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### Hollins Columns (1977 Dec 9)

Hollins College

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CBS President Artrice Brothers '78 discusses her club's efforts to make racial stereotypes "things of the past."

Photo by Nancy Dancy

by Trudy Wallace

The first meeting of the College Legislature was held Tuesday, Dec. 6 in Babcock Auditorium, largely following a course of unanimity.

President Brewster presided over the meeting. Dean Stewart reported all items for legislative action from the Academic Policy Board.

The Ac Pol Board recommended that the minimum residency requirement for the Hollins degree be lowered to 36 credits plus one short term credit for Continuing Education students, and it was approved by the Legislature.

One student, a French and Economics major, was granted permission to enroll in the Hollins Abroad-Paris program from the middle of her junior year to the middle of her senior year, although she had entered Hollins as a sophomore transfer. Her departments approved the enrollment and the Legislature granted permission.

Also approved was a proposal for a written statement to be instituted as part of the advising program. The statement will be submitted by students to their advisors by Nov. 30 of the sophomore year. It will include a self-evaluation of the student's performance to date, an evaluation of her curriculum, an explanation of her educational goals, a proposal for her curriculum during junior and senior years, and her post-graduation options. The student should meet with her advisor prior to preparing the

statement and again afterwards for a "serious discussion" of the final statement.

It was approved by the Legislature that students discuss their proposed study abroad and secure departmental approval of those courses to be counted toward her major.

The Legislature also passed that the period for adding courses at the beginning of the semester be shortened to six academic days. This will go into effect September 1978.

The Liberal Studies Curriculum had two proposals before the Legislature. Sociology 115 was added to the list of introductory courses which will satisfy the program requirement for Sociology. Offerings under Medieval Civilization were expanded as well. LSC is expanding to broader fields of interest in order to attract more students. The increase in flexibility was approved with two referrals back to the College Department for further consideration.

It was also passed that Mr. Steinhardt be a member of the College Department.

The final recommendation from the Board for Academic Policy concerned "Seminar in Pedagogy" proposed by professors Flory and Bordeaux. The Legislature approved the course be offered for credit in the Master of Arts in Liberal Studies program.

Professor Frazier's proposal that graduate courses be approved by the Board of Academic Policy was also passed by the Legislature.

## CBS: trying to bridge a gap bigger than overt prejudice

by Laura Larson

CBS (Concerned Black Students) is difficult to characterize because it exists to deal with a subtle and complex set of problems.

While there is little overt racism on campus and certainly none of the "radicalism of the Sixties" it is so common to relate to, black women here are conscious of tension. In an interview with CBS president Artrice Brothers '78, communication between black students and their professors and student peers appeared subject to these hard-to-define undertones.

Artrice described an "introvert prejudice" which can leave the black student wondering whether or not her color is influencing a professor's outlook. "Some cases are awkward for some students," Artrice said, adding that, "Anywhere blackness comes into the classroom other students will sit and wonder, 'Will she get militant and walk out? Will she get passive and slide down in her chair?' People have expectations..."

This introvert prejudice can work both ways. Black students seldom ask white students for rides even if they need one and someone is going their way, according to Artrice. She described the prejudice as a sometimes unconscious, maybe even reflexive action. People know it doesn't make sense, "but we all have stereotyped images of each other," she said.

CBS wants to make stereotypes a thing of the past. "We're helping

people—who've grown up with myths and misconceptions—into reality. We're here to stay, black or white," explained the organization's president.

The primary means of reaching this goal is contained in the CBS purpose: "to incorporate the life and culture of the black students with that of the community."

But as with any organization, there are stumbling blocks between ideal and reality. CBS sometimes acts as its own adversary. For the organization is not involved only in fulfilling its purpose but also in addressing the problems of being a black woman at Hollins. The two go hand-in-hand theoretically in that working the individual into the community and fostering understanding of a different culture requires two-way reciprocity. But dichotomies exist.

"CBS is an open membership organization," begins the Index description. Artrice emphasized this meant what it said, that the organization is not limited to black membership. Currently, CBS membership is comprised of 18 black women. Asked how this compared to black enrollment, Artrice said she thought there were 18 resident students.

Asked if the title, Concerned Black Students had anything to do with the situation, Artrice thought it "highly probable."

"We discussed changing the name at our first meeting this year—for about five minutes. The group felt there was too much heritage behind the title."

Artrice expressed that CBS was

"very interested" in more members of other races but feels "We can't really solicit membership like a regular club." This suggests two more problems for CBS: its present stage of re-organization and the nature of its status on campus.

The organization's first priority this year has not been increasing membership, but re-grouping existing resources after a schismatic 1976-77. "We want to get CBS back into natural activity of coming out to the campus."

Other organizational hurdles include time, guidance and sponsorship, and money. Artrice said CBS cut the traditional "Black Culture Week" to "Weekend." Reasons include the fact that many members are seniors involved with theses. CBS activities require a significant time commitment on behalf of student members and faculty sponsors. Shortcomings in this area have impeded coordination of efforts so far this semester, according to Artrice.

There has been unofficial discussion regarding what one source calls the "ridiculous" budget requests of the organization. CBS is noted as a club and feeds into the Inter-Club Council. However, Artrice doesn't like to think of it as a "club" at all.

CBS works within a lack of other on-campus representation. According to Artrice, to fill this gap is the purpose of the group's focal point, black weekend. Filling the gap includes programs designed to bring black alumnae

(Continued on Page 8)

## Exam procedures follow usual rules

Exam procedures for this semester will not differ greatly from those of previous semesters. Regular exam periods will begin Dec. 16 and end Dec. 20. Exams will be available in the administration building fifteen minutes before the actual test periods of 9 a.m. to noon, 2 to 5 p.m., and 7 to 9 p.m.

Students should ask their professors whether or not their exams will be offered on the independent exam system. A scheduled exam schedule may be

obtained at the registrar's office.

Blue books are purchased for a dime at the time the test is picked up. Additional blue books can be purchased for five cents from the monitors at the testing sessions.

Smoking, non-smoking and open book rooms will be available in Dana and/or Pleasants.

Cathy Steiff, chairperson of student academic policy for 1977-78, and the independent exam procedures, says that if there are any questions refer to page 12 and 13 of the Academic Guidebook.

## Rhodes looks closer at Farrar

Lynn Farrar '78 has reached the interview stage in her candidacy for a Rhodes scholarship. Farrar, a history and Latin major from Nashville, will travel to her home town next week for the interview. Having reached this stage in the selection process, Farrar has surpassed many of her fellow applicants.

The prestigious award, granting graduate study at Oxford, was

established under the will of Cecil J. Rhodes. Rhodes scholars come from the British Commonwealth and the U.S. and must have excelled in academics, character and athletics.

Last year for the first time in its seventy two year history, women were selected. Thirteen of the twenty four chosen were American.

Farrar is ranked second academically in the class of '78. Besides her double major she is completing a semester of student teaching in history at the high school level.

