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Hollins Columns (1985 May 6)

Hollins College

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HOLLINS COLLEGE COLUMNS

Volume Fifty-Five Number Twenty



Hollins College, VA 24026

Take Note

All people leaving campus must file a change of address form with the Post Office in order to have their mail forwarded. Also Box rental has increased from \$15.00 to \$16.50 for the 1985-86 school year.

All seniors may apply for a library carrel. While there is no guarantee that students will get a carrel to themselves, those doing an honors thesis or project get top priority in this respect.

Women's colleges: quality education

Results of a study released today suggest that women's colleges have been unusually responsive to the changing needs and expectations of their students, and receive high marks from their graduates for fostering self-confidence and encouraging career aspirations among students.

The study, '67/'77: A Profile of Recent Women's College Graduates, published by the Women's College Coalition, surveyed nearly 5000 graduates from the classes of 1967 and 1977 at 48 women's colleges in the spring of 1984. The study was designed to provide data on the undergraduate and subsequent life experiences of two recent

graduating classes. It also explores the attitudes of these women toward their college experience and toward a number of issues related to the position of women in society.

The report outlines a number of key findings about women's colleges and their graduates:

—the typical women's college graduate is a liberal arts major who has continued her formal education, is currently married, employed full-time and earning between \$20,000 and \$30,000 a year (one-fifth are earning more than \$35,000.)

—provided a positive evaluation of their college experience. (71% would attend the same college again if given the choice)

—the colleges fostered self-confidence and encouraged career aspirations.

—Women's colleges encourage a high degree of student involvement.

"Considering the negative comments and the concerns recently expressed about American colleges and universities," said Dr. Patti McGill Peterson, president of Wells College in New York, and chair of the Coalition, "this survey is a major vote of confidence for the learning environment at women's colleges. There is no better way to determine the success of colleges and universities than to ask graduates of those institutions," she added. "This survey proves that the

graduates of women's colleges feel that they received a high quality education from the colleges they attended."

The '67/'77 study is the most comprehensive research on recent women's college graduates to date. There are more than 110 women's colleges in 24 states and the District of Columbia, including both public and private, independent and church related, and two-year and four-year colleges. Women's colleges enroll approximately 110,000 full-time undergraduate students, and have a total headcount enrollment of 125,000 students. A majority of the colleges are headed by women presidents.

Guidelines for surviving exams

The Independent Examination System is run by students at Hollins College and, as such, is a unique system. The system affords students the opportunity of scheduling their own exams within three testing sessions per day. Although not all exams are administered through this system, the majority are and, therefore, everyone uses the system at least once while at Hollins. Due to this, the Student Academic Policy Committee believes that this simplified version of the rules and procedures of the system needed to be made available to the student body.

PROCEDURE

1. At 15 minutes before the scheduled exam period, blue books and exams will be passed out to students on the third floor of the Administration Building. Students must know the course number and section of the exam they wish to take. At this time, one blue book will be passed out to each

student, at no cost. If you need an extra blue book during the exam period, take your original to the monitor and she will provide another book also at no cost. DO NOT bring blue books which you purchased from the bookstore.

2. Proceed directly to a designated exam room. Only these rooms are allowed to be used for the Independent Examination System. You are allowed to take into these rooms only your test, one blue book, a calculator (unless prohibited by your Professor), a ruler, pens and pencils. All notebooks and books must remain outside. You may also bring in drinks and/or snacks.

3. You may begin working on your exam only when the monitor tells you that it is time to begin. Until that time, do not open your exam or blue book. If you have a time limit, you must tell the monitor at the beginning of the session. During the session, you may take breaks but you may not

take anything out of the exam room with you or bring anything in (except drinks or food). There is to be no talking in the exam room during the exam. Periodically, the monitor will write the time on the chalkboard.

4. When you are finished with your exam, turn it in to the monitor who is situated in the front of the exam room. Be sure to pledge your exam on the outside of your blue book or exam sheet. No exams will be accepted without a pledge!!!

Please remember that it is an honor violation to discuss any part of an exam with another student, regardless of whether or not they have taken the exam. Also, any violations of the procedure outlined above is an honor violation and is subject to honor court review. If you see anything suspicious or suspect cheating, report it to the monitor.

Please sign up to monitor exams and encourage your

friends to do so as well. There is a poster on the kiosk for this purpose. Remember that we all benefit from the IES and unless we all support it, we may not always have it. If we don't have three monitors for each exam period by May 9, we will begin to cancel exam periods.

