3-12-1943

Hollins Columns (1943 Mar 12)

Hollins College

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Recommended Citation
Hollins College, "Hollins Columns (1943 Mar 12)" (1943). Hollins Student Newspapers. 190.
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SdollN ASSOCIATION ELECTS M. F. SMITH

Tuesday night, March 12, the student body elected Mary Frances Smith, Class of 1944, as treasurer. Louise Groenmeyer as President of the Student Government Association, for 1943-44. Miss Smith, who has been an active participant in many campus activities, was treasurer of her class in her sophomore year, and treasurer of the student Government Association. Both last year and this she worked on the Speirster, and this year she has been especially active on the Committee of War At Home, which, as a student organization on campus, has attempted to make Hollins realize the dire need for help in the war. In her sophomore year she also worked on Hollins Columns as a copy editor. Before last year she was chairman of the Budget Committee for the Fraternity. Last year she was chairman of the Orchestra Committee. Miss Smith, who is a junior, was an able and efficient group leader. As yet, Miss Smith has no comments to make on her ideas for the student government next year, but she will make known to the newly elected officers. Miss Smith is a native of Virginia, and the daughter of the President of the Association, of course, planning and calling meetings, and those other duties which are attendant upon any organization. The election of presi- dent and the coming elections of other officers were scheduled earlier than usual this year in order to enable the new president to attend a national conference. The date and place for this conference has not as yet been decided upon, due to the inadequacy of present transportation facilities.

Hollins has Hollins Day

Heironimus Has Hollins Day, one of the most popular and best loved girls of Hollins, will hold this year on Friday, March 12, at the Mohicans' table. As is the custom, Miss Heironimus has chosen a unique name for her day. And, as usual, Heironimus will be accompanied by her many friends and admirers who will be present to help her celebrate her day. The plans and events for Heironimus Day will be announced in the next issue of the Student Review. The remainder of this issue is devoted to the Mohicans' second dance. At this dance the Mohicans will continue to celebrate Heironimus Day.

Dr. No-Yong Park Conducts Class

Miss Sitler's Biology 10 class considered themselves very fortunate to have two opportunities to see Dr. No-Yong Park last Monday. He spoke briefly and answered questions on the blackboard before Dr. Park for his lecture with much ease and assurance as he recounted some of his life in Manchuria before the Winterization of his country, China, and in Europe and the United States. As he was speaking before a Biology class, he spoke about life—his life. He received his education in China, Japan, and the United States. When he came to the United States, he was known throughout the school as a great teacher, a great counsellor, and a great friend. He is loved by all students, and his influence on them is immeasurable. He is not only a great teacher, but also a great friend to all students who have been in his classes.

Dean Announces Vacation

With the end of the academic year, the school will conduct a Senior Forum in June. The forum will be held at the Mohicans' table. Miss Smith will lead another forum, which will be held at the end of the year. The forum will be held at the Mohicans' table.

SURPRISE!

Have you! Have you! Come one, come all, Sunday, March 14, at 3:30 p.m. Don't spend your money on a movie, don't spend your time on any other activity that will not turn out in comfortable old socks come out to the back of Main and be prepared for a BIG SURPRISE! You are guaranteed to be returned safe and sound by five o'clock.

Hollins Column

Culliton Holds Second Dance

On Friday, March 5, a solemn bal- loon, shamrocks, and Irish pipes, held its second dance of the year. The dance was held on the main floor of the Student Union, and was open to all students.

To Win the Fight

Dr. No-Yong Park, who received his education in China, Japan, and the United States, and was known throughout the school as a great teacher, a great counsellor, and a great friend. He is loved by all students, and his influence on them is immeasurable. He is not only a great teacher, but also a great friend to all students who have been in his classes.

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CREDO FOR HOLLINS GIRLS IN WARTIME

We believe that we must approach our studies with new eagerness and determination—giving even more than we ever thought we could. We believe that it is our responsibility to keep the intellectual progress of our people alive by making up the lost time which so many of our soldiers are being forced to miss.

We believe that, after war, we must be fully educated, wise for ourselves and men for our men, that there will be leaders and thinkers in our country who will lead us in the future.

We believe that all of us must cultivate this desire to gain as much learning as possible as early as we can, as rapidly as we can, for we know how long the opportunity may last. Once we have acquired this desire, men, what it is, and how we can do it well, we can polish it, perfect it, and preserve our minds like so many precious things.

We believe that a direct contact with the war, in its history, will teach us how

We believe that our American ideals are as our part in the war, and that we are needed. We believe that our American ideas are as our part in the war, and that we are needed.