As S.G.A. President during the 76-77 school year Farrar became the first junior ever to hold the

office. This year the twenty one year old served as Orientation Chairperson for the freshman and new students. Farrar has also held the office of S.G.A. secretary in 75-76.

Athletically, Lynn Farrar has competed on the Varsity and Junior Varsity field hockey teams, and been a member of the Junior Varsity basketball and lacrosse teams. She is a member of the honorary athletic organization, the Monogram Club.

Farrar, a two time collegiate Who's Who nominee, is a Resident Assistant in Tinker. She served in her sophomore and junior years as an Advisor in the Dormitory (AID).

### Final Examination Schedule Fall Semester 1977

Thursday, December 15  
2 p.m.—open to all students

9 a.m.—12 p.m.  
2 p.m.—5 p.m.  
7 p.m.—10 p.m.

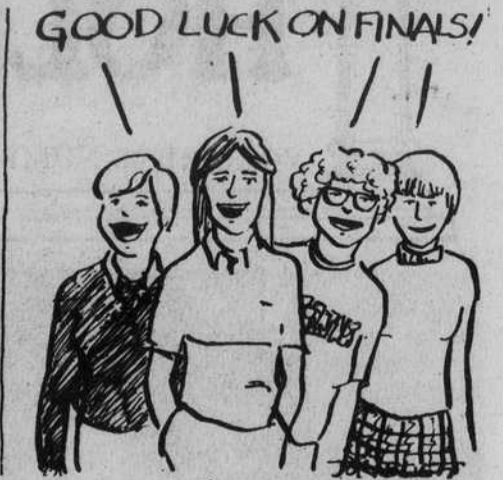
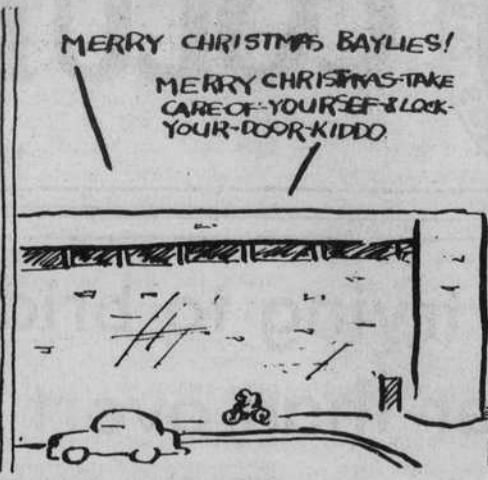
Fri. Dec. 16—Tues. Dec. 20  
regular exam schedule

Wednesday, December 21  
9 a.m.—last scheduled exam period



# here & there

by Judy Sublett



editorial

## ERA is for all of us

Section one: Equality of rights under the law shall not be denied or abridged by the United States or by any State on account of sex.

Section two: the Congress shall have the power to endorse, by appropriate legislation, the provisions of this article.

Section three: This amendment shall take effect two years after the date of ratification.

Fifty-two clearly stated words. Yet there has probably never been so much public confusion over the meaning and use of a constitutional amendment in the history of this country.

Some of this confusion is sincere fear of change. But to most the organized, financed "concern" over the passage of the ERA is a calculated effort by extreme right wing, white, male dominated organizations to trivialize and emotionalize the issue in a last stab attempt at control of this country.

They have tried to tell you everything but why we need the ERA.

Founded upon English common law, the original Constitution of 1787 did not include women or slaves. Both were "property" under the common law (without independent individual rights under the law) owned by husbands or masters. They were left out deliberately.

The "Equal Protection" clause in the 14th Amendment has been argued by some to assure women's rights. It has not, in many cases, been interpreted as such by the Supreme Court.

The 19th Amendment gave women the right to vote, that's all.

You, as an American woman, needed a separate constitutional amendment to guarantee you the

right to vote, the ERA is needed to guarantee you full and equal citizenship.

In interpreting the ERA, the courts can be expected to rely on the legislative history as expressed in the majority report on ERA of the Senate Judiciary Committee and the debate in Congress on passage of the Constitutional amendment (March 22, 1972).

According to this, there is no basis for arguments that there will be co-ed bathrooms, altered family structure, legalized homosexual marriages or a difference in existing abortion laws.

The majority report summed up, "The general principles on which the ERA rests are simple...Essentially the amendment requires that the Federal government and all State and Local governments treat each person, male and female, as an individual."

"...The Amendment applies only to governmental action; it does not affect private action on the purely social relationships between men and women."

Seven American presidents have endorsed the ERA since it was written in 1923. Congress passed it without flurry and it has been ratified in 35 states. Only ignorance and three more states stand in its way to becoming national law. Virginia has a chance to be one of those states that moves history forward.

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## Letter from the editors

Although we at the *Columns* live two to three weeks in the future, the close of each semester seems to catch us unaware, leaving us with too many unfinished projects and untried ideas. We've tied together some semester memories in this issue, with a photo essay and the Roving Reporter's characteristically apt question of the week. It has been an exciting four months for us; we've seen the staff grow, in numbers and in skill; we've expanded our format to revive the tradition of Academic Procession and to introduce a "new" tradition with Susan Daniel's column; we've changed our basic focus, concentrating on the "news" in our writing; and we've reported on "history in the making" at the National Women's Conference in Houston.

Mere thank-yous never express the depth of appreciation they are supposed to mean, but special words of thanks go to our departing staffers: Wyeth Outlan, Colleen McCollgan and Karen Colwell, off to Paris, and Debbie Frazier, Jo Ann Pimental, and Julie Clinard, all to spend next semester in London. Caroline Harrell and Susan Coudrier win the prize as foreign correspondents; both did an excellent job fulfilling the impossible task of chronicling the myriad activities of some 60-odd members of our community (but what happened to the story on Sadat??)

Brelend Brumby gets the *Columns* medal of

honor for fine leadership and bravery under fire in the darkroom—special appreciation to Margaret Thompson, Mary Boswell Watkins and the rest of the *Spinster* staff for a successful semester of co-operation.

Short Term will be a time of re-evaluation and planning for us, with the possibility of one issue. Again, to all present and prospective staffers—we must have all completed applications by the end of classes in order to work out next semester.

A word or two must be said about an incredible partnership...late nights and no sleep and weekly emergencies are not the best blocks on which to build a friendship. But humour and flexibility and faith (in ourselves, our purpose and God above!) have come to our rescue. We've enjoyed most of the work and we hope the staff can say the same.

\*\*\*One more thank-you to Terry Hopkins of Publications for her help and her support of the Houston trip; to Co-ordinating Council for their vote of confidence in sending us off fully funded; and to Dara Weir for her criticism and understanding.

J. Sublett  
B. Pick

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# happy holidays

review

## Janeway and the use of power

by Suzy Wasserberger and Betsy Pick

Elizabeth Janeway, in her speech "Women and the Uses of Power," proved to be a marked contrast to Kate Millet, her predecessor in the Awareness Speakers Program. Whereas Millet's shocking, militant approach to women's issues, although entertaining at times, alienated many listeners, Janeway's dry, realistic analysis to the current status of women's rights demonstrated her solid base of background and her knowledge about the women's movement.

