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THE HOLLINS WORKERS

ALDERSON AND THE
AMERICAN PENAL SYSTEM

OPINION AND COMMENT:
EDUCATION REFORM

HC THE NEW
HOLLINS
COLUMNS

MARCH 22, 1972



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



Photo contributed by L. and None

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 (on every walk of life) are aware of the benefits of family planning.

or even go about it. h... all at

Especially from those 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 is not just a cause. It has victims.

Planned Parenthood

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HC A NEWS MAGAZINE FOR THE COMMUNITY OF HOLLINS COLLEGE

P.O. Box 10154, Hollins College, Va. 24202

Published May 40



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FROM THE EDITOR



This is *HC*, successor to the *Hollins Columns*. It has come about through a long series of debate, election, editor resignation, and finally editor appointment by student Government. But that is not the question now.

This publication encompasses fears, hopes and years of dreams for me. Years? Yes, years; long before I was accepted to attend Hollins I wanted to be editor of the *Hollins Columns*. (Some people want to be doctors, lawyers, presidents; I wanted to be *Columns* editor.) Back in the 10th grade I was a subscriber to the *Columns* and began thinking of ideas for make-up and stories that I would later use. I say this to stress that *HC* is not a combination of over-night ideas, rather a process involving years of thought. So much for the sentimental jag; I am, and we are where we are—in the present and we must deal with it.

In one of those old issues I remember a very wise editor asked the question "At what point does editorial freedom become editorial license?" That question is just as valid today as four years ago, perhaps more so, considering the newspapers this campus has seen in the four year period.

Editorial freedom and editorial responsibility are terms which defy simple defining, but must still be discussed, especially in light of what this community expects from a news publication.

Editorial freedom must encompass both the public's right to know and the publication's right to print. At Hollins, this means the right to issue investigative reporting, matter whose toes are on the other side of the fence. The right to ask questions of the community, and to assist

though they may be, and expect straight answers; the right to express well-based opinions and ideas even if their times are not come (the way things move around here the 'second coming' may be upon us before the time of some of the most innovative ideas).

Editorial freedom, contrary to the ideas of some, does not mean editorial license—especially on this campus where the publications are mandatorily funded by the students. No publication which depends upon this sort of funding has the right to become the voice of the editor or a personal vent for anger, vengeance and frustration. This does not mean, I rush to add, that the publication must express the general thoughts and will of the student body or that editorial opinion must be majority opinion. For example, just because half of this student body would love to see a social column of pin-ups and engagements does not mean that I would even consider printing such a thing.

What, then, is the relation between editorial freedom and editorial responsibility? First, there is a great responsibility to use editorial freedom, for just as our legs are stiff and our muscles forgotten from winter disuse, so can editorial freedom stiffen and finally die if not continually utilized.

Secondly, there is the responsibility to use editorial freedom as effectively as possible, to present that which has pertinence and audience. The responsibility to distinguish between what should and should not be printed cannot be over-hand with this is why to thoroughly investigate the most important edi-

torial responsibilities is to provide space for free and open readers' views, discussion and disagreement (this is especially true in Hollins' case). This also means that the editor does not have the right to insult the readers' views or always have the last word on the issue.

The last responsibility which must be stressed is the responsibility of the editor to provide the audience with food for thought, to urge readers on to higher or different planes of thinking, to provide new slants on old issues. A publication should provoke lively discussion and debate; one that is read passively to be thrown away and forgotten is simply no good. And an editor who sees his responsibility as only relaying routine news might as well stick to putting out an announcement sheet.

All these ideas are admittedly abstract. Let me get down to my specific ideas and hopes for *HC*.

This is a news-magazine and as long as I am editor it will continue to be. This format involved a slight rethinking of what is news. For example, an announcement of so-and-so's senior recital or poetry reading is not news; a review or same is. The simple statement of what is happening on campus during a special weekend, say Literary Festival, is not news. An analysis of how the festival came about, a preview of the guests, etc., is. *HC* will be a free publicity arm for any department or club.

2) *HC* will at all times provide and encourage an open forum for readers' views without back-biting and criticizing opinions there expressed.

3) *HC* will publish new and feature material of interest to this commun-

ity; national news items printed will have relevance to Hollins or the people and issues here, or it will not be printed.

4) Objectivity will be maintained insofar as possible in news, feature and review items. Editorial opinion is another thing; if we provoke violent disagreement in our editorials we will be pleased and will of course give space for reader opposition. If there are gripes with the presentation of the remainder of the magazine, we want to hear them.

5) This news-magazine will be, to a large extent, what this community decides to make it. An editor is a great thing, but she is only an editor. She doesn't have six arms, six eyes, ten brains, and several cameras and neither do any of her staffers; she generally has only one major, and by her last years sticks closely with it; she is not on a buddy-buddy basis with all the administration and staff, or with all the students for that matter. Therefore, as editor, I implore—speak up! Let me know if something is happening in your department, and do not shy away if I ask you to do some reporting. Spout forth ideas, wisdoms, opinions, and write for the OPINION AND COMMENT column.

I have two other things to say about this issue. Along with this HC you probably received a letter from me. To the students, I said I was cutting down on the press run to save paper and expenses, therefore only one copy to a room, to an apartment. If you really want an extra copy, I will be pleased to give it to you (students, free of charge). Please recycle the copies circulated to you. A recycling room is in Tinker's second floor core. You others (other than the students, that is) have been told that if you wish to keep receiving the HC it is going to cost you. I will stick to this policy; it's only fair. That for years, all of the previous circulation went out non-paying non-students was a rip-off. Please don't ask for favored treatment, just because you need 20 copies. (The price, by the way, is 50c delivered to your office door.) If this is to be a true community publication, then the whole community—not just one segment—must support its costs.

