



the Mars Hill College

Hilltop

XLIV No. 9

MARS HILL, NORTH CAROLINA

February 14, 1970



Wilmoth casually deuces a basket while the opposing player attempts, in vain, to block him. As of Thursday, Feb. 12, Jim was only a few points from breaking the school record for most points in a career.

Academics of Drugs Reviewed

by Wilson Laney

Introduction: Recent attempts to stimulate student body interest in the drug problem—and its inherent social, moral, psychological, and physical implications—by the Hilltop and by both Baptist and Methodist student organizations seem to be failing. Their failure would seem to be indicative of one of two factors: either extreme student apathy or a lack of knowledge on which to base an opinion. Discounting the first as improbable on the mentally alert MHC campus, the second must be in large measure responsible; so the following is an attempt to present briefly the basic facts about the most controversial of the illegal drugs.

The addictive and "mind-expanding" drugs can be divided into several classes, depending upon how you wish to classify them; stimulants as opposed to depressants; addictive vs. non-addictive; or psychedelics, amphetamines and barbiturates, and narcotics.

The psychedelics, hallucinogens, or "mind-expanders," include five different groups of drugs; phenylethylamine derivatives (mescaline, from the mescal cactus of Mexico, which was discovered long ago by the Mescalero Apaches); triptamine derivatives (such as psilocybin and psilocin, from Mexican mushrooms); peiperidyl benzilate esters; phen-cyclidine; and the controversial LSD, which stands for d-lysergic acid diethylamide. There are also some hallucinogens which are derivatives of amphetamines, such as MDA, MDMA, and STP (dimethoxy-methylamphetamine).

LSD is an organic compound which is relatively simple to synthesize. Any college student who has had a semester of organic chemistry could run off a batch in a couple of hours; all it requires is proper ingredients and a few pieces of glassware. The effects which LSD will have on any individual are completely unpredictable (as is the case with any of the psychedelics). Factors which can affect how one reacts are one's personal mood; the setting in which the drug is taken; the experience expected; the meaning for the individual of the act of taking the drug, etc. Possible effects could include the following: sight is intensified; colors are vivid and intensified and seem to glow; images are numerous and persistent; illusions and hallucinations are commonplace; details are sharper; depth perception is greatly enhanced, and so forth. The mechanism of action of LSD, and any possible damage which might result, are both the subject of controversy. There are as many different opinions as there are references to the subject.

Marijuana, grass, pot, hashish, etc., are all rough synonyms for the same mild hallucinogen, which is a derivative of the hemp plant, *Cannabis sativa*. The commercial varieties (which are used for making rope) reach a height of 16 feet. The drug producing strains are usually

much shorter and extremely branched, since the drug is obtained in the form of a resin from the leaves. Marijuana can be eaten, smoked, or chewed in various forms. Unlike the other psychedelics, it is not a single compound, but a complex mixture, which affects the central nervous system. The effects are comparable to those listed above for the other psychedelics.

Amphetamines and barbiturates ("pep pills, phenies, bennies, and goofballs" in the user's parlance) could very well be the most abused of the commonly available drugs. Amphetamines, such as Benzidrine, Dexedrine, and Desoxyn are all derivatives of the compound amphetamine, which is a colorless, mobile, slowly volatile liquid. All amphetamines are stimulants, producing such effects as wakefulness, mental alertness, increased initiative and elevation in mood, enhanced confidence, euphoria and elation, lessened sense of fatigue, increased ability to concentrate, and talkativeness. They are commonly used to treat mild nervous depressions, some forms of mental disorder, alcoholism, narcolepsy, Parkinson's disease, and are also used in diet

pills to dull the appetite. Barbiturates (Barbital, Phenobarbital, Nembutal, Seconal) are depressants. They are all derivatives of the compound barbituric acid. All of them have a hypnotic or sedative effect and in proper doses produce sleep. Common uses are in sleeping pills, as anesthetic agents, and in treating epilepsy.