With "power" as the focus of her talk, Janeway took the problems of women exposed by Millet one step further to show what can be done to alleviate them. "Women know a lot more about power and its uses than we think we do. What we know isn't in the dictionary definition of power; but, after all, who writes the dictionary?"

Janeway rejected the traditional stereotyping of people into the powerful group, those who "possess" power, and the weak group, made up of those who lack it. Instead, she maintained that both groups were involved in the use of power. Although power is supposed to be a quality only of the powerful, she defined it as "a quality of social relationships," and emphasized that the governed (usually considered the "weak") form one of the two groups that participate in a power relationship.

The first step in taking part in

that relationship is to recognize one's role, to realize that one can affect the relationship. The "weak" must learn first to vocalize their dissent, to bond together in groups, and find support in unity. "Getting up the ladder by yourself is impossible without social progress. It is a false ego trip to feel that your success is due to your own talent, separate from those around you. Individuals may be talented and ambitious on their own merits, but without the total group exercising its part in the power relationship, those on the other end may easily refuse to recognize this talent." Janeway went on, saying that unless the individual had the group behind her, the power structure may let her in, but on its own terms and for its own reasons, and "that's not a way to lay a good groundwork."

Using two of the most dramatic examples in this century where the governed exercised their part in the relationship, Janeway cited the downfall of Johnson and Nixon. "People at the pinnacle of power are shielded by those around them; when standards of normal conduct are determined by the leader himself, the implicit relationship of the governor to the governed is wiped out. No armed force attacked them, no political adversary rose to challenge them; they simply lost the consent of the governed."

Relating this use of power to women, Janeway stated that "women are the oldest, most central group in the 'governed.' We

need each other in order to realize that our dissenting views are shared." In stressing the need for unity, she said that women are kidding themselves if they forget that they are originally seen as one of another, larger group. "By giving up the support of the group, they are denying an advantage, a resource."

And women need all the advantages they can get; although defining herself as an optimist, Janeway painted a gloomy picture for women's rights progress, calling 1977 "the year that the U.S. voted for inequality," referring to the fact that the ERA has been voted down in three states. "This is also the year when the words affirmative action have become replaced by reverse discrimination," she went on, "in fact, I would call it the year of affirmative in-action!"

Although the first steps toward equality in the market place are taking place at the elite level, she cited statistics backing up the fact that the threat of unemployment for highly qualified women is coming closer, and female blue-collar job seekers are still having trouble. "The old patterns of male dominance are still alive," she said.

According to Janeway, power and its effective use within the framework of its "relationship" definition is the key to improving women's roles. "We exist today in a state of tension between the past and the future—by using power we can possess and reach."



Christmas bazaar buying.

Photo by M. Thompson

## Hollins celebrates Sunday

by Virginia Brannon

The faculty student Christmas Tea is slated for Sunday, Dec. 11 at 3 p.m. in the Green Drawing Room of Main. This is "Hollins' annual Christmas party" in keeping with the tradition of celebration. It's a time to don your fancy clothes, sip tea and eat Christmas cookies, and sing Christmas carols—traditionally a party to put anyone in the holiday spirit.

Sunday evening will add a more serious note to Christmas, as well. The Chapel Choir and the RLA will perform a service of carols, hymns and readings relating to our religious celebration of Advent and Christmas. Many find this service one of the most memorable parts of Christmas at Hollins. The tradition of the White Gift Service began over one hundred years ago when students wore white robes to the service and presented gifts wrapped in white for needy families in the Hollins community. Today the RLA selects local, national, and international organizations to receive donations. Students and faculty

vote on one organization in each category and donations are given to the chosen associations. This year's donations will be given to Freya, the American Mental Health Association, and Red Cross. The chapel will be dimly lit with white candles in each window and white poinsettias will be used as decorations for the special service.

Tinker now has a Christmas tree decorated by its residents; other dorms plan to follow suit. The Green Drawing Room has a magnificent tree that students look forward to each year. Nestled in the GDR, it is more than a manifestation of the season. It presides over the tea lending warmth to the spirit as well as the atmosphere of Christmas at Hollins.

And what of that certain "magic of surprise" at Christmas? One morning you may wake up to find the front quad decorated with garlands, bows, and lights. And someone may wake you at 6 a.m. singing Christmas carols, (another tradition here, for freshmen lost in wonderment). It's all part of the excitement of the season.

## Building a bridge to the moon

Editors' note:

Margaret Winchell, a creative writing major, graduated last May. Creative Living Magazine asked her to reflect on her impressions of leaving college after four years with diploma in hand, "taught."

by Margaret Winchell

There is a school of thought lost in a Virginia valley, settled in sycamore, planted in dogwood and tulip trees. It's blanketed now in paled petals and blown with maple seeds. It is all of a roof and several walls: a college, hollow in the summer, filled in the fall. In the fall, crowds come to Hollins. Some stay only a day or two. Some of them never go home.

Those who choose to stay—at Hollins or any school—do so, I believe, at a great risk. They stay, enlightened by a persuasive adage: *only the educated are free*. I spent the whole morning today wondering, backtracking, tracing the passage in search of some roots, a source. It was Aristotle's error. He meant, of course, that every door is open to a thinker—that knowledge, experience, is trump in this game, even when all the cards are wild. Only the educated are free to travel in and among circles reserved for scholars. The arrangement is wholly acceptable, then, you say, How should anything be amiss?

It is this: that of those who arrive at a school out of curiosity, merely wondering, the few who become *real* thinkers, drawn under by the very power of their own thought,

awed and spirited, nearly driven, filled and lifted by an energy that never yields. It's a deceptive freedom. It's the ride on the carousel won by chance, the result of a gamble, a lucky catch. Now you're spinning around for free and forever. You can't seem to let go of the ring.

Emerson, in an essay called *Circles*, said "Beware when the great God lets loose a thinker on this planet. Then all things are at risk." Hollins is a roof, a window and a wall, harboring the many schools of thought. One group of students, for instance, marches on celebrated occasions in an anonymous parade; they flow in hooded robes down the dark slag walk across the candlelit quad. Or, a wealthy young man, a biology major, has been trying for several years to prod a camel through the eye of a needle. Without much success, I might add. There are others. Every afternoon a weaver from Denver tries to catch the wind in a net. She is credulous and strong; she stands on the lawn and waves her net around like a flag. Everyone is free to do these things. But only the educated are thoughtful enough. Scholars learn to take liberties, to ignore ridicule and mock. Folly is a privilege of the knowledgeable. They are spinning, and wise.

Some of the students travel. Emily, a friend of mine, spent a year away from Hollins on the Serengeti under billowing umbrella trees. I lived in London, studying art at the Tate. Ansley boarded

with a family in France. The world is so full of a number of things.... The world is the spinning gamble laden with rings, and education is the brave grasp, the gilded experience hung just within our reach: it's chance or chump. I'm sure we would all be as happy as kings.

