

Hollins University

## Hollins Digital Commons

---

Hollins Student Newspapers

Hollins Student Newspapers

---

4-1973

### Hollins Columns (1973 Apr)

Hollins College

Follow this and additional works at: <https://digitalcommons.hollins.edu/newspapers>



Part of the [Higher Education Commons](#), [Journalism Studies Commons](#), [Social History Commons](#), [United States History Commons](#), and the [Women's History Commons](#)

---

#### Recommended Citation

Hollins College, "Hollins Columns (1973 Apr)" (1973). *Hollins Student Newspapers*. 1014.  
<https://digitalcommons.hollins.edu/newspapers/1014>

This Book is brought to you for free and open access by the Hollins Student Newspapers at Hollins Digital Commons. It has been accepted for inclusion in Hollins Student Newspapers by an authorized administrator of Hollins Digital Commons. For more information, please contact [lvilelle@hollins.edu](mailto:lvilelle@hollins.edu), [folckil@hollins.edu](mailto:folckil@hollins.edu).

# HC

HOLLINS  
COLUMNS

---



APRIL, 1973

VOL. 48, NO. 8

**HC** HOLLINSCOLUMNS



- 4 FROM THE EDITOR
- 5 COMMENT AND OPINION
- 6 BEYOND THE BOOKS
- 10 TENURE: THE OLD WAY  
MAKES NEW WAVES



All offices P.O. Box 10154, Hollins College, Va. 24020  
Subscriptions: 60c per issue  
Published once monthly during the school year.

The Hollins Columns  
Vol. 48, No. 8  
Member College Press Service, Intercollegiate Press;  
Alternative Features Service; National Educational  
Advertising Services, Inc.

Printed by Progress Press, Roanoke, Va.

All materials may be reproduced by credit to "HC"/  
Hollins College.

EDITOR: Barbara Birge  
ASSISTANT EDITOR: Nan Berryman  
PHOTOGRAPHER: Jane Beattie  
CONTRIBUTOR: Monty Simmons

# FROM THE EDITOR



Of great interest and excitement is the recent move by the Coordinating Council to establish a new position within the Student Government Association: Chairman of the General Speakers Fund. This action transfers the responsibility for speakers out of the hands of the SGA treasurer, who, as has been seen since the creation of this fund two years ago, has enough to do without this additional duty.

About the Fund itself: It's my opinion—and hope—that the Fund holds greater potential than we have so far conceived. The opportunity exists for some very stimulating and/or entertaining things to happen on this campus. There is, as far as I can see, no legitimate reason for Hollins students to have to go to W & L's Contact series to find what we could, with some effort and enthusiasm, provide for ourselves.

If only by merit of its name and reputation, Hollins should be able to attract attractive speakers. And as an all-women's college, we provide what could be a very interesting atmosphere from a speaker's point of view. Why can't we take advantage of our situation and use some imagination?

It's my conviction that, as in so many campus situations, any minimal action on the part of students could spur an energetic reaction from those in charge. In other words, if students would speak up, they might just get what they asked for.

Not long ago, I overheard someone complaining in reference to the Stephen Stills concert sponsored by Roanoke College, "Why can't WE ever get anything like that?" Why not?

One other obvious consideration are the funds for the Fund. With any

luck, and perhaps a little prodding, the administration might match SGA's allotment to the overall increase in amount over what we've had to work with in the past. Needless to say, this could affect just what kinds of programs we'll be able to sponsor.

All in all, the General Speakers Fund by name holds infinite possibilities. Without a doubt, this campus needs more of the general in order to counter the many specialized, departmentally-sponsored programs which now monopolize Bradley and Babcock.

A little more Steinem—or even some Stephen Stills—might be very nice indeed.

*Barbara Bridge*



# COMMENT AND OPINION

## Energy Shortage Forseen

There seems to be no doubt that the energy crisis is upon us. Some think that "crisis" is too strong a word; nevertheless, the situation is at least serious.

About 98% of the world's energy is supplied by the fossil fuels—coal, oil, and natural gas. The supply of each of these fuels is finite, and most estimates claim that gas will be exhausted in ten to twenty years, oil in seventy to eighty, and coal in two to three centuries.

