impressive show, which featured a host of musicians and dancers. The company is one of several outstanding dance groups to perform here during the last two years. (photo by Myra Davis)