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H C

HOLLINS
COLUMNS

OCTOBER, 1973



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.



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October, 1973

Vol. 49, No. 2

HC HOLLINSCOLUMNS



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FROM THE EDITOR



With so many people talking about the *lack of communication* at Hollins, most everyone is aware of the problem. We've recognized the troubles between different campus groups (primarily students, faculty and administration) along these lines -- that there exist vast misconceptions about each other's ideas and feelings. We've recognized that many concerns such as low faculty morale and the feeling of the lack of community result at least in part from a lack of communication. We have, in short, seen that it is a community-wide issue, not limited to any specific faction.

My concern at the moment is that in recognizing it as such a widespread difficulty, we have taken it out of the sphere of individual influence. It's easy to feel that there's nothing to be done on a personal basis. It's now an institutional rather than an individual problem.

So we can wait for the administration to *do* something. We aren't responsible.

I'm asking, however, if the problem isn't that we're not responsible. Are individuals here responding to each other? How much feedback is passed between individuals and/or groups?

To illustrate the point, I cite two examples from recent personal experience. The first occurred when I mentioned to a faculty member (quite honestly) that I'd been hearing great things about a course she was teaching. I said that all my friends in it were enthusiastic and that I thought it sounded very interesting. Her response was total surprise. No one in the class had given her any feedback, and she in fact felt that the course wasn't going well -- that students weren't responding.



SEIN
CERVIS ROCKY MOUNTAIN JOURNAL/CPS

"Hi Sam. This is Dick. I knew about everything right from the start. Prove it. This tape will self-destruct in five seconds"...

My second example is not just recent, it's constant -- the lack of comments from students about HC. Except for the input I receive from close friends, I get virtually no criticism -- positive or negative. I have never received a letter to the editor in response to an HC article, and if not for watching students read the magazine in the dining room, I would have little idea as to which articles students react to favorably. My response to no response has been to assume that students are content with the quality of the publication. I'm taking it for granted that if students were not satisfied they would let me know. But for all I know, I could be totally mistaken. I simply don't know!

Whether we're dealing with feedback to faculty, HC, SGA, the administration or friends, I feel that the issue boils down to the fact that people here simply don't realize that it's up to them each to be *responsive*. I have personally gathered enough data to conclude that it never occurs to most students that I don't get responses to HC. Perhaps in the classroom, students assume that a professor knows they do or don't like the course.

In all, we're often assuming that communication has taken place when, in fact, it has not. If that kind of assumption is the basis for our further interactions, then it's no wonder that we often fall short of acting upon the needs or feelings of those around us. Hence feelings of ostracism, lack of community and so on.

All that I'm advocating is as simple as recognizing the situations in which we are working from unfounded assumptions. Once those realizations are in the open, then we can get down to dealing with personal or collective concerns.

Barbara Brize

BOOK REVIEW

AMERICAN FOREIGN POLICY RESPONSE TO A SENSE OF THREAT

by

Henry T. Nash

Associate Professor of Politics
Hollins College, Virginia

A Review by J. O. Ra.

In his recent book, Henry Nash hypothesizes that "since World War II America's foreign policy has been a response to a sense of threat." I find the strength of his book in the forthrightness and consistency with which he states his main thesis at the outset and documents it throughout the entire work.

Several elements of this strength can be specified here. It impels the reader to look for the source and the nature of the threat and the author offers it: a category of immediate post-war threats (Soviet reaction to the Yalta agreement, the Middle East situation, and to the administration of Germany) and a historically cumulative set of conflicts (the U.S.-Soviet animosity, the Soviet ideological commitment to expansion, the limited basis of cooperation between the two worlds; the atomic bomb, the belligerent disposition of President Truman, and so on). The interaction effect of these perceived threats was further complicated by the conspicuous paucity of the relaxed mood on the part of the United States owing to her limited resources such as her inexperience as an international power, lack of military preparedness, domestic penchant for a halcyon life, and the like.