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Preparation For Future Occupations of Hollins Students

Hollins College is a liberal arts institution. It offers a widespread variety of liberal arts courses that leave the student with a solid foundation from which she can reach into the realms of higher learning leading to her goal. Upon that test-taxed standard crushed the war-year—the youth with a battle uniform. They demanded courses that would lead to immediate work for the help of America. They did not want to be a part of the program of the liberal arts college, but a pointed program, narrowed to the essentials, that stretched directly into war work. The standards of traditional education, which had been settled back under the assurance of a firm conviction that no such necessity was necessary in order to win this war. They held the conviction that the complete liberal arts education was still the strongest and most enduring basis of a successful career, whether that career led into new war work, or into further reaching fields. That conviction was based on the following concepts:

The Hollins students must stand by their old aims and goals; held to their regular elective majors; calm down; and then probe into the major courses, and see if, in their new situation, they are not as desirable as they were in the departmental courses. There can be found some subjects that could be fulfilled, like the pieces of a puzzle. The student should be able to provide work in accordance with the wartime standards of America. Some war job must be the nucleus, and around it be fitted the specializing courses. In order to meet the temporary needs of the market, the upper classroom should consult the lower classrooms in charge of their major fields. The freshmen should consult Dean Smith, or Miss Wallace for aid in the choosing of their Sophomore courses. These consultations are of the utmost importance to the Hollins student, for it is necessary that the plans be made effectively, and that it shall be possible to any discontinuance with the basic majors. The electives should be correlated so that, at the end of four years, the Hollins student comes forth endowed with the wide range of study that results from a liberal arts education, and still with a constructive unit well able to meet the temporary needs of the country. In order to obtain further information concerning this new plan, the students should watch the bulletin board for notices that will be issued by the Dean's office on the subject of short term planning.

The opportunities opened by the various groups of majors and electives are as follows: The first are some of the war-emergency occupations, and the second temporary in duration. If the student is an English major, and has one or more foreign languages at her command, she may obtain positions doing censorship work or translation. With an additional elective of Statistics, she may obtain work decoding messages. Or, with additional Red Cross training, she may do overseas work.

A student who has taken both Psychology and Sociology may obtain Social Service positions at Clinical, Nursery School, Recreational, or Psychiatric social workers, or in Civil Service jobs. The field of advertising is open to the student who has taken the additional elective, English.

If the student is a history lover, she may do consumer-relations work with the Price Commission, or work on the Ration Board. If she has taken Psychology and Sociology, plus the electives, Community Hygiene and Nutrition, she may take child care positions in day nurseries, secretaries, nurses, day camps, and such.

A background of music and studio art is of assistance here, for, with but little teaching experience, the elements of art and music can be taught to children.

There are many positions that can be obtained in the recreational field by the student who is a major in Physical Education, and has taken Psychology, Sociology, Biology, and Applied Music. It is suggested that the student also have had Recreational Leadership, Nutrition, Typing, and Child Care. The War Recreational Administration has organized recreation institutes in many of the large cities to give specialized finishing work to those girls who have the above-mentioned background. All of the positions so far discussed may be either volunteer or pay.

For the Science major who wishes a more permanent position, there are opportunities to work in aircraft plants. Some of the aircraft companies are offering training programs for those with a college background of Science, and are paying them while they attend school. The largest opening there is for engineers to help in the production of planes, but there are many other possible positions. These fields are but a few of the short-term results of the integration of majors and secondary interests.

For the student who looks beyond her four years at college, beyond the near future and into the far, to a more specialized education and to greater and more permanent goals, there are, of course, the customary professions resulting from major courses. Due to the rising professional standards, several years of additional training is necessary in the case of the first four years of college before these goals may be reached. But among these far-reaching professions there are a few that answer a crying need of this country in addition to providing a permanent future.

One example of this type of profession is Nursing. Today the Government is demanding more nurses, nurses to relieve the greatly over-taxed workers on the fighting fronts; nurses, five to six thousand of them, to go into the behind-the-iron lands of Europe, and nurse the broken people back to health. Here, the liberal arts degree is essential, for the Government wants girls with administrative ability, who can take hold with efficiency and leadership. These girls must have great knowledge and understanding of humanity, and so, a background of biology, sociology, and psychology is of prime importance. These girls must comprehend the history and culture of the people with whom they are working, so they must have a thorough knowledge of European history. Finally, these girls must have a speaking and reading knowledge of the language of the country in which they are working, in addition to an associate knowledge of other modern languages. This is a career with a future, and they are given places in the Peace Movement, nation, but to humanity.

Teaching is a permanent profession in which there is a definite need of more workers. Although the teaching requirement for high school and college teachers is getting higher every day, the State of Virginia is providing a great knowledge and is ready to take the student who has the background, and is ready to take the student who is ready to work with the Red Cross.

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