Again, let me stress the importance of community effort in this journalistic venture. We at Hollins should be thankful for every day that passes without the publication censorship that binds some colleges. Whatever else we are guilty of here, there is a great deal to be said for past administrative restraint in this matter. There is a great deal at stake, and we truly cheat ourselves

when we let even one day pass without making use of this freedom. Let us resolve that what has happened here in past months will never happen again. Let us resolve to work together as a community to make use of this freedom. For without community concern and effort, the freedom to print, and HC itself, won't be worth a damn.

Rita Ennis, editor

COMMENT AND OPINION

EDITOR'S NOTE: The two following letters were addressed to Julia Sawyer and Beatrice Gushee concerning education and curriculum reform. Sawyer and Gushee are presently in the process of assembling their extensive report on curriculum reform, to be presented to the college later this month.

EDUCATION REFORM: THE WORLD AS CLASSROOM

For the opening of Sapporo's Olympic Games there was on NBC an interview of Billy Kidd, the great American skier. "The whole concept of Olympic Games is questionable," he said. "Actually it is open only to the affluent. For spectators and performers it is a luxury. Japan has just spent 600 million dollars to fix the place. In Munich the Germans will spend another billion dollars. Crazy expensive sports should be left to the rich, without regard to welfare or political creeds."

It is the same with education. We spend about eight billion dollars a year to send less than eight million young people to college. Institutions of higher

education, Mr. Nixon, is seeking 16 billion dollars for education. This is encouraging, but will this money be wisely spent?

Anyone with open eyes in the field of education can detect a new set of waves on the huge ocean which can very well lead to a tidal wave...

It is rapidly becoming a truism to mention that education will not be any more, in the future, limited to the four golden years of our adolescence. A degree can possibly be compared to a driving license, but an education is a way of life, especially when it comes to higher education.

All institutions dedicated to higher education will have to face the fact—one day or another—that their intellectual resources cannot remain the privilege of a few.

Obviously Hollins is not ready for radical changes. We have to live with reality, not dreams. But we can notice small signs which indicate the trend of the future. It is not a small satisfaction to realize that Hollins has been, in fact, a pioneer in several ways. A year abroad, the new curriculum with its short term are familiar institutions here. This means more freedom of action, more freedom of movement within the education process. In a word, the whole notion of the campus as a place holding to the notion of the campus as an ivory tower. The whole notion of an ivory tower is dying as is the

COMMENT AND OPINION



"A DEGREE CAN POSSIBLY BE COMPARED TO A DRIVER'S LICENSE, BUT EDUCATION IS A WAY OF LIFE..."

notion that a classroom is an essential condition for teaching.

STUDENTS. The trend is obviously towards freedom, self-directed learning under faculty guidance . . . It means a new maturity—already felt in recent reforms (participation in the decision-making process, student-faculty committees, self-government, etc.). In the future Hollins will be confronted with a new breed of students: highly motivated, responsible adults, curious, eager to learn, and most of the time already settled into their careers.

TEACHERS. "Teaching in the classroom" is a vanishing concept. Learning does not have to be a collective enterprise. It takes place first with the individual . . . I have used the word "teacher" in the traditional sense. But there is a new breed of teachers . . . we call them "records, films, tapes, cassettes." It will still be the familiar voice of the teacher, but this time it will be the voice of the best teachers in the country—or in the world. More important, it is a teacher you can manipulate at will. You can put it in your pocket, in your suitcase, on your desk, anywhere, anytime . . .

No need for the old-fashioned teacher to develop an inferiority complex. To the contrary, he will find these new "teachers" his best allies. He will become more and more an advisor, a guide, a counselor, a "mentor" (what a meaningful word!) . . . teach the art of eliminating wrong or superficial judgments, or selecting the best possible material, of encouraging a sense of depth, a taste for precision and clarity, a methodology for intellectual research . . .

TIME. The time element is equal-

ly challenged. It is obvious that the basic idea of continuing education will dislocate the present structures. But even now the concept of breaking up years of study with periods of work or travel—of reducing the number of years in college is fast emerging.

If you consider at Hollins College the near future and the distant future, efforts can be made in two corresponding directions:

(1) **WITHIN THE EXISTING STRUCTURES:** as a starting goal: a college education in three years instead of four.

We should take more into account the emotional and intellectual needs of a freshman. She brings with her personal interests which should be respected as much as possible. She should be given a great freedom to audit courses and seminars—at least for a time of elections, with a chance to compare, to detect new interests without damaging her academic record.

Freshmen are divided into small groups (5,6). They work with a faculty member throughout their first year. Each tutorial group takes up mutually agreed-on intellectual enterprise. Each tutor serves as the academic advisor for his group during the entire freshman year.

Along with a three-year curriculum, I suggest the abolition of all requirements. I am convinced that the college of the future will drop not only language requirements, science requirements as we know them, but many more—high school diplomas, course prerequisites, entrance exams, transcripts . . .

Thirdly the creation of an Experimental Term (which will become a year) during

elect to stay on campus or to go anywhere else. We already have the short term, which is a step towards a total Experimental Term but only a small step.

During the whole Experimental Term as many oral consultations as feasible will be maintained: visits if the student lives off campus or correspondence, telephone calls at pre-arranged hours.

