

Hollins University

## Hollins Digital Commons

---

Hollins Student Newspapers

Hollins Student Newspapers

---

3-1-1930

### Hollins Student Life (1930 Mar 1)

Hollins College

Follow this and additional works at: <https://digitalcommons.hollins.edu/newspapers>



Part of the [Higher Education Commons](#), [Journalism Studies Commons](#), [Social History Commons](#), [United States History Commons](#), and the [Women's History Commons](#)

---

#### Recommended Citation

Hollins College, "Hollins Student Life (1930 Mar 1)" (1930). *Hollins Student Newspapers*. 30.  
<https://digitalcommons.hollins.edu/newspapers/30>

This Book is brought to you for free and open access by the Hollins Student Newspapers at Hollins Digital Commons. It has been accepted for inclusion in Hollins Student Newspapers by an authorized administrator of Hollins Digital Commons. For more information, please contact [lvilelle@hollins.edu](mailto:lvilelle@hollins.edu), [millerjc@hollins.edu](mailto:millerjc@hollins.edu).



# Student Life

## HOLLINS

VOLUME II

HOLLINS COLLEGE, MARCH 1, 1930, HOLLINS, VIRGINIA

NUMBER 9

## FOUNDER'S DAY IS OBSERVED AT HOLLINS

**DR. HARRY CHASE, OF NORTH  
CAROLINA UNIVERSITY,  
DELIVERS ADDRESS**

Dr. Harry W. Chase, President of the University of North Carolina, and President-elect of the University of Illinois, delivered the annual Founder's Day address in the Little Theatre, February 21st, at 10 o'clock.

Dr. Chase used as his topic, "The Opportunity of a College." He said that in no other era, and in no other country has there been the present financial aid to education; he cited the Rockefeller Foundation and the fortune that Mr. Duke left for educational purposes as examples of this.

In another generation this widespread interest in higher education will result in a college generation which will set the standards for thinking people. And in this way the stupidity and ignorance which are the cause of much crime and evil will be eliminated.

Dr. Chase said that while social advantages and outside activities were often considered an essential part of college life, it must never be forgotten that the main interest of a college is academic. Its business is to educate and this factor should never be forgotten by students and faculty.

On Friday evening, Hollins College honored the birthday of its founder, Charles Lewis Cocke, with its annual banquet, Miss Rachel Wilson, '12, presiding as toastmistress. The speakers of the evening were Misses Marguerite Hearsey, '14, Eleanor Wilson, '30, and Judith Riddick, '15. Among the guests was Ex-Governor Lee Trinkle, of Virginia.

Following three selections sung by the Choral Club, Miss Wilson read the telegrams sent to President Cocke by friends and alumnae of the College. She then continued her speech:

"Whatever a college wants to do, it cannot remain the same. Hollins must then look to the to-morrow. The past, however, must not be entirely thrown over, for there is some kernel of truth in all traditions. Like Mme. de Staël, let us break the barriers separating us from those speaking the truth.

"If we think of college as a place where the only thing to be gained is the social contact, we are seeing only the periphery around the truth. A college is great in proportion to its good students and able faculty. The administration will take care of the faculty but it is for the students to make their ideal, achievement. When a person learns to think, she has freedom and truly lives. College should center around girls of national and international intellectual interests. Let us develop exchanging of opinions about the world. We must remember that college 'is a re-formation for life'."

Hearsey then spoke of her ideals for a combination of the past and future. She loves Hollins for its traditions, but she feels the past has never dominated Hollins, and she hopes the future should not do so now.

(CONTINUED ON PAGE SIX, COLUMN THREE)

## Trio to Give Concert Here on March 4th

The Cornelius Van Vliet Trio will give a concert at the Little Theatre, Tuesday, March 4th. The trio is composed of Cornelius Van Vliet, cellist, Charles Lichter, violinist, and Jerome Rappaport, pianist. The performance is sponsored by the Music Supervisors' National Conference.

Cornelius Van Vliet was born in Holland and began his career there as a soloist, at the age of twelve, and within five years he was being engaged by orchestras in all parts of Europe. He has been in America since 1909, spending the first ten years with the Minneapolis Symphony Orchestra. From 1919 to 1929 he was with the New York Philharmonic Orchestra as soloist. His work has received high praise from critics throughout the United States.

Charles Lichter is an American by birth and training. He has given many successful performances in the east.

The third member of the trio, Jerome Rappaport, is also an American. He has appeared with the New York Symphony Orchestra and the Barrere Little Symphony.

## "Tons of Money" is Very Well Received

"Tons of Money," one of the most successful and popular modern English farces, was presented in the Little Theatre, Monday night, by the Triangle Chapter of the Hollins Alumnae and the Roanoke Junior League. The play had a run of 733 consecutive performances in London, where it was first produced. It features a spirited, witty and brilliantly amusing situation built around a legacy with too many would-be heirs. Nearly every member in the very improvident and fascinating English family—the butler included—tried to inherit the same fortune.

The leads were taken by Major James Walbach and Mrs. Jack Parrott, of Roanoke.

Miss Sully Hayward, who has had charge of many successful amateur plays, was the director of "Tons of Money."

## Compiles Statistics of Activities on Campus

Esther Bonnet, Chairman of the local N. S. F. A. Committee, recently announced the statistics of campus activities which have been compiled by her committee. Each student was asked to list the campus activities in the order of her preference. The results are quite interesting. Athletics lead as first choice, with dramatics second, S. G. A. and music tying for third place, publications being fourth and Y. W. C. A. fifth. Dramatics ranks first with the Seniors, publications with the Juniors and athletics with the Sophomores and Freshmen. A glance at the graph prepared by Miss Bonnet shows that the Seniors have extended their interest to all fields almost equally, but the underclassmen still have many unexplored territories to enter.

## "Hansel and Gretel" is Given at Hollins

The well-known opera of *Hansel and Gretel* was given in the Little Theatre on February 26th, at eight o'clock. The cast of this production was excellent, the artists and conductor having been secured from the American Opera Company through the courtesy of Mr. Vladimir Rosin, artistic director of their outstanding organization.

