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# Hollins Columns

December 5, 2005

Hollins University

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## STUDENT RACE EXERCISE PROMOTES DISCUSSION

BY LAURA SMITH

On Thursday Nov. 10, students walking into Moody at the start of the lunch period were greeted with "blacks only" signs placed on a majority of the tables, where two "whites only" signs were placed on those on the entrance side, against the cubby area. Six students, Katie McDonald '06; Shaneka Bynum '07; Parker Gard '06; Sarah McCaig '07; Sarah Porter '07; Valerie Stowell '07; enrolled in

the class, "Survey of Feminist Thought," with women's studies professor Drucilla Barker, took responsibility, and stated that the purpose of the signs was to start dialogue about race relations on campus.

McDonald stated in an email interview that: "The purpose of the signs was to raise questions about race at Hollins. We chose the cafeteria's voluntary seating arrangement, because it was one of the most visible, daily reminders of the race division at Hollins."

Since the side area is viewed by many as seating location favored by African-American students, the signs were meant to draw attention to this supposed segregation.

"The students wanted to do something to call attention to what we might call the geography of race in the cafeteria. The fact that the African-American students tended to sit at two tables that were quite literally on the margin or edge of the cafeteria. So the issue wasn't that African-American students tended to sit together, but rather that marginality of it, the space issues," said Barker.

Senior Christine Jehu, walked into Moody early on in the afternoon. Her gut reaction was, "this is dumb, what's going on." Then I thought in about 10 minutes all hell is going to break loose. I think they were pointing out this is

what's happening, that its wrong and I think it's a choice."

The initial response to the signs varied.

"I think there was a lot of confusion about who had made these signs, and what their intent was. Some people were hurt, some people were uncomfortable, some people were happy," said McDonald.

**"We knew people would be angry at us, at the administration." - Sarah McCaig '07**

"We knew people would be angry at us, at the administration, but those feelings were already there, we just brought them to light," said McCaig.

After Alison Ridley, dean of academic services and student affairs, was notified about the signs, she made an announcement in Moody asking for someone to come forward and tell her the purpose of the signs. Since no one came forward the signs were taken down.

"I just wish we could have our students be activists in positive ways, that everything is very well researched, that we always have a student moderating it. There really shouldn't have been a need to take the posters down had they been present," Ridley said.

After the signs were taken down, Dean Ridley, Provost Wayne Markert, Associate Dean of Intercultural Programs and Service Learning Jeri Suarez and the students responsible held a group meeting.

"We talked about what this 'exercise' was, what our intent had been, why we had done it. The conversation was more focused on how we planned to help the campus community process the issues," said McDonald.

Afterwards a forum to talk about the reactions to the posters was suggested.

"They needed to allow people to express sentiments and that's when they came up with the idea of the forum," said Ridley.

McDonald stated, "This forum was intended to clarify the 'exercise' and facilitate a dialogue on race at Hollins. We had not originally intended to host a forum."

"At that point, the incident had only resulted in confusion and considerable pain to many students. The students . . . realized that they should have thought through the effort more carefully," said Markert in an email interview.

Over 100 students attended the forum, moderated by Barker. The students involved began the forum by handing out a sheet that stated the purpose of the signs. Then there was an open floor where people expressed their sentiments.

"I was shocked to see a crowd which made me very happy. Not everyone there appreciated what we had done but at least they were there and dialogue did occur," said Bynum.

Not all students or administrators thought the forum was a success.

**"I think the students came into that**

**"I just wish we could have our students be activists in positive ways"**  
- Dean Ridley

forum looking for someone to blame and that there was energy there, they were looking to attach us," said McCaig.

"I was disappointed that it initially turned into an anti-administration [discussion] especially since they

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High Life shouldn't be enjoyed by underage students.

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New Potter flick finds fans of all ages

Page 4





# SENATE HELPS QUIET RUMORS ABOUT ALCOHOL POLICIES

BY RACHAEL MCGUIRE

In an age when college campuses are more frequently taking the dry approach to alcohol, Hollins has retained the policy that students of age reserve the right to possess and/or consume alcoholic beverages on campus if they so desire.

However, underage drinking is not and has never been permitted or encouraged by the school and is lawfully illegal. Regardless of these things, underage drinking still occurs often at Hollins as it does at almost every college in America.

During the Nov. 29 Senate meeting, Dean Alison Ridley commented that Student Services is currently working on revisions to the Alcohol and Drug Education Program to make it more effective in informing students 21 and older of ways they can drink responsibly and safely. She reported that the number of incidents involving underage alcohol abuse in which students are hurt has increased this year at Hollins, and that the ABC of Virginia is requiring all college campuses in the state to clean up their acts and get more involved in the prevention

of underage drinking. Ridley also promises that all rumors of Hollins becoming a dry campus are erroneous.