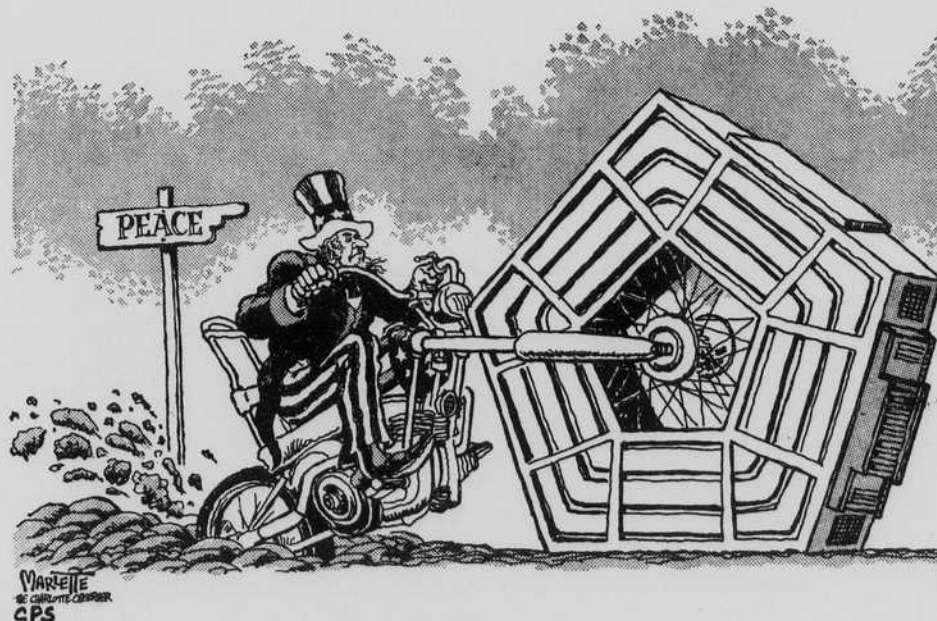
These explicit external threats heightened by the self-imposed sense of urgency in quest for the elusive objective of security gave birth to a set of characteristics which proved to be a persistent theme of the American foreign policy for the following quarter century. In tracing and analyzing various dimensions of the making of the policy, Nash chooses key in-

stitutional and attitudinal variables for the purpose of verification. It is in the author's keen selectivity of evidential support and his theoretically relevant mode of presenting the facts that we see the utility of his argumentative strategy. The concentration of the decision-making power in the President's office and the Presidential advisory system; the persistent problems of the State Department; the Defense community and the military mind; the need for the intelligence activity; the bureaucracy -- all these and other ingredients of policy-making are considered under the general umbrella of the author's original theme of the book. In addition, Nash sets aside one chapter on SALT to study it as part of the continuum and part of the beginning of the new change -- a change toward a more positive and coherent view of the world and the American role in it.