The members of the cast had sung with various opera companies before they appeared in the *Hansel and Gretel* Company. Eunice Stien, soprano, who sings the role of "Gretel," was with the Cincinnati Grand Opera for two seasons and with the American Opera Company for one season. Maria Matyas, mezzo-soprano, who played "Hansel," won the Atwater Kent contest, both for Chicago and for Illinois. She traveled as soloist with the Chicago Little Symphony and later joined the American Opera Company. Edith Pepes, mezzo-soprano, the mother and the witch in *Hansel and Gretel*, sang the role of "Queen" in *Yolanda of Cypress* for the American Opera Company. William Schendlis, who played the father, sung in the Cincinnati Grand Opera Company and the American Opera Company. William Rhodes, the conductor and pianist, also played with the American Opera Company and Cincinnati Opera Company.

The story of *Hansel and Gretel* was well known to all the audience and, because of this fact, the opera was enjoyed to a greater extent. In the first act, Hansel and Gretel were seen in their poorly furnished home waiting for their mother to come back. On her return she sends them to the woods for berries. In the second act, the children were in the forest. They lost their way and after singing the evening prayer, they go to sleep. The final act showed the witch and her gingerbread house. By means of her magic charm she locked Hansel in a cage. He, however, succeeded in escaping in time to help Gretel push the witch into the oven. The happy ending was the breaking of the spell and all the gingerbread children were brought back to life.

## Announce Essay Contest For Virginia Students

The Committee of Prize Essays of the Colonial Dames of America in the State of Virginia has announced an essay contest, the subject to be "Henricopolis and the College." A prize of fifty dollars (\$50.00), or its equivalent in a gold medal, is offered for the best paper written by a student from a standard college for women in Virginia. All entrances must be typewritten on standard paper (8½ x 10½) and sent to the committee not later than May 23d.

There is no limit to the length of the paper. The committee asks for a thorough "well annotated account, not merely a recasting of a newspaper article or a chapter from a book." As far as possible, information should be secured from original sources.

Anyone interested in this contest may consult Miss Scott, Professor of History, for further information.



### Hollins Student Life

Published fortnightly during the college year by a staff composed entirely of students.

#### STAFF

Editor-in-Chief.....ANGIE E. TURNER  
Associate Editor.....EUGENIA BRIDGES  
Associate Editor.....SARAH WELCH  
Business Manager.....ELEANOR BRAY  
Art Editor.....ELIZABETH LAURENCE

#### Reporters

Elizabeth Adkins Margaret Sockwell  
Elizabeth Houston Gretchen Spohr  
Frances Hunter Malvina Tabb  
Nancy MacIntosh Betty Waring  
Mary Alice McConnell Virginia Webb  
Frances Flather Anne Philips  
Elizabeth Rice

The editorial staff of STUDENT LIFE reserves the right to withhold from publication any article which it deems necessary; also it does not assume the responsibility for the opinions expressed by contributors of signed articles.

#### WHY STUDENT GOVERNMENT?

If we should ask ourselves this question once in a while, and answer it intelligently, we might find our part in it easier and more natural. Our present Student Government is a trial at exactly what its name implies—government by the students. It exists only for our own self-expression and independence—in other words, it is exclusively for us. If we would realize that through this means primarily we receive our privileges, we would, perhaps, be more careful of our interpretation and our handling of it.

Student Government offers to the student at Hollins a chance to be educated up to self-reliance. In four years the person of average intelligence can play the game fairly. As a freshman she is taught the rules—as in any game—and she begins for the first time to live under them. Naturally, it is hard at first—they are strange, meaningless “don'ts and do's”—and it takes some time to find any analogy between the rules and their significance—or their reason for existence. As sophomores and juniors, according to our various abilities to understand and to discipline ourselves according to these rules, we gradually become more and more an active part of Student Government—or we should. Do we? No one can shirk her duty and expect a flawless system. Student Government must be actively a part of each individual's experience or it is weak exactly in proportion. We do not want passive hockey players, basket ball players, writers or performers; it is likewise so in Student Government. If we have this opportunity to govern ourselves and our affairs according to certain rules that we are allowed to interpret and enforce through our class representatives, our house presidents and our student body executives, it seems the least we can do to support them and to respect them.

If we would only stop to consider what a Student Government rule implies: It means that we have a certain privilege and that, as a result, there must be some limit set to its interpretation. The “sign in and out” book suggests a certain freedom in going to town on our own authority. Each rule necessitates a privilege! If we cannot prove ourselves intelligent enough to use our own judgment and to sympathetically understand the problems, needs and motives of Student Government; in other words, if we cannot play this

### STUDENT FORUM

What is this? What is this? It looks as though the whole campus is buzzing with suggestions to keep Hollins steadily moving forward toward that limitless goal of perfection that her older daughters before us have set and we, her younger daughters, are striving to achieve.

One suggestion that is being met with great approval, especially by underclassmen, is that for the extension of light privileges. This would allow the entire Student Body to have the use of their lights until twelve o'clock every night of the week. This would, indeed, be a wonderful concession. And why not? Surely by the time we are old enough to come to college and are expected to act as college women, we should not have to be sent to bed at 10:30 o'clock at night. Some say it is better for our health to have regular hours. So it is. But we think that a girl of college age ought to learn to shoulder that responsibility herself. When she starts to college let her learn the art of self-discipline in such matters, along with her other new responsibilities. It is not probable that every student will take advantage of this concession every night, for, if they are prompted in this direction, we feel that the first three or four nights, at the most, will be a sufficient lesson. On the other hand, it is very disconcerting to find one's self in the middle of a Latin passage or half way through a short story when the 10:30 bell rings. Oftentimes, fifteen minutes or half an hour would be enough time to finish the whole thing and it is hardly fair to have to count this little time as a whole light-cut. It very often happens that several writings are announced for the same week and two light-cuts are not sufficient to take care of the extra work.

We are not complaining, but would like to see immediate consideration given to this matter which must inevitably become a part of our College program in the near future.

game squarely, we are not worthy to live under it.

How can we best, then, acquire an understanding of Student Government? By living under it, first of all, actively, by being ourselves a part of its essential structure, and by being aware of our own importance as a screw in the make-up of a great machine which, if it is not greased well and kept fit, will retard the progress of the whole mechanism. Thus, we can pay our debt to Student Government, and thus we can fulfill our destiny. Secondly, by using our influence to make other people realize the purpose of Student Government and its importance to our welfare as a group, and as an individual, we can help its cause. For we little realize how much we can add to or subtract from its total success by a word or two, or a mere look. There are some who will find it harder than others to subject themselves unselfishly for the good of the group; these are the ones we can help. They need a push in the right direction—the opposite would be fatal, perhaps. But to do this we must be strong members of Student Government ourselves and we must be, above all, unselfish! For, if we properly understand Student Government we will realize that our proper individual interpretation of its rules vary according to the unselfishness of the individual to a large extent. Can we give up our personal desires for the good of a great many? If we can, at once, we are fortunate; if we cannot immediately, we must learn, we must be educated up to Student Government.

