

1934

Rollins College Catalog 1934-1935

Rollins College

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*B. Skov
Knoevs 528.*

ROLLINS COLLEGE BULLETIN

VOLUME XXX

JANUARY, 1935

NUMBER 3

ANNUAL CATALOGUE

FIFTIETH SESSION

1934-1935



ROLLINS COLLEGE

WINTER PARK, FLORIDA

Issued Quarterly; Admitted as Second-class Matter at Winter Park, Florida, Post Office, under Act of Congress of July, 1894.

DIRECTIONS FOR CORRESPONDENCE

All correspondence relating to the general interests of the College should be addressed to the President.

Requests for the Annual Catalogue and other publications, and for information concerning credits and for entrance examinations, should be addressed to the Dean of the College or to the Registrar.

Correspondence concerning admission to the College should be addressed to the Dean of the College.

Correspondence concerning the personal welfare of men students should be addressed to the Dean of Men.

Correspondence concerning the personal welfare of women students should be addressed to the Dean of Women.

Correspondence concerning alumni should be addressed to the Alumni Secretary.

Correspondence concerning work in music should be addressed to the Director of the Conservatory.

ROLLINS COLLEGE CATALOGUE 1934-35

Semi-Centennial Year



WINTER PARK, FLORIDA

Rollins is a member of the Southern Association of Colleges and Secondary Schools, the Association of American Colleges, the American Council on Education, the Florida Association of Colleges, and an institutional member of the National Association of Schools of Music. Graduates of Rollins may become associate members of the American Association of University Women.

FIFTIETH ANNUAL CATALOGUE WITH
ANNOUNCEMENTS FOR 1935-1936



ANNIE RUSSELL THEATRE

KNOWLES MEMORIAL CHAPEL

Each man major schedule
Pre-meeting major

FOREWORD

THE ideal at Rollins is to substitute learning for instruction, to encourage the intellectual curiosity and enthusiasm of the student, and to develop the individual in the manner best suited to him.

The College was founded under Congregational auspices to provide for Christian education in Florida. Although undenominational it has steadfastly maintained the ideals of its heritage. This year the College is celebrating the fiftieth anniversary of its founding.

Rollins was the first institution in the lower South to be given the retiring grants for professors by the Carnegie Foundation. This recognition came in 1908. It was also the first college in Florida, as distinguished from the state institutions of higher learning, to receive membership in the Southern Association of Colleges and Secondary Schools. The College is also fully recognized by the Florida State Department of Education and the New York State Department of Education.

The College has endeavored to stand for clean athletics and to this end maintains membership in the Southern Intercollegiate Athletic Association and the Amateur Athletic Union.

Rollins College is an active member of the following national educational organizations:

The Southern Association of Colleges and Secondary Schools.

The Association of American Colleges.

The American Council on Education.

The Florida Association of Colleges.

The National Association of Schools of Music.

Graduates of Rollins College are eligible for associate membership in the *American Association of University Women.*

THIS CATALOGUE
SUPERSEDES ALL
PREVIOUS ISSUES

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Rollins College

Winter Park, Florida

1935 CALENDAR 1935

JANUARY	FEBRUARY	MARCH	APRIL
SMTWTFS	SMTWTFS	SMTWTFS	SMTWTFS
-- 1 2 3 4 5	-- 1 2	-- 1 2	-- 1 2 3 4 5 6
6 7 8 9 10 11 12	3 4 5 6 7 8 9	3 4 5 6 7 8 9	7 8 9 10 11 12 13
13 14 15 16 17 18 19	10 11 12 13 14 15 16	10 11 12 13 14 15 16	14 15 16 17 18 19 20
20 21 22 23 24 25 26	17 18 19 20 21 22 23	17 18 19 20 21 22 23	21 22 23 24 25 26 27
27 28 29 30 31 --	24 25 26 27 28 --	24 25 26 27 28 29 30	28 29 30 -- -- --
-- -- -- -- --	-- -- -- -- --	31 -- -- -- --	-- -- -- -- --
MAY	JUNE	JULY	AUGUST
SMTWTFS	SMTWTFS	SMTWTFS	SMTWTFS
-- 1 2 3 4	-- 1	-- 1 2 3 4 5 6	-- 1 2 3
5 6 7 8 9 10 11	2 3 4 5 6 7 8	7 8 9 10 11 12 13	4 5 6 7 8 9 10
12 13 14 15 16 17 18	9 10 11 12 13 14 15	14 15 16 17 18 19 20	11 12 13 14 15 16 17
19 20 21 22 23 24 25	16 17 18 19 20 21 22	21 22 23 24 25 26 27	18 19 20 21 22 23 24
26 27 28 29 30 31 --	23 24 25 26 27 28 29	28 29 30 31 -- --	25 26 27 28 29 30 31
-- -- -- -- --	30 -- -- -- --	-- -- -- -- --	-- -- -- -- --
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
SMTWTFS	SMTWTFS	SMTWTFS	SMTWTFS
1 2 3 4 5 6 7	-- 1 2 3 4 5	-- 1 2	1 2 3 4 5 6 7
8 9 10 11 12 13 14	6 7 8 9 10 11 12	3 4 5 6 7 8 9	8 9 10 11 12 13 14
15 16 17 18 19 20 21	13 14 15 16 17 18 19	10 11 12 13 14 15 16	15 16 17 18 19 20 21
22 23 24 25 26 27 28	20 21 22 23 24 25 26	17 18 19 20 21 22 23	22 23 24 25 26 27 28
29 30 -- -- --	27 28 29 30 31 --	24 25 26 27 28 29 30	29 30 31 -- -- --

1936 CALENDAR 1936

JANUARY	FEBRUARY	MARCH	APRIL
SMTWTFS	SMTWTFS	SMTWTFS	SMTWTFS
-- 1 2 3 4	-- 1	1 2 3 4 5 6 7	-- 1 2 3 4
5 6 7 8 9 10 11	2 3 4 5 6 7 8	8 9 10 11 12 13 14	5 6 7 8 9 10 11
12 13 14 15 16 17 18	9 10 11 12 13 14 15	15 16 17 18 19 20 21	12 13 14 15 16 17 18
19 20 21 22 23 24 25	16 17 18 19 20 21 22	22 23 24 25 26 27 28	19 20 21 22 23 24 25
26 27 28 29 30 31 --	23 24 25 26 27 28 29	29 30 31 -- -- --	26 27 28 29 30 --
-- -- -- -- --	-- -- -- -- --	-- -- -- -- --	-- -- -- -- --
MAY	JUNE	JULY	AUGUST
SMTWTFS	SMTWTFS	SMTWTFS	SMTWTFS
-- 1 2	-- 1 2 3 4 5 6	-- 1 2 3 4	-- 1
3 4 5 6 7 8 9	7 8 9 10 11 12 13	5 6 7 8 9 10 11	2 3 4 5 6 7 8
10 11 12 13 14 15 16	14 15 16 17 18 19 20	12 13 14 15 16 17 18	9 10 11 12 13 14 15
17 18 19 20 21 22 23	21 22 23 24 25 26 27	19 20 21 22 23 24 25	16 17 18 19 20 21 22
24 25 26 27 28 29 30	28 29 30 -- -- --	26 27 28 29 30 31 --	23 24 25 26 27 28 29
31 -- -- -- --	-- -- -- -- --	-- -- -- -- --	30 31 -- -- --
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
SMTWTFS	SMTWTFS	SMTWTFS	SMTWTFS
-- 1 2 3 4 5	-- 1 2 3	1 2 3 4 5 6 7	-- 1 2 3 4 5
6 7 8 9 10 11 12	4 5 6 7 8 9 10	8 9 10 11 12 13 14	6 7 8 9 10 11 12
13 14 15 16 17 18 19	11 12 13 14 15 16 17	15 16 17 18 19 20 21	13 14 15 16 17 18 19
20 21 22 23 24 25 26	18 19 20 21 22 23 24	22 23 24 25 26 27 28	20 21 22 23 24 25 26
27 28 29 30 -- --	25 26 27 28 29 30 31	29 30 -- -- --	27 28 29 30 31 --

COLLEGE CALENDAR

1935-1936

1935

September 26, Thursday, 4:00 p. m. . . *Meeting of Faculty*

September 26-October 1, Thursday (evening)—Tuesday, *Ori-
entation Week Exercises and Entrance Ex-
aminations*

September 30, Monday, *Registration of New Students Begins*

October 2, Wednesday, *Registration of Old Students Begins*

October 5, Saturday, 8:15 p. m., *Student Association Recep-
tion to New Students and New Members of
the Faculty*

November 4, Monday, *Exercises in Commemoration of the
opening of Rollins College, November 4,
1885*

November 28, Thursday *Thanksgiving Day*

December 19, Thursday, noon *Fall Term Ends*

Christmas Recess

1936

January 6, Monday, noon *Winter Term Opens*

February 19, Wednesday, 10:00 a. m., *Meeting of the Board
of Trustees*

February 21, Friday, 12:30 p. m., *Sandspur Luncheon*; 4:00
p. m., *Bachelor Essay Contest*

February 22, Saturday, *Alumni Day*; *Winter Park Civic Day*

February 23, Sunday, 2:30 p. m., *Literary Vespers*, "*Rollins
Animated Magazine*", Vol. X, No. 1.