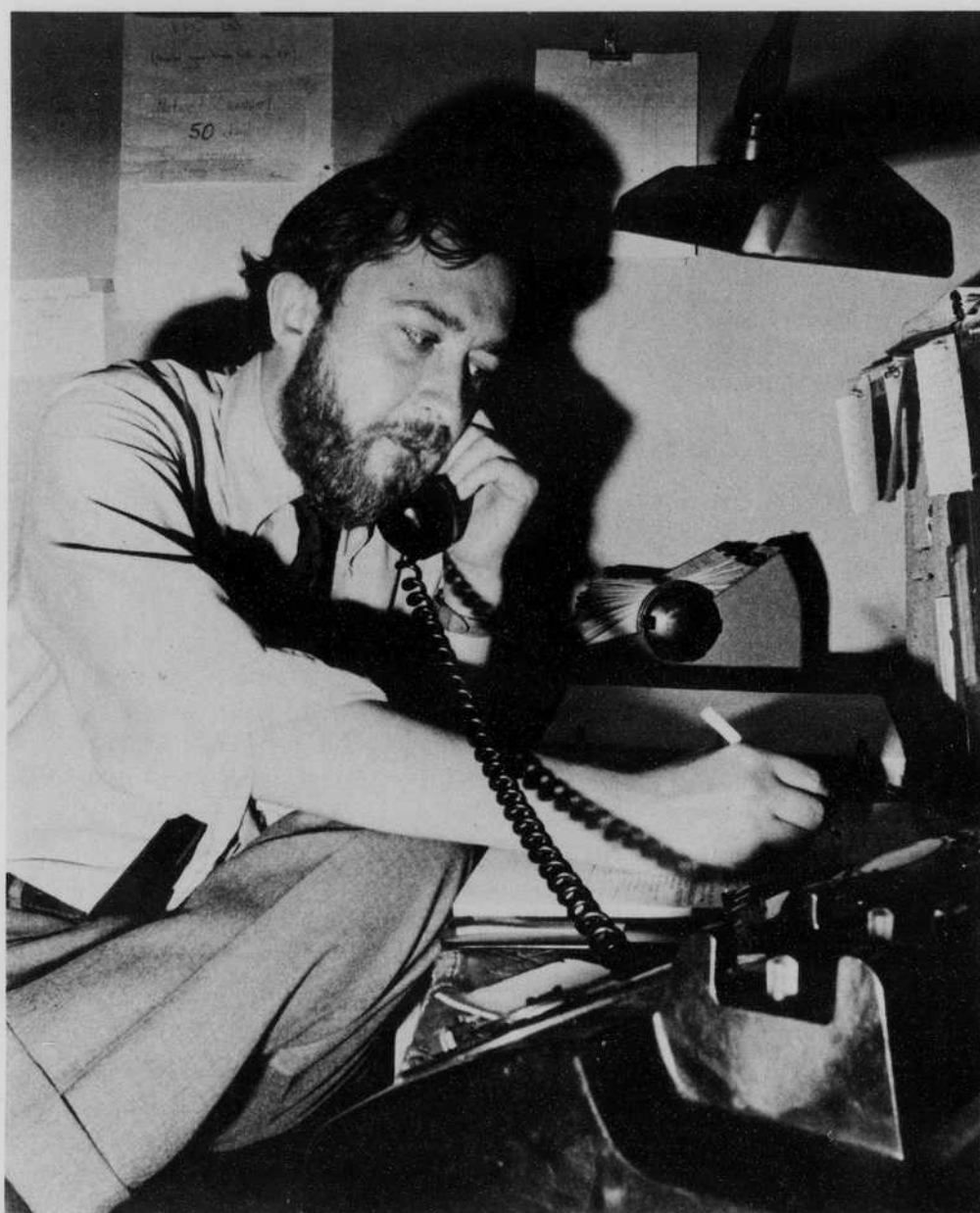
Finally, the work is richly heuristic in several ways. For instance, there is a sense in which the author implicitly encourages a solicitation of information which can be culled from related social science fields. For instance, we come away with a distinct sense of the relevance of certain social psychological theories: learning theory (e.g., Dollard, Miller and Bandura), attitude

theories (e.g., Festinger, Bem, Heider, Osgood, Abelson and Newcomb), perception theories (e.g., Bruner and Whorf), and theories on group dynamics (e.g., Goffman and Crutchfield).

Too often in the past, criticisms in political science simply referred to vigorous questions raised on the soundness of evidential support, while "vitriolic criticisms" meant doubts expressed about the internal structure of an argument. Facts and their use constituted separate topics. Only rarely would we see a piece in which the critic scrutinizes the logical status of a theory (or, more appropriately in political science, a "middle range theory" as Merton calls it) in terms of the way in which the data are manipulated in support of the theory. Political science as a discipline since World War II has come a long way to incorporate epistemological requirements in many of its inquiries. It is good to see a book in political science which *pedagogically* focuses on introducing this hypothetico-deductive emphasis to students of political science. It is particularly gratifying to know that this work was written at Hollins where teaching constantly claims its just share of attention.



TRUST --



Three Years On

Barbara Birge

"I like to be able to say I've got the time to listen. I like to be able to take a few minutes to share a piece of another person's life." That's why one student says she spends eight hours each week from midnight until 8 a.m. working a graveyard shift at TRUST. And as another pointed out, there are as many reasons for doing it as there are workers; on the Hollins campus alone, it isn't hard to find a good variety of reasons from present and former TRUST volunteers: "It's personally helpful -- you go in thinking you've got problems, and you leave thinking they aren't so big after all." "Working there you become acquainted with Roanoke and lots of community people. You get the feeling you're not just a part of Hollins, but of the whole valley. It's also a great

chance to explore your own inclinations to be a volunteer." "Helping people work through things is fun." "It's a team building kind of thing. Great for meeting people. And different kinds of people. Like there was a mechanic on my shift who was 18 and married and a father. And most of the people have really positive attitudes about all kinds of people and life in general." "It's good for gaining basic counseling skills -- especially listening skills." "Why should you work at TRUST?" One considered the question and answered, "Why should you want to help people?"