Remember that the study days are set aside to study and that even if you are not studying your hall mates might be. Also remember that just because you are through with your exams doesn't mean everyone else is. Please be considerate of the study atmosphere.

If you have any questions, please contact any member of the Student Academic Policy Committee: Mary Catherine Andrews, Chair 1985-86 (563-8055); Robin Ryan, Chair 1984-85 (563-8230); Jan Acela '85; Laura Sim '85; Erica Van Dyk '86; Jamie Granger '87; Anne Kurtzahn '88; Pam Thornton '88.

Dates of Exams:

Sessions: May 10-May 13

9 a.m. to noon

2 p.m. to 5 p.m.

7 p.m. to 10 p.m.
May 14

9 a.m. to noon

2 p.m. to 5 p.m.

Designated Rooms:

No Smoking Closed Book:
Babcock Auditorium in Dana

Pleasants 202

No Smoking Open Book

Pleasants 201

Smoking Open Book

Pleasants 301

Smoking Closed Book

Pleasants 302

	Friday May 10	Saturday May 11	Sunday May 12	Monday May 13	Tuesday May 14
9:00 a.m.	8:50 TTh	8:30 MWF 3:10 MW		9:40 MWF 1:00 TTh	10:30 TTh
2:00 p.m.	1:30 MW(F) p.m. classes	2:40 TTh		10:50 MWF	12:00 MWF

Letters to the Editor

Letter in belated response to the letter of April 8, 1985 by Susie Cambria

This past Tuesday, April 16, 1985, the students on the Hollins London Abroad Program received much awaited news of our Virginia campus from the program's director, Sara Levine. Just returning from a visit to our campus, she brought back some Hollins *Columns* for us to read in hopes that we would get a sense of connection with campus activities and friends. As I read through the paper, dated April 8, 1985, I came upon a commentary by Susie Cambria and upon completing the article I felt compelled to put pen to paper and write one of those "(encouraged) responses" requested by the Editor.

I bear in mind that an article of this nature has surely brought much response already, but as school news arrives here at least a week in arrears by post I am unaware of any comments made thus far. I also bear in mind, as I pen my response, that the *Columns'* readers may already be heartily sick of this subject. I can only ask your patience.

I do not attempt to write on behalf of anyone else's opinions, save my own, when I say that I have discussed the contents of the "commentary" with many fellow London Abroaders. Understandably, quite a few, including myself, felt as though we were under attack. I do not find that a pleasant experience. Nor do I find it justified.

I question not Miss Cambria's right to speak—or write in this case—her mind, nor her private motivations for doing so. However, I do question the validity of several statements she chose to make, which I believe is my right. Can it be anything, if not a gross generalization for one to say that "professors in all departments have their few 'favorites'?" How could a single student know something, anything, about "all departments" at Hollins? With Hollins' encouragement, I have tried to take classes in as many different departments as my schedule and major will allow. Yet, in three and one half years at Hollins I could not hope to succeed in taking classes in "all departments."

What avenues did Miss Cambria travel with her criticisms which "(fell) upon deaf ears"? It is likely that many of us, at one time or another, have been critical of our surroundings among friends. However, it is rare

indeed when we take our criticisms to a higher plain than a mere rap session and offer constructive comments as solutions to our interpretation of our problems. It is rarer still when we take the initiative to present these thoughts and ideas to persons in positions of authority over the problems. To whom, I wonder, did she redress her grievances that she found so little satisfaction? To her professors? To administrators?

To the insulting statement regarding the worth of a "Hollins diploma" I stand stupefied.

I do appreciate and share Miss Cambria's desire "to be taken seriously" with regards to my academic endeavors. I am still uncertain of her degree of satisfaction in this matter. I can honestly say that I believe myself "to be taken seriously," both as a student and as a person. And yes, I "have Hollins to thank." It is with great sorrow that I read of Susie Cambria's overwhelming discontent.

Sincerely,
M. Kathryn Kelly
Class of 1986

To the Editor

From: Jake Wheeler (in his capacity as chairman of the faculty)

To: The Kidnappers of Our Lady of the Lounge

I have been receiving your cryptic notes with their explicit threats if your demands are not met.

May I inform you that at its most recent meeting the Faculty voted 65 to 1 (Dean Holmes, who contributed the statue in the first place, dissenting...but then as an administrator, he is more emotional than the rest of us) not to negotiate with any kidnappers/terrorists.