Only the educated are free to learn, and free to return. Ben Jonson wrote once that "the burnt child dreads the fire." But I lean toward Oscar Wilde's refute: "A burnt child loves the fire." A child new to fire is astounded at the strength of its heat, the crack of wood, the clean sharp edge of the flame. He is drawn to test; burned, he snaps back. But the strength of the heat is no less; the wood still cracks; the flame leaps up to tease. A burnt child *knows* the fire; he returns.

I returned to Hollins yearly, burnt and longing. I slid into a robe and walked the slag. I experimented with camels in the biology lab. I was a weaver from Denver with a net in my hand, practicing credence on the lawn. Hollins is jam-packed with thinkers--skeptics, moralists, cynics and persuaders that constitute schools of thought. I have to hurry and learn my way around. I'll be loose in the world now.

At the end of May I walked away from Hollins, taught: awed and spirited, as they say, nearly driven, filled and lifted by an energy that will never yield. I've been spinning in the company of

scholars all this time, scholars only, weaving a way around that reserved circle. I've read *Miracles*, *Murder in the Cathedral*, *The Revelations of Divine Love*. I suppose I'm ready to step into a world more real. To step or, perhaps, to shrink. I may have been spoiled by seclusion, I know. But I'm still hanging on to the ring.

Who draws the fine line, I wonder. Who's to say when I'm finally educated, whether I'm free or not—free to travel the circles of scholars or any other place I please. Suppose I leave Hollins, diploma in hand, and move in with a friend on a farm. She milks the cow every day; she makes cheese. She knows how to slaughter a calf. "Julian of Norwich was a saint," I say. My friend just blinks, and nods. Now whose experience is trump? Wisdom wins hands down in a scholar's circle. But I'm not worth a nickel on this farm. What is it, then, about Hollins College? Why did I elect to stay?

Because I've been badly burned, I guess, and a burned child loves the fire. I've learned to recognize the force of the flame, the danger and the glory. I turned and returned to the light: Emerson, Eliot, Milton, Saint-Exupery. I learned that it mattered not so much *who* I cared about, as that I cared at all. Anyone who is willing can learn to care. College is a silver platter. Sometimes my teacher simply opened a book and read aloud whatever he found. He would open a window and point outside: There is nothing new

under the sun. Nothing new, but look! There are cows to be milked and cheese to be made and calves to be killed or raised. There are worlds of circles, schools of thought, scholars and farmers let loose on this planet and all things are at risk.

The word *school* comes from the Greek *schole*: leisure employed in learning. Four years ago I found myself with an abundance of leisure time. I chose to invest it in school. For a year I studied philosophy, e.e. cummings, music theory. For another year I read Paul Tillich, uncovering the light of religious thought. After London I studied foreign films, piano, design. I spent a month on an island writing a book. Then it was May, and I walked away from Hollins, taught. But the real process of education had just begun. As long as there is leisure time, as long as I employ it in learning, I'll be in school—in one school of thought or another. Education is not a commodity purchased at the college of your choice. It is, rather, the reward, the free ride awarded to a seeker, any thinker, to every open mind.

There is a school of thought lost in a Virginia valley that taught me to see—to see the several circles of chance, gilded, before me. There are teachers there who filled me with energy and charged me with love, friends who lifted my spirits and sent me away reeling, enlightened, lost in the good of it all. I am still walking, away from

(Continued on Page 8)

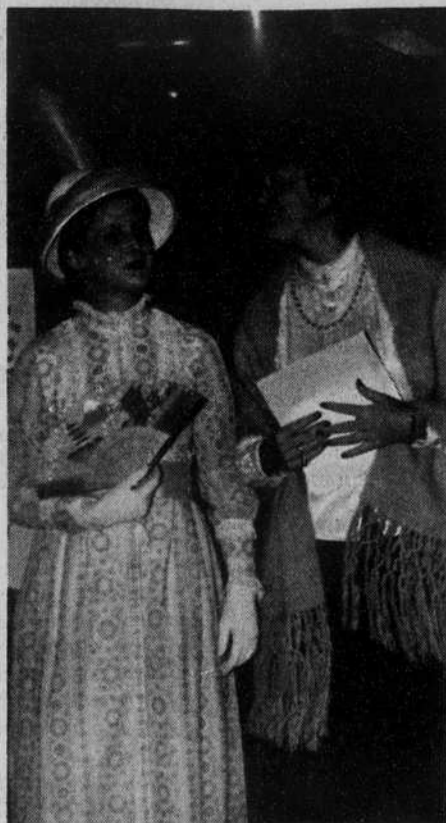
# Once again . . .

Right, Cathy Stieff glows in the finest Victorian tradition at Miss Matty Cocks's birthday party.

Far right, a student studies intently, a reminder of one major aspect of the semester—our courses.

Below, "Man & Wife?" A typically uninhibited duo pose for a Tinker Day.

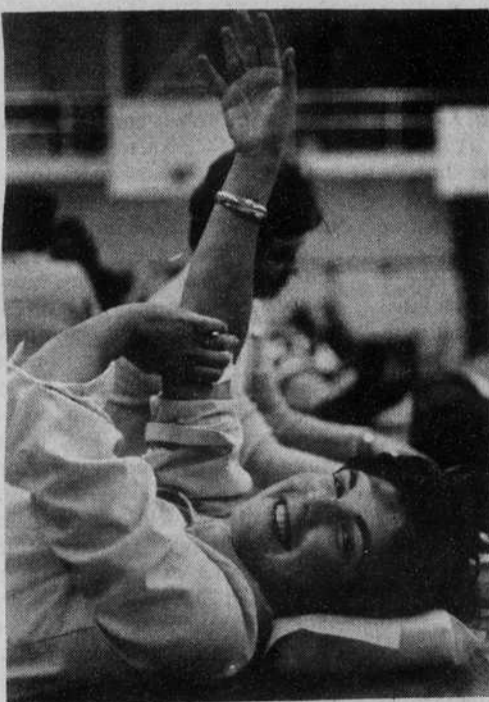
Below right, Hockey Ace Leslie Blanking dribbles past an opponent on the way to one of the team's many victories.



Just as the ebb and flow of our emotions mark the term so do the unique events and annual happenings that took place...Another group of freshmen arrived and tried to establish a niche, while the other classes were moved one notch closer to graduation. Sophomores struggled with decisions on going abroad, choosing major and the possibility of transferring. Juniors buckled down or continued to float. A lot of the class was abroad. Seniors took on theses and began to resolve the fact that "this time next year..."

**Remember:**

- "Ask me about Hollins" buttons
- an early Tinker Day
- lots of new faces—from Dr. Stevens to Head Residents
- Fall Weekend, a tradition now
- Ring Night
- Hollins Outdoor Program got underway
- class competition for the first time
- "Man in the Moon Marigolds" production
- Sr.'s introduce Hollins cups
- Great Expectations speakers' series
- RAs replaced AIDs



Above, Olivia Alison '78 bears up bravely at the annual fall Red Cross blood drive.