. . . The idea of a contract. At the beginning of the term, students are handed contract forms for statements of short and long range goals, education work, including courses, seminars and tutorials as well as special projects and field work, and the criteria by which the performance of the contract should be judged. A faculty member would co-sign as a sponsor of the contract and play a major role in the early stages of organization. At term's end, he would certify contract satisfaction. . . It gives the student a sense of responsibility which tends otherwise to wear out. It requires the student to do more precise planning and personal evaluation of educational and life goals.

(2) **BEYOND THE EXISTING STRUCTURES:** I have in mind here all these individuals who view a college education primarily as a means for self-realization and personal growth rather than a device for obtaining a professional or occupational preparation. It means credits based not on "hours" but on the degree of involvement of a student; on the quality of his accomplishments. It means the progressive elimination of residence, freedom to plan without limitation in time.

The notion of an Experimental Term could be extended almost indefinitely to become a full fledged curriculum through which a student can satisfy his own intellectual predelections as he perceives them . . . a complete freedom from institutional barriers of learning and those less visible but equally tyrannical "psychological" barriers . . .

I am convinced that the time is coming when small colleges will elect a larger institution as sponsor. The sponsor will offer all the support possible, allowing recording and duplicating of courses and lectures, and generally speaking, will

share its intellectual resources with smaller institutions.

It becomes more and more evident in our shrinking world the real classroom is the world itself. Teaching and learning will more and more transcend the traditional boundaries . . .

Many more things could be said, like the addition of "community faculty" to professional faculty. A better use of local resources (museums, churches, factories, offices, etc.)

MONEY. The area in which I am least competent. Two thoughts: (1) To the extent the college is operated as a business, using advanced techniques in planning, budgeting, accounting, it will progressively operate in the black rather than in the red. However as it is, unless a big blood transfusion is provided (like Mr. Nixon's announced 16 billion dollars, or Virginia State support), a continuous miracle will be required to maintain Hollins College as it exists presently. What will happen the day when, as I hope, fixed tuition (I am thinking of a tuition fee for students based on their family's federal taxable income plus ten percent of assets) will be abandoned? (2) Let's hope that the new emphasis on individual education, and its great flexibility as far as years of study and number of students are concerned will bring new possibilities of financing higher education.

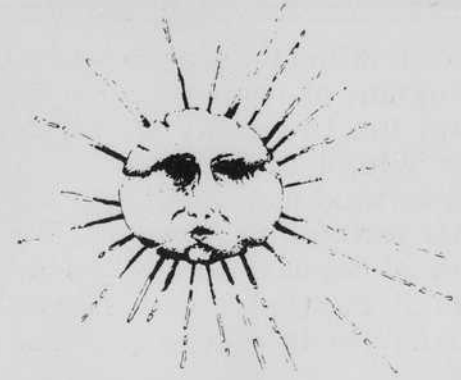
Jacques P. Bossiere
Associate Professor of
Modern Languages

EDUCATION REFORM: OBSERVATIONS 'UP EAST'

Based on my observations at Hampshire, Mount Holyoke, Smith, and Amherst Colleges, plus the University of Massachusetts, I believe curriculum innovation takes place as the result of two conditions. First and perhaps most important, it occurs in an atmosphere conducive to openness and change, in which sup-

COMMENT AND OPINION

"...WHAT IS MOST
ESSENTIAL IS
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port and rewards come from the President or Dean down, to faculty and students encouraging informality and innovation throughout the institutions. I stress both informality and innovation because they both exist side by side at Hampshire and at the University of Massachusetts, particularly in the School of Education. The administration sets the tone, the faculty passes on and encourages this openness, flexibility and change for creative teaching or learning, and the students respond in kind, whether it be in the classroom, on an interpersonal basis, or informally across the campus. Thus, if an entire campus or most of one is going to be academically innovative, I conclude that what is most essential is this atmosphere encouraging innovation.

The second aspect of innovation comes in the nuts and bolts of curriculum structural change. For example, Smith and Amherst have eliminated distribution requirements (with no harm to the science enrollments) providing freer choice in the freshman year. Amherst has small freshman seminars. Mount Holyoke also has smaller freshman classes than Hollins. I would suggest that Hollins' system of guaranteeing at least one small class, plus giving away with required courses, would have a salutary effect on the freshman morale. Amherst

have independent study opportunities which can be taken for up to 16 credits in one term, enabling a really motivated student in art, science, etc., to spend one entire term doing one major academic project.

Smith and Amherst also have work-study programs up to eight credits per term in which students under faculty supervision may have off-campus experiences. The University of Massachusetts has government interns in the State House in Boston, as well as interns in mental hospitals, OEO programs and schools by which students gain academic credit. Smith is considering an urban center in Boston at which students might spend a full term. Hollins might well offer similar kinds of field study at very little expense.

Smith, Amherst and Hampshire have scholar programs where outstanding students for their last year or two may pursue a program of independent study resulting in scholarly work. Courses may be taken or audited, but not necessarily. Again, flexibility is the key.

All of the colleges encouraged students to work at their individual pace with options of leaves of absence, or for accelerated work to enable graduation in three or three and one-half years.

All five institutions have begun January short terms in varying ways. Amherst and Smith, for example, require nothing of faculty during that time and students may do what they

COMMENT AND OPINION

please from skiing to some independent program of research. Hampshire and the University of Massachusetts School of Education have done some modular scheduling, but the other institutions have not. The University of Massachusetts has a summer school, but the other campuses essentially lie idle during those months.

None of the four private colleges have seen any significant decline in applications for admission this year. In fact, the reverse is true. Applications at Mount Holyoke are up at least ten percent, and more than that at Smith. Also, attrition is not a serious problem at any of the institutions.