Besides being an expression of unselfishness and an exhibition of the positive note in a person's character, living sympathetically under Student Government implies a logical mind; and a foresight which most of us have to acquire. For, above all things, Student Government is logical. It has a motive, a

### Sophs and Faculty Give Clever Productions

The Sophomore Class gave a clever skit entitled, *Sophomore Madness, a Conception of Hollins in 1950*, and the Faculty their annual *Faculty Follies* in the Little Theatre on Thursday evening, February 20th.

The Sophomores proved themselves not only to be skillful actresses, but exceedingly versatile young women as well. The scene was Hollins of 1950, without books, and the only worries for its students were the male of the specie. The rooms were exquisitely furnished. Smoking was permitted, with, perhaps, an occasional cocktail. Girls had personal maids who provided for their every need. Dates were required and the girls were extremely lovely and always beautifully dressed. The dining room, too, had undergone a rejuvenation and was now like a garden. Louis, however, was still very much in evidence and ready to cater to the most whimsical taste. Bridge, golf, riding and other sports were the interest of the day, and even that of the night. Intermingled with these entrancing scenes of the future were clever song and dance numbers, one by the waiters and another by a chorus of pajama-clad girls. One of the chief features of the production was the song, “Honey, How I Love You,” by Mary Belle Deaton, and the song of Vera Howard's, “Goldilocks is Henna-Headed Now.”

One particularly interesting scene was Alumnae Day, whose setting was a graveyard in which many of our illustrious Seniors were buried and on whose tombstones were appropriate and amusing epitaphs. A few of the class had survived the ravages of time, and amid much joy at meeting one another again, gave a dance. Another scene was the Odd and Even Beauty Contest in which the unanimous decision was for the Evens. The entire show was an extremely finished production, and Sophomores, we're proud of you! Each girl did her part and did it well.

The “Faculty Follies” was unusually good and afforded much amusement. The scene was laid in a lady costumer's shop in 1950, owned by Miss Sitler, the modern, high-pressure saleslady. Miss Blair was her decrepit blind clerk, and Aunt Belle, one of the College servants, the maid. Miss Knox, the prospective bride, proved herself to be an actress of unusual talents. The conversation between the high-pressure saleslady and the prospective bride, who found that they both had been connected with the College, was amusing, to say the least. Their reminiscences surprised numerous members of the audience, as did the manikins, who were divorcees of ex-faculty marriages. They were lovely in their ultra-modern apparel. Miss Sullivan was the Beauty Specialist and Dr. McGinnis the prospective bridegroom; “second generation American, if you please.” This was one of the most amusing and clever shows that has ever been given at Hollins.

purpose, an aim, and that is self-government. She is a lucky person who can immediately realize its potentialities and its implications! Most of us do not see things clearly enough, or do not think intelligently enough to at once grasp the significance of this association. It is an institution which is vastly comprehensive. It was constructed in accordance with our respective needs and is gradually revised as these needs change. It implies that we are intelligent people, with the insight and good judgment to decide matters of everyday life more or less independently, and our responsibility to uphold this trust in human, rational beings.

Why Student Government? Because we are civilized, thinking individuals in an ethical society whose laws must be to, and because it is assumed that we are intelligent enough, as such, to make our and govern ourselves accordingly.

### SOME NEW BOOKS IN THE COLLEGE LIBRARY

#### FINE ARTS DEPARTMENT (CONTINUED)

BROWNING, FANNIE, *Some Memories of Robert Browning*—This unassuming little book is by the American graduate of Wellesley College who married the poet's only son, and who is the last survivor of the poet's family and relatives. The bulk of this book is slight; its style is simple conversation, but its value is real to anyone who likes to know great English people intimately, as well as to any admirers of Browning or students of literature.

CELLINI, BENUENUTO, *Autobiography or Memories*—Do you remember how Anita Loos advertised this world masterpiece of biography? Sh! We merely add that a clever and brilliant goldsmith and sculptor who lived from 1500 to 1571 wrote the most rollicking and historically significant biography that the rapid Renaissance seems able to bequeath to us slow prim mediocrities of the twentieth century. Everyone knows how Cellini escapes from the papal prisons, and how he cast the marvelous bronze Perseus and Medusa.

CAPONACCHI—A play in three acts with prologue and epilogue by Arthur Goodrich and Rosa A. Palmer. Do you imagine that the writer of *So This is London* (the long-run comedy on both sides of the Atlantic) could beat Robert Browning himself in dramatizing the poet's own material? Read this stage version of Browning's *Ring and the Book* as played by Walter Hampden, and introduced by the ubiquitous Phelps and Clayton Hamilton. Then you will have, in addition to the experience of a great, impressive drama, the ability to chatter devastatingly about a poem of twelve books and twenty-one thousand lines that you may never have “cracked.”

HENDERSON, ARCHIBALD, *George Bernard Shaw: A Biography*—This most entertaining and complete account of “the keenest intelligence of the British Isles” should be at least skimmed by anyone who pretends to live in the twentieth century. Shaw anecdotes and repartee are almost as good dinner talk material as Oscar Wilde's or Whistler's, and this biography is full of them. Our next state neighbor, Professor Henderson, of North Carolina, achieved a monumental work in this volume, whose interest is enhanced by facsimiles and photographs of George Bernard Shaw.

LEONARD WILLIAM ELLERY, *The Two Lives*—This most poignant of American poems, a sonnet-sequence by a professor at the University of Wisconsin, should prove a revelation to any reader as well as a valuable lesson to our campus students of versifying. It is poetry and it is truth—the kind of combination that a person just cannot forget.

SWINBURNE, ALGERNON CHARLES, *Complete Poems*—In two volumes. Here, exclusive of his dramas and prose, is the English poet of the later nineteenth century most maligned and ignored with least reading. His intellectual content may occasionally be a little high for instant comprehension by readers whose poetical excursions end with preludes in blank verse, but if you train yourself both to enjoy verse-music and to grasp coherent thought simultaneously, you will find Swinburne a superb master-poet. Even if you refuse to work your mind, just read his verses aloud fast and rhythmically, and feel the thrill of the real music of poetry.