The faculty feels at this point in history with terrorism rampant around the world that nothing should be done to encourage such behavior. This may seem a callous decision to some, but thinking people will realize that Faculty always place principle, logic, and reason above emotion. Therefore, though this magnificent work of art must be sacrificed and though we suffer the loss of a true friend, we make our contribution, slight though it may be, to the preservation of law, order, sanity and perhaps good taste.

Take care of this object d'art. Who knows its value in the future. After all, a van Gogh recently sold for \$9.9 million.

To the students of Hollins:

Several years ago Bobby Riggs, in his own obnoxious fashion, gained more support for the causes of women than a cohort of militant feminists. Now, in a similar fashion, comes Susie Cambria to the aid of Hollins. Her letter disturbed me a bit, but I was very pleased to see the responses. It was especially gratifying to see so many well-written letters from students, letters which showed both concern about education and appreciation for the positive aspects of education at Hollins.

Much was made of "the worth of a Hollins degree". That would be a great topic for a creative writing assignment, but there is no such thing as "THE worth of a Hollins degree". Some degrees the college grants this year will be good as gold, and some, sadly, will be "not worth the paper they are written on." The worth of a particular degree depends to some extent on the courses taken to obtain that degree, so it depends to that extent on the Hollins faculty. But the worth lies primarily in the student who obtained the degree, not in the degree itself.

Many of the letters stated that the Hollins faculty is rather good, in response to Ms. Cambria's charge of faculty mediocrity. There is truth on both sides. I know many individual faculty members are more than just good, both as experts in their fields and as teachers. Yet I am convinced that we are accepting more mediocrity than we used to.

You might argue that I cannot speak for all faculty members. Of course not, but consider this. I am sure that standards in the my department are lower than they were

when I came to Hollins nineteen years ago. Yet this department gives the lowest grades at Hollins, according to a study taken a few years ago. Some departments give grades that average almost a full point higher than ours. Yes, I know that doesn't prove anything to a logician, but it's powerfully suggestive that standards have slipped in areas other than mine.

I believe the best students here are about as good as the best from years ago. The one senior major in Statistics is a super student, the kind that makes me happy to be a teacher. The two senior majors in Mathematics are very good. There are fourteen senior majors in Computational Sciences, a blend of Mathematics, Statistics, and Computer Science. I would put them up against any other group of majors of comparable size. The entire FORTRAN and Pascal classes of last year and the year before were excellent.

I used to comment that I was embarrassed by the large proportions of A and B grades in those classes. That was meant as a compliment, but it was too oblique a statement. I want all the students in those classes to know that they made teaching a pleasure. Thanks to all of you.

Please don't think I am talking only about those students who got "good grades". Many of my favorite students (yes, we all have favorites) did not get a grade above C, and yes, a couple did worse. What made them my favorite students was that they tried hard and had pleasant attitudes towards learning. They supported one another and shared each other's joy at an academic achievement.

However, not all my courses bring me undiluted pleasure. Some have caused much grief. I could blame some students for that, and they could blame me, but the truth is probably somewhere in the middle.

The truth about Hollins is somewhere in the middle ground too. There are enough good caring faculty members here that a good, caring student can get an excellent education. Notice that I am talking about potentials. We cannot guarantee any student an excellent education, but I feel confident that we do offer the possibility. Many of the graduates this year have received an excellent education. No, "received" is too passive. We didn't just give it to them; they participated in it.

I wish I had a big punch line coming, but you knew when you started reading this that there is no magic formula. The answer lies in a lot of hard work and caring. Those are not sufficient to make either a good teacher or a good student, but if everyone at Hollins worked hard and cared about teaching and learning and each other, this would be a nearly perfect place for all of us.

Yes, there is often a very large discrepancy between what we could be and what we are. Thanks to Ms. Cambria and her responders, I feel a little more optimistic about closing that gap.

Thanks to all of you who do care.

David Weinman

Hard to say goodbye...

The time has finally arrived to say goodbye. Goodbye to yet another school year, senior class—many of whom will be missed immensely next year, even though their legacy shall live on, and to our friends many of whom we will not see again until September rolls around and the season changes from summer to fall.

This has been a year of many challenges and accomplishments. Each student has met her own challenge—whether it be more student involvement, a new governmental system, grades or a wall that had to be climbed in order to progress toward other endeavors. And each has risen to the occasion and grown.