Middle right, a couple enjoy the beer company at the Freshman Mixer.

Far right, when warm weather was still around faculty and students alike gathered for dinner on the grounds.



Photos by  
Spinster &  
Columns  
photo staffs

by Lynn Ann Merrill  
and Betsy Pick

*For many Hollins students, Roanoke conjures up only visions of shopping malls, neon stars, and Williamson Road. Yet each week, at least 22 members of our community delve beneath these surface impressions to uncover another facet of Valley life.*

*Through the social work placements and student teaching programs, Hollins provides students with an opportunity to translate their educational experiences gained in oft-called "ivory tower" isolation into active realities.*

*Through this practical application of their academics, Hollins women make direct contact with Roanoke people, and build relationships beyond the superficial norm. On a person-to-person basis, myths and stereotypes are inevitably undermined; new perceptions take their place, as Roanoke and Hollins are forced to re-evaluate their relationship.*

"In the classroom, students learn problems; in the field, they learn people who have problems," sums up Tom Waugh, supervisor for Lee Kayaloff '79's social work placement.

The statement answers the "why" behind the social work placement program organized by Hollins and run through several of Roanoke's "helping agencies." The program enables sociology majors to test their classroom experience against the rigors of the "real world," and to expand their knowledge and focus to include insight gained only through actual practice.

According to Louis B. Max, director of Hollins' Social Work Placement Program, "A social work program is a place where the student can put together all of her liberal arts training and, in addition, prepare herself for a career. It's not just a matter of pulling techniques together; you can learn a lot in books, but a field placement helps you learn skills in helping under supervision."

Karen Dooner '78, working at Roanoke Community Hospital, affirms his view: "I felt as well prepared as I could be, but the real training comes in doing it. It takes experience." "You need background before you can come into a placement setting," Lee states, "but the training is valuable because you learn a lot about your strengths and weaknesses and what you need to work on." Anne Callendar '78, working with the League of Older Americans, says that "concept and skills become deeper, more developed in a placement setting, and that the classroom situation benefits by becoming more interesting because actual experience serves as a resource."

Max stresses the importance of the supervised aspect, "It's a professional program. Students placed in agencies are confronted with real people in real situations which can be a jolt to some. We (the supervisors and Hollins faculty) offer some protection."

Lee works in one of three outpatient clinics that are part of Mental Health and Mental Retardation Services of Roanoke. The clinic treats voluntary patients, adults and children, and charges fees based on their ability to pay. Working with three cases, Lee says "talking to Tom (her supervisor) is a real help: it's easier to face the challenge knowing I have someone to go to. I'm also involved in an in-service training group run by Mental Health Services.

Both her supervisor and Max discussed the mutual responsibility necessary to make a placement work. "Hollins is offering a service, which makes it incumbent on the school to make sure students take their work seriously," Max said. "Lee has a responsibility to her clients, but as her supervisor, I have a responsibility for her and, through her, to the clients. It's a sort of mutual protection," Tom stated.

With common responsibility comes shared benefits. According to Tom, the client receives "dynamic variation and a feeling of dedication from a student counselor." The student gets a taste of the field through on the job training. And the agency experiences an "invigorating influx of 'new blood', which keeps us on our toes."

Most students found that their career expectations were confirmed through their placement experience. Anne said that it was especially important that "people find out whether or not they like dealing with the public before they get out into an actual job." Her work with the elderly has left her feeling "more prepared" for her intended profession. Karen said she had been considering social work as a career, and that "the field placement re-affirmed it."

Lee said that although she has not experienced outright success in all her cases, she has felt a sense of reward. "It is their choice whether or not they decide to change things; I don't feel disappointment." She has gained confidence through working, and plans to work towards her masters' in sociology.

To Mr. R. Bourdeaux, associate professor of education and director of the student teaching program, direct contact with Roanoke within the context of student teaching "relates more simply to a change of roles." This change is the result of leaving Hollins and going to Roanoke, and from being a student to being a teacher.

Judy Durocher '78, student teacher of music at Patrick Henry High School sees herself at PHHS as "a role model, career model, guidance counselor, friend, parent, teacher of facts, and a sharer of a love of music." Cissy Hunter '78, student teacher of

politics at William Fleming High School, also sees herself as a teacher and as someone who will listen to students' problems. Sometimes the new role is just plain getting up in the morning as found out by Debbie Campbell '78, student teacher of first grade at Mountain View Elementary School.

The roles the students play at Hollins have changed also. Debbie says "I regret not being on campus this semester, I'm glad I'm going to be back now." Judy has remained involved in some campus activities, like volleyball and RLA, but feels "left out, upset and hurt at missing things like Thanksgiving Dinner, Tinker Day and the Christmas Bazaar." Cissy has managed to maintain her Hollins role as a student by writing a thesis this semester.

Bourdeaux points out that the role of teacher includes its own special problems, "encountering black students in a new way for the first time, and encountering students of different socio-economic backgrounds." For Debbie the problem was, "until you start working with a six year old, and have to explain things so she can understand them, you forget the level necessary to reach her."

For the others, the problems are more serious: discipline, prejudice, and low academic ability. Cissy's supervising teacher, an ex-marine normally assigned students with discipline problems, gave her a special challenge by giving her his American government class. She has experienced students talking back, coming to school drunk, cheating, not turning in work, and pulling knives. "I've even had to deal with one student pregnancy. But I feel my training has helped me to deal with difficult situations, and has provided me with support."