Other forms of power are being researched, with the nuclear fast breeder reactor receiving most support. Solar, geothermal, tidal, and hydro are more limited possibilities. All of these may provide virtually unlimited sources of energy in the next century (The Atomic Energy Commission predicts that by the year 2000, nuclear power will provide 60% of our energy—compared to the present 1%). However, it seems clear that we must depend upon fossil fuels for at least the rest of this century.

Fuel supply is not the only problem, though. The harmful effects upon the environment of generating and consuming power are well known. Mining coal, drilling oil, transporting fuel to power plants, burning fuel, and transmitting power to cities are all activities which significantly degrade the environment. Although research is being done on ways to mitigate this environmental impact, it is doubtful that a clean method of burning fossil fuels will ever be found.

At a time when fuel is in short supply and when we are becoming conscious of environmental degradation, the demand for energy is at an all-time high. Demand is growing at a rate of 4% a year, which means that we will be consuming twice as much energy in 1990 as we did in 1970. What is worse is that the demand for electricity is growing at a rate of 9% a year, which means a doubling in only ten years!

It is especially in this area—that of demand or consumption—that individuals can help ease the crisis. The importance of reducing the use of energy has not been given enough credit in light of the significant savings that are possible. The President's Office of Emergency Preparedness estimates that with conservation measures we could save 7.3 million barrels of oil daily (we now use 16.5 million daily) and save 97 billion dollars annually.

Here are some areas in which a substantial energy savings could be effected:

(1) *Transportation* accounts for 25% of all energy consumed. Of this, cars account for 55%, and public transportation for only 14%. Buses are four times more energy efficient than cars and eight times more efficient than airplanes. Human energy is twenty times more efficient than automobiles. Yet, cars account for 80% of urban mileage, and over one-half of all car trips in the U.S. are under five miles long.

(2) In the *residential* sector, electric heating, air conditioning, and inefficient appliances are responsible for most of the growth in electricity consumed. Although gas heating has been found to be twice as efficient as electric, more people are switching to all-electric homes (largely due to a barrage of advertising). Appliances differ widely with respect to energy efficiency, and consumers should know these differences. Also, better insulated homes and less lighting could reduce energy use.

(3) The *reuse* and *recycling* of materials could reduce the use of energy. Generally, it takes less energy to recycle a substance than to produce it originally. One study found that throwaway bottles use 3.11 times more energy than returnables (and returnables are 30% cheaper). The paper industry consumes large amounts of energy, so that paper recycling is helpful.

By implementing these and many other conservation measures, we can at least, *slow down the growth* of our demand for energy. This would give us more time to develop new, clean methods of energy production, which hopefully will resolve the energy-environment dilemma.

Karen Green

### "...and now she must perform"

It is always difficult to achieve a perspective of absolute objectivity. In my peculiar position it is especially difficult. One is so easily dissuaded by the passing of a short skirt or the looming past of a purely male oriented background. From three brothers and no sisters, to a boys' boarding school and finally to all-male Hampden-Sydney, undeniably there is apt to be produced a viewpoint of limited objectivity. But let us not yet discount our observer as one irreconcilably unable to recognize the plight of the female. She has focussed the light of attention on herself and now she must perform.

In terms of education she must ready herself to do combat with the male forces of lawyers, politicians and referees. She must infiltrate their ranks to maintain her equality. Obviously, in order to be an efficient soldier, she must be equipped with all the latest weaponry education can supply.

After the battle cries have subsided where will the scars be left? Maybe in the hallowed hollow halls of Hollins.

David Clark

# Methaqualone Crisis

(CPS) "In a 16-month period, abuse of the drug methaqualone resulted in 53 suicides and 313 overdoses," reports the Bureau of Narcotics and Dangerous Drugs (BNDD).

The BNDD is calling for stricter controls over the manufacture, sale, distribution, and prescription of the drug.

In a 36-page report to the Food and Drug Administration, the BNDD urged that methaqualone be placed under the same controls as cocaine, morphine, codeine, methadone, methamphetamine, and amphetamine.