The controversy that has erupted over Ridley's statement stems from the fact that students are unsure of what is being changed.

First of all, the alcohol policy on campus is not being altered.

"A popular misconception of some of our students is that they are immune or protected from the local authorities (ABC) enforcing the laws concerning alcohol, but [they] are not. Just because we are on a private college campus does not make us immune to the laws of the Commonwealth of Virginia," said Joseph Rosenberg, director of student activities.

In summary, the policy at Hollins according to the Student Handbook is "Students of legal drinking age may possess and consume alcoholic beverages on campus in a responsible manner. Virginia law imposes criminal liability for the sale or purchase of alcoholic beverages to any person who is underage or intoxicated. Underage students may not purchase, possess, or consume alcohol." (For a more

detailed definition, see pages 14-16 of your Student Handbook.)

For students wondering why alcohol education is being revised to be more effective at this particular point in time, S.G.A. Secretary Sarah Poulton explains, "Our judicial system is being evaluated by the state. This doesn't mean that they're doing more than usual. It just means that our way of giving out sanctions and reinforcing them is being examined."

In other words, realizing that the alcohol education program has not been as effective as they would have liked, Student Services is not changing the types of information it distributes on alcohol education, but the manner in which that information is distributed.

In addition to increased focus on alcohol awareness in the Alcohol and Drug Education Program, Student Services has established a program called TIPS for residents living in West. According to Rosenberg, "TIPS is an acronym which stands for Training Intervention Procedures.

It is a great program for students designed to teach people how to responsibly serve alcohol.

The program discusses alcohol and how it affects a person, how alcohol is digested by the body and how that translates to intoxication levels and factors, how alcohol can interact with prescription and over the counter drugs or illegal substances, how to recognize when someone has had too much to drink, and how to cut someone off from drinking in a non-confrontational manner."

The History Department will be carding students at its annual party. No student will be served alcohol without first showing identification that confirms that they are of legal drinking age. This is not meant to change the atmosphere of the party, but to make it safer. Contrary to popular belief, underage drinking has never been knowingly permitted at the HDP, and carding is one way to assure that university and Virginia state policies are upheld.

"Both students and faculty at Hollins enjoy having a good time and letting off steam at the end of the semester. No one needs alcohol in order to do so. A good party is a good party," said Ruth Doan, history professor.

"It's very unfortunate that some students feel like 'the

Administration' is cracking down on alcohol use, but in some way they are just trying to keep us safe and do their jobs. Alcohol laws are out of the control of the University, and if ABC, an outside organization, is tightening up in terms of Hollins parties, then of course the school is going to do something about it," said Rebecca Stuart '06, who also added that she was "real sad" about carding at the HDP.

A widespread misconception among underage students is that alcohol use is necessary to ensure enjoyment of a party.

"Personally, I've made the decision not to drink. I'm not certain whether or not it's a life choice, but at this point in my life, the people I see drinking are using it as an excuse, a crutch, if you will...There is no reason to believe that you must drink to have a good time, and I hate that so many people feel that way, that it's viewed as such a vital part of college culture," said Tabitha Humphrey, '09.

Underage students who decide to drink despite state laws and university regulations can be arrested, legally persecuted, suspended, or expelled for their actions.



Comic by Lenore Walther

## HUtv FOCUSES EFFORTS ON FUTURE PROJECTS WITH HELP OF MEDIA SERVICES

BY MALLORY POTOCK

Hollins students have seen the cameras at President Gray's inauguration and glanced at the HUtv channel, but few students have the full scoop on HUtv. The members of HUtv are working to get the Hollins channel up and running and make their presence and purpose known on campus.

At the beginning of this academic year, HUtv was handed quite a challenge. Last year was spent getting the channel up

and running, leaving many areas in need of fine tuning. The members of HUtv found themselves having to deal with many issues: equipment not functioning properly, problems broadcasting, abiding by and meeting broadcasting regulations, programming, filming and live broadcasts. HUtv President Bree Husband and the rest of the HUtv team are up to the challenge and have already made huge strides

Husband says, "Our constitution, which has been revised and will continue to be

revised until presented to senate next semester has undergone some changes necessary to help the club grow and be a success."

Media Services received funding to purchase a live broadcasting system in hopes of having it up and running in time for the inauguration of President Gray. HUtv provided the crew to man the equipment and coordinate the live broadcast of the inauguration on Oct. 14.

Husband says, "This was a lot of work

but a huge success and a great learning opportunity for all involved." HUtv also did a live broadcast of the Ellen Goodman speech on Oct. 13 and the Carrie Mae Weems talk the following day.

They have also been trying to keep the campus updated on Senate meetings and agendas. The goal was to broadcast Senate for those who do not attend.

A meeting was held on Nov. 8 for

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# STUDENT RACE EXERCISE PROMOTES DISCUSSION

CONTINUED FROM PAGE 1

were only having the forum to promote open dialogue instead of closed activity," said Ridley.