February 24, Monday *Founders' Day*
10:00 a. m., *Convocation*; 8:15 p. m., *Meet-
ing, Phi Beta Kappa Association of Central
Florida.*

March 18, Wednesday afternoon . . *Winter Term Ends*

*Rollins College**Spring Recess*

March 23, Monday, 8:30 a. m. . . .	<i>Spring Term Opens</i>
May 2, Saturday	<i>State Interscholastic Swimming Meet</i>
May 26, Tuesday	<i>Meeting of the Board of Trustees</i>
May 31, Sunday	<i>Baccalaureate</i>
June 3, Wednesday	<i>Commencement Day</i>

Summer Vacation

September 24, Thursday, 4:00 p. m. . .	<i>Meeting of Faculty</i>
September 24-29, Thursday (evening)—Tuesday,	<i>Orientation</i>
	<i>Week Exercises and Entrance Examinations</i>
September 28, Monday,	<i>Registration of New Students Begins</i>
September 30, Wednesday,	<i>Registration of Old Students Begins</i>
November 26, Thursday	<i>Thanksgiving Day</i>
December 17, Thursday, noon	<i>Fall Term Ends</i>

*Christmas Recess***OFFICE HOURS**

The offices of the President, the Dean of the College, the Dean of Men, the Dean of Women, the Registrar, the Treasurer, and the Alumni Secretary are located in Carnegie Hall and are open from 10:00 a. m. to 12:30 p. m., daily and from 1:30 to 4:00 p. m., except Saturday.

The College Library, located in Carnegie Hall, is open from 8:15 a. m. to 10:00 p. m., daily. The reading room only is open from 3:30 to 5:30 p. m., Sunday.

BOARD OF TRUSTEES

Hamilton Holt, *President*
William Russell O'Neal, *Secretary*
Ervin Theodore Brown, *Treasurer*

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Halsted W. Caldwell Newton Pendleton Yowell
Edgar C. Leonard William Russell O'Neal, *Secretary*

Finance Committee

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Douglass W. Potter Fritz J. Frank

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Newton Pendleton Yowell Orlando, Florida
Donald A. Cheney Orlando, Florida
Frances Knowles Warren . . . Boston, Massachusetts
*Gaston Holcombe Edwards Orlando, Florida

Terms to Expire 1936

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Fritz J. Frank New York, New York
Halsted W. Caldwell Winter Park, Florida
Milton J. Warner Pine Orchard, Connecticut
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Cornelius Amory Pugsley . . . Peekskill, New York
Edith Conway Ringling Sarasota, Florida

Terms to Expire 1937

Irving Bacheller Winter Park, Florida
T. W. Lawton Sanford, Florida
Edgar C. Leonard Westport, Connecticut
Richard Lloyd Jones Tulsa, Oklahoma
Douglass W. Potter Louisville, Kentucky
Paula W. Siedenberg Greenwich, Connecticut
Roger Shaw New York, New York

*Deceased December 29, 1934

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President of the College

WINSLOW SAMUEL ANDERSON

Dean of the College

ARTHUR DELANO ENYART

Dean of Men

HELEN GUERNSEY SPRAGUE

Acting Dean of Women

ERVIN THEODORE BROWN

Treasurer and Business Manager

FREDERIC HARRIS WARD

Assistant Treasurer

EMILIE CASS

Registrar

ANNA BIGELOW TREAT

Assistant Registrar

CHARLES ATWOOD CAMPBELL

Dean of Knowles Memorial Chapel

HARVE CLEMENS

Director of the Conservatory

WILLIAM RUSSELL O'NEAL

Secretary of the Board of Trustees

ALFRED JACKSON HANNA

Chairman of Alumni Council

KATHARINE LEWIS

Alumni Secretary

WILLIAM FREDERICK YUST

Librarian

RALPH SHERMAN CLARK

Director of Publicity

GEORGE CHARLES CARTWRIGHT

Superintendent of Grounds and Buildings

ANNE FOSTER HAGERTY

Director of the Commons

Lida Woods, *Secretary to the President*

Cynthia Eastwood, *Secretary to the Dean*

Ruby Walker Marshall, *Secretary to the Treasurer*

Chloe Lyle, *Office of the Treasurer*

Damaris Otwell Wilson, *Secretary to the Student Deans*

FACULTY

(Arranged within each ranking in order of appointment)

HAMILTON HOLT, A.B., LITT.D., L.H.D., LL.D.

President

CHARLES KIMBALL HOYT, A.M., D.D.

*Professor of History and Biblical
Literature, Emeritus*

WINSLOW SAMUEL ANDERSON, B.S., M.S., LL.D.

Dean of the College and Professor of Chemistry

ARTHUR DELANO ENYART, A.B., A.M., S.T.B., LITT.D.

Dean of Men and Professor of Business Economics

HELEN GUERNSEY SPRAGUE, B.P.

Acting Dean of Women

CHARLES ATWOOD CAMPBELL, B.S., B.D., D.D.

*Dean of Knowles Memorial Chapel and
Professor of Biblical Literature*

RICHARD FEUERSTEIN, PH.D.

Professor of Modern Languages

JOHANNES CORNELIS THEODORUS UPHOF, B.S., M.S., PH.D.

Professor of Biology and Botany

EDWARD FRANCIS WEINBERG, B.S., C.E.

Professor of Mathematics

HERMAN FERMAIN HARRIS, A.B., PED.B., A.M.

Professor of English

EDWIN OSGOOD GROVER, B.L., LITT.D.

Professor of Books

THOMAS PEARCE BAILEY, A.B., A.M., PH.D.

*Professor of Philosophy, Psychology and
Ethology, and Consulting Psychologist*

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Professor of Secondary Education

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Professor of English and Journalism

FRED LEWIS PATTEE, A.B., A.M., M.L., LITT.D.

Professor of American Literature

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Professor of Comparative Literature

ROYAL WILBUR FRANCE, A.B., A.M.

Professor of Economics

JOHN WITHERSPOON McDOWALL, B.S.

Director of Physical Education and Athletics for Men

HARRY RAYMOND PIERCE, B.O., M.O.

Professor of Speech

MARJORIE JEFFERSON WEBER, A.B., A.M.

Director of Physical Education for Women

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Professor of Sociology

ANNIE RUSSELL, L.H.D.

*Artistic Director of the Annie Russell Theatre and
Consultant in Dramatic Art*

HERBERT OSBORN, B.SC., M.SC., D.SC., LL.D.

Professor of Entomology (Winter Term)

WILLIAM FREDERICK YUST, A.B., B.L.S.

Librarian

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Professor of English Literature

CHARLES WARDELL STILES, A.M., PH.D., M.D., D.SC., LL.D.

Professor of Zoology

WILLIAM SPENCER BEARD, A.B., B.D., D.D.

*Assistant to the President and Assistant to
the Dean of Knowles Memorial Chapel*

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Professor of English

PAUL D'ESTOURNELLES DE CONSTANT, Licence es lettres d'enseignement, langues et litteratures etrangeres vivantes a la Faculte des Lettres de Paris.

Professor of French Civilization

EARL EMERY FLEISCHMAN, A.B., A.M., PH.D.

Professor of Drama and the Speech Arts

LOUIS ELSBERG WISE, A.B., PH.D.

Professor of Organic Chemistry

WILLIAM MELCHER, A.B., A.M., PH.D.

Professor of Business Administration

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Associate Professor of History

WILLIAM LOUIS RONEY, A.B., LL.B., A.M.

Associate Professor of Modern Languages

JEAN JACQUES PFISTER, Mark Hopkins Fine Arts School,
Gewerbe School of Professional Training (Germany),
Art Students League, Grand Central School of Art.

Associate Professor of Art

ROBERT HOWARD, A.B., A.M.

Associate Professor of History

EDWARD JOHN SALSTROM, B.S., M.S., PH.D.

Associate Professor of Chemistry

JEANNE MANTEAU BOWMAN, Brevet Superieur, Certificat
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Assistant Professor of French

BERNICE CATHERINE SHOR, B.S., M.S.

Assistant Professor of Biology

VIRGINIA ROBIE, Museum of Fine Arts (Boston); Certificate,
Art Institute (Chicago).

Assistant Professor of Art

ANTONIA GONZALEZ LAMB, A.B., A.M.

Assistant Professor of Spanish

AUDREY LILLIAN PACKHAM, B.S., A.M.

Assistant Professor of Education

*RHEA MARSH SMITH, A.B., A.M.

Assistant Professor of History

UDOLPHO THEODORE BRADLEY, A.B., A.M., PH.D.

Assistant Professor of History and Government

*Absent on leave, 1984-1985

EDWIN PHILLIPS GRANBERRY, A.B.

Assistant Professor of English

MARIAN ALBERTA HAWES, A.B., A.M., PH.D.

Assistant Professor of Astronomy

MALCOLM MACLAREN, JR., A.B., A.M., PH.D.

Assistant Professor of Classics

WENDELL CORNELL STONE, A.B., PH.D.

Assistant Professor of Philosophy

ALEXANDER BUEL TROWBRIDGE, JR., A.B.

Assistant Professor of Religion and Ethics

LAWRENCE EDWARD KINSLER, B.S., PH.D.

Assistant Professor of Physics

GEORGE ETIENNE GANIERE, Student of Taft, Art Institute,
(Chicago); Colorossi School (Paris).

Instructor in Plastic Art

HUGH FERGUSON MCKEAN, A.B., diploma, L'Ecole des Beaux-
Arts Americaine (Fontainebleau).

Instructor in Art

MARY ELIZABETH RANSOM WARNER, A.B.