*University Prints Catalogue* is a one hundred sixty page classified and chronological list of the notable works of art reproduced in prints at one and a half cents each by the foremost company of its kind. Its arrangement, dates and information are of great value or reference, and it is indexed.



### THE HOLLINS OF YESTERDAY

#### THE VALLEY UNION SEMINARY (1842-1852) (Continued)

The Roanoke Female Seminary (1839-1842) encountered difficulties, financial and otherwise, and ceased to exist. The idea of a school for the neighborhood and section, however, remained, and during the same year the Reverend Joshua Bradley, of New York State, with a number of local gentlemen organized the Valley Union Education Society, purchased the Botetourt Springs Society and opened a school for boys and girls. The school was known as The School at Botetourt Springs and later as Valley Union Seminary. Colonel George P. Tayloe, whose home was known as Buena Vista (the house still stands in a beautiful grove of oaks within the limits of the City of Roanoke) was among the organizers. Later he became a charter member, and for more than fifty years was the president of the Board of Trustees and the life-long friend of the institution. His sympathetic and constructive interest carried the institution through many difficult crises; and during the Civil War, it was his personal friend's advance on a personal loan to Charles L. Cocke which made it possible to continue the operation of the school.

Mr. Bradley, the first principal of the school, soon found himself and the struggling school in financial difficulties and again the school at Botetourt Springs was on the point of closing its doors. Some members of the Society (tradition says it was James or George Leftwich) had heard of a young professor of mathematics and assistant to the President of Richmond College who was said to have scholarship and training and executive ability. This young man was invited to visit the institution and to become its principal.

In July, 1846, Charles L. Cocke with his wife and children made the then five-day journey by packet and stage and took charge of the Valley Union Seminary.

It is quite significant to note that after graduation from Richmond College, and while still a student at Columbian College (George Washington University) he wrote to a friend

### MR. F. F. MOREHEAD ADDRESSES CURIE CHEMICAL SOCIETY

Mr. F. F. Morehead, Chemist of the Viscose Mills of Roanoke, gave an illustrated lecture on Thursday night, at 7:30, in the chemistry lecture room.

The subject of Mr. Morehead's address was photography and he illustrated his lecture with slides which he himself had prepared.

After the lecture ice cream and cake were served in the advanced chemistry laboratory by the Curie Chemical Society.

in Richmond that he had decided to devote his life to the higher education of young women.

Under his direction the Valley Union Seminary continued to operate as a co-educational school until 1852. In that year, on April 15th, although the boys outnumbered the girls by about ten to one, the department for males was discontinued, and the school was operated for girls only. This man's consideration in making the change was to provide more adequate facilities for thorough and systematic courses of study for young women. The developments at the Valley Union Seminary and later at Hollins Institute had a profound influence on the educational policies by the state and later by the entire South.

The Valley Union Education Society was chartered by the State of Virginia on the 13th day of January, 1844, and thus became the first chartered school for the higher education of young women in Virginia and one of the first four in the nation.

Some extracts from the Charter of 1844, from the Constitution, from the By-Laws and from the Rules and By-Laws for the Students appear below:

(1) From the Charter. A charter granted by the Legislature of Virginia on the 13th day of January, 1844, for the Valley Union Education Society, in words and figures as follows, to wit: “Be it enacted by the General Assembly that George P. Tayloe, Elijah McClanahan, Samuel Stover \* \* \* James Leftwich, George W. Leftwich \* \* \* Joshua Bradley \* \* \* together with such other persons as have been or shall from time to time be duly admitted.”

(2) From the Constitution, from Minutes of May 23, 1843.

Article 1st. This Society shall be composed of individuals who subscribe \$50.00 or more in accordance with the plan presented to obtain life members.

Article 7th. The Society shall elect one or more agents to raise funds to pay for the buildings, and one hundred and six acres of land connected with Botetourt Springs and also to obtain a library and apparatus that the students may have every facility to advance themselves in literary attainment.

(3) By-Laws, adopted on 31st day of August, 1848.

Article 1st, Section 1st. The sole object of the Valley Union Education Society of Virginia shall be to conduct an Institution of Learning of high grade under the name of Valley Union Seminary at Botetourt Springs, Roanoke County, Virginia.

Section 2d. This Society shall be composed of such gentlemen and ladies as may become members on terms proposed in the second Article of these By-Laws.

Article 2d, Section 3d. \* \* \* provided that no person \* \* \* have more than five votes.

Article 4th, Section 2d. The trustees shall be chosen from different parts of the state. \* \* \*

Section 3d. \* \* \* They shall provide a sufficient number of competent officers to carry forward with efficiency and success the various exercises of the school and adopt the best means in their favor to afford an institution of high grade and respectability and of enlarged usefulness.

(To be continued) (Collected from the notes of Joseph A. Turner)



### Vocational Opportunities Open for College Girls

To students who are considering the choice of a career, or who may be interested in learning about new vocational opportunities for college girls, the Faculty Committee of Vocational Advisors offers its services. The members of the committee will be glad to confer with any student on these matters. We are also expecting to have several speakers this spring who will be able to give professional vocational advice. One of these will be at Hollins on Thursday, March 6th, to talk on executive and secretarial work for college graduates. All students interested in business jobs are asked to save this date. On Wednesday, March 19th, we are to have the privilege of hearing Mrs. Woodhouse, the Vocational Advisor of North Carolina College for Women. Personal interviews may be arranged for students with either or both of these vocational experts through the Chairman of this committee. Beginning with this issue of STUDENT LIFE a series of letters will be published from Hollins alumnae who are holding interesting jobs in different fields of activity.

Students who have given little thought to the problem of a career after college are referred to the following interesting books in the Library: Hatcher, "Occupations for Women"; Pruette, "Women and Leisure"; Filene, "Careers for Women"; Freyer, "Vocational Self-Guidance."

During the month of March, Miss Knox will be glad to refer students to the new catalogues from graduate and professional schools on file in her office. Students are urged to consult Miss Knox and other members of the committee with regard to opportunities for professional training.

Gladys Palmer, *Chairman*, Fanona Knox, Orlie Pell, Agnes Sanders, Marion Smith and Mary Wood Whitehurst.

### ADVERTISING AS A CAREER

DOROTHY BALDWIN, '28

Anent "this advertising business." It's hard to know exactly where to begin. But, perhaps, I'd better start, like the circus ballyhoo man, by speaking in lurid terms of the gilded pleasures that await those who penetrate into the inner shrine.