That's one thing they all want to do, and with an approximate 900 calls each month, they have ample opportunity to offer counseling or referral

information to people in the Roanoke community. Sometimes they don't even have to do that. "Just being a good listener really helps. Being someone to empathize with the caller. Often you may not really have to solve a problem -- things may be clearer to the caller just for talking." It's not always that simple, however, and TRUST workers are trained to deal with all kinds of cases, using the general counseling guideline of exploring objectively all angles of a problem with a client, and pointing out alternatives that the client may have overlooked. The point is to help the caller reach his own decision about what to do, not to enforce what the TRUST worker thinks is best. Calls in which a problem is presented and counseling is appropriate comprise 56% of TRUST's calls, the other 44% requesting information. Referral service is indeed a major function of TRUST, with workers providing information about everything from legal services to dial-a-prayer. About this aspect of volunteering, one student remarked, "I learned all sorts of things about the community. I'd never realized there's so much going on in Roanoke. So many resources. No matter what people needed, we could find somewhere to send them."

Even while TRUST provides a much-needed community function, and while the community response is ever growing as indicated by the number of calls, the organization itself is understaffed by at least 20 workers, with approximately 46 presently working. Three call-in lines are always open, so when TRUST finds that at times it has only one person working a shift, then it has a problem.

From TRUST's opening in 1969 until this fall, Hollins has been a major force within the organization. Students in fact founded TRUST with the support of some community members, and for the first year made up the nucleus of case workers, board members and the organizational structure. Most of the Hollins founders were freshmen in '69, graduating in May, '73. Now the entire Hollins force is comprised of two students and five faculty and staff members. In concern over this decrease, TRUST president Bittle Porterfield stated, "We consider having 20% to 25% of our workers from Hollins ideal. We're continually seeking fresh approaches and fresh ideas, and Hollins students provide these."

Another worker expressed the same feeling, that, "Hollins can give so much to TRUST. A lot of good ideas for change. Fresh perspectives. The students can help TRUST to grow and continue to be a working organization. It does a lot of good to have college age people around. They can link

the high school age workers and the older volunteers together." Furthermore, it's clear that there is a place for individuals within TRUST. As one Hollins worker put it, "There's a good community feeling there. All you have to do to become a part is to participate. It's a self-motivated organization, and you're free to volunteer for all kinds of extra committees or activities. No one group or person can have power at TRUST. It's a very rare organization in that it's run entirely by the volunteers -- the decisions made are volunteers' decisions."

Organizationally, TRUST has recently been restructured. Official bodies consist of the board of directors, an executive director in charge of funding and publicity, three coordinators elected by the staff, the president, crew chiefs who supervise various shifts and link communication between shifts, a financial committee, a committee to study the future of TRUST, a secretary and a review board which is called in case of a worker's questionable performance. While in the past, organization was at times a problem, "who's responsible to whom is clear now," according to one long-time staffer.

In addition to the structure change, TRUST's role and responsibilities have also evolved. While it was originally drug and sex oriented, it has grown in response to community needs. "The clientel caused us to expand," executive director Ann Lee Stevens explained. "We began to get all kinds of calls for information, referral service and the like. Now we work with other Roanoke organizations and professionals -- with lawyer referral, doctor referral, rape line, the hospitals -- you name it. TRUST also provides problem pregnancy counseling."

Statistically, drugs are the most often handled problem at TRUST, at 39.7% of problems presented. Other problems of high percentage are pregnancy -- 22.6%, parent-child problems -- 12.3%, boyfriend-girlfriend problems -- 11.9%, housing of overnight guests -- 7.5% and marital problems -- 7.2%. Eighty-nine percent of the cases are telephoned, and 11% are walk-ins. Sixty-three percent of the clients are female, with 37% male. Clients up to age 14 comprise 23% of the cases; 14 to 18 -- 36%; 19 to 25 -- 35%; 26 to 40 -- 19%; and over 40 -- 7.7%.