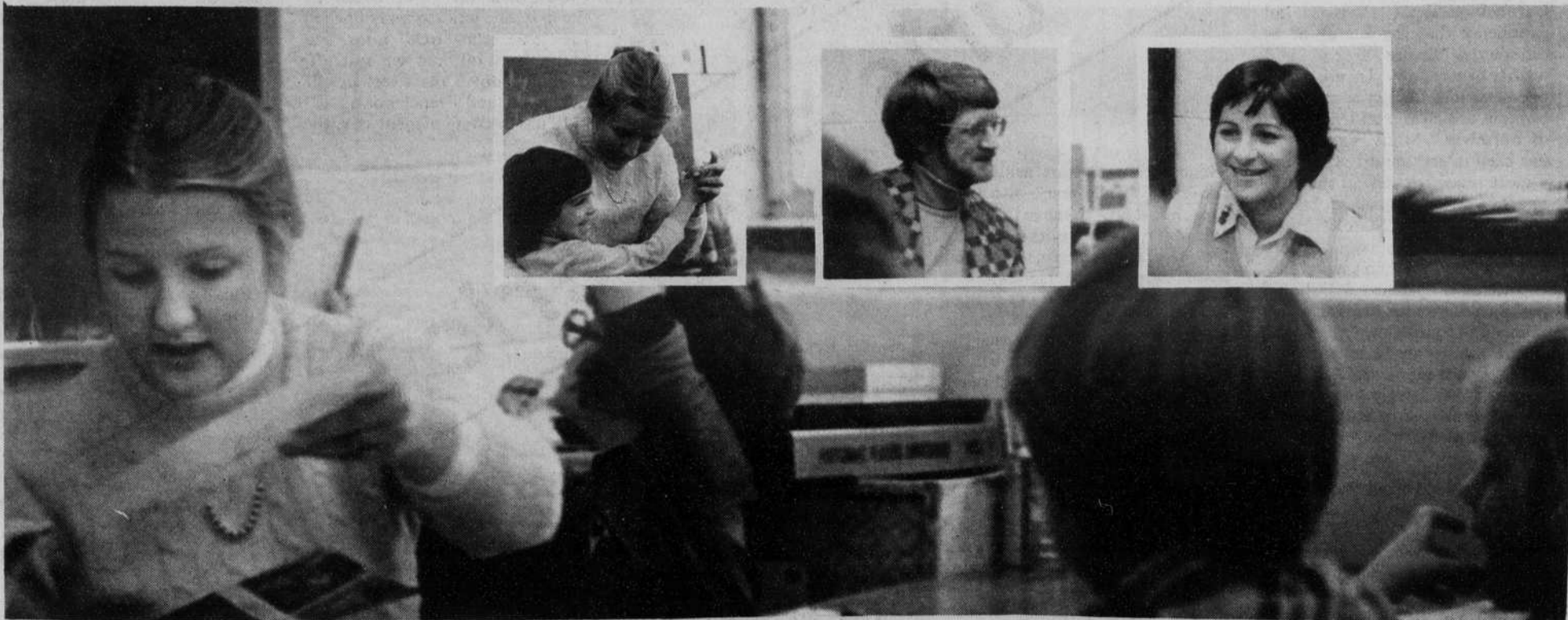
But even for those who are familiar with the role, like Nancy Via, supervising teacher for Debbie, problems will arise, "some days those nice, positive things don't work, and I have to say I've just had it."

No matter what their role, Mr. Bourdeaux says "the education department stresses the importance of approaching the students humanistically." He goes on to say "just about everybody runs into problems, and the student teachers are doing a good job dealing with those problems.

Despite the problems, Judy, Cissy, and Debbie all think the experience is valuable. Judy is "excited about teaching her own class some day." Cissy calls it "a broadening experience" and views teaching as a very likely career. Debbie calls student teaching "a good experience" if only because it caused her to "dabble in everything that Hollins offers."

*The initial goal on the part of most students involved in the two programs is a personal one, as each strives to increase skill and prepare for a career. But in the day-to-day reality of meeting and working with people, these teachers and social workers give of themselves to the Roanoke community. Hollins and Roanoke find a mutual benefit in working together, besides the obvious economic one. A common ground is formed, where, without sacrificing differences, ideas and goals can be shared.*

# Students gain experience



Debbie Campbell '78 helps her first graders put away materials after a lesson in telling time...(inset, L to R) Debbie teaches one student the finer art of dancing during recreation....Tom Waugh works with the mother as

Lee Kayaloff '79 helps the daughter in a joint counseling effort at Mental Health Services' First Street Clinic.

Photos by Betsy Pick

## Overall View



The second paragraph of this column is to be read aloud. It may be read to friends or enemies or inanimate objects or to one's self. The privacy of one's own room, a dorm social room, the middle of front quad, or under the goalie's net on the hockey field might all be considered appropriate places for this reading. Wherever and to whomever it is read, it should be done so with expression and feeling.

Aaaaaaaaaaaaaaaaaaugh!

And so begins examania. Now that some of the pressure and frustration of the approaching exam period (only seven more shopping days 'til that first exam...) has been released, it's time (or past time) to prepare oneself. These preparations should include: three wholesome, nourishing meals a day—you need all the energy you can get; plenty of sleep every night, or at least "enough sleep"—'tis far better to sleep now than through the exam itself; a reasonable study schedule with occasional (but still reasonable) breaks included; and prayers for the courage and willpower to get done what has to

be done and for the strength and patience required to make it through the five-day (if that long) ordeal.

The Christmas Spirit has really descended on the campus. With Secret Santa's and Kris Kringles in almost every dorm, the excitement and gift giving spirit have been captured and are being enjoyed by most.

Buildings and maintenance have done their usual splendid job of capturing the beauty of the holiday with their campus decorations. Tradition has again been carried on with the Green Drawing Room Christmas tree—most spectacular when viewed at night through one of the front porch windows.

Christmas teas and many parties also make this season quite bright. Hanukkah services and candles and traditions have also added a special festive spirit to the season.

Without even mirroring the complaints of the cost of Christmas presents or lack of time to buy them, one can't really

(Continued on Page 8)

## COMMENT COLUMN

# Gidget goes to college

by Julie Cook '78

Dating is only one way to be with people of your own age group where you can share the same ideas and experiences. If some girls at Hollins feel pressure from their peers because they do not have a date every weekend, then yes, there is "anxious pressure present" at Hollins. When dating is causing that much anxiety to some, then it's not worth it.

But once one finds some respect and confidence within themselves and makes an effort to find a situation in which she is happy, the pressure can be alleviated. No girl who broods in her room dressed in a Lanz nightgown, with zit medicine covering her face, eating a Hardee's roast beef, is going to look extremely desirable to any boy.

Thus, fellow Hollins students, be the mature, independent young women your parents thought you were and do something about the situation you are finding yourselves in. There are many other things to do at Hollins and plenty of other forms of entertainment in Roanoke to fill your day, rather than worrying why you don't have a date for Fancy Dress.

If you so choose to make the effort to go to fraternity parties and pack up your suitcase every weekend, remember—adapt. When

"Gidget goes to college" she must keep an open mind, be prepared for the unexpected, and (though it's hard on those blind dates that make your skin curl) look for the good qualities in people.

So put away all those nice clothes your mother bought for you and you will be able to discern beyond the campus. When you go to a formal party, don't bother to ruin a nice dress, just find an inexpensive, long beach cover-up so when your date—who insists on holding your hand—pulls you down with him as he falls down the stairs, into the middle of the party, and slides through a sea of beer, it's no big deal.

And when your date that is six inches shorter than you, accidentally hits you in the face while dancing, and you lose your contact among the stomping feet and floor "juice," don't worry, we're not materialistic girls at Hollins. Don't be embarrassed to take your brand new Wallabees to the dry cleaners because your date threw up on them and then kidnapped you back to Charlottesville. Hopefully, by the time you are a Senior and you find your date sitting on a fire escape watching girls go to the bathroom through the window, you will realize that dating is only a fun game we like to play.

A major concern of students was pressure to date a certain type of

guy which was stereotyped as a conservative "preppie." No wonder people are feeling pressure. Not everybody at Hollins cares to associate with a stuffed-shirt conservative. But let's not be narrow-minded in thinking that there is no other type of guy at any of the men's schools. That's not true of any school. Seek and you shall find.