"I just felt that they were talking in circles," said Jehu.

The underlying issue at the forum was race relations.

"Of course there are racial issues at Hollins. In order to change this problem, it has

"Clearly we are a small campus and there's not a vast amount of diversity like you'd see at Tech but in the 4 years I've been here, I've never seen any racial issues outside the big publicized ones," said Jehu,

Jehu feels as though the administration should be told beforehand about such activism: "If they are going to do something of that magnitude that's going to effect that

activism, you have to stand by it," she said.

Saurez agreed: "My concern was in the lack of planning and follow-up afterwards...Had Dean Ridley or I been aware of the exercise, we would have asked a series of questions to

assure that the entire process had been thought through completely."

Both Markert and Ridley said they would support activism that was "responsible."

"I would support student activism, but I think it's important that we take that role seriously. Doing something just to see what will happen is not activism. Creating confusion and pain with no sense of what should happen next to help

your society see how it should change is not activism. We

"I would support student activism, but I think it's important that we take that role seriously." - Wayne Markert

want to raise consciousness and then define ways to improve, to change for the better. That to my mind would be responsible activism," said Markert.

"I fully support responsible activism," said Ridley. She later continued: "My hope is for some productive dialogue in our whole community."

McDonald and McCaig seem discouraged by the administration's response.

"I think that the involvement

of the administration worked in this case as it has in the past, to

spin the focus away from the issues and back to the participants, whether the participants are right or wrong,

good or bad," said McDonald.

McCaig said: "When I walked on this campus I knew I could be me here and the administration would support me. When I did something I was told I could do it because Hollins women can change the world. And then I was punished and I was like, 'why am I here?' I guess I'm jaded now."

"I've never seen any racial issues outside the big publicized ones." - Christine Jehu '06

to start with ourselves. It has to start with wanting to know about other ethnicities besides 'ourselves,' said Bynum.

many people I would make them aware so the school can prepare. And own up to it. If you are going to do a show of

## Hollins Columns 2005 - 2006

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The students portrayed in the comic on page 2 are both of legal drinking age.

## HUtv IMPROVES EXPANDS CAPABILITIES

Continued from page 2

Media Services, the communication department and HUtv to discuss the division of responsibilities and access to equipment. The outcomes of the meeting included Media Services agreeing to take over the responsibility for broadcasting over the air. This, in turn, shifted HUtv's focus to programming and creating television shows, then providing these to Media Services to show on the station.

Husband is optimistic and excited about HUtv's role at Hollins in the future.

"There are still issues to work out, and our goal is by the end of the year to have all of the logistical parts of the club and station worked out so that next year HUtv



photo by Lisa O'Quinn  
Clubs are required to participate in certain events like the Club Fair.

will be able to hit the ground running."

Next semester, with many issues sorted out, HUtv will be a large presence on the Hollins campus.

HUtv's primary fundraiser for this year will be a year-in-review DVD, or the senior DVD.

It will be a compilation of various video clips from throughout the year. It will be sold at the end of this academic year to seniors and at the beginning of the next academic year to underclassmen.

Ideally, HUtv plans to have a DVD available each year with four years of Hollins events, activities, and student life recorded.

HUtv plans to play the work in progress at dinner in the spring and begin collecting pre-orders.



# HARRY POTTER MATURES WITH FANS

BY EMILIEGH CLARE

They were all waiting for midnight. Gathering patiently, they waited excitedly in the cold for the stroke of twelve. In elaborate capes and cloaks, they waited for the magic to begin.

They were not waiting for the witching hour, but rather the film premiere of *Harry Potter and the Goblet of Fire*. While there was not a child in sight, a select group of students went all out, sporting elaborate self-made Harry Potter costumes, complete with various house patches, magic wands, and brooms.

"(Due to time constraints) the plot lines they removed were compensated for well and the tasks were done wonderfully," Abbie Fisher '09 said. "It was funny at the right parts and very emotional at others. It's my favorite of the movies so far. And I hope that it will appeal to older audiences that might not have been interested before."

As the Harry Potter generation grows up, they're bringing a spell of Hogwarts School of Witchcraft and Wizardry to the quads and classrooms of real colleges and universities.

"In *Extreme Fictions*, a course taught by Professor Abate, we read *Harry Potter and the Sorcerer's Stone*, mainly to study the popularity of the book," Caitlin Coakly '09 said. "I think the books stand well on their own, but that the whirlwind Harry Potter phenomenon is primarily a result of the mass commercial marketing."

Commercialism or not, college

students are relishing Harry Potter with an intensity that rivals that of the pre-teen audience for which it is usually perceived to be written for. "Harry Potter and The Chamber of Secrets" is number one on the National Campus Bestsellers' List. Two other books in the series are in the list's top five.