"Abuse of methaqualone has increased in the 1970's to a near epidemic proportion which parallels the abuse of amphetamines in the 1960's," the report warned.

Statistics gathered by BNDD indicate that methaqualone is among the 10 top drugs of abuse in the U.S. along with such "notorious" drugs as amphetamines and barbiturates.

Methaqualone, sold under the trade names of Optimil, Parest, Quaalude, Sopor, and Somnafac, is prescribed for daytime sedation and night-time sleep. Although it has been promoted as a safe alternative to barbiturates, the BNDD study demonstrates that such promotion

is totally inaccurate.

"The toxic effects of methaqualone resulting from abuse are similar to those resulting from barbiturate abuse—which can be fatal," the BNDD said. In Dade County, Fla., alone, 11 methaqualone deaths were reported in a one-year period.

Distribution of the drug jumped over 1500 percent in the past four years—from eight million dosage units in 1968 to 147 million dosage units in 1972.

The BNDD cited one example in which a manufacturer reported the theft of 600,000 methaqualone capsules which were stolen while in bulk shipping drums during processing. In another case an audit performed by a state pharmacy board revealed a shortage of between 300,000 and 400,000 tablets while in the possession of a wholesaler, and disclosed that the firm had also made several shipments to non-existent pharmacies.

"At this time, evidence does not show that methaqualone is clandestinely manufactured. The drug is illegally diverted from legitimate domestic production," the report noted.

# Women's Wages

(CPS) Working women with only a high school education have at least one economic characteristic in common with their college educated sisters—their earnings are just about half that of their male counterparts.

"Earnings by Occupation and Education," a 1970 census report, recently issued by the Bureau of Census shows:

-Working women 25-64, who completed four years of high school, earned a median income of \$5,067 in 1969, or 56% of the amount earned by men of equivalent age and education.

-Working women in the same age bracket with four years of college earned 55% of the median amount earned by college educated men—\$7,238 as compared to \$13,103.

-Female private household workers, who finished four years of high

school, earned about 37% of the amount earned by similarly educated male private household workers.

-Female "clerical and kindred workers" earned 63% of the amount earned by men.

-Women computer specialists with four years of high school earned \$8,531, 75% of the \$11,422 earned by comparable men. Women computer specialists with four years of college earned \$11,159, or 87% of the \$12,868 earned by college educated men computer specialists.

-The earnings of white women, 25-64 and with a high school education, was \$5,106 as against \$9,187 for white working men. Black women in the same educational and age category earned \$4,565 and black men \$7,041.

# For the Record

Student officers for '73-'74 are:  
SGA: President-Linda Koch  
Vice President-Suzy Mink  
Secretary-Mary Norfleet  
Treasurer-Jo Dudek  
RLA: Chairman-Mimi Effinger  
Sec., Treas.-Anne Bowman  
Vice Chairman-Cynthia Hale  
Chairman, Honor Court-Tighe Easterly  
Academic Policy-Susan Blythe  
Campus Activities-Margaret Conner  
Dorm Life-Anne Jenkins  
Orientation Com.-Robin Bayne,  
Sally Niles  
Appeal Board-Liz Hotchkiss  
Athletic Assoc.-Clayton Vail  
Spinster Editor-Studie Johnson

  
**Finch  
in  
San Marino**  
A unique co-ed  
summer experience



in "The World's Oldest Republic"

**Dates:** 2 4-wk sessions in July and August. **Courses:** Studio art, Renaissance and medieval art history, Italian. **Cost:** \$520-\$1200. covers travel, rm and bd, tuition, 2-10 college credits. **Qualification:** High school grad. **Attractions:** Short distance from Florence, Ravenna, Rome, Venice, beaches of Rimini.

**Write:** Admissions Office  
**Finch College**  
52 East 78th Street  
New York, N.Y. 10021  
Call: (212) 288-8450

# Tenure:



## The Old Way

If a teacher is not awarded tenure, he or she must leave Hollins. So it goes; so it has been; and so it seems it will continue to be. So what? So, because each year a higher percentage of Hollins' faculty is tenured, we turn away junior faculty members in favor of those who have been here and/or will remain here time on end.