If you are suffering from an identity crisis, worried about "the bull" of dating, going through withdrawal because you have not been to a fraternity party in a while, and concerned about the immature relationships in our dating situation, you are letting your social life get the best of you. Take a look at yourself and don't put yourself in situations that will eventually lead to the deterioration of your mental stability. Nothing is worth that much. However a good effort in the right direction has to warrant some kind of happiness in your college years.

As an all girls school, Hollins lets each student become a well-rounded individual without the opposite sex to put in their two cents. Let's hope that when outsiders look at a Hollins graduate, she is not suffering from premature wrinkles brought about by the contrived dating anxiety she puts herself through for four years.

## LONDON

Dear Hollins,

As we cast a reflective glance on our London semester, we invite you all to "listen" to what we think are some of the funnier "remember

when" stories...

When we first arrived in London, our ignorance was obvious: Jane Clay, upon entering Great Britain and filling out her "custom card" pulled a good move. When it came to listing "nationality" she filled in the abbreviation "WASP", handed the card to the man, who bopped her on the head and said, "What is a WASP?" Jane Clay innocently explained and he disgustingly rolled his eyes and said, "I think you are an American!!"

When Patti and I arrived in London, jet-lagged and punchy, we needed to get change. Patti thought she saw a coin change

machine, so she takes it upon herself to insert the coin in a strange wooden box hanging on the wall. Much to our dismay, out pops a pack of Embassy cigarettes. We laughed to the point of tears, were 50 pence shorter of money and had acquired a pack of cigarettes that were so gross, that even Patti refused to smoke them.

Then there was the night when Anne, Sandra, Mary and I went out for a big night on the town...After visiting a pub, the foursome (taking a tip from Joan, Kim and Teresa) went to the "Empire Ballroom" and discoteque in Leicester Square. After listening to the British rock music of "Xanadu" and fighting off the Arabian "knights" and Indian men, the group heads for the exit. We unknowingly opened the "emergency exit" door, the alarm goes off and we run off, clomping down the street in our new boots and French coats.

It has become evident that the

horror movies, typically set in London, have had some effect on us. One night Wheezie and Mel were on their way down the steps from Patti's and Jane Clay's flat when they spotted a man carrying this mysterious box up the stairs. A man's leg with pin striped pants and a wing tipped shoe, was hanging out of it. Convinced of the enactment of a ghoulish murder, the two screamed and ran back onto their friends' flat. Once there, they were informed that two ex-mental patients lived in that apartment the man was entering. Later, in relief it was discovered that the "leg" was that of an artist's dummy.

All humour aside, this has been a memorable semester in all respects...

Shelia comments: "The fact that I have a thirty minute tube ride to my classes, or that the bathroom in our house is four flights from our bedroom, or that baths are scarce and rooms are chilly, has not mattered, once I discovered what warm and wonderful people my "family" are. The family experience has proved to be extremely worthwhile, and one that has left an impression on me that will last the rest of my life."

Finally, as President of the group, I offer my personal

(Continued on Page 7)

## PARIS

Carolyn Green, "Paris is an experience that touches all of us differently. Living abroad and wholeheartedly immersing ourselves in a foreign country has brought us a clearer understanding of ourselves." Mimi Wallace, "It has been interesting to experience a more objective view of the U.S. and to see how European people view the United States." Paige Rexroad, "It takes awhile before you realize what a rewarding experience the year can and should be." Sara Crosman, "Living with a family and sharing my experiences of life and of study in Paris has made it all more real." Kristen Keener, "My family has received me so warmly...ours is a friendship I know will continue."

Of the group of Hollins girls who descended from the plane at Roissy last January, all have undergone a change of some sort—be it in appearance, thought or just a matter of finding self confidence. And each girl has her own Paris, her own visions of this city.

As students in Paris, we have learned facts and statistics

(Henning has at least drilled the "Bourbon family tree" into us!), French and how to move from one part of the city to the other, be it by foot, taxi, bus or metro; we learned about people and ourselves.

One can summarize our year in terms of events—La Comedie Francaise, the trip to Normandy, the Loire Valley, Brittany, ballets, cocktail parties to meet French kids, the cafes, the markets and the Louvre. However the above has only been a part of this year.

Another interesting result of this experience has been a change of attitude toward our own country; we have come to realize how lucky and rich we are—our youth and vivacity as a whole is most "frappant" especially when living in history. Never did 1850 sound so recent to me until I found myself surrounded by 13th, 14th and 15th

century buildings and ruins.

Living abroad is also an education in getting along with people. It is amusing to reflect about our fear of meeting our "French Madames" in January. Even the few who did not adore their families gained positive experiences, for they have learned how to conduct themselves in her presence. Girls have gained self-confidence in their dealings with people.

Paris has allowed us the opportunity to grow and mature. But it has also been the city where

we have had those unforgettable moments we will always treasure—to "look back on" and just laugh.

A bientot,  
Caroline Harrell

au revoir Paris -- cheerio London!

ROVING REPORTER ASKS:

# 'What's your semester been like?'

by Susan Daniel

Before concerns of the final flurry of academic endeavors could muddle perceptions, I asked people to pause and share their reflections on the waning semester.



Sarah Miller and Karen Colwell, '80: "It's been hairy." "I'm glad it's almost over." "Forty-two days 'til we go to Paris!"



Becky Miller, '79: "I think I'm going to try harder next semester."

(Not pictured)

Adelaide Johnson, '81: "This is my first year and I really like it. I've had a lot of fun. The courses have been interesting and I love my professors. I wish I had a car. It would be a lot better for my social life, to say the least."



Judy Durocher, '78: "It's my last semester at Hollins and I student taught this semester, so along with the fact that it was the toughest semester of my life, emotionally and physically, it has been even tougher because I know I have to leave. While everybody else thinks it would be great to leave right now because they're feeling the pressure, I feel very sad, and it's going to be real tough to leave all my friends."

To those of us with visions of late nights in the library, furious action at the typewriter, large mugs of coffee, and "Oh my God! Only one more exam period!" dancing in our heads, take care, hang in there, and good luck! See you next semester!

Photos by Nancy Dancy



## ACADEMIC PROCESSION

by Sandra Boatman, associate professor chemistry

On Saturday I went to a swim meet at Randolph-Macon Woman's College. The participants in the meet were Hollins, Sweetbriar, Randolph-Macon, Ferrum, University of Richmond, Old Dominion University, Mary Washington College and Roanoke College. RMWC's facilities were new and spacious—a 25 yard, 5-lane pool with good diving equipment (and a good basketball-volleyball court). But what caught my attention was the Sweetbriar team—it was large and vocal. This is the first year that Sweetbriar has had a swim team, and about 25 women are on it. Sweetbriar has a large, new pool. Hollins, which has a larger student body than Sweet B. has had at most about a dozen swimmers at any one time. It is fairly certain that there are several other capable swimmers who would join the team if Hollins had a decent pool and diving facilities.