Instructor in Costume Design

KATHERINE EVERTS EWING, A.B.

Instructor in Dramatic Art

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FLEETWOOD PEEPLES

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Director of the Museum

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*Conference Leader and Consultant
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*Director of the Conservatory and
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*Associate Professor of Organ and
Organist of Knowles Memorial Chapel*

GRETCHEN COX, Teacher's Certificate, Chicago Musical Col-
lege.

Associate Professor of Violin

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Juilliard Graduate School of Music.

Associate Professor of Piano

HILA KNAPP, A.B., Graduate in Music Degree, Northwest-
ern University.

Assistant Professor of Harp and Piano

BRUCE DOUGHERTY, Juilliard Graduate School of Music.

Assistant Professor of Voice

CHRISTOPHER HONAAS, B.M., M.M.

*Assistant Professor of Music Education and
Choir Master*

ALICE CLEMENS

Instructor in Piano

WILLIAM MCINTOSH

Instructor in Brass

ROSALIE ROWENA ERNEST

Instructor in Cello

CHARLES FREDERICK HAMMOND

Instructor in Voice

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ELLEN VICTORIA APPERSON . . . *Gamma Phi Beta House*EFFIE JANE BUELL *Mayflower Hall*MRS. GEORGIA ELWELL ENWRIGHT *Pugsley Hall*MRS. NELL BLALOCK LESTER *Cloverleaf Hall*

MRS. ELEANOR FERGUSON MCKEAN

*Kappa Kappa Gamma House*MRS. CORNELIA CLEAVELAND MENDSEN . . *Lakeside Hall*MARCIA LOUISE PATTERSON *Alpha Phi House*MRS. DAISY LEW SCHULTEN *Chi Omega House*MRS. NORMA CULLEN STEMM *Kappa Alpha Theta House*MRS. MARIAN HOXIE WILCOX *Pi Beta Phi House*WILLIAM HERBERT COOK *Rollins Hall*FLEETWOOD PEEPLES *Chase Hall*

INFIRMARY STAFF

B. AUXFORD BURKS, B.S., M.D. *College Physician*RUTH S. HART, B.S., M.D. *Assistant College Physician*MRS. LILLIAN MERRILL COOK, R.N. *Resident Nurse*MARGARET SCHWARTZ, R.N. *Assistant Nurse*

COMMITTEES FOR THE FACULTY

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—Mr. Weinberg (*Sciences and Mathematics*); Mr. Wattles (*English*); Dr. Feuerstein (*Foreign Languages*); Mr. Howard (*Social Sciences*); Miss Packham (*Psychology, Philosophy, Religion and Education*); Mr. Clemens (*Expressive Arts*); Dr. Newman and Dr. Stone (*at large*); Dean Anderson and Mrs. Cass (*ex-officio*).

Board of Admissions to Upper Division—Music—Mr. Clemens, Miss Cox, Mr. Dougherty, Mr. Honaas, Miss Moore, Mr. Siewert; Mr. Weinberg, Dean Anderson and Mrs. Cass (*ex-officio*).

Assembly—Mr. Trowbridge, Dean Anderson, Dr. Burton, Dean Campbell, Mr. Clark, Dr. Fleischman, President Holt, Mr. Pierce, Miss Russell, Miss Woods.

Commons—Advisory—Dean Anderson, Mr. Brown, Dean Enyart, Dean Sprague.

Curriculum—Dean Anderson, Dr. Bradley, Dean Enyart, Mr. France, Mr. Harris, Dr. MacLaren, Dr. Pattee, Dr. Salstrom, Miss Weber.

Debating—Mr. Pierce, Miss Ewing, Dr. Fleischman, Dr. Salstrom.

Editorial Board—Mr. Hanna, Dean Anderson, Dean Campbell, Mr. Clark, Dr. Grover, President Holt.

Foreign Fellowships—Dr. Feuerstein, Mrs. Bowman, Mr. d'Estournelles, Mr. Hanna, Mrs. Lamb, Mr. Roney.

Founders' Week—Dean Anderson, Mr. Brown, Mr. Clark, Miss Ewing, Mr. Hanna, President Holt, Miss Leonard, Mrs. Warner, Mr. Weinberg, Miss Woods.

Graduate Study—Mr. Harris, Dean Anderson, Dr. Bailey, Dr. Feuerstein, Dr. Uphof.

Improvement of Instruction—Dr. Bailey, Mr. Clemens, Mr. France, Mr. Glass, Dr. Stone; Dean Anderson and Mr. Weinberg (*ex-officio*).

Intercollegiate Athletics—Dean Anderson, Dr. Bradley, Mr. Clark, Dean Enyart, Mr. McDowall, Mr. Peeples, Mr. Roney, Mr. Trowbridge, Mr. Ward.

Library—Mr. Yust, Mr. Granberry, Dr. Grover, Dr. Hawes, Mr. Howard, Mr. McKean.

Museum—Mr. Davis, Dean Campbell, Mr. Peeples, Dr. Stiles, Dr. Uphof.

Publications—Mr. Brown, Dean Anderson, Mr. Clark, Mr. Granberry, Dr. Grover, Mr. Wattles.

Public Service—Miss Lewis, Mrs. Clemens, Mr. Pierce.

Radio—Mr. Pierce, Mr. Clark, Mr. Dougherty, Dr. Fleischman, Dr. Kinsler, Miss Moore.

Rhodes Scholarships—Mr. Trowbridge, Dean Anderson, Mr. d'Estournelles, President Holt, Dr. Kinsler, Dr. MacLaren.

Social—Dean Sprague, Dr. Bradley, Dean Enyart, Mr. Pfister, Miss Robie, Dr. Stone, Mrs. Wilcox. *Students*: Leah Jeanne Bartlett, Leonard Roth.

Student Adjustments—Dean Anderson, Dr. Bailey, Dean Campbell, Dr. Clarke, Dean Enyart, Dr. Feuerstein, Dr. Newman, Dean Sprague.

Student Aid—Dean Anderson, Mr. Brown, Mr. Clemens, Dr. Grover, Mr. McKean, Miss Shor, Dean Sprague.

Student-Faculty—Dean Anderson, Dean Enyart, Dean Sprague; Dr. MacLaren, Mr. Trowbridge; Dr. Newman, Miss Robie (*alternate*). *Students*: Horace Porter Abbott, Jr., Elbert Gordon Jones, Richard Spofford Shattuck (*alternate*); Blanche Georgene Fishback, Elfreda Katharine Winant, Grace Terry (*alternate*).

Student-Standing—Dean Anderson, Dr. Bradley, Mrs. Cass, Dr. Hawes, Dr. Kinsler, Dr. Melcher, Miss Shor.

REGISTER OF STUDENTS

GRADUATE STUDENTS

Bertling, Lois Saunier.....	Washingtonville, N. Y.
B. S., Radford State Teachers College	
Gilliland, Alice Mabel.....	Schenectady, N. Y.
M. A., Columbia University	
Holm, Virginia Martha.....	Lansing, Mich.
A. B., Michigan State College	
Kew, Theodore Johnson.....	Chambersburg, Pa.
B. S., Rollins College	
Lamb, Helen.....	Winter Park
A. B., Indiana University	
Marchman, Watt Pearson.....	Bartow
A. B., Rollins College	
Meer, Abe.....	Winter Park
A. B., Rollins College	
Mousselet, Mabel.....	Winter Park
A. B., Rollins College	
Rogers, William Albert.....	South Portland, Me.
A. B., Rollins College	
Vail, William Henry, II.....	East Orange, N. J.
Ph. B., Brown University	
Warner, Mary Elizabeth Ransom.....	Winter Park
A. B., Rollins College	
Yust, Dorothea.....	Winter Park
A. B., Rollins College	

OLD PLAN STUDENTS

Class of 1935

Deming, Olcott Hawthorne.....	Redding, Conn.
Edmonds, Harry Elias, Jr.....	New York City
Howard, Florida Estelle.....	Orlando
Jones, Elbert Gordon.....	Denver, Colo.
Minster, Lewis Rose.....	Newportville, Pa.
Rogers, George Herman.....	South Portland, Me.
Schrage, David Charles.....	Oak Park, Ill.
Templeton, Marian Whiting.....	Glasgow, Mont.