Faculty teaching loads range from 2-2 at Amherst, and in arts and sciences at Smith, to 3-1-2 at Hampshire and Holyoke, and 3-3 elsewhere at Smith. Class sizes are generally smaller at the private colleges than at Hollins.

In conclusion, I would suggest in terms of structural changes that Hollins might innovate wisely by eliminating distribution requirements (which, for example, would make introductory science and humanities courses smaller and thereby more teachable); it should provide for house scholar or whole terms for independent study under adequate supervision; and it should provide opportunities for work-study whereby students might work off-campus in some form of internship program, with perhaps a supporting, theoretical seminar or tutorial on campus.

In terms of the atmosphere at Hollins, I feel strongly the need for greater openness, informality, and innovation emanating from the President and Dean which would encourage similar attitudes on the part of the faculty and students. There needs to be administrative support for those who want to innovate.

In addition, Hollins needs to consider its role as an educator of women in a way that neither Holyoke nor

Smith has done. What should a women's education contain, if anything, that might make it different from a coeducational or men's college? Finally, the community might also examine whether the student malaise that we so often complain about is a function of major academic problems, or rather a function of a social milieu that exists at this campus.

James B. Crooks
Associate Professor of
History and Department
Chairman

WHAT SHOULD OUR PUBLICATION BE?

As the Hollins community grows more diversified and individuality becomes our most distinctive attribute, the news publication should evolve as an indispensable link, disseminating information both useful and provocative to the student body. With the introduction of the weekly calendar, announcement of upcoming campus events requires less attention. Critiques of research projects and progress reports from independent studies whose topics may range from profiles of presidential nominees to the economic impact of Hollins in the Roanoke Valley would be a more profitable allocation of space for a news publication representing the academic community. The free and continuous broadcast of ideas as well as events reflecting Hollins' varied composition must again be reinstated as the publication's primary purpose.

Linda Koch

.....
"promotes free and responsible discussion and intellectual exploration . . ."

tion . . . is one jargonistic way of defining an effective student communications medium. This ideal, however, can never exist without broad student involvement. Because most communications media are finite—that is, subject to considerations of time or space—editing necessarily becomes an elitist function involving the judgments of the few for the many. A good editor convinces 'the many' that she as well as her medium are accessible to everyone. Although some of the burden is on the constituency to provide information and opinion, the good communications medium, student-run or otherwise, doesn't wait for the news to arrive at its door. It makes a determined effort to find out what is going on—and then reports it as accurately, thoughtfully and fairly as possible."

Nancy Raley, Hollins news director

FREZIER RESIGNS FROM COMMITTEE

EDITOR'S NOTE: The following letter was addressed to the Hollins faculty March 8, 1972. It is printed here with the thought that most of you would also like to know its contents.

This is to inform the faculty which elected me to membership on the Committee Advisory to the President that I feel I must resign from that position. My purpose in informing you of this action is to provide you with the general reason for my decision to resign. I desire no "confrontation" on the issues involved, nor do I wish to engage in acrimonious debate with the administration regarding their relations with the Committee. I have reluctantly reached the conclusion that the power of the Committee is essentially non-existent and that basic decisions regarding policy and personnel matters are only slightly affected by the Committee's long and intense deliberations.

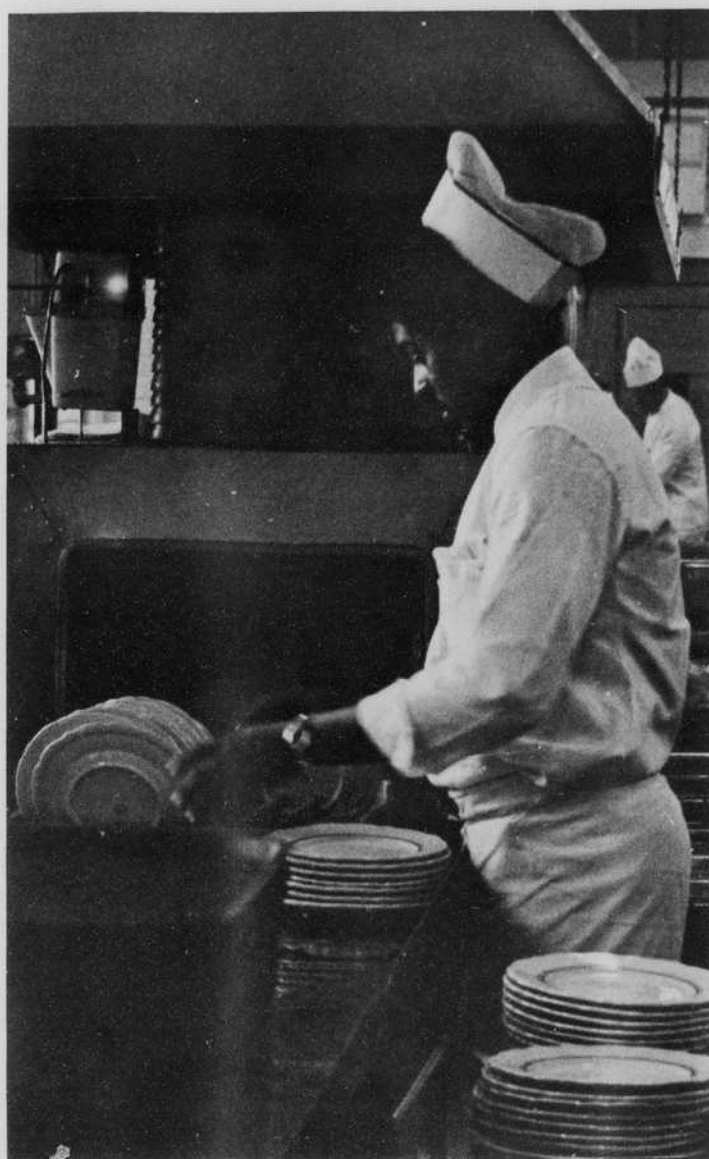
Allie B. Frazier

"AT HOLLINS IT'S JUST HIGH-CLASS, LOW-PAY SLAVERY..."