During the course of the interview which landed me my job my future employer said to me, "If you're after the shekels, advertising is the game for you." And it is true that advertising offers liberal monetary rewards for those who make good. It is said that the highest salaried woman in the United States is advertising manager for a national concern.

A college education is now almost essential for this profession. Gone are the days when a muddle of black type imprisoned in a half-inch border passed as an advertisement. Advertising now has a distinct artistry of its own. The person who succeeds in such a job must have education, judgment and creative talent. Art, literature, history, music, current events—there is nothing she is not required to know. Everything she has ever learned will help her in her work. And imagination and originality are always at a premium in this profession.

The college graduate, then, who wants her bread buttered on both sides—who wants a business career that is not too business-like, an artistic opportunity that doesn't involve the usual garret and crust of bread, and a gentleman's job at a successful ball player's salary—will try advertising.

You ask me why I like advertising. The answer is, I don't! But that is just my obstinacy. I shouldn't care to make it my life work. But, then, I shouldn't care to make business of any sort my life work. For the educated person who is interested in a semi-business career, it is ideal.

(CONTINUED ON PAGE FIVE, COLUMN ONE)

### The Sad Plight of the Bulgarian Students

(EDITOR'S NOTE—The last issue of the newspaper contained an article presenting the Bulgarian student situation. The following, written by Henrietta Thomson and taken from N. S. F. A. News Service, further explains the situation. Conditions in Bulgaria are acute and it is necessary that the students of the rest of the world come to their assistance. Remember this article when you are called upon to aid in raising funds for Bulgarian student relief.)

By HENRIETTA THOMPSON

So little is known about Bulgaria in the Western World that it has remained since the end of the war almost completely shut away from public attention in world affairs. The countries of Central Europe typify for us the defeated peoples in the World War and French diplomacy in the countries forming the little entente have made us somewhat conscious of them, but of Bulgaria—shut away in the most easterly corner of Europe—we hear little and that not always to her credit.

What we don't know is that that little country of 5,000,000 people, almost exclusively engaged in agricultural enterprises, has since the close of the war been paying steadily a war debt that in its first requirements almost denuded her country of animals of every kind, railway equipment and fodder, and has paid steadily a crushing burden of money to the Reparation Commission, having been granted only one year's holiday when the terrific earthquakes of 1927 laid in ruins over a hundred villages and towns in one of her richest valleys.

Nothing, too, is known of the minorities in Bulgaria whom the government of the country is valiantly helping to settle as constructive members of the nation—11,509 Armenians, mostly refugees; 42,074 Greeks, 43,209 Jews, 9,080 Russians, 57,302 Rumanians, 520,339 Turks. Few realize that these minorities receive equal consideration with any Bulgarian and that all doors of opportunity are open to them as readily as to any native of the country. Moreover, within the last twelve years large sections of Bulgarian territory have been ceded to other countries and she has struggled single handed and alone in dealing with the many problems that have almost overwhelmed her since the war.

Into this situation International Student Service was asked to come with its program of help for students. Impoverished almost beyond repair by war, reparation and disasters, the people live under a burden that is slowly breaking them. In spite of this they cling with desperate determination to their longing for higher education, and the university continues to find its rosters filled. But the conditions under which its students live are extreme for nearly half of the enrollment. Forty-four per cent of them live on little more than \$10.00 a month. These students live in garrets or cellars, or crowd by fours or sixes into one small room, most of them living with neither heat nor adequate light and eating one or at the most two inadequate meals a day.

A description of the economic conditions surrounding students somehow does not begin to convey any real sense of the situation. Over a decade of exhausting, embittering poverty, inadequate nourishment and political and social isolation is destroying something more subtle than homes and bank accounts. Some of us who were there this summer were conscious of a growing sense of defeat and inferiority that seemed far more dangerous to the people than a transient poverty could be. \*\*\* It was inconceivable to Bulgarian students that any one should be interested enough in them to make a trip to see them, and not come with some preference for investigating Bulgarian art or mineral wealth or commercial opportunities, etc., etc. \*\*\*

(CONTINUED ON PAGE FIVE, COLUMN TWO)

### Sophomores Victorious in Two Exciting Games

The Sophomores, in spite of their humiliating defeat by the Freshmen on Saturday, February 15th, staged a comeback the following Monday by defeating the Freshmen and Seniors, their rivals for the championship.

Until the game Saturday afternoon, it was expected that the Sophomores had a straight road to victory ahead of them. But they reckoned without the Freshmen! In the most exciting game of the season, Minnie Cole's team brought the Sophomores into camp by the close margin of 20 to 19. The Seniors on the same afternoon put themselves into the race for the championship with two victories and one loss, by cutting down the Juniors, 54 to 18. The line-ups for the games were as follows:

|                           |                 |
|---------------------------|-----------------|
| FRESHMAN                  | SOPHOMORE       |
| Harwell.....F.....        | Tidwell (Capt.) |
| Withers.....F.....        | Keesler         |
| Fleming.....F.....        | Robinson        |
| Bowers.....S. C.....      | Hoke            |
| Doolan.....G.....         | Hankins, M. C.  |
| Savage (Capt.).....G..... | Sorg            |

SUBSTITUTIONS: Freshmen—Nelms for Savage, Watkins for Bowers, Bowers for Watkins.

GOALS: Sophomore—Tidwell 4, Keesler 6; Freshmen—Harwell 5, Withers 6.

|                        |                    |
|------------------------|--------------------|
| JUNIOR                 | SENIOR             |
| Smith, P.....F.....    | Wilson, E.         |
| Newbould.....F.....    | Bonnet             |
| Holmes.....S. C.....   | Quarles            |
| Patch.....S. C.....    | Johns              |
| Stoakley, M.....G..... | Lumpkin            |
| Lightcap.....G.....    | Wilson, N. (Capt.) |

GOALS: Seniors—Wilson 24, Bonnet 4; Juniors—Smith 1, Newbould 9.

REFEREE: Miss Rath.  
UMPIRE: Miss Chevrax.