Washington, Richard Blythe.....	Cherokee, N. C.
Wellman, Helen Louise.....	Winter Park

Class of 1936

Birkbeck, Alexandra.....	Mount Dora
Chakales, Lawrence Socrates.....	Asheville, N. C.
Jordan, Walter.....	Orlando

NEW PLAN STUDENTS*Upper Division*

Abbott, Horace Porter, Jr.....	Melrose, Mass.
Arrant, Ruth.....	Miami Beach
Bergonzi, Dante Giacomo.....	New York City
Bills, John Clark III.....	Geneva
Black, Robert Westcott.....	Highland Park, Ill.
Bradford, Nancy Rohlfing.....	Winter Park
Breck, Dorothea.....	Tampa
Brubaker, Winthrop.....	Green's Farms, Conn.
Bullock, John Ogden.....	Sewickley, Pa.
Canzoneri, Vincent Matteo.....	Tampa
Carter, Andrew Jackson.....	Winter Park
Clark, Ann.....	Culpeper, Va.
Clark, Norris Chapin.....	Lakeville, Conn.
Clough, Reginald Theodore.....	Lebanon, N. H.
Connor, Grace Johnston.....	St. Petersburg
Cornell, George Davison.....	Central Valley, N. Y.
Cushman, Nancy Jane.....	Brooklyn, N. Y.
Davies, William Lawton.....	Cleveland, Ohio
Davis, Milford Justin.....	Palm Beach
Dunn, Virginia Miriam.....	Montclair, N. J.
Earle, Esther Kendall.....	Grand Rapids, Mich.
Eaton, Stuart Cliff.....	Jacksonville
Ehrlich, Theodore Jacob.....	Tampa
Eldredge, Marlen.....	Memphis, Tenn.
Etz, Constance Potter.....	Bethesda, Md.
Fariss, Louise Alberta.....	Orlando
Fishback, Blanche Georgene.....	Orlando
Gaertner, Miriam Luise.....	Wilkes-Barre, Pa.
Galbraith, Guilford Elmore.....	New York City

Gardner, Herbert William	South Hanson, Mass.
Grand, Anne Marie	Orlando
Greene, Lucy Madana	Ashland, Mass.
Hair, Alice Lamb	Winter Park
Hall, Jonathan	Washington, D. C.
Harbottle, Sara Colling	Dayton, Ohio
Hess, Mary Maxeda	Chicago, Ill.
Holden, James Francis	Hackettstown, N. J.
Horine, Ethyl Smither	Winter Park
Howell, Joseph Corwin, Jr.	Orlando
Jenkins, Margaret Ryan	Richmond, Ind.
Kimble, Walter Daumont	Titusville
King, Mary Jane	Carlisle, Ky.
Knowlton, Katrina	St. Petersburg
Kuhns, Benjamin Franklin, Jr.	Dayton, Ohio
Large, Julia Louise	Rochester, N. Y.
Lee, Frances	Minneapolis, Minn.
LeRoy, Jane Elizabeth	Winter Park
Lichtenstein, Jeanette	Richmond Heights, Mo.
Limerick, Sara Townsend	Newburgh, N. Y.
MacWatt, Jack Alan	Great Neck, N. Y.
Mallard, Herbener Law	Mascotte
Malone, Linton George	Palmetto
Marsh, Martha Beulah	Avon Park
Marshall, Elizabeth Jane	Winter Park
Mergentime, Jean Adelaide	New York City
Moore, John Davison	Brightwaters, N. Y.
Murphy, Janet Rutherford	Branford, Conn.
Mutispaugh, Mary Wanita	Winter Park
Newell, LaGeorgia Willson	Chattanooga, Tenn.
Ney, Paul Sprague	Cheshire, Conn.
Norton, Marvin Chancellor	Orlando
Olmsted, Sterling Pitkin	East Hartford, Conn.
Orebaugh, Virginia Grace	Winter Park
Ott, Jack Lapsly	Crestwood, Ky.
Parker, Jean Grosvenor	St. Augustine
Parmley, Dorothy Vernon	Richmond, Va.
Parsons, Barbara Dee	Lansdowne, Pa.
Parsons, Harold Beaumont	Acton Center, Mass.
Peirce, Victoria Glenn	Brooklyn, N. Y.

Pierce, Marguerite Poetzing	Maitland
Price, Irwin Franklin, Jr.	Moosic, Pa.
Reese, Georgia Eleanor	Cleveland, Ohio
Rice, Katharine Bennett	South Orange, N. J.
Richards, Elisabet Lundborg	New Canaan, Conn.
Roberts, Everett Lee	Kissimmee
Roberts, Harrison	Richmond Hill, L. I., N. Y.
Roth, Leonard	Lakeland
Roush, Virginia Caroline	St. Petersburg
Scholfield, Frederick Griffin	Longwood
Shannon, Bertha Jennings	Saco, Me.
Shannon, Richard Cutts III	Saco, Me.
Shattuck, Richard Spofford	Jaffrey, N. H.
Sheetz, Eleanor Louise	Bradenton
Shepherd, Emily Kathleen	Winter Park
Shippey, Elsie Lee	St. Petersburg
Showalter, Howard Westwood, Jr.	Fairmont, W. Va.
Smith, Carol Morrison	Washington, D. C.
Smith, Dorothea Mae Edwards	London, Ky.
Southgate, Frances	Birmingham, Ala.
Stearns, Sally	Peterboro, N. H.
Stephan, Edith Aileen	Cleveland, Ohio
Suck, Henry	Prague, Czechoslovakia
Suck, Leo	Prague, Czechoslovakia
Thayer, Jane	Cleveland, Ohio
Thomas, Donald Clarence	Grand Rapids, Mich.
Townsend, Agatha	Glen Ridge, N. J.
Trevor, Betty	Buffalo, N. Y.
Tullis, James Lyman	Cleveland, Ohio
Twitchell, Annette Spencer	Owatonna, Minn.
Vruwink, Ruth Elizabeth	Albany, N. Y.
Walling, Georgia	Greenwich, Conn.
Warfield, Robert	Newton Highlands, Mass.
Welch, Helen Louise	Sarasota
Whalen, William Francis	Peekskill, N. Y.
White, Eleanor Chapman	Cleveland, Ohio
Winant, Daniel, Jr.	Brooklyn, N. Y.
Winant, Elfreda Katharine	Brooklyn, N. Y.
Wise, Robert Louis	Winter Park
Woodhull, William Tennent	New York City

Lower Division

Aishton, Donald Froedtert	Cleveland, Ohio
Allen, Charles Willis, Jr	Glenview, Ky.
Alter, Paul Harry	Winter Park
Alter, Richard James	Winter Park
Anderson, Adelaide Amelia	Caldwell, N. J.
Andrews, John Osgood	New York City
Argyris, Chris Arche	Newark, N. J.
Asensio, Dolores	Highland Falls, N. Y.
Axline, Martha Jane	Lancaster, Ohio
Bailey, Catharine Helen	Elmsford, N. Y.
Baker, Eliot Spence	New York City
Baker, John Varian, Jr.	Oak Park, Ill.
Baldwin, Richard Oran	Winter Park
Bamberger, Steven Harry	New York City
Barbour, Harriette Ridgway	Spring Lake, Mich.
Barr, William Edward	Pelham Manor, N. Y.
Barrett, Stanton Agnew	Panama City
Barrington, Jack Manliffe	New York City
Bartholomew, Frances	Winter Park
Bartlett, Leah Jeanne	Venice
Bashford, Margaret Ruth	Coral Gables
Bastien, Bettie Marie	Grosse Pointe, Mich.
Batten, Alice Stockton	Racine, Wis.
Baumann, Lillian Margaret	Orlando
Beauchamp, Jane Caruthers	Louisville, Ky.
Beaufort, John David	Brookline, Mass.
Becker, Rose Ronnie	Haverhill, Mass.
Beekman, Milton Rusling	Cranbury, N. J.
Beisel, Marjorie Mary	Hazleton, Pa.
Bennett, Aldith Barbara	Maitland
Bird, Marguerite May	Bangall, N. Y.
Birdsong, Leonard Wesley	Scottdale, Ga.
Bond, Donald Alan	Pittsburgh, Pa.
Bothe, Andreas David	Oreland, Pa.
Bowen, Hazel Irene	Winter Park
Boyd, James III	St. Joseph, Mo.
Boyd, Mary Virginia	St. Joseph, Mo.
Bradford, Anne Louise	New Rochelle, N. Y.
Bragg, Volney Caspar	Manchester, N. H.

Braznell, Virginia Marie	Miami Beach
Brown, Harry Richard, Jr.	Beatrice, Nebr.
Brown, Helen Loure	Beatrice, Nebr.
Brown, John Bundy	Portland, Me.
Browne, Jane Elizabeth	New York City
Buckley, Amelia Carrick	Lexington, Ky.
Bumby, Rebecca Rita	Winter Park
Burdette, Catharine Ellen	Festus, Mo.
Cadman, Charlotte Radclyffe	Orlando
Carmody, William Alexander, Jr.	Newark, N. J.
Carretta, Anthony George	Mount Vernon, N. Y.
Case, Dorothy Mildred	St. Louis, Mo.
Caten, Robert MacAllaster	Gouverneur, N. Y.
Chapin, Walter Sanford	Brookline, Mass.
Cheney, Donald Alexander, Jr.	Orlando
Clark, Betty	Bloomington, Ill.
Clawson, Charles Hatch	Babson Park
Collinson, Bonar Dale	Scobey, Mont.
Connor, Barbara Niles	New Smyrna
Cross, Lathrop Lee	Chicago, Ill.
Dailey, Amelia Laura	Lakeland
Daves, Gulielma Kate	St. Petersburg
Davis, Dorothy Penrose	Shirley, Mass.
Davis, William Morris, II	Shirley, Mass.
Dawson, Ruth Marie	New York City
Dean, Rosalie Reimold	Orange, N. J.
Dean, Sarah Rives	Andover, Mass.
Dear, Arthur Tyrrel, Jr.	Ridgewood, N. J.
deSchweinitz, Lewis David	Dorset, Vt.
deSchweinitz, Martha Mott	Dorset, Vt.
Diehl, Mary Elizabeth	Columbus, Ohio
Dorr, Phyllis Neal	Newport, N. H.
Draper, Charles Frederick	Cleveland, Ohio
Draper, Pauline Mildred	Cleveland, Ohio
Droste, Helen Marston	Bellport, N. Y.
Edwards, Howard Wesley, Jr.	Cincinnati, Ohio
Farnsworth, Suzanne Sutphen	Cleveland, Ohio
Felder, Davitt Alexander	Norwich, Conn.
Felder, Irving Meyer	Norwich, Conn.
Flaherty, Mary Cecilia	Portland, Me.