Speaking of fan bases, 125 students from Hollins profess "Harry Potter" as an interest on a college and university networking site, <http://facebook.com>. Even a community on the site, created by and for Hollins students, is based upon finding sexual innuendos in the series, and to joke about and discuss the characters' sexualities and lifestyles.

The weekly box office reports that *Harry Potter and the Goblet of Fire* took in \$54.9 million over its opening weekend, helping propel it toward a total of \$81.3 million over the five-day Thanksgiving weekend.

## Harry Potter Dictionary

**Apparating** - (v) disappear from one place and reappear almost instantly in another

**Auror** - (n) elite magic security squad that searches out evil specifically deatheaters

**Death Eater** - (n) follower of Lord Voldemort

**Galleons** - (n) gold coins; magic currency

**Gillyweed** - (n) plant used to breathe underwater

**Gringotts** - (n) Wizard bank

**Hippogriff** - (n) half horse, half bird

**Howler** - (n) screaming mail that will explode if not opened

**Mudblood** - (n) scornful name for Muggle-born witches and wizards

**Muggle** - (n) nonmagic folk

**Pensieve** - (n) basin that stores excess thoughts from one's mind

**Quidditch** - (n) magic sport that involves four different balls and three hoops



Once the entire Harry Potter series is complete, Daniel Radcliffe will be the richest teenager in the UK. He just signed a \$14.4 million deal to make the fifth movie in the series.

The haul easily made *Harry Potter and the Goblet of Fire* the top film of the weekend and pushed its ticket sales to \$201.1 million in 10 days. That's the fastest any Potter film has reached the \$200 million mark. After its first 10 days in 2001, *Harry Potter and the Sorcerer's Stone*, the first in the series, tallied \$186 million, said distributor Warner Brothers. At this pace, the fourth Harry Potter segment would become only the second film of the year to cross the \$300 million mark, joining "Star Wars, Episode III: Revenge of the Sith," which made \$380.3 million.

With its darker themes and PG-13 rating, the film is drawing the highest number of adults without children in the franchise's history. According to <http://Azcentral.com>, roughly 40 percent of *Harry Potter and the Goblet of Fire* audience are non-family adults, compared with a little more than 30 percent for the previous films.

"In my opinion, it is not a children's series. After the first book, it gets to be

very dark, even a bit scary. Perhaps a book for teenagers, but if I had children that were younger than 13 or so I wouldn't let them read or watch." Libbey Viars '07 said.

Readers say the series offers many lessons for people of all ages, with emphasis on courage, good overcoming evil, selflessness, friendship and other positive values. J.K. Rowling offers more than fairy tales for her readers.

"I was much younger when I started reading the books, around the age that Harry is in the first few books. Since the books are getting older they continue to be interesting to me because some of the things the characters are facing are more relevant to my life, like the romantic situations in the later books," Fisher said. "But the themes in the books, as well as the twists in the plot line, are interesting to all ages."

As with children, Harry Potter's real spell seems to be reminding college students that reading can be fun.



# DEAR EDITOR: "RAGE AGAINST THE DYING OF THE LIGHT"

Dear Editor,

Looking around this campus and speaking with various women about their experiences, I can honestly say I am both disgusted and enraged by the disempowerment of the students on this campus. We can only blame ourselves, as leaders, peers, and members of the Hollins community; it is our job to help one another and to cultivate a true feeling of inclusivity. I am willing to take some of the blame as a former member of SGA (serving as SGA VP/Senate Chair during 2004-2005 school year, among other leadership positions) and as a former student committed to change. Students have been silenced and treated like infants, treated as though their opinion does not matter either because of a flawed articulation of an opinion/emotion or because they may not be active on campus.

First, let us discuss the personal attack brigade. Whenever someone raises their hand, their voice, or expresses a criticism about a policy, administrator, or campus leader, people are quick to say, "But they are a great person!" or "I like them" or "They work so hard!" These statements may all be true; however, I find it is detrimental that these ideas are used to silence students. Dissent does not equate with personal attack. Business is business and the personal is personal. Last year, both in Senate and in Roundtable, I disagreed with my colleagues a number of times and I was still able to cultivate meaningful relationships outside of that realm. I tried never to take situations personally, understanding that differences of opinion and perspective were essential to a productive and effective organization representing an eclectic student body. It's true that our administrators and student leaders work hard, are good people, and have good hearts, but it is our duty to criticize, to serve as the checks and balances to the various systems of our institution. Criticism of SGA and the administration is in no way a personal attack on the individuals

working within these organizations. It is our job, as the only people safe on this campus (we can't be expelled, they want our money, etc.), to criticize the institutions of our home, of our light. To remain silent is a disservice to the place that has saved so many of us, a place that has provided us with so many new experiences and friendships.