M. L. FLYNN, RITA ENNIS

THE HOLLINS WORKERS

The 'invisible people' - the Hollins workers - are the ones who make this campus go day after day. Bathtubs are cleaned, kitchen dishes washed, floors scrubbed, meals cooked, light bulbs changed, stencils made, furniture reupholstered, telephones answered, mail delivered, books sold, grass mowed, drinks served, trays cleaned, letters typed, and the work goes on and on. Other functions include joy and sorrow, sharing and offering of shoulders for tears, and ears for gripes.



Behind this efficient machine of maids, workmen, secretaries, cooks, and sales persons are human beings with feelings and lives of their own.

Some statistics:

According to Business Manager William Carter, the minimum wage paid by American universities for the employment of maids is \$1.60. Hollins pays a minimum of \$1.65, and has a system of graduated pay increases up to \$1.90 considering the skill variations of the maids. Carter expects that there will be a "significant" increase in the salary of the maids this summer as a result of legislation in Congress to raise the minimum wage. Carter is hoping to implement a two-step program over the next two-and-one-half years with pay hikes of 15c per hour each step. None of the maids works 40 hours per week.

Dining room workers are free to work overtime. They have the option of working a five-day week or a six day week of 47 hours with a "significant" increase for overtime.

Security officers are regarded as "skilled workers." They work 48 hour weeks. Overtime pay is time and a half.

Bookstore workers put in 32 1/2 hours per week and are paid as "skilled workers" (i. e.



efficient and possess dispositions required to work as public relations persons).

Secretarial salaries range from \$1.75 to \$3.50 dependent on supervisor evaluation.

Custodians and groundsmen earn \$1.90 and \$1.88 per hour respectively for a regular 40 hour work week.

Dining room staff and maids do not receive pro-rated vacation pay. This summer there will be some opportunities for maids to continue their employment.

Similar statistics have been related in the *Columns* before. But statistics are no substitute for feelings. (The following statements were made with the promise that no one would be quoted by name.)

"At Hollins it's just high-class, low-pay slavery in aprons and green uniforms."

"I wish I would be thought of as something more than a 'green man.'"

"We are not machines. We have feelings about all this."

"It bothers me to be so taken for granted, but I guess that's better than unemployment."

"Many of the secretaries are just as valuable, and sometimes more so, than their supervisors, but you can bet that would never be admitted."

"I know I'm not appreciated here. I just do my job and try to stay out of the way."

"Oh, we're paid a minimum wage all right—a bare minimum. And the after hours work like bar-tending and serving at college functions is paid about a third of what it should be."

"It's nearly impossible to support myself for this salary, much less my kids."

"There's not much to this job, you know. It's either shoveling snow or raking leaves. It's nothing to be ashamed of, of course, but people see me doing this work and they don't see that I have a brain."

"Salaries are so 'hush-hush' around here; I am sure there are serious inequities."

"I don't understand why the college doesn't encourage the workers to take courses. They don't even allow it much less encourage it."

"Once every so often the students get all excited about doing something for us. Years ago they gave Christmas parties at the 'Colored School.' Now they bring food baskets at Thanksgiving and talk about day care centers, but nothing is really ever done. Our opinions are rarely considered. It was one day when students worked for us in the kitchen was great but that concern lasted the day."

"I'm sure the college couldn't care less whether I like this job or not. Let's face it, I'm easily replaceable."



"ALDERSON DOES NOT FIT THE GENERAL STEROTYPE OF GREY CEMENT BUILDINGS, BARS, CHAINS, DAMPCELLS, OR WOMEN IN BROWN UNIFORMS."

RITA ENNIS

OUR PRISON WALLS

Alderson Federal Reformatory for Women in West Virginia from the exterior is not much different looking than Hollins. It is hard to keep in mind that it is, indeed, a prison while looking at the rural mountain setting with red-brick dormitories, spacious and well-kept grounds, and hearing residents calling friendly greetings to each other as they walk to work or meals.

As any member of the psychology department's "Prison Internship" class can tell you, Alderson does not fit the general prison stereotype of grey cement buildings, bars, chains, damp cells or women in brown uniforms.

Members of the class make the four-hour round trip to Alderson weekly where they participate in programs designed to help both the residents (they are not called prisoners there) and the students. The 25 students, under loose supervision of Hollins psychologists Paul Woods and Charles Holland, are involved in four different programs; tutoring, recreation, Black culture study and group discussion.

"AREAS OF COMMON GROUND"

Hollins students have been working in programs at Alderson for four years, though the "Prison Internship" course was formalized only this year. As a short term project in 1968, two students were placed for internship at Alderson. The enthusiasm generated from their experiences led other students to undertake Independent Studies at Alderson. This year "The

growing interest and enrollment led us to establish a course design for the work," states Woods.