My point is not to extoll varsity

sports, although I think that competition in individual and team sports is an important way for women (and men) to develop self-confidence, self-esteem and leadership ability. Rather, I believe that participation in some sort of athletic endeavor is generally important to one's physical and mental well-being. Therefore I believe that Hollins has an obligation to provide decent indoor as well as outdoor facilities for sports, varsity and intramural, that our students wish to play. Every effort should be made to obtain resources necessary to provide these facilities.

Having a better gymnasium and pool (and more tennis courts) could reap practical benefits, both in quantity and, perhaps, quality of students attending Hollins. A student who wants a good liberal arts education at a small school and who is interested in participating in sports at either

varsity or intramural level might well select RMWC or Sweet B over Hollins. At least one faculty member at Sweetbriar is convinced that their new pool attracted several freshmen this year, for instance.

Furthermore, participation of more students in athletics might have some effect on attrition. Being a member of a varsity or intramural team builds loyalty and a sense of commitment to both school and fellow students. In addition, most Hollins women who are or have been involved in some sort of athletics, and with whom I have had contact, have been good students. I believe that this is typical of many, if not most, women who want a liberal arts education and are interested in sports. Therefore I believe that making Hollins more attractive to these women will secure more good students for us.

## London letter

(Continued from Page 6)

comments. This group has drawn together in its own way, despite the fact that we don't live in the same place. Our experiences have been good and bad; but the education we have received from being in London is one that will never be obtained in the classroom. We have opened our minds to accept things for what they are and we've learned to appreciate things that are different. We have benefited greatly from the exposure to the British people and their lifestyle; we have learned to view the United States in a different perspective and have acquired broader outlooks on life. We are indebted to Mr. Wheeler for the enthusiastic efforts he has exerted in our behalf.

We wish you all the best of luck with exams and the merriest Christmas and the happiest New Year.

Cheers to London and you all.

Susan Coudriet and Robbie Albright, Mary Barham, Daphne Boyle, Mel Bromber, Chris Buckner, Nancy


Crough, Wheezie Collier, Kathy Collins, Julie Dawahare, Mariana Dickey, Virginia Dutton, Charlotte Fox, Sandra Garrison, Suzie Holt, Betsi Lattimer, Yardley Manfuso, Lisa Moni-

murro, Emily Morgan, Shelia Morrison, Kathy Nay, Jane Clay Park, Kime Plark, Anne Peters, Lesley Rainer, Libby Ross, Patti Thomas, Pam Wilboun, Teresa Williams, Joan Womblee.



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Leslie Blankin '79 goes up for a shot as Hollins' basketball gets underway. Photo by Margaret Thompson

## Looking back at fall sports

Most of the Varsity sports that went on this fall at Hollins have concluded their seasons activities and coaches are now looking forward to the spring. The various teams, field hockey, tennis, volleyball and swimming had, for the most part a successful and enjoyable season.

The tennis team, coached by Julia Blake, had a fair season, winning two of their five matches. Blake stated that she "felt pretty good about the season, I'm impressed with the whole idea of college tennis." She made a valid point when she explained that it was difficult to play against such schools as Mary Baldwin and Randolph-Macon, who "emphasize tennis so much and even grant scholarships."

The team improved as the season wore on and played much better in the Sweet Briar match at the end of the season as compared to the first match of the season. Blake said that the win against Sweet Briar was "a psychological win. It was exciting because it was so close."

At the tournament held at Maryland State, Hollins was represented by four of the team's top players. Unfortunately most of them drew top-seeded players in the first round and were therefore eliminated early on in the tournament. The team also lost to the faculty 2-3 and are eager for a re-match in the spring.

The team celebrated the end of the season with dinner at Blake's

apartment, who summed up her feelings for the team when she said that "I enjoyed working with the students a lot. They had good ideas for improvement."

The volleyball team, the newest addition to Varsity athletics at Hollins, rounded up their season at the small college Virginia volleyball championships where they placed fourth in a field of fifteen. This was an impressive end to the season compared to the teams performance in the first half of the season when they lost the majority of their key games. Team members remained enthusiastic throughout the season with the support of coach Marcia Bryant and their fellow students.

The swim team, also coached by Marcia Bryant, is still in the midst of their season, which will continue through Short Term and end with a state meet at Williamsburg the last week in February. The season is a short one, and the team must swim in up to eight meets in two weeks. To date, they have

competed in five meets and have lost all five. Kennan Marsh '78, captain of the team, attributes this partly to the rather meager pool facilities available at Hollins. However, she adds that "at each meet everyone swims better and better."

The field hockey team, under the coaching of Marjorie Berkely, ended their winning and extremely successful season by sending four of their players to represent Hollins and the South Eastern Field Hockey Association in the National Field Hockey Tournament held in Denver. The South Eastern team placed fourth after having been tied for first on Sunday. The winners were the North East team.

Berkely commented that the Hollins team will be losing some of its players this year, Ruth Hoerr '78 and Cathy Stieff '78 are graduating and four other women are going abroad. However there are women returning from Hollins abroad to balance out the loss.

## Winchell

(Continued from Page 3)

Hollins, drawn under by the very power of my thought, wondering if I can ever let go of the ring, or if I'll even want to get off.

Thoreau, in his journal, wrote about my plans: "The youth gets together his materials to build a bridge to the moon, or a palace or a temple on the earth, and, at length

the middle-aged man concludes to build a woodshed instead." My arms are full of planks, smooth wooden planks and a bowl of bright nails. There's a net in my hand, full of wind. Trump! I'm on my way up a candlelit road. I may never come home.

## CBS

(Continued from Page 1)

into community activities, bring notable speakers to the campus, prepare a special Sunday service, and hold a formal dance. Black women want to interact more at Hollins, but as one source explains, "Basically black women are offended by the behaviour at many parties."

To sponsor such a weekend requires more funds that clubs require for the simple reason that clubs here have broader bases and more narrow objectives, Artrice said explaining the CBS budget request. Their involvement extends to promoting black culture as well as to creating a place for blacks as individuals.

"We do not want to be recognized as a 'bunch of blacks,'" said Artrice. However, the term "mixing" with other facets and members of the community did not appeal to the group; it conjured up thoughts of miscenegation and melting pot to Artrice: "We want to share, to give as blacks, as women, as individuals, students. We are all children in the same flower garden."

## Overall view

(Continued from Page 6)

capture the spirit and get into the mood though, with the gloom of exams lurking in the near future. There is actually nothing that can be done about this sad truth, it is just a fact.

But it's nice to get almost all the way in the mood—at least brings anticipation of when it's all over and fires are burning back home. I suppose one truly captures the excitement of Christmas as the

exam monitor hands over the candy cane at the end of the last exam.

Well, whenever you do get it—when the electricity and the excitement running through you is greater than the voltage running through the tree lights—may you enjoy it and cherish, and may the spirit of this Holy season be with you throughout the coming new year. God love you,

Theresa

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