Fluno, John Arthur	Winter Park
Fluno, Robert Younger	Winter Park
Ford, Eleanor Pirney	Clinton, N. Y.
Foster, Dwight Eliot, Jr.	Bridgehampton, N. Y.
Gabriel, George Evans	Hartford, Conn.
Gantt, Nancy Margaret	Scarsdale, N. Y.
Garrigues, Henry Haydock, Jr.	Williamsport, Pa.
Gethro, Margaret Harper	Chicago, Ill.
Gibbs, Ralph Howard	Springfield, Mass.
Giessen, Eleanor Brinton	Orange Park
Glass, Jean Bessey	Winter Park
Goeller, Charles Thomas	New York City
Goeller, Dorothylu Arnold	New York City
Goldsmith, Warren Randall	New York City
Grant, Frances Virginia	Gulfport, Miss.
Greaves, Lyman Bowen	Woodbridge, Conn.
Grimmer, Florence Alleyne	Hempstead, N. Y.
Guinan, Elizabeth Shirley	West Hartford, Conn.
Gulnac, Mary Imogene	Rensselaer, N. Y.
Guppy, Patricia Lechmere	Port of Spain, Trinidad, B. W. I.
Halfpenny, Violet Gray Patrick	Fairfield, Ala.
Hammond, Marcelle Houghton	Westerly, R. I.
Hammond, Sally Osbourne	Westerly, R. I.
Harding, Jane	Babson Park
Harrington, Loren Maxwell	Seymour, Ind.
Harris, Natalie Gorham	Daytona Beach
Higley, John Parker	Cleveland Heights, Ohio
Hill, Barbara	Saginaw, Mich.
Hines, George William	Chicago, Ill.
Hiteshew, Grace Talbott	Parkersburg, W. Va.
Horne, George Burchard	Andover, Mass.
Howe, Marie	Westfield, N. J.
Howe, Robert Louis	Oak Park, Ill.
Howland, Carl Badger, Jr.	Providence, R. I.
Hyer, Frances	Tampa
Ingraham, Richard Kenneth	Bristol, Conn.
Irby, Jane Wheeler	New Orleans, La.
Jackson, Helen Frances	Swarthmore, Pa.
Jaekel, Virginia Overholt	Doylestown, Pa.
Jamin, Charlene Jane	St. Petersburg

Jardine, Joe	Douglas, Ga.
Jennison, Helen Stewart	Tampa
Johnson, Robert Welton	Lakeland
Jones, Katherine Alice	Orlando
Jones, Magdalene	Chicago, Ill.
Jones, Virginia Edson	Wyoming, Ohio
Jordan, Quillian Chappel	Canon, Ga.
Kalfopulu, Sylvia Argyro Demetrios	Salonica, Greece
Karnilow, Michael	Woodridge, N. Y.
Kettles, Carl Freeman	Dalton, Ga.
Keywan, Helene Jane	Ossining, N. Y.
Kirby, Gerard Benedict	Virginia, Minn.
Kishel, William Robert	Virginia, Minn.
Knepper, Margaret Esther	Oakdale, Pa.
Kramp, Ann Lucille	Chicago, Ill.
Lacy, Katherine	Niagara Falls, N. Y.
Lauterbach, Henry Sebastian	Saugatuck, Conn.
Leavitt, Doris Bernice	Boston, Mass.
Lee, Richard Henry	Pelham Manor, N. Y.
LeFevre, Margaret Irene	Winter Park
Levy, Edward Clarence	Asheville, N. C.
Lichtenstein, Joseph Melville	Baldwin, L. I., N. Y.
Lichtenstein, Mortimer Haig	Baldwin, L. I., N. Y.
Lincoln, Laura Louise	Marion, Va.
Little, Ralph, Jr.	Asheville, N. C.
Long, May Moulton	Lakemont, N. Y.
Lonsdale, John Gerdes	St. Louis, Mo.
Lontz, Charles Robert	Richmond, Ind.
Lyman, Howard Charles	Altamonte Springs
MacArthur, Robert Stuart	Sterling, Mass.
McCann, Peter Francis	Utica, N. Y.
McClendon, Leisa Egan	Tampa
McCrary, Claudelle Laura	Tampa
McCreary, Alfred Brandeis	Louisville, Ky.
McCulloch, Mary Jane	New York City
McFarlin, John Rhea	Tulsa, Okla.
MacGaffin, Norman John, Jr.	New York City
McGonigal, Mary Salmson	Clearwater
McInnis, Cleveland	Palmetto
MacLeod, Priscilla Anne	Plainville, Conn.

MacPherson, Louise Bennett	Jacksonville
Manwaring, Dorothy May	Jenkintown, Pa.
Marshall, Nelson	Yonkers, N. Y.
Maxwell, Gilbert	New York City
Meeker, Mary Jane	Tampa
Meekison, Mary Gertrude	Orlando
Melcher, Ruth Elizabeth	Winter Park
Millar, Sydney Stuart	Harrisburg, Pa.
Miller, Frank Myers	Ashland, Ohio
Miller, George Quinton	Leesburg
Mills, Wilson Lamb	Charlotte, N. C.
Moberly, Isabel Swift	St. Louis, Mo.
Mobley, James	Sylvania, Ga.
Morrow, Robert Milton	Lake Worth
Mower, Elizabeth	Ironton, Mich.
Muccia, Mildred Florence	New York City
Murphy, John Raymond, Jr.	Chicago, Ill.
Murray, Donald Vincent	Monticello, N. Y.
Myers, James, Jr.	Cos Cob, Conn.
Myers, Margaret Elizabeth	Covington, Ky.
Myers, Ruth Alice	Uhrichsville, Ohio
Newby, Martha May	New York City
Nichols, John Asbury	Asheville, N. C.
Oldham, Mary Perry	Albany, N. Y.
Owen, David Barnes	Bronxville, N. Y.
Page, William Robert	Dover, N. H.
Parker, Lillias Annelda	Tampa
Parker, Paul Remsen	Wellesley Hills, Mass.
Pelton, Jane Bucklin	Elgin, Ill.
Pendexter, Annajeanne Fowler	Chicago, Ill.
Perpente, Frances Eleanora	Bloomfield, N. J.
Peters, Opal Nadine	Geneva
Plumb, Jean Campbell	Terryville, Conn.
Poeller, Nan Hamilton	Collinsville, Conn.
Pope, Thomas Willoughby	Westbury, L. I., N. Y.
Porter, George Quincy	New Britain, Conn.
Potter, Dorothy Eleanor	Madison, N. J.
Powell, Thomas Mabrey	Asheville, N. C.
Prentice, Bryant Hawk, Jr.	Buffalo, N. Y.
Price, Muriel Rowena	Far Rockaway, L. I., N. Y.

Rainwater, Brown Veazey	Atlanta, Ga.
Rees, Hildegard	Tavares
Rich, John Oliver	Philadelphia, Pa.
Righter, Constance Rulison	Princeton, N. J.
Robinson, Frances Lee	Wayne, Pa.
Rodgers, Isabel Durland	Kew Gardens, N. Y.
Rowe, Benjamin Ackley, Jr.	New Rochelle, N. Y.
Rutz, Maria Katherina	Oberammergau, Germany
Saint Cyr, Alberta Grace	New York City
Scanlon, Wilson George	Cleveland, Ohio
Schmitt, Wilda Fredricka	Oxford
Schulten, Marjorie Elizabeth	Chicago, Ill.
Sensenbrenner, Helen Jane	Niagara Falls, N. Y.
Servis, Robert Wesley	Dayton, Ohio
Short, Betty Joyce	Clermont
Showalter, Emily Sands	Fairmont, W. Va.
Showalter, Joseph Sands	Fairmont, W. Va.
Sinclair, Mary Elizabeth	Winter Park
Smiley, Doris Hurlburt	Minnewaska, N. Y.
Smith, Anne Rosalie	St. Joseph, Mo.
Smith, Elisabeth Goodrich	Milwaukee, Wis.
Smith, Eugene Albert, Jr.	Wauwatosa, Wis.
Smith, Jane Lorraine	Dayton, Ohio
Smith, Louise Easton Butler	Ormond Beach
Socash, William	Struthers, Ohio
Solomons, Kenneth Platt, Jr.	Caldwell, N. J.
Spence, Gordon Lowell	New York City
Stanley, Carolyn	Lincoln, N. H.
Stanley, Robert Alfred	Lincoln, N. H.
Stoner, Olive Jane	Chagrin Falls, Ohio
Stueve, Marita Alice	Mount Vernon, N. Y.
Terry, Grace	Tampa
Townsend, Eugene Coe	New York City
Trueblood, Barbara Ann	Freeport, Ill.
Tully, Richard Goffe	Glen Ridge, N. J.
Turner, John Edward	Chicago, Ill.
Tuverson, James Dockray	Woonsocket, R. I.
Twachtman, Paul Anderson	Cincinnati, Ohio
Twitchell, William Curtis Graper	Owatonna, Minn.
Ugarte, Amparo Blasco	Madrid, Spain