This year has seen many progressive changes. The new student government system has evolved into a workable one that elicits the support and commitment of each student. Construction on the new swimming complex has begun, bringing with it a sense of new direction as well as a sense of commitment; the dream began in the sixties and will be realized through the undying efforts of many in the eighties.

Many conclusions can be drawn from this past year when evaluating the outcome of its events. Speaking for myself, I can truly say that through the course of the year, due to the challenges and experiences with which I have been confronted, I have grown and come to realize many things. Hollins is what you want her to be. It is a place where dreams are fostered and given the proper care and attention so as to eventually evolve into reality—into our future. At Hollins, each individual is given the freedom to grow—a process which evolves from making mistakes and then being given the opportunity to overcome them and most importantly learn from them.

This is the last issue of the *Columns* as produced by the 1984-85 staff, and with it comes both feelings of gladness and sadness. It's hard to relinquish something which has become a part of your life for the past several months, but on the other hand it is easy when you realize that the future staff is overflowing with potential and a desire to serve the Hollins community. It is also a time of joy because it marks the end of a commitment—the challenge has turned into an accomplishment. As soon as this issue is published, I can say that it is finished and feel proud of the accomplishments which have been made throughout the course of the year.

Each of us can engage in this process which I chose to call retrospective spring cleaning. It is from this process that we are able to clearly and consciously evaluate a situation. Why does this hold true? Because it is only when one can enjoy the leisure of sitting back and surveying the entire process which took place that one can realize the total benefits and/or costs of engaging in a project.

So, to the Class of 1985—I hope that you find your commitment to Hollins has transformed into an accomplishment of which you are proud. Your presence on the Hollins campus has had a tremendous impact upon those who remain and in this manner your accomplishments will become our commitments and thus create an undying cycle which allows each of us to continue the tradition of Hollins, herself.

Jamie B. Lewis
Editor-in-Chief

To the Editor:

We are writing this letter in response to Camille Disher's letter about "the string of unfortunate events in West the Friday of Cotillion weekend."

First of all, we are exasperated with all the rumors and confused facts about what happened the morning of April 19, 1985, so we would like to set things straight. First, third floor West's balcony does have a guard-rail-have YOU checked it out lately? Second, the resident coordinator did tell us to quiet down twice, not three times. She told us once to move the party inside before administration would have arrived which most of us did except for a few people. Third, only ONE other student told us to be quiet. Fourth, the contractor who will repair West has not yet given an estimate of the damage, so how do you know the cost is in thousands of dollars. Fifth, the other room, not rooms, you labeled as "destroyed" belongs to two people who WERE involved in the party. Sixth, our picking up trash on Williamson Road from the Civic Center to Hollins Kroger was RECOMMENDED not issued as our "punishment" for the incident. Granted, we

would not have been picking up trash had these circumstances not arisen, but the fact remains that we did pick up trash--why not let Hollins be commended for it? Our punishment thus far has been as follows:

1. Pay for all damages to the dorm.
2. Our room is unliveable; therefore, we had the inconvenience of living with others during the week following the incident.
3. A lot of our belongings are ruined.
4. We could not attend Friday night's Cotillion Festivities.
5. We have to live off campus for six days. We cannot step foot in any Hollins College housing.

It is our belief that this punishment has gone too far, but as we are tired of dealing with this situation, we accepted the punishments. Here, Hollins has proven its inconsistency in choosing punishments for breaking certain community codes. Consider someone who has broken the Honor Code by cheating, lying, or stealing. All of these violations are committed with intent, and in our view, much more serious than our offense. In their case the worst penalties are as

follows:

1. Write a letter to the editor
 2. Do community service
 3. Academic probation
- Then tell us why we are so severely condemned? Yes, this was an expensive lesson for us, but no expenses have been thrown to anyone who was "involved unintentionally" as Ms. Disher's letter claimed.

It is not that we are trying to downgrade our punishment, rather that it is distressing that so many other students feel it their duty to stick in their two cents. Granted, every student has a right to register their complaints and disagreements to the events in their community, but it is equally important to remember that only she who has never broken a *single rule* at Hollins has the right to blaspheme her fellow student.

In conclusion, we would like to say that we are truly sorry for any distress caused to other students. However, we feel that the punishment has fully justified the cause and we should now let bygones be bygones and continue with our separate lives.