Tenure means that after a probationary period, the faculty and administration of a college determine that a teacher should be given permanent job status. At Hollins the procedure is thus: A sub-committee of the Committee Advisory to the President considers each person up for tenure, weighing primarily the teacher's professional status (publications, research,

etc.), student opinion, and status within his or her department. The committee on tenure then makes a recommendation to the president and the dean whose final decision is subject to the approval of the Board of Trustees.

Originally, a teacher comes to Hollins for seven years. Ideally, he or she would be evaluated for tenure at the end of that time. However, the faculty has determined that it is to the teacher's advantage to have a "grace period" of two years in which to find another position in the event that tenure is not awarded. The actual tenure decision, therefore, is made in a teacher's fifth year at Hollins. Tenure is given in conjunction with appointment to the rank of associate professor.

It is because of the rising percentage of professors on tenure that this seemingly accepted system has come under scrutiny across the United States as well as on this campus. The American Association of University Professors (AAUP) reports that, "Some form of tenure is characteristic of the faculty personnel policy of most institutions of higher education in the United States—of all public and private universities, all public 4-year colleges, 94% of private 4-year colleges, and more than two-thirds of the 2-year colleges. Approximately 94% of all faculty are serving in institutions which confer tenure." An AAUP viewsheet on Hollins further states, "...approximately 58% of the Hollins faculty will be on tenure as of the start of next term." Meanwhile, President Logan has made mention of a 65% limitation tenure here. At most, six more faculty members can receive tenure before, "the doors slam shut."

A recent examination of the arguments for and against tenure led the AAUP to conclude that "...academic tenure should continue to be the characteristic form for organizing professional teaching and scholarly service in American higher education. We believe that its value in protecting academic freedom is paramount." "Academic freedom" is, all things considered, the basis of the tenure system.

Mr. Frank O'Brien, president of the Hollins chapter of the AAUP, put it so: "The virtue of

limited number of appointed teachers, and a system which loosens now-limited positions, but perhaps loses the security enjoyed by those not subject to administrative admonitions.

That the dilemma is not peculiar to Hollins makes the issue even more crucial. The nationwide surplus of college teachers has created a situation of intense competition and a market in which jobs are indeed scarce. Hence the added frustration when tenure is not awarded. Alternative positions for would-be secure, tenured slots are more and more difficult to find. Moreover, the market shows little promise of improving, since, to quote the AAUP, "The relative youth today of most faculties means that retirements will occur at a slower rate...and make the prospects for promotion or recruitment of younger faculty increasingly meager."

What, then, can a college do to provide some security for its non-tenured teachers and at the same time retain the turn-over in personnel which is vital to a stimulating academic atmosphere?

One kind of compromise has already been proposed at Hollins by Mr. Lawrence Becker under the heading " 'Holding Pattern' Contracts." This system would place a ceiling on tenure appointments, but would also give five year contracts to persons "possessing the qual-

## Makes New Waves

Barbara Birge

tenure is that it gives a teacher the security that he won't be persecuted for what he says. It allows independence of thought and action." In essence, a teacher with permanent appointment can speak without fear of the consequences for his job.

This kind of freedom does not seem as secure in long-term contract systems which are the major alternative for tenure. Under contracts subject to renewal, teachers could feasibly be more sensitive to the potential ramifications of their actions.

The controversy over tenure, then, can be boiled down to the conflict between a system which provides "academic freedom" for a

ifications for tenure, but for whom immediate appointment to tenure is ruled out by the ceiling imposed..." Persons with five-year contracts would be appointed to tenure when the ratio of untenured to tenured faculty would permit. Contracts would be renewed annually.

Whether or not this particular proposal would prove successful upon implementation, and whether or not it is adopted by the faculty and administration, it at least makes an attempt to strike a balance between seemingly incompatible systems. Precisely such a balance seems increasingly warranted if teachers manipulated by the market are to possess "independence of thought and action."





## *Beyond the Books*



Jane is flunking biology. Her teacher keeps posted office hours, has repeatedly invited the class in general to take advantage of them, and has specifically suggested to Jane via a note on her last test that it might be a good idea if she stopped by sometime to talk. But Jane has not come. She is, in fact, studiously avoiding her biology teacher.