In dealing with clients, TRUST retains its crisis orientation and does not deal with long-term situations. As a crisis center, well-trained volunteers are sufficient for on-the-spot counseling. "We don't pretend to be professionals by any means," one volunteer emphasized. "Yet some confidence in your ability is certainly essential. You

"There's a challenge to the crisis nature of the calls."

get some of that in training by building it with role plays so that you feel better equipped to face problems for real."

Even with the support of the training and some self-confidence, the workers will admit to a good deal of anticipation. "You're in here for hours. There's no telling what kind of problem you'll have to handle. That makes it difficult to do anything like reading while you're here. I can't concentrate on anything else while I'm waiting for that phone to ring. And it may take an hour or two to unwind after work. It is a relief to turn it over to the next shift -- you don't have the responsibility any more. At the same time, there's really a challenge to the crisis nature of the calls."

"You can't really let yourself worry about it,"

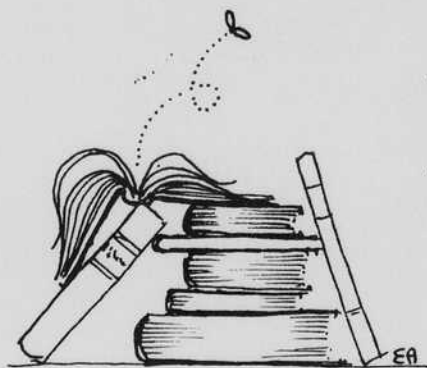
another put in. "You just do what you can in the time you have with the guy on the phone. The way to be an effective TRUST worker is to be open and have feelings."

Apparently, some of the workers must have been effective, since as it looks toward its third birthday on November 4, TRUST finds itself the longest running, continually open crisis center on the East coast. The house has never closed, running 24 hours non-stop every day. Maintaining that record rests entirely on response to the need for volunteers, and TRUST is hoping for a large group to train in its session the weekends November 2 and 3 and 10 and 11. Any students who would like to work at TRUST should call immediately to set up a pre-training interview.

"Why should you
want to help people?"



The Book Bind



Rande Nortof

Consider the student who is conscientious about her finances. She keeps track of her bank balance, seldom splurges, and figures that even with books and living expenses she can make a couple of hundred last a good while. And then she buys her books. The bill comes to \$139.08, and she has yet to purchase four additional texts.

The student is virtually at the mercy of publishers who set text prices, decide whether to issue cheaper, paperback editions, control books in and out of print, and may go so far as to issue higher priced revisions whose only difference is additional footnotes.