Sincerely,
Ginny Trawick '86
Leslie Jackson '86

To the Editor:

I wanted to express a few things to the Hollins community before we all departed for the summer:

1. To my class, the fanatastic sophmores, what is left to say? I thank you for having allowed me the honor of serving as your president for the past two years. I've never felt more comfortable and at home than with all of you. Thank you.
2. To Bettina and SGA: you did a wonderful job. The foundation has been poured and the future SGAs will do

the building. Bettina, you had more patience than anyone and your leadership was fine and strong. Thank you SGA. 3. To the Seniors: We all will miss you more than you could ever imagine. You've been the best sister class in the world! Good luck in all of your furture endeavors--with Hollins in your hearts and in your minds, you'll never be far from home.

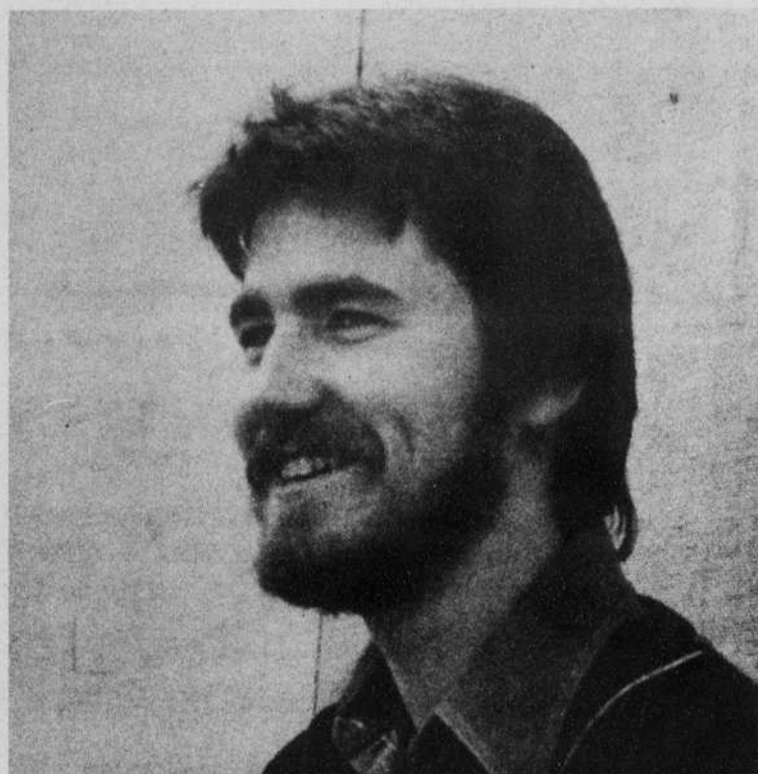
Thank you for this space and may everyone have a wonderful summer.
Sincerely,
Mary J. Wadland

Faculty members take leave in '85-'86

by Elizabeth Glenn

The time of the year has come when we find out about those who are taking leaves of absences for the 1985-86 school year. A number of professors will be going on sabbatical during Short Term and second semester. Others will be going for the wfole year. Those who will be taking

leaves of absence are: Sandra Boatman, Robert Bourdeaux, Claude Caujolle, Rebecca Faery, Ruth Frazier, James Leland, Claude Thompson, and Bill White. Some of the faculty will be engaging in scholarly studies in the states while others will be going abroad.



Professor White will be working in Roanoke with another artist, Jerry McCarthy during Short Term and second semester. McCarthy is a director/producer for WBRA television, the local Public broadcasting station. Both will be working on a long documentary videotape on a series of contemporary women. The documentary will

focus on the expertise of women. White will concentrate on greater video production skills. He believes that the experience is particularly valuable for Hollins, being a women's college. He said, "The new research development will be a contribution towards women and Hollins will receive due credit for the achievement."

See Faculty p. 4

Room and dorm keys are to be returned upon leaving campus for vacation. Students must return keys to Mrs. Whitman between 8 a.m. and 4:30. At this time, students will receive a refund. Those students

unable to return their keys during this time should return them to the Switchboard. There, leave your name and address; the refund will be credited toward your account.