Mr. Jones is untenured and unpublished but vibrantly aware of current trends in his field. He spends thirty hours a week in counseling independent studies alone, and much more time in informal counseling and "academic" conversation. But he still may not receive tenure.

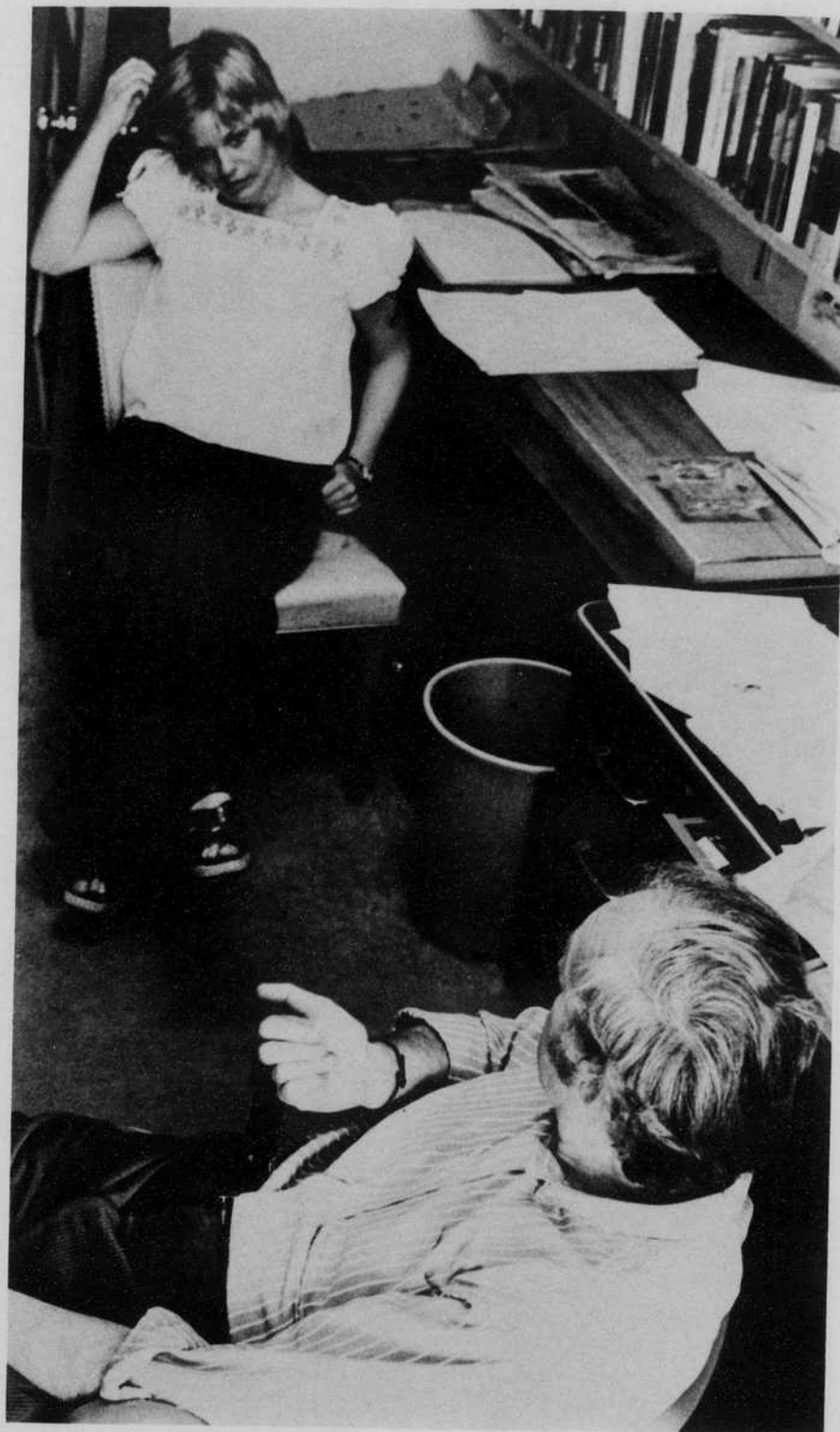
Faculty-administration relationships are not at a frenzied pitch here, but there is much current concern about defining the goals of Hollins as a learning (not necessarily "academic") institution. Such concern is centered for some faculty members, Rudi and Barbara Navari in particular, around a statement of the Hollins policy of student-faculty relationships. Dr. Logan has stated that faculty members at Hollins are expected to maintain high levels of teaching and scholarship. "Both of these things are tied together and important," says Mr. Navari, "but the most time-consuming thing at Hollins is faculty-student contact outside the classroom. That's why I came to Hollins to teach."