Barbara Meyers, a junior sociology major, is participating in the Alderson program for the second year. "Last year," she explains, "our work was confined to discussion groups of students and Alderson residents. In these discussions we were able to interact with women from different backgrounds and experiences that our own. While recognizing the differences between us, we also saw our areas of common ground. Many of the residents are young, intelligent and interested in the same things we are. It was sometimes impossible in discussions to really distinguish the Alderson women from the Hollins women."

"(THEY) JUST HAPPENED TO GET CAUGHT"

"It is a stark realization and a real commentary on our justice system to know that for some of the crimes they have committed, these women could very well be our friends—Hollins students. Especially in the NARA program (Narcotics Administration Rehabilitation Act) we see residents with some college education, even degrees. They are here for possession and for sale of drugs. That is a common offense in colleges today. The people in Alderson just happened to get caught."

Prior to this year, the internship program was confined to discussion groups of students and Alderson residents. These discussions provided another area of experience for the Alderson women, and someone

**"IMPOSSIBLE
TO REALLY
DISTINGUISH
THE ALDERSON
WOMAN
FROM THE
HOLLINS
WOMAN..."**

from the outside to talk with, there was really a greater chance to benefit larger numbers of residents with other programs," explains Woods. "Before this year, only a small number of residents benefited by the students being here. While some accepted the students eagerly, other Alderson residents rejected them because of generally different backgrounds and levels of understanding and experience. This year, while continuing some discussion groups, we see greater opportunity in other areas-especially the tutoring program-to really help the residents."

One of the residents states, "At first I really resented these women coming in here. Lots of them come from rich families and just don't know about the kinds of things I've had to endure. I resented them because I thought they were trying to make lab monkeys out of us, using us for their education. But mostly I resented them, and still do to some extent, because



"I RESENTED THEM"

they can stay here a few hours and then leave. They will never know what prison life is like. Now I feel a little differently. I have to admit that at least they are doing *something*, which is more than the vast majority and they are trying to do something for us. Also, I hate this place and I feel a lot of them do, too. Some will probably work after school to get prison systems changed. How can I hate what they are trying to do just because they don't fully understand? One but another prisoner can fully understand."

Students who participate in the program meet one evening per week, are responsible for readings concerning criminology

and prisons, and spend one afternoon a week at Alderson.

The largest portion of the students work as tutors for residents who wish to continue their education. Many do not have high school diplomas and while they are at Alderson work toward a high school equivalency certificate. Last year 200 passed the test. A few residents work with college-level material while others need help with very basic concepts of mathematics and grammar.

Four Hollins students are setting up a Black culture study group. Since 55-60% of the residents at Alderson are Blacks, there is a great deal of interest in this culture study.

Those students who work in recreation (including two male exchange students) find that their time goes in many directions. "We are pretty much on our own;" says one student, "we can play the guitar, listen to records, conduct exercise classes, play cards, watch soap operas . . . anything the residents feel like doing."

"A VERY REAL EDUCATION"

Ellen Shelton, a junior who worked at Alderson during short term and now participates in the group discussions, states "For us, it is a very real education. For them, it is a great help to know that somebody outside cares."

One student related how many of the participants feel when they leave Alderson. "We sometimes sit around when we aren't there and think how great it would be to have these people on the outside with us-just drive out with somebody in the trunk or something. Of course we wouldn't do it; it would jeopardize all that we have worked for. But I feel that many of these residents are now my friends and I hurt inside when I have the freedom to go and they are confined. It's so hard to believe and keep in mind that they are convicted criminals."

Woods feels that thus far the successes have been hard to measure in the residents at Alderson; but that they are most evident among the Hollins students. "They have seen for themselves, that many of their old ideas are false. They have seen 'things' that society labels as prisoners and criminals as honest-to-God human beings with hopes, fears, emotions and goals. This can't be accurately measured on any scale, but it's success."

THE SYSTEM

Admitted by sociologists, penologists, criminologists and psychologists, there are great inequities in the American justice and penal systems. Virginia McLaughlin, warden at Alderson (which is the only federal prison for women) says, "Prisons do not try to rehabilitate inmates. Prisons today are based purely on retaliation for crimes committed."

Speaking at Hollins last month she stated, "Many prisoners have been misused by society. They have a feeling of distrust for everyone in the system and often they can't even trust in themselves. Hopefully the prison sets up a climate where they will want to learn, but they have to do it themselves."

From his experience and education, Paul Woods, Hollins psychologist, feels that what is needed is a rethinking of what prisons are all about. What we need in the rehabilitation of prisoners is massive intervention—positive brainwashing, if you will—to change their ideas and behavior patterns and give them skills with which they can support themselves in the outside world."

Recent strikes and open rebellion in prisons such as Attica and San Quentin and public scrutiny of the reactions by prison and government reactions have led many lay and professional people to take a closer look at our systems. In Attica's Cell Block D, some 1,500 inmates found their lives so intolerable that they were willing to risk death, lengthened sentences, and perhaps even worse treatment in the hopes of improving their condition.

We have heard about the lack of heat, the cold, the filth, the constant lab-like surveillance, the lack of privacy, the almost total blackout of outside world connections and news. We have heard of prisons where inmates are virtually helpless to defend themselves against inhuman punishment, serious illness and sexual assault.

According to Woods, "All this must be done away with. America has this idea that locking up people for a time will convince them that they did wrongly and that they will come out rehabilitated. It just isn't so. Unless you kill the persons convicted or lock them up for the rest of their lives, you must consider their ideas, potentials and needs and work with them. If prisons continue to be operated as punitive, retaliatory operations based totally on revenge we will continue to have a high rate of prison repeats. We just have to totally change the system."