The narcotics, or hard drugs, include opium, morphine, heroin, and cocaine. The first three are all derivatives of the opium poppy, *Papaver somniferum*. They all relieve pain, produce a deep sleep, and produce a sense of euphoria. Cocaine comes from the coca bush (*Erythroxylon cocae*), and is useful to medicine in that it blocks nerve transmission in nerves and thus serves as a local anesthetic. All of the narcotics are strongly addictive, which is why their use is now avoided except in extreme cases where no substitute would be as effective.

Further information on drugs is readily available in the library in encyclopedias, particularly *Britannica*, and in books such as *The Beyond Within* and *The Drug Dilemma*, both by Dr. Sidney Cohen.

Mini-Mester Could Provide New Realm of Opportunities

by Linda Baldwin

Buncombe-Madison area while conducting a particular project or survey. Wow! The possibilities for the mini-mester are as limited or unbounded as our imaginations!

During the fall and spring semesters each student would be limited to four courses. The reduction in course load would provide students with the opportunity to apply more emphasis on fewer subjects. This would entail a restructuring of the college's academic requirements but could be done efficiently and without a loss of educational intake on the part of the individual student. For those who have mournfully complained that they would like to do more concentrated studying in their preferred academic field the mini-mester system sounds like an answer to a prayer.

If the mini-mester system should be adopted for use at MHC, students would probably continue to begin the fall semester in late August and to complete the academic year in early or mid-May. Christmas break, which is already deemed unnecessarily long by most students, would be shortened to allow time for the mini-mester. However, the mini-mester itself would be a change in the normal school routine and would probably help students avoid mid-winter scholastic lethargy.

Mr. Bob Knott, Chairman of the Curriculum Sub-Committee, has said that a proposal to adopt the mini-mester system will be presented next month to the faculty for approval. Should the proposal be accepted it has been speculated that the 1971-72 school year would be

(continued on page 3)

Resource Development Program Shapes Up For Summer Activities

The second Mars Hill College Resource Development Program has been approved by the North Carolina State Board of Higher Education and Dr. F. B. Bentley, president of MHC, for operation beginning on March 1, 1970. The project has received a Title I aid and Education Grant of \$20,000 and is supported by funds from other public and private sources. It will offer opportunities for 65 students to actively participate in municipal governmental agencies as well as individual projects throughout Western North Carolina.

Dr. Sheron Kelsner has been named Director and Miss Linda Baldwin, junior from West Columbia, S. C. will be the Co-ordinator. In addition to MHC students there will be interns from twelve to fifteen other universities including five students from the University of Puerto Rico.

The summer 1970 Mars Hill program will be an expansion of a pilot project undertaken with the State Planning Task Force of North Carolina last summer that encompassed twenty-three projects and 38 MHC students. The initial project was directed by Dr. R. L. Hoffman, Academic Dean of MHC, and is considered to be the outstanding example of a successful model by which an academic institution can imitate developmental plans. Applications for the Summer 70 project are available from the Community Development Institute offices between 8 and 5 Monday through Friday. Deadline for completed applications is March 14.

Linda Baldwin, newly-appointed

Student Co-ordinator for the summer internship program, will assume duties March 1 for the physical administration of the Internship program. She is a junior majoring in English and Political Science-Sociology and is presently Editor-in-Chief of the Hilltop.

According to Jim Elens, Student Co-ordinator for the 1969-70 school year, the coordinatorship was initially a policy-making position, but in its present form it performs a key role in the CDI and is an ideal administrative training base. During the summer program, Linda will work with a budget of \$88,000, 65 students, 34 faculty members and approximately 40 agency representatives. She will be responsible for recruiting students from North Carolina and other states to work in the program. For these students she will arrange travel allocations, room and board and lend any assistance possible to make the program run smoothly. Her responsibilities also include working with agency representatives interested in the program and arranging accommodations for them. Besides these activities, a tremendous amount of paperwork will be involved.

As Student Co-ordinator, Linda will represent the college in several conferences. In the future she will represent MHC at the Education Board in Raleigh, at the Service Learning Center in Atlanta and possibly at educational committee conferences in New York. Following the completion of the summer internship on Aug. 31, she will be busy closing

(see summer Internship p. 3)