The first clash in the play-off on Monday resulted in victory for the Sophomores to the tune of 30 to 10. Having thus eliminated the Freshmen, the Sophomores again defeated the Seniors, though in a more closely contested and better played match. The final score was 18 to 12, this giving the Sophomores four victories out of five games played with the Seniors and Freshmen tying for second honors with three victories and two losses each. The line-up for the games:

|                            |                 |
|----------------------------|-----------------|
| SOPHOMORES                 | FRESHMEN        |
| Tidwell (Capt.).....F..... | Withers         |
| Keesler.....F.....         | Harwell (Capt.) |
| Stirling.....C.....        | Fleming         |
| Robinson.....S. C.....     | Bowers          |
| Sorg.....G.....            | Nelms           |
| Hankins, M. C.....G.....   | Doolan          |

GOALS: Sophomore—Tidwell 12, Keesler 4; Freshmen—Harwell 5, Withers 3.

|                            |                    |
|----------------------------|--------------------|
| SOPHOMORES                 | SENIORS            |
| Tidwell (Capt.).....F..... | Wilson, E.         |
| Keesler.....F.....         | Bonnet             |
| Stirling.....C.....        | Stone              |
| Hoke.....S. C.....         | Johns              |
| Sorg.....G.....            | Quarles            |
| Hankins, M. C.....G.....   | Wilson, N. (Capt.) |

Substitutions: Sophomore—Shoup for Keesler. Goals—Sophomores—Tidwell 7, Keesler 3; Seniors—Wilson 6. Referee: Miss Rath—Umpire—Miss Chevrax.

"Shep" Grey returning to Alma Mater and seeing a large sign on the bridge, "Men at Work," sighs sympathetically, "Women at Work."

SOME SENIOR (first day of exams): "Where are you going with all those books, my pretty maid? No more classes! It's vacation time!"

"For that tired feeling—Sit Down."

### CAMPUS CRUMBS

The Mohics and the Yemassee are hard at it again. Basket ball practices every afternoon for the warriors and rallies every evening after dinner for the ranks. The game promises to be full of excitement! Enthusiasm runs high! The Mohicans held the cup last year—which will be the lucky team next Saturday? They are well matched. Come and cheer for your team!

Well, the Senior Serenade is ancient history now. The Class of 1930 sang us to sleep last Friday night. It was just at 10:30 that they sang. Lanterns swaying, Hollins songs ringing in the darkness. It all served to remind us that Commencement isn't so awfully far off.

Hollins was practically quarantined for a few days this week due to an epidemic of "clockitis." Really the situation was distressing! The Library clock stopped—no, we never remember such a thing happening before. Nobody got to class or out of class on time. Then just as the campus clock recovered the dining room clock was taken with the same malady. Nothing worse!

Are you going to see *Sweetie* to-night? The pictures on back campus indicate that it will be a good movie!

Dame Rumor has it that the Faculty is practicing basket ball these days. When are we to see them in action?

Mr. Cocke will have the invitation cards for the March events ready for distribution by the first of next week. Call at the business office and get some to send to your friends.

### VOCATIONAL OPPORTUNITIES OPEN FOR COLLEGE GIRLS

(CONTINUED FROM PAGE FOUR, COLUMN ONE)

Advertising has several branches. (At this point I'm going to dig up memories of Miss Agnes' history outlines. It may be clearer that way.)

- A. Department Store Advertising.
  1. Direct mail.
    - (a) Personal letters.
    - (b) Circulars.
  2. Window and store cards.
  3. Newspaper advertising.
- B. Advertising Agencies (including all of the above ramifications).
- C. National Advertising.
  1. Principally in magazines.
  2. To a less extent in newspapers.

One may begin either in a department store or an agency. National advertising is the Mecca toward which all good ad-men turn their faces morning and evening. For that is where the big money and the big brains are to be found. National advertising is done by a manufacturing company for its product or by an agency for such a company.

The work in store and agency is, I imagine, very much the same. For an agency, as a rule, simply handles advertising for stores that have no advertising departments of their own. As I have mentioned, an agency may manage national advertising, too.

There are two jobs open to a beginner in advertising: copy writing and art work. Of course, her choice will depend on whether her bent is literary or artistic. It is almost essential for the person who wants to be a fashion artist to graduate from a recognized art school, where she has paid particular attention to costume design. The copy writer needs no such specific training, but she does need a college education. A knowledge of typewriting also stands her in good stead.

It is the duty of every buyer in the store to give the copy writer a description of such

### THE SAD PLIGHT OF THE BULGARIAN STUDENTS

(CONTINUED FROM PAGE FOUR, COLUMN TWO)

Meanwhile they are struggling to raise the money for building a student hostel which will be a center that will offer self-help and a restaurant, club and bedrooms to those students who are attempting the impossible. \*\*\* All university students voluntarily contribute toward the sum of \$11,000.00 which they need to have in hand before International Student Service can give them its promised \$15,000.00 which, together, make the cost of the building and lot. Students are giving and giving courageously toward this, even those living on less than \$5.00 a month sacrificing as much as 15¢ a semester toward the fund. I chance to know that in many cases this 15¢, given twice a year, actually means six mealless days in the year. \*\*\*

As I think of what I saw and felt and heard during those days in Sophia this summer I am convinced that American students could give with tremendous constructive results, if they would back I. S. S. in this project of promised help for the Bulgarian student hostel. It is desperately needed as a center of help and social life for the students but more profoundly it is needed as a check to the destructive sense of being social outcasts that is slowly getting so many of the young people of Bulgaria. A whole-hearted, friendly gesture at this time would do much to stiffen the courage which is there to a large degree and would help to eliminate the inferiority feeling and sense of defeat that make their physical burdens so much harder to bear.

merchandise as he wishes to advertise. He may either send up written "copy," or the copy writer may go down and inspect the article herself. (N. B.—The latter course is not always wise. It crushes the young enthusiasm.) The buyer's description is the bare outline or skeleton of the advertising story. It is the copy writer's duty to embroider it—to sugar-coat the pill that the innocent public is to swallow. For instance, suppose you have "Fish Net Dresses in the New Silhouette" to advertise. With fevered hand clutching your few remaining hairs you write something like this:

"Waists go up and skirts go down: 'Half a foot, half a foot, half a foot longer' is the motto of Paris couturiers. Of course we Americans aren't going to such lengths as that, but we are making concessions," etc. And after you have thus achieved what you consider a masterpiece, you are informed that you have written entirely too much copy for the space. Thus the iron enters into your soul.

This is the regular procedure for newspaper ads and circulars. Letters are—just letters. You write to the Dear Madam to inform her of a special sale, to tell her she needs a washing machine, or to ask her why she hasn't paid her bills. And you simply do it as tactfully as you know how.