It only takes one negative interaction with SGA, with a professor, with an administrator, for an individual to curl away from campus life, to stay content without involvement in campus organizations. Too many times I feel we throw the blame on the individuals who complain but who do not fill out the appointment board applications. Too often do I see these people, these students and professors and administrators, shake their heads at the people who aren't active in campus politics. Too often do I see them shrug off the opinions of the girl who comes to Senate only once in her four years at Hollins. If we are stuck in a continuous cycle of blame, how can one move forward?

This past semester, I have sat back and watched as students worry about getting into trouble or upsetting people by asking questions both in Senate and on an individual basis. I have sat back and watched as energy has been spent on a flawed abstinence-based initiative toward drinking. Instead of working toward safety, instead of instituting a SADD (Students Against Drunk Driving), instead of truly educating the student body and demonstrating how to be responsible, the new program(s) seem devoted to shaming people who drink (by using skewed statistics). It seems, given the recent energies, that the administration has decided to take a zero tolerance approach toward underage drinking when there are a number of other issues worth considering. I wonder about the motivation for this sudden approach/perspective; I wonder about what is not being spoken.

I know what Virginia law states. I know that Hollins needs to be careful. However, given the number of traditions

revolving around alcohol and the clear inconsistencies within policies, how one can respect what is being preached when it is followed with hypocrisy. Cracking down on underage drinking is one thing, creating an environment in which students are fearful of literalist, isolated interpretations of convoluted policy is quite another. How can community exist if Roanoke Police is called based off of rumor? The night of Ring Night, I came home to the apartments following skits only to find a police cruiser parked in the middle of the rows. Hardly anyone had even had time to unpack their baskets or remove their costumes, I have to ask then, what was the purpose of this?

How can community exist if only select members of the Hollins campus are prosecuted for offenses? How can community exist if Senate has become a place of silence, a place where students are criticized for having passion, for being angry, for problems that they see? Dissent is democratic; I don't think anyone approved a shift to a totalitarian government.

There has been a disempowerment of students, morale, and leadership. Students have approached SGA members with their concerns, with the concerns listed above. Members of SGA have attempted to address issues only to be dismissed or told that "more research needs to be done." Are we dealing with leadership that is afraid of rippling the water? What is SGA doing if they are not listening to their constituents? People have already tried working with SGA, have tried talking to them about the problems and nothing has been done. This school can only operate if there are clear and consistently followed policies, if students feel empowered to speak, and if SGA is effective in listening to all constituents, loud or quiet, involved or not.

I will know who the true leaders are on this campus with their reactions to this letter. Those who cling to anger or hurt feelings have missed the point entirely. To truly be an effective leader we must

not blame students for their apathy or anger, but ask why they feel the way they do. Instead of clinging to the defensive, why not take on a proactive stance on the issues on this campus.

I love Hollins. I love that even though I have problems with some of the leadership, that I can also say how proud I am of other organizations on campus. I am proud of CASA (The Center Against Sexual Assault) this year, the BSA, GIA, Grapheon, and a number of other organizations. I am proud of the Sisterhood endeavors both from Aug./Sept. and more informal relationships that have been created. I am proud of the Columns for standing its ground. I am proud of a number of students who speak up repeatedly, even while others stay silent out of fear, apathy, disempowerment, or for the very fact that they agree with what is being said and do not realize that they too need to speak to support others. Our job is to educate one another; there are teachable moments every day.

I can sit here and I can write a letter to the newspaper. I can yell in my apartment when I hear and see students that are jaded and whom have feelings of frustration; I can sit and think about where I went wrong. I can take personal responsibility for the apathy, the disempowerment, and the ill will. Consequently, I challenge each and every one of you to take a stand and to speak, even if you disagree with me. We can not exist on a campus where select opinions are given weight. We can not allow this campus to morph into a Draconian society. We must, as Dylan Thomas wrote, "Rage, rage against the dying of the light." Hollins has a lot of light; I just think it's time to direct toward the shaded areas. I guess I'm coming out of retirement; I guess I'm asking all of you to do the same.

Yours,

Lisa M.G. Bower  
BA '05; MFA '07



## JOHNNY CASH: REAL LIFE MUSIC TAKEN FROM REAL LIFE EXPERIENCE

By Hope Swenson

I cannot picture a more real-life look alike to play Johnny Cash. Joaquin Phoenix is absolutely breathtaking, suited up in a jet black suit and that cumbersome guitar slung on his back screams '50s superstar.

When I first saw this haunting image in movie previews, I knew that this flick would be a terrifically told story of this devilish legend. As I left the theatre with a smile on my face, I was certainly not disappointed.

"Walk the Line" captures a series of events throughout Johnny Cash's life as he traveled all over the country, serenading everyone from teenage girls to prison inmates. The story begins when Cash was 12 years old. His family lived on a cotton farm in the south and he and his siblings endured an abusive, alcoholic father and were comforted by a mother who constantly sang gospel hymns. He even listened

to a young musical miracle over the radio, June Carter.