Both Mr. and Ms. Navari feel that the faculty and the administration at Hollins should decide how important faculty-student relationships are in relation to faculty scholarship and teaching, and draw up a definite statement outlining such relationships in terms of the goals of education at Hollins. "Some faculty members now like to spend time with students and think it's important to Hollins. But if this isn't important in terms of promotion, tenure, and salary, then they're forced not to spend time with students."

The problem does not lie between the opinions of faculty members and the opinions expressed by the administration. "The problem is in deciding what things should be positively reinforced. We need a statement of goals."

This is a special problem that seems to be the crux of many difficulties at Hollins in general. Admissions here are admittedly down. "Good student-faculty relationships are probably the one thing Hollins has to offer that isn't at other schools. It isn't possible at larger schools and it's what the extra \$2000 a year here is for. A premium should be placed on that."

"We need something to advertise the school and a statement of goals could do this. One-to-one relationships are an expensive way to educate, but people here are paying for



"We need a statement of goals."

that. Ten years from now educational excellence will be defined by faculty availability. Then Hollins will be on top of the world."

Not, however, Mr. Navari emphasizes, unless faculty members are made precisely aware of what is expected of them and held to it. "A statement of goals is important so everyone can afford to spend time with students. Faculty members need a guideline that relates directly to promotion, tenure, etc., in deciding whether to spend the next three hours working on their books or helping a student personally. Faculty members can't afford to spend a lot of extra time with students unless they feel it's

very important in terms of their job." A statement of faculty "open-door" policy, he feels, would be a positive force on tenured faculty members who now feel they can define their goals as they want, as well as reinforce nontenured faculty who feel very strongly that "open doors" are essential to effective education.