Show cards are perhaps the most difficult things of all. It isn't easy to give clever fashion advice or information in six or eight words, and space doesn't permit the use of many more. However, show cards are also, perhaps, more fun than anything else.

As I am the only copy writer in a store which sells everything from tires to jewelry, I have plenty of variety—and sometimes plenty of work. In our advertising department there are two artists, one—a man—for furniture, and the other—a girl—for apparel, a proof-reader, an office boy, an assistant advertising manager and the boss—the advertising manager.

Most advertising managers are men, but there is an increasing field for women here. Both copy writers (frequently) and artists (more rarely) have become advertising managers. For this position one needs to be a first class copy writer, a critic of art work and

### Mr. Geer Addresses Labor Problems Class

Mr. B. E. Geer, mill executive of Greenville, South Carolina, addressed the Labor Problems Class, Saturday morning, February 22d. Mr. Geer spoke on the textile situation in the South and gave what may be called the view point of the capitalist on the present situation.

Mr. Geer began by saying that the mill executives realized that there are many unwholesome aspects of the textile situation in the South such as segregation in villages, too long hours, too low wages and the working of women and children at night. But the situation in the South is a practical question, not an ideal one. The problem must be attacked concretely, not theoretically. Paternalism studied as an academic question is not the same as in application; theory is useless unless you are in contact with the actual as well.

Mr. Geer next asked that the conditions in the South be not condemned because they are not perfect. But that it be taken into consideration that they are improving and that newspaper clippings do not give typical conditions.

"Be sure of your facts before you condemn," Mr. Geer then stated. It is the South Carolina manufacturers who have been responsible for putting in the compulsory school law, and the child labor law in that state. He further stated that if cotton mills had not developed in that section the small farmer would have lapsed into peasantry and absolute poverty. The present trouble is due to a surplus labor supply which the mill executives did not invite and about which they are extremely worried.

Mr. Geer said that there is no argument against unions, and that labor has the right to organize, provided the right motives are behind it. And the South will be organized in the correct way but not until the average intelligence is raised.

a merchandising man and have a thorough knowledge of layouts and type.

A layout is a map of the advertisement. Local papers provide layout sheets the size of a newspaper page. These are blocked off into columns and lines. The advertising manager, who has planned the ads for a month ahead, marks on the sheet the size of the ad and indicates where cuts, headlines and copy are to go. This sounds simple enough, but it is really difficult, as I found to my cost recently when I made my first layout. One must first of all apportion the space for each department according to its advertising expenditure. Then it is necessary to consider what kind of a cut is to be used (wash drawing, outline, photograph, etc.), its size and its position on the page. With copy there is the question of size and kind of type. As there are whole books full of types from which to choose, and as each type comes in about a dozen sizes, this is no easy job. Most difficult of all, cuts, type and margins must be fitted in so that nothing is crowded and there is plenty of white space. An attractive layout is a real work of art, and a knowledge of proportion is really necessary for the successful layout man or woman.

I don't know that I would recommend any particular type of training to the college girl before she embarks on advertising. She will find some previous experience of writing English helpful in getting her position. A thorough knowledge of fashions and an acquaintance with *Harper's Bazar* and other fashion magazines will also assist her. But, in general, the best way to learn advertising is to do it. There are many stores or agencies which prefer inexperienced copy writers. The college girl can get her start in one of these, but she must be satisfied to start at a salary that would be scorned by a self-respecting office boy. Promotion comes rapidly if she makes good.

(CONTINUED ON PAGE SIX, COLUMN TWO)



## SOCIETY

Among the Hollins girls attending the dances at the University of Virginia last week-end were Tim Brown, Beatrice Bowman, Frances Gravitt, Louise Moore, Elizabeth Platt and Dorothy Towles.

Laura Hoke, Elizabeth Morris, Elizabeth Thompson and Harriet Wynne went to the dances at the University of North Carolina.

Elizabeth Triplett recently visited relatives in Albemarle, North Carolina.

Minnie Cole Savage has been at her home in Williamsburg after an operation for appendicitis.

Huldah Dimmitt, from Norfolk, has been visiting Elizabeth Dawson, Elizabeth Fooshé and Rosamond Larmour.

Mr. H. R. Forman, Junior, of Haverford, Pennsylvania, recently visited his daughter, Betty.

Mr. B. G. Slaughter, from Hopewell, Virginia, spent a few days with Margaret.

Mr. D. J. Flather, of Nashua, New Hampshire, came down to see his daughter, Deedee, for a few days.

Mrs. I. B. Briggs and Mrs. T. C. Watkins drove from South Boston, Virginia, and chaperoned a few of the Hollins girls, including their daughters, Frances Briggs and Mary Watkins, to the midwinter dances at Virginia Military Institute.

Mr. and Mrs. J. M. Gilly and family spent a few days with Louise.

Mr. and Mrs. B. E. Geer, of Greenville, South Carolina, and their son John Geer, have been visiting their daughter, Rachel, recently.

Mrs. A. F. Bowen, of New London, Connecticut, has been visiting her daughter, Eleanor. Gretchen Speth and Janice Mohm are visiting friends at Sweetbriar.

Helen Phillips has returned to her home in Richmond.

Polly Agee is visiting Miss Louise Hudson at the Madeira School in Washington.

Mr. and Mrs. D. L. Middleton drove up from their home in Monroe, North Carolina, to spend a few weeks with their daughter, Louise.

Tola Hankins is spending this week-end at her home in Richmond.

Gertrude Wiles is visiting friends in Washington.

Margaret Mohle and Charlotte Hampton are in New York this week.

Among those attending the dances at Annapolis this week are Irene Bernard, Eleanor Bomar, Eleanor Bowen, Beverly Chalker, Leila Horner, Louise Middleton, Elizabeth McCleary, Mary Ruggles Nelson, Shirley Newbould and Frances Stoakley.

Camille Dawson is attending the midwinter dances at Roanoke College this week-end.

Those who attended the midwinter dances at V. M. I. last week-end were: Frances Bell, Frances Briggs, Elizabeth Brush, Eugenia Bush, Louise Harrison, Anne Hyatt, Buena Mason, Evelyn Sayles, Betty Steel, Frances Stoakley, Katharine Spratley, Mae Tabb, Mary Watkins, Helen Weaver, Catherine Witschen and Elizabeth Young.