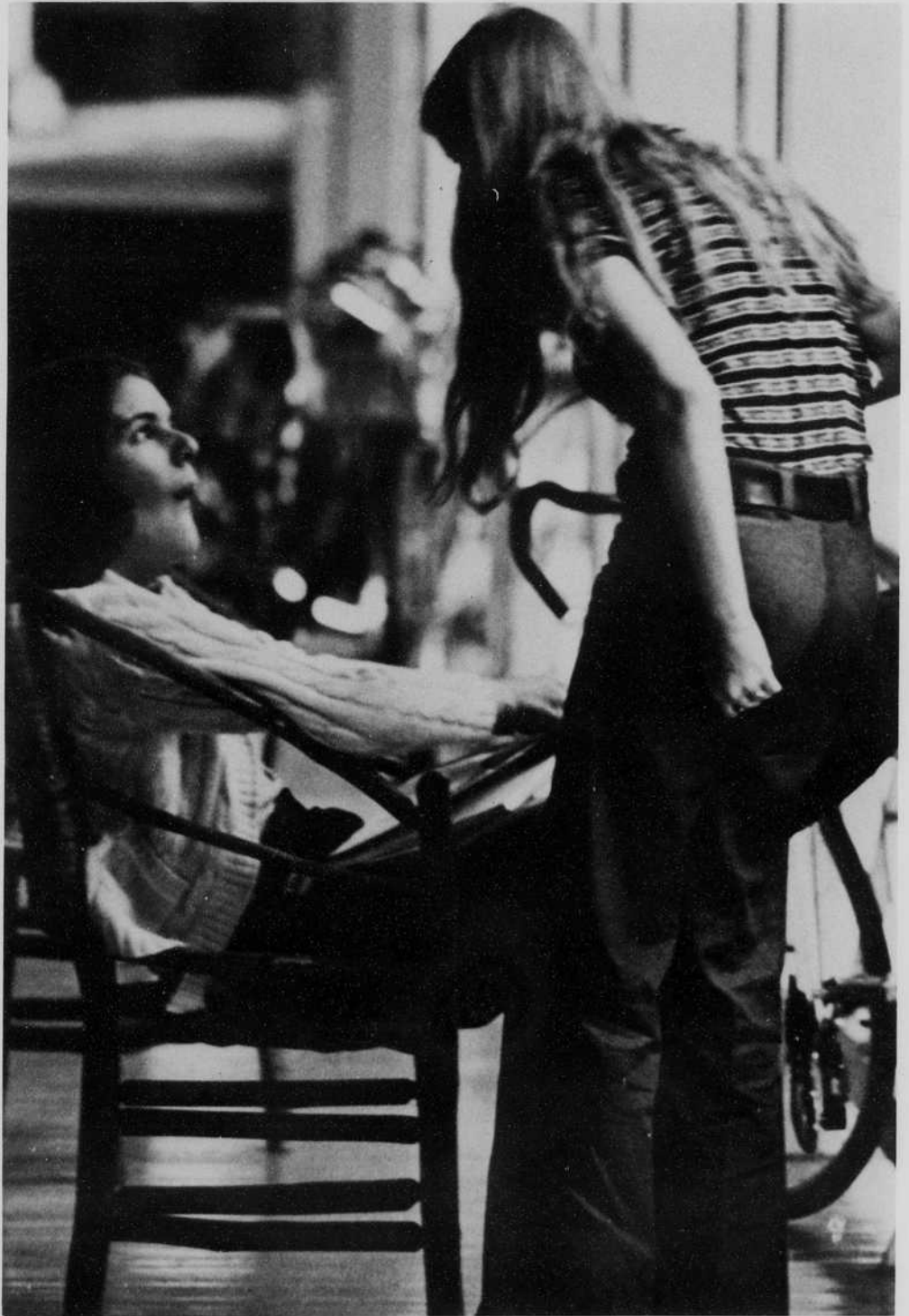
Then, too, a student's book budget is directly affected by professors who have no price ceiling on texts or supplies per course and who are not required to give advance notice to students about texts, supplies and their costs.