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GSC
The Apartment People



Faculty con't from p. 4

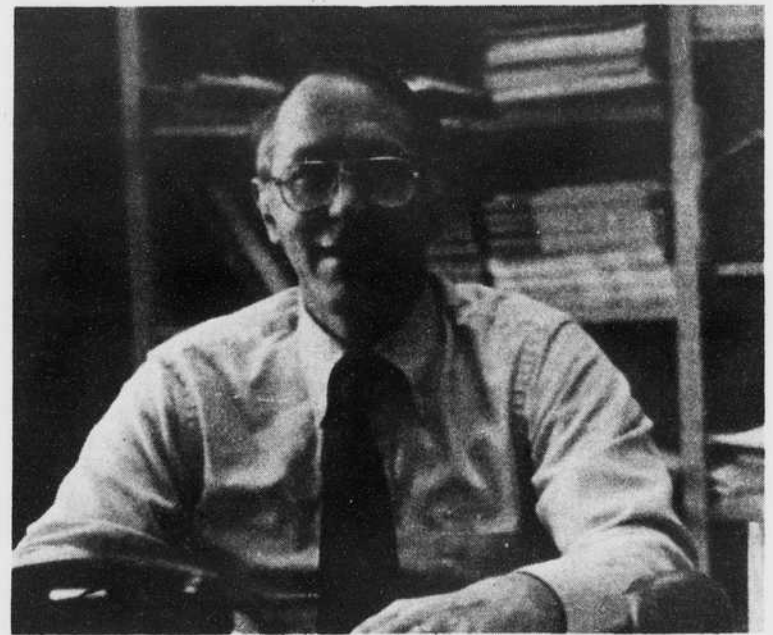


Ruth Frazier of the Humanities and Continuing Education departments will be writing a book of essays based on her talks. She will be working in the Schlesinger Library at Radcliffe University. The topics of her essays are

varied. They will include discussions of black women, third world persons, and other ethnic writers. Frazier is looking forward to incorporating her book of essays into new areas of study and courses.



During Short Term and second semester, James Leland of the Music department, will be studying the styles of performance of 17th and 18th century keyboard music. Leland will see the "Russell Collection" of harpsichords and clavichords. The collection is one of the most important ones of 17th and 18th century instruments. He will also be travelling to East Germany to see the newly restored 18th century Silbermann organs in the area around Dresden and Freiburg, Saxony. Leland said, "The sabbatical will be a direct application to organ and harpsichord music. A big part in the study of instruments is understanding how the music is played." Finally, he believes the experience will make him a more competent teacher.



Professor Bob Bourdeaux will be doing research in his field of education. He intends to have more expertise in the aspect of teaching. Bourdeaux will be working with trainers in teaching so the research will feed directly into his field of interest. He believes his

sabbatical will provide him with the experience that will make Hollins' teacher training program more effective. He comments, "The Hollins sabbatical is a marvelous opportunity that enriches the school. It is a first class institution."

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Campus Paperback Bestsellers

1. *The Aquitaine Progression*, by Robert Ludlum. (Bantam, \$4.50.) Latest international thriller from the master of intrigue.
2. *Eat to Win*, by Robert Haas. (NAL/Signet, \$4.50.) Winning through diet.
3. *Smart Women*, by Judy Blume. (Pocket, \$3.95.) Every woman's search for love, happiness and a meaningful life.
4. *Penguin Dreams and Stranger Things*, by Berke Breathed. (Little, Brown, \$6.95.) Collection of the comic strips of the 80's.
5. *The Jewel in the Crown*, by Paul Scott. (Avon, \$4.50.) Life in India under the British Raj.
6. *In Search of Excellence*, by T. J. Peters & R. H. Waterman Jr. (Warner, \$8.95.) A look at the secrets of successful business.
7. *Almost Paradise*, by Susan Isaacs. (Bantam, \$4.95.) Nicholas and Jane Cobleigh and the generations that sired them.
8. *The Road Less Traveled*, by M. Scott Peck. (Touchstone, \$8.95.) Psychological and spiritual inspiration by a psychiatrist.
9. *Lord of the Dance*, by Andrew M. Greeley. (Warner, \$4.50.) Greeley's latest Bestseller.
10. *Living, Loving and Learning*, by Leo Buscaglia. (Fawcett, \$5.95.) Thoughts from the acclaimed California professor.

Compiled by The Chronicle of Higher Education from information supplied by college stores throughout the country, April 11, 1985.

New & Recommended

- Putting the One Minute Manager*, by K. Blanchard & R. Lober. (Berkley, \$3.50.) Now this essential follow-up applies the three secrets so that you can put them to work in your life immediately.
- War Day*, by Whitley Strieber and James Kunetka. (Warner, \$4.50.) Five years after a "limited" war, two survivors journey across America.
- The Female Stress Syndrome*, by Georgia Witkin-Lanoil. (Berkley, \$3.50.) Tells of the stresses unique to women, and why, because of biology and conditioning, the strains of daily life may strike women twice as hard as men.

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