After an extreme, life altering

### movie review

tragedy, J.R. (as he was known at the time) felt lost. He served his country in the military and worked from door to door as a salesman. In the meantime, he was head over heels in love with his wife, a teenage sweetheart.

J.R. marries Vivian who never seems to be happy or supportive of J.R.'s talent. Together they have three girls, but their love dies quickly after just a few months of their long marriage.

J.R. and his two musical partners get a record deal and begin gaining popularity overnight. The radio blasts their first hit over the airwaves and they begin touring, where J.R. finally meets June.

Johnny falls in love with the

jovial and gorgeous June Carter, played by Reese Witherspoon, and attempts to win her heart for his own. From time to time, Johnny makes her angry during the tours with her and Jerry Lee Lewis because these guys don't take their careers seriously. So she dares him to walk the line.

Nevertheless, as Johnny fights to survive a divorce and a drug addiction, June is by his side. He makes her burn, but in the end, the pain is worth the suffering.

I truly love the movie "Ray," so I thought I would enjoy the story of this talented, yet troubled musician. Through hard times and successes, Johnny and June have a story that is truly inspiring.

Johnny learned to be himself and express himself through music, and that is what people loved about him, his truly unique sound. "Walk the Line" simply portrays the fact that if you want the world, you must work for it and it will not be a smooth

road to victory, but with perseverance, determination, and most importantly compassionate love, you can prevail.

As situations unfold in the movie, they explain and give reason to the songs that made Johnny Cash so famous.

Each song that he and June wrote were inspired by actual events in their lives, events that made them laugh, cry, and scream. And in return, made all of America fall in love with Johnny's sexy freight train chords and June's twangy angelic pitch.

Phoenix and Witherspoon are simply phenomenal together. It is said that both were nervous about having to sing and act in



one performance. They set off onstage vibes almost as strong as those of Johnny and June themselves.

## BAD HABITS EQUAL BAD REPRESENTATION

Dear Editor,

Is it just me or does the sight (and smell) of dirty feet on desks/tables concern you?

Women who are going places start at Hollins. True, but has anyone ever thought of how we are supposed to behave once we get there? I sit in class after class where at least one (sometimes two) of my classmates feels it is appropriate to discard their shoes and place their feet on the desk, table, or other nearby surface. Why is that? I often wonder if it is because etiquette is no longer taught at home or because they are rebelling against the rules governing socially acceptable behavior. In either case, it baffles me. Just because we are "empowered" women does not mean that we should not have decorum. Decorum: "the conventions or requirements of polite behavior." Manners, regardless of your gender, are needed to function in society. If you don't want the door opened for you,

to have a gentleman stand when you walk into or leave a room, to have the chair pulled so you can sit, or have the car door opened for you, more power to you. But I still want you to learn to keep your feet on the ground.

I understand that our society is becoming less formal everyday but does that mean that we should stop behaving as the educated adults we are suppose to be? I recently attended a function at school, a reading by a visiting professor, and was appalled to see a student sitting with her bare feet on top of a coffee table. Is this how we want to represent Hollins? Being a "lady" should not have a bad connotation; a lady is a well-mannered and considerate woman with high standards of proper behavior. Or, if you prefer to not classify yourself with a specific gender, then just behave in a polite manner that befits your preference.

Our professors (and guests) deserve

respect. Just because many of them dress casually and act friendly doesn't mean that we should relate to them like you would your roommate or close friend. It doesn't mean that we should consider the classroom as if it was our own home. Would you behave differently if they dressed formally and kept us at a distance? Regardless of their leniency, they are still our professors and we should treat them in a manner appropriate for their position.

How about respect for your fellow classmates? Do we ever stop to think about the person sitting next to us, or are we so self-centered that we don't care about anyone else's discomfort?

If civility is not your main concern, then let's discuss hygiene. It is disgusting to think that I may be putting my hands on a place where your feet have been resting. Think about it.

Sincerely,

A member of the class of 2007.

Got something  
to say?

Write a letter  
to the Editor.

hollinscolumns  
@hollins.edu



# OH, HOLLINS: DESPITE YOUR FLAWS, I'LL MISS YOU

I began my last column slightly at a loss of what to write about. Originally I was going to talk about some of the clear problems causing tension on the campus, but I think Lisa Bower and Julia Henderson have summed those up in their letters to the editor. I thought about writing it anyway, since I knew nobody would try to tell me we don't need to discuss the issues, but I decided that would be overkill.

So then I thought I would write about RENT, the musical/movie object of my obsession. I could have written a fabulous column about the genius of its "No Day But Today" message, but Rachel



**Julia Knox**  
**Editor-in-Chief**

Banger has made fun of me enough this week.