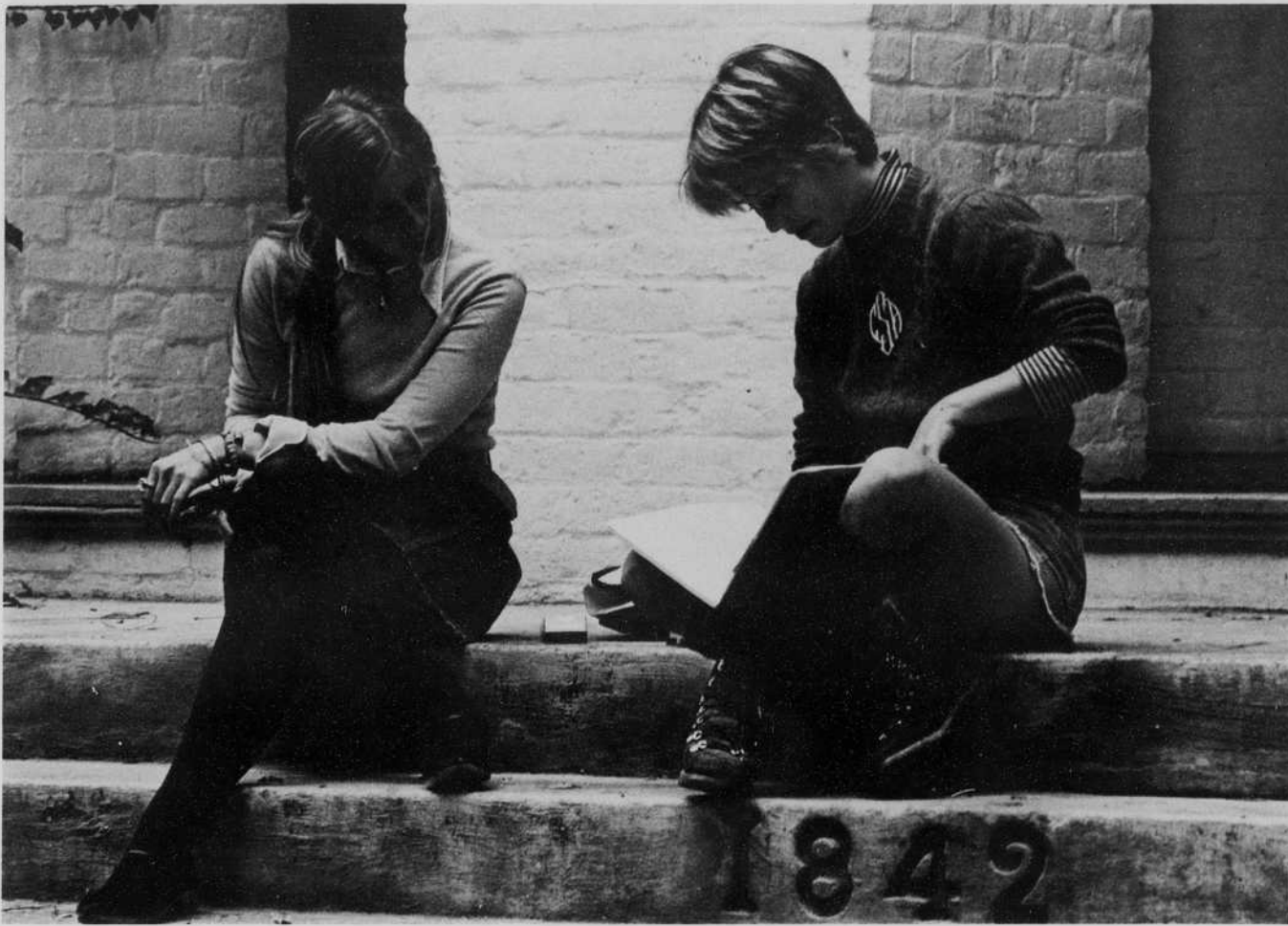
So how can a student side-step this potential crisis? Some of the courses of action she might consider are:

1) To encourage student lobbies to initiate a campaign to reduce book prices. Support from fellow students probably would not be hard to find.

- 2) To ask faculty to check previous editions against new ones for appreciable differences that would necessitate purchasing the newer, inflationary volumes.
- 3) To purchase paperbacks whenever possible.
- 4) To shop for low-priced supplies.
- 5) To borrow or share books used infrequently.
- 6) To use the library, interlibrary loan, or professors' copies when available.
- 7) To ask respective departments to purchase copies of texts from their book funds, when feasible, and put them on reserve.
- 8) To request re-use of texts for more than one semester so that used books will be available in some courses.
- 9) To suggest that the administration institute a price-ceiling or review text costs per course.
- 10) To post the titles and prices of assigned materials in a central location a week before registration.
- 11) To re-organize the student book exchange so that it could be held earlier -- possibly registration day.

Editor's Note: Contact Rande Nortof, 6639, to organize a student campaign to reduce book prices.





October



HOLLINS WOMEN'S CONFERENCE

Presents

Flo Kennedy
Civil Rights Lawyer and Author

Ethel Matthews
Atlanta Welfare Worker

Meg Christian
Folk Singer

Emily Hewitt
Episcopal Deacon

Panels: Hollins Community Water Project; Financial Power and Equal Opportunity; Marriage and Alternative Life Styles; Women's Health Issues; The American Black Woman

Seminars: Women's Political Caucus; Latin American Women in Socialism; Women's Literature; Androgyny; Lesbianism; Women's Health Issues; Self-Preservation

COME

Friday, November 9 - Sunday, November 11