Uphof, Bernice Winifred	Orlando
Vale, Juliet Elizabeth	Southern Pines, N. C.
Valentine, Carol	Stafford Springs, Conn.
Van Beynum, Robert Hall	Hartford, Conn.
Vario, Ralph Siley	Mineola, N. Y.
Varney, Walter Raymond	Dover, N. H.
Veeder, Caroline Jessie	Winnetka, Ill.
Vogel, Robert Lincoln	Scarsdale, N. Y.
Vosburgh, William Reed, Jr.	Lutz
Waddell, George Messick	Greenfield, Ohio
Wallace, Lewis Chauncey	Indiantown
Warren, Alberto True	Brunswick, Me.
Wharton, Lloyd Whitfield	Chicago, Ill.
White, Marjorie	Birmingham, Ala.
Whitelaw, Malcolm Halsey	Virginia Beach, Va.
Whiteway, Thomas Stuart	Cleveland, Ohio
Whittemore, Richard Howland	Cambridge, Mass.
Willard, Jane Chalker	Clinton, Conn.
Williams, Carol Hurlbut	Cleveland Heights, Ohio
Williams, Mary Eloisa	Alder, Mont.
Wilson, Betty Ann	Grosse Pointe, Mich.
Winchester, Katharine	St. Petersburg
Wyner, Betty Ann	Brookline, Mass.
Young, George Cressler	Daytona Beach
Young, Harold Mathew	Orlando

SPECIAL STUDENTS

Allen, Lennox Lindsey	Glenview, Ky.
Atwood, Ward Lehner	West Hartford, Conn.
Ballard, Seymour Durnford	Geneva, Ill.
Borden, Albert	New York City
Cannon, Joseph Franklin, Jr.	Concord, N. C.
Daly, David, Jr.	Pawtucket, R. I.
Dunham, Richard Howland	New York City
Fernandez, May Elizabeth	Orlando
Gillette, Jeanne Baptiste	Larchmont, N. Y.
Gold, Egbert Habberton	Miami Beach
Haig, James	New York City
Jameson, Edwin Cornell, Jr.	New York City

Jones, Beverly Marshall	Fitzwilliam, N. H.
Murphy, Paul Edward	Chicago, Ill.
Peck, Mary Burnham	Strafford, Pa.
Quayle, George Lewin	Cleveland, Ohio
Sturges, Anne	Fairfield, Conn.
Wilson, Albert	Pittsburgh, Pa.

GEOGRAPHICAL DISTRIBUTION

Alabama	3	Missouri	8
Colorado	1	Montana	3
Connecticut	25	Nebraska	2
District of Columbia	2	New Hampshire	10
Florida	104	New Jersey	17
Georgia	6	New York	77
Illinois	21	North Carolina	9
Indiana	3	Ohio	29
Kentucky	9	Oklahoma	1
Louisiana	1	Pennsylvania	19
Maine	7	Rhode Island	5
Maryland	1	Tennessee	2
Massachusetts	18	Vermont	2
Michigan	8	Virginia	4
Minnesota	5	West Virginia	4
Mississippi	1	Wisconsin	3

Foreign Countries

Czechoslovakia	2	Spain	1
Germany	1	Trinidad, B. W. I.	1
Greece	1		

States Represented	32	Foreign Countries	5
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GENERAL SUMMARY FOR YEAR 1934-1935

Old Plan Students		Total undergraduate	
Class of 1935	10	enrolment	386
Class of 1936	3	Graduate Students	12
New Plan Students		Special Students	18
Upper Division	109	Total enrolment	416
Lower Division	264		

DEGREES CONFERRED

FEBRUARY 26, 1934

Doctor of Divinity

James Bishop Thomas

Doctor of Laws

Clarence Herbert Cook
Homer Stille Cummings
Frederick Kingsbury Curtis

Doctor of Humanities

Harry Pinneo Dewey
Frank Billings Kellogg
Daniel Calhoun Roper

JUNE 4, 1934

Doctor of Divinity

Lallie Mante Broyles

Master of Arts Degree

Alfred Severin Bourne, Jr.

Bachelor of Arts Degree

Robert Clinton Barber	Barbara Donaldson
Miriam Fittz Barnhill	Maurice Charles Dreicer
Cornelia Barrows	Burleigh Brammer
Victoria Mae Bedford	Drummond
Earl Alexander Beekman	Donald Royer Dunlop
Donald Berry	George Wilkinson Edwards
Amelia Elizabeth Bigelow	Dorothy Esther Emerson
Bernard Robert Bralove	Howard Benjamin Fawcett,
Mary Elizabeth Childs	Jr.
Raymond Appleton Clark	John Gentry Frost
Eugene Decatur Coleman	Robert Stephen Fuchs
Rebecca-Ann Coleman	Janet Elizabeth Gibney
John Thomas Patterson	James Allen Gowdy
Cudmore	Elsa May Hildebrandt
Elizabeth Adele Currier	Jack Fredrick Howden
Olive Brewer Dickson	Emily Virginia Howell

James Post Hubert	Clinton Colfax Nichols
Herma Juanita Jefferys	Frank Ripley Parsons
Louise Edwards Jenkins	Robert Alexander Robertson
Thomas Phillips Johnson	Mary Carolyn Rogers
Mary Elizabeth Jones	Allen Spitzer
Kingsley Phelps Karnopp	Robert Louis Stevenson
John Russell Klosterman	Robert Edson Stufflebeam
Barbara Lang	David William Teachout, Jr.
Mary Butler Longest	Horace Hetherington
Mary Seymour Lucas	Thompson
Celestina McKay	Francis Codd Warren
†John Clement MacNutt	Arthur Marshall Wellington
Elizabeth Bolton Marshall	Eleanor Eno Wilcox
Raymond Harrison Miller	Alexander Gregory Williams,
Bucklin Rensselaer Moon	II.
Marion Victoria Morrow	Petrina Sylvester Wood
Stewart Leslie Morse	Paul Lytle Worley
William Alfred Mosteller	Kinsman Edward Wright
†Margaret Jean Myers	Dorothea Yust
Frederick Dumbeck Newton	

†Deceased

Bachelor of Science Degree

Thomas Willingham Lawton,	Ralph Richardson Tourtellotte
Jr.	

Bachelor of Music Degree

Bruna Franca Bergonzi	Marion Jeannette Houghton
Mona Graessle	Virginia Ann Shrigley
Helen Louise Welch	

AWARD OF HONORS

JUNE 4, 1934

Magna Cum Laude

Thomas Phillips Johnson

Cum Laude

William Alfred Mosteller

JANUARY 23, 1935

Elected to Phi Society

John David Beaufort

John Arthur Fluno

Sally Osbourne Hammond

Margaret Irene LeFevre

Claudelle Laura McCrary

James Myers

Paul Remsen Parker

Frances Eleanora Perpente

Jane Lorraine Smith

Carol Valentine

PRIZES AND AWARDS

JUNE 4, 1934

Algernon Sydney Sullivan Medallion

Clara Benedict Ward
Mary Butler Longest
Ralph Richardson Tourtellotte

Sprague Oratorical Contest

Theodore Jacob Ehrlich, *First*
Robert Alexander Robertson, *Second*
Leonard Roth, *Third*

Chi Omega Prize

Emily Kathleen Shepherd

O. O. O. O. Honor Award

Arthur Marshall Wellington

Student Council Award

Mary Carolyn Rogers

Howard Fox Literature Prize

Mary Maxeda Hess

Gamma Phi Beta Economics Prize

Mary Carolyn Rogers

Pi Beta Phi Dramatics Prize

Marion Victoria Morrow

Tiedtke Award

Elisabet Lundborg Richards

Omicron Delta Kappa Trophy

Raymond Harrison Miller
Richard Blythe Washington

Phi Mu Athletics Trophy

Mary Carolyn Rogers

Interfraternity Cups

Alpha Phi Sorority
Phi Delta Theta Fraternity

*Allied Arts Society Prizes Won by Students of
Rollins College*

*Ponce de Leon Prize, given by The Poetry Society of
Florida, Gilbert Maxwell, First.*

*Music Makers, Richard Buckmaster, '31, First; Andrew
Jackson Carter, Second.*

Portrait, Blanche Georgene Fishback.

*Sculpture, John Byrne Davenport, First; Beverly Marshall
Jones, Second.*

Black and White, Dorothylu Arnold Goeller.

Book of Design, Dorothylu Arnold Goeller.

House Book, Mary Jane McCulloch, Second.

STUDENT ASSISTANTS, 1934-1935

Graduate Assistants

Theodore Johnson Kew, B.S., *Chemistry*

Abe Meer, A.B., *Physics*

Helen Lamb, A.B., *Spanish*

Undergraduate Assistants

Harry Richard Brown, Jr., *Biology*

John Arthur Fluno, *Biology*

Joseph Corwin Howell, Jr., *Museum*

Dante Giacomo Bergonzi, *Music*

Theodore Jacob Ehrlich, *Music*

Georgia Walling, *Music*

Jane Thayer, *Psychology*

GENERAL INFORMATION

HISTORY AND ORGANIZATION

ALTHOUGH the legislature, the churches, and other organizations had made earlier attempts to establish higher education in Florida, Rollins was the first college founded in Florida whose faculty, curriculum, and standards were comparable to those of A grade colleges in other sections of the country. It shares with Dartmouth, Smith, Amherst, Wellesley, and Williams a Congregational inheritance, and like them, it is now entirely undenominational.

Among those who, as early as 1883, conceived the idea of establishing a college in Florida was Miss Lucy A. Cross, a pioneer in the educational field of Florida. Through her pastor, the Reverend C. M. Bingham, of Daytona Beach, she appealed to the Florida Congregational Association at its first meeting, held in Winter Park, in 1884, as follows: "My desire is to found a college thorough and complete in its course of study."