I finally settled on a topic after I almost cried during class this week when I heard "Bohemian Rhapsody" in the background

of a video. The song, which I associate with Hollins in so many ways (NEFA, the HDP, the class of '05), reminded me how much I'm going to miss Hollins when I'm abroad next semester.

Clearly Hollins has its issues. There's an obvious feeling of tension on campus right now, the Bright Eyes lyric "because the truth is that gospel's as good as gossip in this town" seems to have been written just for our school, and it's super-easy to get cabin fever.

But any issues are clearly outweighed by the good parts. Where else would you and your friends go to Sheetz so often that

the cashiers know your name? Where would you pretend to stay up all night doing work but really watch random VH1 videos? Where would your ring sister make you write an ode to your professor's son? Where would you drive around the loop, stopping only at the Randolph parking lot to have a dance party to 'Nsync?

Clearly next semester will be spent exploring London and jet-setting around Europe. But for every time I'm looking at a famous piece of art in Florence or chatting up the locals in an Irish pub, some time will be spent missing Hollins. Even

when I think about the things that drive me nuts about this place - snitches, the lack of student advocates, certain gossipy administrators - a part of me will wish I was here.

Try not to miss my column too much next semester (kidding - I'm not that conceited!). And pay no attention to me bawling my eyes out at the HDP this week when Bo Rhaps comes on and I hear "goodbye, everybody. I've got to go." I leave you with my favorite quotation to remember me by: "snitch, please."

## UNFAIR JUDGMENT REGARDING SLEEPING

Dear Editor,

I do not particularly like when people do not directly say to me problems they have with things I do. This is in response to the Letter to the Editor submitted in the last issue of the Hollins Columns regarding sleeping in class. So I begin,...

Dear Heather St. Clair,

It is very clear to me that I was one of the people you were referring to when you wrote your letter in the Columns. So I felt it necessary to respond.

Narcolepsy is a very real and serious genetic disorder. Genetic meaning inherited or affected by a gene and disorder meaning an ailment that affects the function of the mind or body. Therefore, my sleeping whenever it hits me cannot be helped. Narcoleptic's attacks of deep sleep are sudden and uncontrollable, though brief. I have already discussed my problem with the professor and am currently seeing a doctor for my condition.

I am sorry you feel as if you cannot learn in an environment where people fall asleep in class, but if I can fall asleep behind the wheel of a 3,200+ pound car, I hardly think the excitement of a classroom would yield a different result (even when

I drank two cups of coffee with double shots of espresso).

You say you understand (and you don't) that students work three jobs while attending school full-time (I do). Yet you continue to bitch calling their actions careless, saying we offend the professors, and diminish everyone's classroom experience. You cannot "understand, but...." You either both understand and end your point or you do not understand then continue with your rant. (That may be a false dilemma but I'll address that another time. HAH! I do pay attention in class though. I wake up taking notes.)

I know sleeping in class is disrespectful, but I do not intentionally do it. As for going back to bed, which would be basically skipping class, I think not. Also, I have asked several other students in a couple of my classes. Turns out nobody is paying attention to me but you. So in the words of Juelz Santana, "Don't watch me watch TV."

Whether you like it or not—who cares. The semester is almost over.

Sincerely,

Stephanie Domonique Coston '07

PS. You are a Senior. Be concerned about yourself and graduating. Not me.

## JUDICIAL SYSTEM SHOULD BE REVISITED

Dear Editor:

The words of the Honor Code are physically present in all aspects of our Hollins experience. It is only when the message, the ideology, and the practice become part of the character of our student body and community that we will have the commonality that will foster an atmosphere of mutual respect and integrity.

The current judicial system works within a shroud of confidentiality. While trying to protect the rights of the accused this high level of secrecy serves only to complicate and confuse an already difficult and intimidating process. Hollins is in a time of transition and a period of change. This process allows for the perfect opportunity to clarify and consolidate the judicial process. The inconsistencies within the leadership, literature, and procedure of the courts create animosity and distrust of the system.

What I am asking for is clarity and consistency. The discrepancy between the definitions of lying, cheating, and stealing in the Honor Code and those found in the Student Handbook needs to be quickly clarified and corrected. The judicial process needs to be clear and transparent. A flyer at the beginning of the year just won't cut it. There should not be

questions about the role of the courts or student's rights during a hearing.

It is because I believe so strongly in a student governed judicial system that I think changes need to occur. In order to maintain the integrity of our judicial process a close examination of the process of collecting and disseminating case information needs to occur. A strong conflict of interest exists because the person who collects evidence from complainants and witnesses is also able to serve in an advisory capacity during a hearing. This is just one example of the conflict of interest that can occur before, during, and after a hearing.

The beauty of the Hollins judicial system is that it is student run. It is only with the trust that the administration and faculty place with the students and in the Honor Code that this system can effectively operate. The student body, as a collective, needs to examine the rules and regulations. These rules are the laws that govern our time here at Hollins. It is only with collaboration and community trust that we can begin to build upon the integrity of our campus.