ATTICA

ATTICA DEFENSE COMMITTEE, BUFFALO

As Woods points out, the prisons themselves are far from being the only things wrong with the justice and prisons systems. There is the huge concept of justive inequality. The persons who commit relatively petty crimes are the ones in prisons. The 'mafia types,' the extortionists, the government embezzlers are all walking the streets.

Blacks are victims to a great extent of the systems. Over half of all prison population is Black. "And you can't tell me that's because Blacks naturally tend to be criminal," comments Woods.

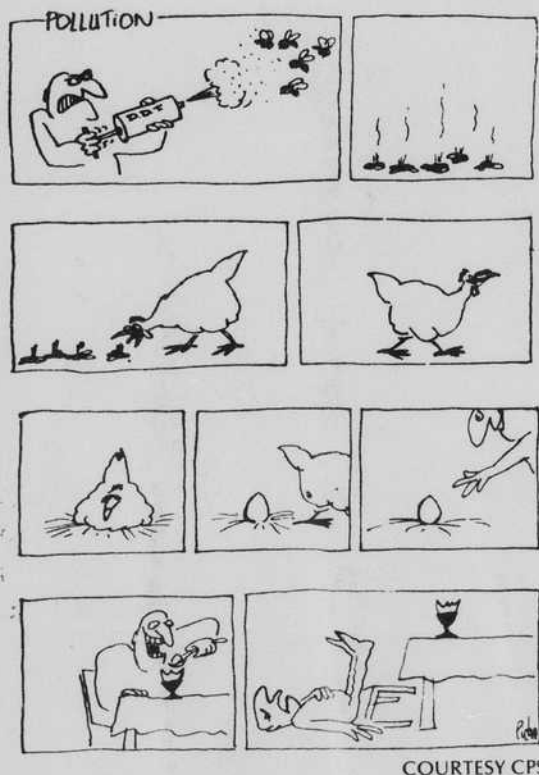
There is a huge backlog of court cases, so that many persons charged with crimes wait a year or more for trial. Additionally, laws are not enforced to the same degree in varying areas. Often the laws and punishments themselves differ with localities, the most noticeable example being those pertaining to drug use and sale.

Woods offers other suggestions for reform: "We need much greater post-release supervision and assistance. Too often those released are just dumped out on the streets with little or no money, no place to go and no contacts. Many are back in prison within weeks. Perhaps a supervised transition period would be a solution here. Or perhaps we should think about the necessity of imprisonment in the first place. I have seen few cases where it actually did any good for the person."

"Unless a rapid change is made," says one Alderson prisoner, "there will be no other word for our system than barbarism."

URBAN ORE

Tiny Craigsville, Virginia (pop. 978) hopes to turn trash into profits. The town is just beginning operations to turn "urban ore" from Washington, D.C., Baltimore, and other nearby areas into reusable material. Future plans for the new industry include a daily turnover of 10,000 tons of garbage.



COURTESY CPS

SOCIOLOGY: MAJOR CHANGE

Outlines for a new and innovative senior program in Sociology have been approved by the faculty for next year. No longer tied to the reading program, paper, and seminar routine, senior majors and interested non-majors will be encouraged to expand their individual interests into community work or research.

Each student will hopefully channel her study into an area which she hopes to pursue after graduation, whether that be professional research, social work, city planning, or any of a number of possible careers. To implement this ideal, the department has designed four courses from which seniors can choose.

"Professional Sociology" will be geared towards those majors planning to continue in the professional field; "Social Service" Processes will be a preparation for those hoping to work in one of the 'helping professions.' Students interested in the effects of large social institutions will scrutinize their procedures and structures in "Macrosociology," while those interested more in small groups and interpersonal relationships will take a close look at their effects in "Microsociology."

The first weeks of the year-long program will be spent in the classroom, learning the necessary background for outside work, but by fall break the department hopes to have placed students in their projects. Opportunities for field work exist in many areas including social service organizations, city planning, and civic group activities. In addition, some students may choose to help faculty members with their own research.

The new program will cause several changes in the Sociology Department next year. Courses in "Group Dynamics" and "Socialization and Self" have been added at lower levels to better prepare students for their specialization. However, as a result of the additional offerings, the department will now be able to present its electives on only alternative years.

Sociology students took part in much of the discussion for and designing of the program, and as one faculty member said, they welcome the opportunity to get out as seniors and get their "hands a little dirty" before they face the realities of their careers every day.

CAMPUS WIDE ECOLOGY

Newspapers, magazines and scrap paper piled high in Tinker's second floor core are witnesses to an intensifying ecology movement on the Hollins campus.

Recently, a group of about 20 students and faculty members met to discuss the future of the center

here. At that time there was a consensus about the need for all concerned people to join forces to work on projects together. Most of the projects in operation now and those being planned will require the cooperation of a majority of the Hollins community.

The paper recycling project was begun last semester and is growing larger by the day. Last semester three students studied the possibility of the College's trash collecting service picking up paper trash that had been separated from other trash. The paper trash could then be taken to one of the scrap iron businesses in Roanoke where it would be mechanically compressed and sent to Lynchburg for chemical treatment.

Students are still studying this possibility; in the meantime small-scale paper recycling is in progress. Areas designated for leaving newspapers and magazines are located in Tinker Dorm's second-floor core and the post office. Response to this initial recycling program has been good, according to those working closest with it, though they feel that there is a much greater potential.

One side benefit of this program is that newspapers and magazines are going much further than they used to. Tinker's recycling room is being used by many as a library where they can clip and save articles or browse through old magazines.