Mr. Frederick W. Lyman was probably the first to suggest the location of the college at Winter Park, then a small village only recently established. This plan was strongly championed by Dr. E. P. Hooker, who "preached an eloquent sermon in the town hall, January 15, 1884," pointing out the need for such a college. Funds totalling \$114,000 were offered by friends of education in Winter Park, and thus the college was brought to the shores of Lake Virginia. Rollins was incorporated April 28, 1885, taking its name from Alonzo W. Rollins, of Chicago, who gave the sum of \$50,000 to the initial endowment. Dr. E. P. Hooker was the first president.

Despite the generosity of many friends there came, following the illness and retirement of President Hooker in 1892, a long period of depression and distress, which was greatly intensified later by the "Great Freeze". For one year, Dr. Charles G. Fairchild served as president. In 1895 the trustees elected to the presidency the Reverend George Morgan Ward, the first general secretary of the Christian Endeavor Society.

By the contribution of his own personal fortune and with the aid of a large number of gifts from friends, President Ward was able to keep the doors of the college open. Mrs. A. W. Rollins, widow of the founder, who shared with her late husband his desire to project into the centuries to come high ideals of educational service, made herself responsible for an important part of President Ward's program.

In 1902 President Ward was called to the presidency of Wells College and was succeeded by the Reverend William Fremont Blackman, Ph.D., LL.D. One of the principal undertakings of President Blackman was to seek an income-producing endowment to eliminate recurring deficits. During his administration this fund reached a total of \$240,000, and five buildings were erected.

Following President Blackman's retirement in 1915 a group of trustees, including Treasurer William R. O'Neal; William C. Comstock, one of the founders and a generous donor; Charles H. Morse; and Mrs. Charles L. Smith, who as faculty member and trustee was a large contributor to Rollins, both in service and in gifts, induced Dr. George Morgan Ward to accept again the presidency of the College. Upon his return to Rollins Dr. Ward headed a movement for endowment which added \$500,000 to the income-producing funds. Mr. Morse contributed more than \$100,000 of this amount, and George A. Rollins, brother of the founder, whose service in superintending the erection of the early buildings had constituted him a generous donor, continued the tradition and the generous benefactions of the Rollins family by a gift of \$168,750. Dr. Ward served without salary until 1923, with the exception of two years, during which period Dr. Calvin H. French was president.

Upon his second retirement, Dr. Ward was elected President Emeritus and remained a member of the Board of Trustees until his death in 1930.

For two years, Dr. Robert J. Sprague, who had been Professor of Sociology and Economics since 1920, served as acting president, and was succeeded in 1924-1925 by President William C. Weir.

In 1925 Hamilton Holt, Litt.D., L.H.D., LL.D., former editor of the Independent Magazine and world peace advocate, undertook as president of Rollins to solve some of the problems of the present system of higher education in America. Under his leadership the faculty abolished lectures and recitations as obsolete methods of instruction and substituted therefor the Conference Plan of Study. This effort at Rollins to humanize education has become nationally known.

In accordance with a new policy, the enrolment of Rollins is limited to 500 students, 275 men and 225 women. Close contact between teacher and taught is assured with an average ratio of one instructor to each group of ten students. In 1931 a revaluation of the essentials of a liberal education was made, and Rollins was placed on an achievement rather than on a time basis. This change has divided the college into lower and upper divisions and abolished the freshman, sophomore, junior, and senior years as steps toward the degree.

During the present administration, many gifts have been made to Rollins. Among them was one of \$500,000 and another of \$125,000, both for endowment and both from anonymous donors. In all, approximately \$2,000,000 have been raised for buildings, current expenses, endowment scholarships, library, loan funds, scientific equipment, improvements in teaching and for general purposes.

Bequest to Rollins College

"To place your name, by gift or bequest, in the keeping of an active college, is to be sure that money and the project with which it is associated will continue down through the centuries which are to come, to quicken the minds and hearts of youth and thus make a perpetual contribution to the wealth of humanity."

For the information of friends of education who may wish to have a part in the greatest of all investments, the education of worthy boys and girls, the following forms are suggested for those who may desire to make provision in their wills for Rollins College:

BEQUEST OF PERSONAL PROPERTY

I give, devise and bequeath to Rollins College, located at Winter Park, Orange County, Florida, the sum of \$_____ (or, if bequest is of personal property other than money, substitute description of property in place of "the sum of \$_____").

DEVISE OF REAL PROPERTY

I give, devise and bequeath to Rollins College, located at Winter Park, Orange County, Florida, (*here insert description of property devised.*)

RESIDUARY CLAUSE

I give, devise and bequeath to Rollins College, located at Winter Park, Orange County, Florida, all the rest, residue and remainder of my property and estate, real and personal, and wheresoever situate.

CODICIL TO WILL

Having heretofore made my Last Will and Testament dated (*here insert date*) and being of sound mind and memory, I hereby make, publish, and declare the following codicil thereto:

(*Here insert any change it is desired to make in the will.*)

Except as hereinbefore changed I hereby ratify and confirm my said Last Will and Testament.

Should it be desired to name some specific purpose for which the trustees are directed to use the bequest, such purpose should be indicated.

Gifts Through Trust Companies

It frequently happens that friends of the College who wish to share in its development prefer to establish Trust Funds for the benefit of the College.

Virtually any trust company, or bank with a trust department, is qualified to act as trustee for such funds. Those desiring specific information along these lines should consult the Trust Officer of their own bank or the Treasurer of the College for further information.

As the following well known financial institutions already have been designated trustees or custodians of permanent funds of Rollins College, the trust officers of these banks are already in a position to advise their clients of the needs of the College:

Central Hanover Bank and Trust Company, New York City
First National Bank of Chicago, Illinois
Peoples-Pittsburgh Trust Company, Pittsburgh, Pa.
The Florida National Bank of Jacksonville, Florida

The Trustees of Rollins have approved a form of declaration of trust known as "The Uniform Trust for Public Uses" and have signified their willingness to accept gifts or bequests

subject to the provisions of this trust agreement. The Uniform Trust for Public Uses has been approved by the most eminent legal authorities, and if judiciously used by the counsel of a donor in cooperation with the College and a Trust Company of the donor's choice it may be the means of preventing unnecessary litigation and assures the donor that every possible precaution will be taken, under the strictest supervision, to carry out the purpose of the trust.

Further information on The Uniform Trust for Public Uses may be had by writing the Treasurer of the College, or The Association of American Colleges, 111 Fifth Avenue, New York City.

LOCATION AND ENVIRONMENT

The City of Winter Park, the seat of Rollins College, is located on the main line of the Atlantic Coast Line Railway, one hundred and forty-two miles south of Jacksonville, and one hundred and five miles northeast of Tampa. It is within four miles of the growing city of Orlando (35,000), with which it is connected by excellent roads. Busses operate between the two cities.

Winter Park has an enviable reputation as a beautiful, healthful, and progressive community. It is situated in the high pine region of Central Florida, amidst the orange groves, lakes, and sub-tropical forests. There are eighteen lakes wholly within the city limits, all of which are bordered by luxuriant sub-tropical vegetation. Virtually every street either terminates in a lake or encircles one.

The mild, dry winter climate and rare frosts make possible an all-year-round outdoor life with continuous exercise in land and water sports that insures vigorous health.

Literary and Other Advantages

The civic, social, and literary environment of Winter Park is in keeping with its unique physical advantages and scenic location. Probably few towns of its size in the United States offer so many literary and artistic advantages as Winter Park. The following are a few of its active organizations:

1. The Woman's Club, occupying its own beautiful building.

2. The Allied Arts Society, of which Irving Bacheller is President.
3. The Poetry Society of Florida, of which Jessie B. Rittenhouse is President.
4. Tuesday Evening Free Lecture Course.
5. The Fortnightly Literary Club.
6. The Rhymers Guild.
7. Productions in the Annie Russell Theatre.
8. The Symphony Orchestra of Central Florida at Winter Park (70 pieces, 5 concerts).

Most of these organizations hold open meetings from time to time and offer prizes for creative work which are open to the undergraduates. In addition to these activities, the Rollins Conservatory of Music presents each season a number of concerts and musical events of a high order.

The town is noted for its clean, brick-paved, oak-shaded streets, its large estates, attractive residences, well-kept grounds, and public parks. Within two miles there are two well-kept golf courses. Three large winter hotels occupy scenic locations on the shores of two of the lakes which preserve their wild and wonderful semi-tropical vegetation.

Winter Park has the finest of pure water, a sanitary sewer system, and the whole region is entirely free from malaria.

Many noted authors, artists, and eminent men and women from all over America have their winter homes here, and the winter season is crowded with lectures, recitals, concerts, debates, and other interesting entertainments of the highest quality.

Symphony Orchestra

The Symphony Orchestra of Central Florida at Winter Park, an organization of about fifty professional musicians, was founded by the enterprise and generosity of Mary L. Leonard. It is supported by the gifts of private individuals and several civic organizations. It is under the conductorship of Harve Clemens, Director of the Conservatory of Music. The faculty, in most instances, play first chairs of their sections, and qualified advanced students have an opportunity to play with the orchestra.

Annie Russell Theatre

Two series of productions will be presented during the academic year 1934-1935 in the Annie Russell Theatre. A Professional Artists' Series, arranged under the personal direction of Miss Annie Russell, includes "One Day of Spring" and "The Rivals" by the Annie Russell Company; Dorothy Sands in "Changing Styles in Acting"; a joint recital by Madame Luboshutz, violinist, Felix Salmond, 'cellist, and Boris Goldovsky, pianist; a piano recital by Josef Hofmann; and a recital by Jeannette Vreeland, soprano.