E. Blount's sister, Maimie Ella, spent Sunday and Monday at Hollins.

On Founder's Day President Cocke entertained the Student Body, Faculty and guests of the College at a reception in the College Drawing Room from 5:30 to 6:30 o'clock.

Charlotte Patch and Suzanne Rutherford are the guests of Mr. and Mrs. Ernest Patch in Norfolk, Virginia.

Dr. Palmer, with Patty Godsey, Frances Dodd, Rachel Geer and Elizabeth Triplett, are in Greenville, South Carolina, where they are the guests of Mr. and Mrs. B. E. Geer. The party is studying the cotton mill situation, and going over the mill villages around Greenville. Mr. Geer is giving the trip to the four members of the Labor Problems Class.

## FAMOUS ALUMNAE

In Hollins' Hall of Fame one of the first people who comes to mind is Loulie Hunter, who is Mrs. Edward M. House, the wife of Col. E. M. House, internationally known statesman and diplomat. Mrs. House has been wined and dined by all of Europe's royalty and has maintained her place in the spotlight of international society for many years.

She is living in New York City at present, her address being 104 East Sixty-Eighth Street. Her daughter, Mona House, now Mrs. Randolph Tucker, also came to Hollins, and lives at present in Chestnut Hill, Massachusetts. Both are among those whom Hollins is truly proud to call her own.

## VOCATIONAL OPPORTUNITIES OPEN FOR COLLEGE GIRLS

(CONTINUED FROM PAGE FIVE, COLUMN THREE)

After the copy writer has started on her job she will find many courses that are helpful. Courses in business, merchandising, layout and general advertising can be had at many good business colleges and universities. She should also subscribe to several recognized fashion magazines and familiarize herself with the latest tendencies in fashion. But she must remember that the average American woman is usually about three jumps behind the Paris couturiers, and that only the most exclusive shops can afford to push extreme styles. This applies, of course, only to apparel advertising, but apparel advertising will probably be the most important part of the work she undertakes. Fashion, however, is now increasingly prominent in the sale of every article in use to-day, including saucians!

Another thing. The youthful college graduate must forget that she has swallowed the dictionary. She must remember that she is addressing an audience of customers whose average vocabulary is limited to a few thousand words. She must thoroughly learn the rule that simplicity is best—in language, sentence structure and layout. She is not there to get a reputation for cleverness. She is there to sell the merchandise. Of course, if she can do both, well and good!

The only thing that remains now is to tell how I got my job. It was quite a task. Last fall, after I had abandoned the idea—or the hope—of obtaining any other newspaper work than book reviews and articles—at least for the present—I decided on advertising as my next best bet. Firm in the conviction that the world was my oyster, I trotted hopefully around to interview sundry advertising managers in stores and agencies. After they had asked me what my experience was, and waved me politely to the door, I began to realize that I had made a slight error, that the world was not going to be served up to me on a half shell. At last I visited a prominent advertising agency here in the city which is run by a talented woman. She, too, had no opening for me, but she listened to my tale of woe with sympathy and suggested that I go to see Mr. Shelter, advertising manager of Hecht Brothers.

I did so. He was very pleasant and asked me to write a letter to him, "loosening up," as he expressed it, and getting rid, as far as possible, of the pedantic style which he presumed I had learned in college. I wrote him the letter, and as I heard nothing from him for some time, almost forgot it and engaged in some temporary work. After some weeks, however, the copy writer who had been at Hecht Brothers sent in his resignation preparatory to taking another position. Mr. Shelter offered me the job. I took it and have been there ever since.

## Annual Apparatus Meet Held Friday Afternoon

The annual apparatus meet was held last Friday afternoon at 4:15, in the gymnasium. Miss Ladd from the Roanoke Y. W. C. A. and Misses Rath and Chevraux acted as judges.

The meet was judged on the percentage basis due to the deficiency in the number of Seniors who went out for apparatus. The class obtaining the highest number of points in proportion to the number of people competing was declared winner. The participants were judged strictly according to form.

## FOUNDER'S DAY IS OBSERVED AT HOLLINS

(CONTINUED FROM PAGE ONE, COLUMN ONE)

Miss Hearsey related her day-dream of a future Hollins of airplanes, "smoke houses," week-ends in all parts of the country, etc. These things, however, are not the fundamentals.

Hollins should be an aristocracy of the spirit, based on a recognition by both teachers and students of what a college is really for. By keeping only those students fitted for thinking, this may be attained.

Hollins can also be a democracy when there is an increasing sense of responsibility among the students. The danger line of a democracy is a standardization of opinion, but this may be avoided if there are people willing to belong to the minority.

The other qualities desired for Hollins are a scientific, inquiring spirit of scepticism and an indestructible faith in the following fundamentals: The advantages of a small college; a belief that in proportion to what we contribute to its life, we derive benefit from a college; a conviction that we build by admiration, hope and love, and faith.

Following Miss Hearsey, Miss Eleanor Wilson spoke on "Your Share in the Continuity in Which You Find Yourself To-Day—the Past and Future."

She said that we must not feel that the faculty alone carries on the stream of continuity. As students in the past have given themselves to gain freedom for us, we must take up the responsibility and work to equal past achievements, thereby carrying on the continuity of Hollins.

Though it is only a pose in young people, some students like to think of themselves as and act as cynics, believing it unusual. To-day, however, it is unusual to be an idealist. Only when the cynic begins to rebuild what he has torn down will we regain confidence in him. Cynicism will ruin a college.

"Indifference is the most dangerous thing at Hollins," said Miss Wilson. We must lend ourselves to stimulating new advantages and not fail in our duty to continue the work of the past. We cannot be cynics and live without enthusiasm. Let us remember that

*"We are the dreams of the dreamer," and  
"We, too, are dreaming a dream."*

Last of the evening's speakers was Miss Riddick who spoke on "What Lies Beyond the Mountains on Our Horizon for a Hollins Girl."

"Only the mentally deficient are not stirred by the word 'challenge,'" she said. To-day there is a challenge to all women to prove that woman will show her worth in the freedom and equality opened to her by the World War. The burden of the proof rests on the college woman.

Let her create a new and finer type of womanhood and rebuild the homes that have been shattered, or so it is charged; let her apply the yardsticks of unselfishness, intelligence and integrity to poverty, crime, ignorance and war. In this material age let her transmute the intangibilities of the spiritual values into character.