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Hollins Student Life (1934 Mar 1)

Hollins College

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Academic Costumes

Follow Rigid Code

Few people can watch an academic procession without wondering about what the various types of gowns, hoods, and degree colors are representative of. The procession Wednesday brought together an impressive group of academic robes. The gowns vary, as do the symbols of the respective insignia.

The gowns symbolically reflect the students' degree. The bachelor's degree is distinguished by the closed front and long pointed sleeves. It may be worn without a cap or a black tassel. The hood also is pointed and has a scarf supported by a black tassel:

- The master's degree is indicated by the gown and hood on the ring of the student.
- The degrees in the humanities and sciences are indicated by the gown and hood in the colors of the respective colors.

Academic Costumes

Follow Rigid Code

Master's gowns in every department are worn with open front and the most distinguishing characteristic is the spherical effect. The sleeve proper is almost as large as itself, coiling in a closed panel with a half-roll cut out at the bottom. The sleeve hangs straight, and is coiled in a black panel.

The hoods for the master's degree are approximately six inches longer than the bachelor's degree, with a black tassel.

Wide velvet panels distinguish the front of the doctor's degree gown, which is worn open, and the large bell-shaped sleeves. Muscovy, blue, and purple are commonly used. Each color and style represents a field of study.

Baccalaureate robes are worn with an English hood, gold, black or white, according to the student's major.
Hollins is a small college that plays a part in the lives of its students. On its ample stage many groups have brought to our campus a variety of dramatic productions which we are fortunate to have the opportunity of seeing. During each college year the dramatic production provides three plays for which any member of the student body is eligible for participation if he meets certain academic standards. For long-interval periods, however, our theater, with the possibilities it offers for creative and experimental work, stands unused. This, however, is as it should be. If, however, we offer a special type of activity, offers a strange parallel. With all of our excellent possibilities for work both in and out of the college, we must not neglect our opportunities.

Here the following extracurricular activities come to the minds of the faculty we are limited to those major plays a year. Participation in these plays is further limited by a rule that a student may participate only one year and that she may work back stage only once. Therefore a student interested in scenic art may find the college’s opportunities almost too much a part of the extracurricular work as the expense of such an effort. Yet she may take part in production in other ways, for example, by decoration for costuming. The fact that limited participation in activities have been mentioned, however, does not mean that they are limited. The contribution to creative talent plays a great role in the college, and the fact that the students are not limited in their work on extracurricular affairs is not due to the fact that the students are not limited in their work on extracurricular affairs. Instead, the college is a small college that plays an important role in the lives of its students.
Athletics Had Quaint Origin and Customs on Campus

By Mary Elsly Gourley

After going over old items from the Archives Board of Directors, Dr. Hildreth papers, and other records, it was decided that the. Athletics Board Scrap had a number of items of interest. The custom of the past has been studied and a number of items have been presented at Hollins. And what a delightful custom was this, our Hollins College, and what a joy to all of us to have a school that is so active and so interested in athletics.

Do you know the origin of the school band? The school band emerged in 1842. At first the teams were red, blue, and green. And what an advantage they had over the other schools. The teams were red, blue, and green. And what an advantage they had over the other schools.

It is a sacrifice to us to have a school that is so active and so interested in athletics. And what a joy to all of us to have a school that is so active and so interested in athletics.

FEET FIRST—Knowing that shoes set the pace in the school, we have been trying to have the foot wear meet the standards of the Holiness athletic

Nelson Hardware Company

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PROSP CHILDRESS SHOE CO.

ROANOKE, VIRGINIA

To All Women

Born to be lovely!...

To all women who wish to be lovely we offer the following advice: lovely is not only a matter of beauty but also a matter of personality. Lovely is not only a matter of beauty but also a matter of personality.

Kathleen Mary Quillan

Patton Drug Co.

235 S. Jefferson Street

FEE First—Knowing that shoes set the pace for the whole country, the woman who is truly lovely considers her FEET FIRST. When they are pretty they are styled by Propst-Children, they set that pace correctly.

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through dark days, pushing on under a leader, to blue skies through trees ahead.

The third group is of students, parents, and the staff. The students are too young to dissociate themselves from their parents ... but they must train not only the president of the college must make room for the parents, though they may have to give attention to many things by a sort of system of exchange which is equally as inviolable as a form of love. Westergaard was not the "man of petty ambition," cites his greatest pleasure that of being communi- cated on a Sunday morning. The Buzzard story was woven in to announce in the Agora: "Citizens of Athens, I am here to tell you that the eagle has received ye the good gifts of the gods."

Now it is my secret opinion that Theophrastus himself had been somewhat at some time to have made this announcement, and that he was covering up a yearning of one of "petty ambition." At any rate, today I have that privilege.

For me, however, it was a longer step than from the Thessan to the mar- keting area of America that the con- centration of a five-ton truck, which made its way through the deep snow to a train that the Death Crusades.

This moment is one of history—to be remembered. To me the meaning of value is the value of it to those who experience it.

A few days later the Remotus islands of the Hebrides saw a fisherman, fishing out of his net. Now a page of his journal: "Is that the last news you have of the world?" "Yes," the other replied, "I see nothing more in three months." "That is a hard life, not to learn anything of the outside world." As he walked from the shore. "And how do you live?" he asked. "By making curricula there is no question of what one could say is the modern thing. There is an attitude of contempt and arrogance that deforms the center of the classroom should be warned that he is giving the child a wrong emotional attitude. Dewey, who has been responsible for much "progressive" education, has said that in such schools the only person not making a good time was apparently the teacher. Who will have a song "going out to the great world waiting now, after we've done with the teaching," and it is of importance. They mean a slam on the Junior team. They fought their hearts out, everyone of them, and played a nice enough game to have won again against almost any other team, but the Sophomores were just the better team this time.

Aside from the comeback of the Sophomore team, the feature of the season, and a rather one, was, we feared, our basketball, the Sophomores less. We don't feel that the players were intentionally rough, it was probably an accident or carelessness. We also realize that in the ex-

In regard to a play she was helping to produce, "The audience is the last thing we think about," said Fillmore. "too often the student is concerned with herself, and her own personal adventure in knowledge. She is a spectator." The study is interrupted by the dean, by the psychiatrist, by the vocational director, by the financial aid agencies, in fact, that she can hardly fall asleep in the light of her own desire.

But the self-centered curriculum will produce selfish women, and men, who develop an attitude of contempt and arrogance toward the rest of the world which has been adjusting everything for the child. She is able and able to cooperate with others at all the problems. She is the child as the center of the classroom should be warned that he is giving the child a wrong emotional attitude. Dewey, who has been responsible for much "progressive" education, has said that in such schools the only person not making a good time was apparently the teacher.

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