Another area of concern voiced at the meeting was that of litter on



RECYCLING CENTER

the college grounds. It was decided that trash cans should be placed in more suitable areas (such as outside the library) and that a consciousness-raising campaign should be mounted.

Also discussed was the problem of over-consumption (or wasteful consumption) at Hollins. This includes wasted food in the dining room and the wanton use of electricity, water and other resources. These problems are being studied.

What needs to be stressed most about the ecology movement at Hollins, according to Karen Green, a spokesman for the group, is that its success or failure affects everyone here, no matter what their job or interest. It is dependent upon work in many areas from a wide spectrum of people - faculty, administration, staff and students.

BOOKSTORE THEFTS

Austrian glassware, leather goods, wooden boxes, beaded purses, a suede belt, records, and two crocheted vests are among the more expensive merchandise assumed stolen from the college bookstore since December.

Ms. Ellen Pillow, bookstore manager, will not be able to itemize the financial loss until annual inventory is made in June, although she generalizes that the disappearance of articles has been extreme and unprecedented this year.

"We've always had a sense of pride because there has never been real pilferage in our shop - until this year," explained Ms. Pillow, who has stored books and other entertaining items to 19 classes of Hollins students. She commented that in her experience since 1956, when there were 350 students on campus, she has witnessed the development of a new Hollins clientele.

As a result of the stealing situation, the Christmas shop in the backroom closed last term. Ms. Pillow does not expect to reopen one next year. A more serious consequence will be dealt to community trust next fall, however, if surveillance measures are

instituted to insure against future loss.

The bookstore, in cooperation with the Business office, is considering such precautions as a ceiling camera or a student plainclothesman. No definite



NO TIME FOR POLICING

future precautions have been chosen at this time, although mirrors have been ruled out as "too degrading."

In the farther future, Ms. Pillow looks forward to relocating the bookstore in the proposed Moody Center where the shop layout will insure one entrance and one exit, a design impossible in the present building site.

Stealing violations, confirmed Christy Conner, Honor Court chairman, have increased noticeably this year and have accounted for the largest source of honor violations.

HYGIENE SPRAYS ATTACKED

(CPS) Consumer Reports Magazine announced last month it will give its two million readers three words of advice about genital deodorant products: "Don't use them."

The nonprofit magazine's report finds fault with the medical nature of "feminine hygiene sprays," and is highly critical of the premarket clinical testing by the largest maker of such products, Alberto-Culver Co.

Consumer Reports medical con-

sultants say "that widespread advertising of genital sprays may persuade many women with vaginal infections or an unsuspected tumor to put off seeking medical advice while using the sprays instead." They add that soap and water is the most effective and certainly the safest hygiene.

"Current advertising," says the current-issue report "may lead women to apply a deodorant to the delicate mucous membranes of the vagina." And that, says the magazine, "is especially dangerous."

The article quotes Dr. Bernard M. Kaye, a gynecologist and assistant professor at the University of Illinois medical school, as saying "there is an implication of vaginal use in the names of the products and the advertising. Vaginal use is absolutely contradicted and will lead to irritation from the propellant and/or the ingredients of the product."

The magazine's medical consultants say also that the use of female genital deodorants prior to intercourse is particularly ill-advised, and cite an American Medical Association publication as saying there have been reports of male genital irritation attributable to intercourse with a partner who has just used such a spray.

"There is always a risk involved in spraying chemicals on the body, especially on such sensitive areas as the genitals," says Consumer Reports. It adds that "manufacturers of the products tend to shrug off any possible risk as insignificant."

In discussing premarket testing of "feminine hygiene sprays," the consumer publication recounts information contained in sworn pretrial testimony by Alberto-Culver in connection with a lawsuit filed by a woman who claims to have been injured by the company's spray product FDS. As set forth in the pretrial testimony, Alberto-Culver said it had a totally adequate premarket test program.

One such test, Alberto-Culver said, "to determine the vaginal irritation potential of FDS on the labia and vagina of 20 female rats for three consecutive days.

Consumer Reports medical consultants described the test as "well-nigh meaningless."

Another Alberto-Culver test reportedly consisted of a six-week patch test on the intact skin of 67 human subjects. However, the article notes, the company's vice president for consumer-product research, is on record as saying any deodorant product should also be tested on abraded skin - a test which the makers of FDS did not claim to have performed.

After noting that genital sprays need not be cleared by the government, the publication of the non-profit Consumers Union says the industry's insistence that the sprays are cosmetics, not drugs, also means that they are not required to list active ingredients for the sake of people who might know they are allergic or hypersensitive to certain chemicals.

It was also noted in the report that one of the effective uses of Massengil feminine spray was in the killing of roaches.

Other people might simply want to avoid cosmetics that contain certain ingredients, such as hexachlorophene, which is known to be an ingredient of several genital deodorants. There is evidence that hexachlorophene may be absorbed into the blood. High blood levels of hexachlorophene have been reported to cause paralysis and brain damage in laboratory animals.

Should the Food and Drug Administration not reclassify female genital sprays, an alternative, says Consumer Union, would be for the FDA to use its power to declare them mislabeled for failure to reveal information on the consequences that may result from their use.

"Since Alberto-Culver admits that FDS can cause a 'quite painful' reaction in some women, it would appear appropriate for that information to appear on the label," says Consumers Union.

The article reported that in one of at least two lawsuits filed against the makers of FDS, a woman who used the spray while pregnant alleges that she quickly developed large lumps and had to be admitted to the hospital when the condition became so painful that she had difficulty walking. Her doctor diagnosed the problem as a severe reaction to the FDS spray.



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