Sincerely,

Julia Henderson



# LACROSSE GEARING UP FOR SPRING WITH FELLOW STUDENTS

BY LINDSEY CROLL

The lacrosse team is getting ready to shape up for its next season. The team's coach, Sue Jolley, is looking for more members.

"Ideally, we'll have about 20-21 members on the team this season," she says. Last year, the team struggled with only a tiny number of extra players that left everyone exhausted from playing almost the whole game, every game. Coach Jolley doesn't want to let that happen again, so she's hoping more people sign up so that the members can be rotated to save their energy and not have to push themselves as hard as in the previous years.

Lacrosse is a hard, running-intense sport. The ball is tiny, hard, and thrown, not kicked or pushed. It's very competitive and sometimes downright brutal sport, hence the mouth guard. Recently, it also became required that girls wear goggles while playing as well because the sticks can sometimes accidentally hit other players in the face or eyes. There is a goal, like soccer and field hockey, but the ball isn't supposed to touch the ground. Rather, it is thrown from player to player. Players can "check" the opposite players, which causes the ball to fall to the ground and gives the opposing team the opportunity

to have command of the ball and possibly score a goal.

The team has had success in the past, and is looking to have much more in the coming months. The University of Dallas wants to play the team this season, and will be traveling to Roanoke. They will also play the teams they generally play, including Randolph-Macon's Women's College.

The lacrosse team begins its season during J-term, starting with workout sessions that specialize in weightlifting and toning. Running is also essential because they have to be adapt to it by the time games start coming around.

"I'm hoping this year we can start using real plays, not just putting players on the field and encouraging them," says Coach Jolley. "That's one of the most important things we need to focus on. It will help the team further themselves and promote even more team spirit."

Lacrosse is also offered as a gym class, which is an excellent way to introduce yourself to the sport. Students learn the basics, such as cradling and checking, as well as the rules of the game. It's a helpful way to recruit more girls for the tiny team, who hopes more girls do go out for it this coming semester. Coach Jolley teaches the class, and often times current members show up to practice, or meet



photo by Lisa O'Quinn

Lacrosse is offered as a physical education class on campus. Many lacrosse players come out as a way to prepare for the coming season without breaking any NCAA rules that do not allow organized practice prior to the season.

other girls who may be interested.

An informational open meeting will be held Dec. 8, before the break, for anyone interested in joining, or re-joining, the team. It will be held during the gym class hours, which are 6-8 P.M. The meeting will go over basic information, like practice times and what to do over break in anticipation of training, as well as go over

more detailed things, such as finalizing the game schedule for the season.

If you have any interest in lacrosse, even if you haven't played before, show up for the meeting and see what lacrosse is all about. It's especially popular for field hockey players and serves as significant cross training in other sports' off-seasons.

## HAPPY HOLIDAYS FROM THE COLUMNS STAFF!

### DEAR EDITOR: THE CLASS OF 2006 ISN'T ANY BETTER

After reading the "Respect Seniors" letter to the editor, I was relieved to find that the letter was written by only "some members of the class of 2006", and by some, I hope it is referring to a very, very small portion of them (as is usually the case with such letters). I found the letter distasteful and grossly lacking in maturity; I do not have the slightest notion how a minimal difference in age and a few more passing grades justify ones extraordinarily

distorted ego and feckless tendency to exercise it. Forgive me if I'm wrong, but I don't think a painted rock and a walk on Front Quad can possibly support such a, well, sophomoric (or should I say freshmen?) attitude. I think for you to infer that you possess some control over freshmen students is an absurd and blatantly false assumption. I believe we all pay the same admission fee and are all subject to the same rules. What you are instilling in these freshmen is the

belief that a) they are hated and b) submission is the path to future entitlement. I can't help but feel sorry for the Class of 2012 if "some members of the class of 2009" decide to adopt the flawed logic of "some members of the class of 2006". I can't help but think there were a few classes that these seniors, during their lengthy collegiate careers, just happened to miss out on. Respect and submission are two different concepts; if you choose to fuse the two under one name and believe

yourself deserving of both, you will be the only one who suffers. Whatever grievous crimes these freshmen have committed, your method of addressing them did not exude a lot of, shall I say, political skill. The letter was condescending, cruel, and utterly ridiculous. And somehow the student body is supposed to inherit a sense of respect for the class of 2006 after reading this childish diatribe? By publicly humiliating another class, you have succeeded in

humiliating your own (most of whom are probably entirely blameless in the matter). Would I rather have students that might sit at my designated lunch table or students who impose upon others their lack of dignity and (I have to say it) respect? Next year, I will be a senior; I am wondering which one's worse.

Duffie Taylor

Class of 2007