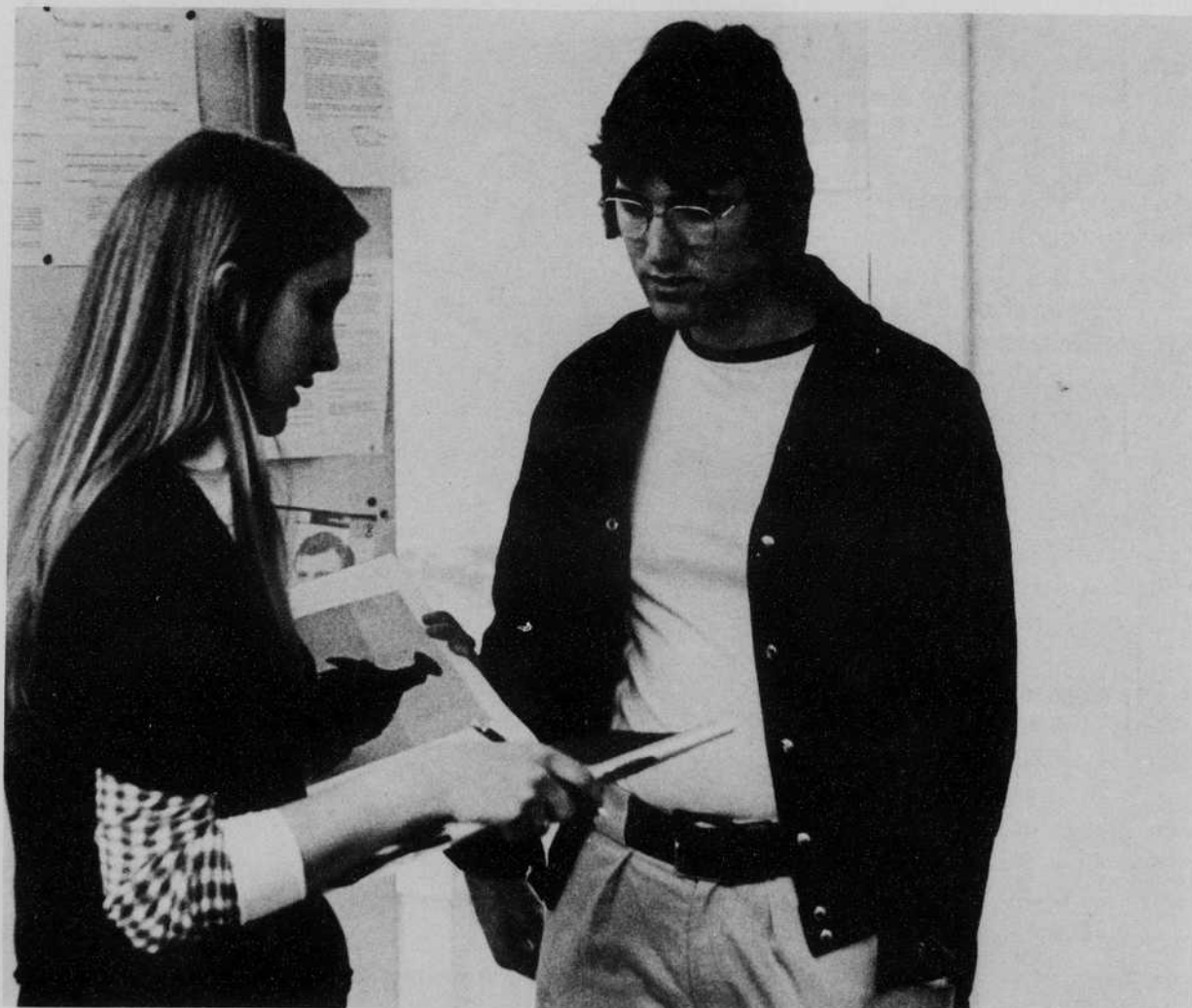
"I'm not suggesting we set up rules, but it would be profitable to have distinct and open discussion as to how important faculty-student relationships are to good teaching and scholarship. Hollins isn't against open-door policies, it just doesn't discuss the balance. Some faculty members now feel they have to change their

open-door policy and they don't want to."

"At the undergraduate level the faculty member must take the first step. The personality for an open-door kind of teaching should be important to getting a job here."

Jane may continue to fail biology until her teacher forces an interview. At some schools that would simply be her tough luck. But a perceptive and excited Mr. Jones may uncover a budding micro-biologist in her *if* he has time to spend with her and the incentive to do so. More importantly, the quality of the education for the student who already knows where she is going would be improved. What aspect of education is Hollins going to emphasize?

Monty Simmons



"Faculty members can't afford to spend a lot of extra time with students unless they feel it's very important in terms of their job."

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

Get to know what you both really like.

What you both really want out of life.

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

But make it your choice.

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

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

Or the four of you. Or...

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



Photo by Menken/Seltzer

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

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



advertising contributed  
for the public good

# Why Woodlawn lives today.



When we lose an important landmark, we lose more than an old building.

We lose the memory of what has been. We lose our sense of the past . . . the most visible evidence of our heritage.

Yet since 1930, almost half of the 15,000 buildings designated as having architectural and historic significance have been wiped away. Destroyed completely. In the name of progress, whole sections of cities are being carelessly destroyed.

Woodlawn Plantation in Virginia and scores of other significant landmarks remain today only because a growing number of concerned and intelligent individuals are taking a strong stand in favor of preservation.

Through membership in The National Trust for Historic Preservation, you can join with us in making preservation a major priority in American life. Now!

For a complimentary copy of PRESERVATION NEWS and more information on membership benefits and Trust programs, write:

Mr. James Biddle, President,  
The National Trust for  
Historic Preservation,  
740 Jackson Place,  
N.W., Washington,  
D.C. 20006.



*The National Trust  
for Historic Preservation*