The Annie Russell Company, a special honor group of amateurs, has been organized by Miss Annie Russell, under whose personal direction plays will be produced each year as part of the Professional Artists' Series.

Among the plays which will be presented by the Rollins Student Company are "The Wind and the Rain", "Hamlet", and "Hotel Universe".

THE UNIT-COST PLAN

The unit-cost plan, an entirely new program in college finance, was adopted at the beginning of the academic year 1933-34 to govern the educational costs of students at Rollins.

The plan, in brief, as adopted by the Executive Committee of the Board of Trustees, is as follows:

(a) It budgets the College on an adequate but not an extravagant financial basis.

(b) It divides the annual operating expenses by the estimated student enrolment, not to exceed five hundred.

(c) It fixes the cost of board, room, and tuition of the individual student as one unit cost of the total.

(d) It makes available the income of the present endowment for reducing the immediate cost of tuition to desirable students who can affirmatively prove they cannot pay the full rates.

The unit-cost plan was suggested by a report on the receipts of privately endowed institutions of higher learning for the years 1923-24 published by the United States Bureau of Education. At that time, a little less than one-half the current expenses of endowed colleges and universities came from students, one-quarter from the interest on endowment, and another quarter from gifts and other sources. In other words, the students paid less than one-half of the cost of educating them.

These privately supported American colleges were originally founded as "charitable" institutions. It was expected that they would be maintained by gifts from philanthropic people. An education at such a college was virtually free for it was assumed that the students graduating from them would go into the ministry or teaching, or into other public service professions in which the financial returns to them would be small but the gains to society large. Today it is probably not an overstatement to say that a majority of students go to college for business or social considerations. The idea of professional service to society is certainly no longer the chief consideration of the majority.

It would seem, therefore, that under these changed conditions students who can afford to do so should be expected to pay for the benefits received, and the endowment income and gifts hitherto distributed equally throughout the student body should be made available as loans or scholarships to those who are unable to pay the full cost of their education. It should be emphasized that any further additions to the scholarship, loan, or specified endowment funds will increase the funds available to students who cannot pay the full cost of tuition.

The unit-cost plan is a logical part of the Rollins ideal of a cultural college with a limited student body, a faculty devoted to humanized teaching, a physical plant designed as much for beauty as efficiency, all adequately and scientifically financed, first by those who are receiving the most benefit from it, and second by those who are able to appreciate a genuine opportunity for wise giving.

BUILDINGS AND EQUIPMENT

The Campus

The college campus, consisting of forty-five acres, well-shaded by pines and live oaks, skirts the northern shore of Lake Virginia for nearly half a mile, affording excellent athletic grounds, as well as bathing and boating facilities throughout the year.

Buildings

Rollins College now has five new buildings—Rollins Hall, Mayflower Hall, Pugsley Hall, the Annie Russell Theatre, and the Knowles Memorial Chapel—in the plan adopted by the Board of Trustees for the future physical development of the institution.

In accordance with this plan, which includes an artistic grouping of instructional and residential buildings showing a Spanish-Mediterranean influence in architecture, the new units harmonize architecturally and fit naturally into the entire pattern.

All five of the new buildings have been erected since 1929. All of them blend with the semi-tropical nature of the countryside and harmonize with the distinctive type of architecture usually found in tropical and semi-tropical regions, such as Florida, California, Spain, Italy, and Mediterranean countries.

ROLLINS HALL, the first unit to be completed, is a dormitory for men, the gift of the late Edward Warren Rollins. This building accommodates twenty-four men, the first floor being given over to social purposes, while the second and third floors contain individual dressing and study rooms for all occupants. Rollins Hall was opened in the fall of 1929.

MAYFLOWER HALL AND PUGSLEY HALL, both residences for women students, were built in 1930 as units 2 and 3. Mayflower Hall is the gift of an unnamed donor, and Pugsley Hall is the gift of ex-Congressman Cornelius A. Pugsley, of Peekskill, N. Y., a trustee. These stand side by side and are connected at the rear by a loggia facing the

lake. In general, Mayflower and Pugsley Halls are featured by tile roofs in variegated colors, and Spanish texture stucco in two-tone effects with natural and artificial stone trimmings, producing the architectural effect of Old Spain.

KNOWLES MEMORIAL CHAPEL, the largest building on the campus and one of the most distinctive in Florida, was erected in 1932 by Frances Knowles Warren (Mrs. George E. Warren) of Boston, a trustee, as a tribute to her father, the late Francis B. Knowles, a founder of Rollins. It was designed by Ralph Adams Cram and is one of the outstanding achievements of this ecclesiastical architect. Its tower crowns a structure of Eighteenth Century Spanish Gothic whose splendor is accentuated by the arcades which connect it with the Annie Russell Theatre. Its interior is enriched by two antique tapestries and a group of religious paintings. Mrs. Warren's sister, Mrs. Homer Gage, has provided the organ and bronze screens.

THE ANNIE RUSSELL THEATRE—In order to encourage the study and practice of dramatic art at Rollins, and to provide a theatre where the drama can be presented professionally for the stimulation of the cultural life of the community and of the college, and wishing to honor her friend, Miss Annie Russell, the distinguished actress, Mrs. Edward W. Bok gave the Annie Russell Theatre to Rollins College, in March, 1932. It was built simultaneously with Knowles Memorial Chapel. The Annie Russell Theatre was designed by Kiehnel and Elliott, the college architects, to fit naturally into the general plan of picturesque Spanish-Mediterranean architecture. Perhaps the chief characteristic is its unconventional treatment in avoiding the box-like architecture common to most theatres.

CARNEGIE HALL, built in 1908, contains the college library, the administration offices, and the college post office. This building, which was made possible through the generosity of Andrew Carnegie, is a two-story and basement structure in the Spanish style of architecture, made of white sand-lime brick with cement stone trimmings and red tile roof.

CHASE HALL, named for its principal donor, Loring B. Chase, and built in 1908, is a two-story brick dormitory for men. One of the most substantial buildings on the campus, it accommodates forty-five resident students. It is advantageously located on a slope commanding a view of Lake Virginia.

CLOVERLEAF, a commodious three-story dormitory for freshman women, is so named because it is shaped like a cloverleaf. Erected in 1886, it is still one of the most satisfactory "home-like" resident buildings in the group, and accommodates sixty women.

LAKESIDE, a two-story frame residence for women, was built in 1886. It is centrally located, convenient to the "Horseshoe", and accommodates twenty-five women.

PINEHURST, the home of the Conservatory of Music, is a three-story frame building containing studios, practice rooms, and offices. It is the oldest building on the campus, having been erected in 1885, originally serving as a dormitory.

LYMAN HALL, which was built in 1891 as a gymnasium, the gift of Frederick W. Lyman, now provides class and conference rooms for the classes in economics, history, sociology, psychology, and philosophy.

KNOWLES HALL, a fire-proof white brick building which contains class and conference rooms, laboratories, and the Thomas R. Baker Museum, was built in 1910, replacing a building of the same name, destroyed by fire in 1909. The first was the gift of Francis B. Knowles and the second was the gift of his wife and Andrew Carnegie. Until the completion of Knowles Memorial Chapel in 1932, the Knowles Hall auditorium, now occupied by the museum, was used as the Chapel.

RECREATION HALL, on the edge of Lake Virginia, is used as a gymnasium and a hall for entertainments, with a seating capacity of 2000. It contains a basketball court with bleachers, a large stage, and dressing rooms.

SPARRELL HALL, a remodeled dwelling, contains class and conference rooms used chiefly for classes in English.

THE STUDIO, located off the campus, is a remodeled bungalow used for art class rooms, studios, and exhibition gallery. Adjacent to the studio is a smaller building used as a sculpture studio.

THE COMMONS, the general dining hall, with a capacity of 350, is pleasantly located overlooking Lake Virginia. It was built in 1919 on the site of the old dining hall which was burned the preceding year.

THE SPEECH STUDIO, a small frame building used for classes in speech, was built originally as an art studio, and used subsequently as a radio broadcasting studio.

THE INFIRMARY, a bungalow situated a short distance from the campus, was opened in the fall of 1933. The furnishings and equipment were supplied by the Rollins Mothers' Club. In addition to space for ten beds and a room for the nurse, there are a waiting room and a doctor's office where the college physicians hold regular office hours.

THE PRESIDENT'S HOUSE, with its beautiful lake shore grounds, is located on Interlachen Avenue, facing Lake Osceola. This property was acquired in 1933.

THE SHELL HOUSE, on Lake Maitland, houses the large rowing shells used by the Rollins crew.

THE PELICAN, a pavilion on the beach front near New Smyrna, Florida, is used chiefly for recreational purposes by students and faculty. The property was a gift from Mrs. Caleb Johnson.

SHELL ISLAND CAMP, an outing camp on Shell Island in the Wekiwa River, is situated in a nearby jungle retreat.

The Library

The library of Rollins College is in Carnegie Hall, a two-story brick building located near the center of the campus. A general reading room forty by fifty feet occupies the western half of the building.

According to a recent count the library contains 44,551 volumes including government documents. Pamphlets classified and available number 11,169. The library subscribes to 112 current periodicals and receives 103 as gifts.

The most important special collection consists of books, pamphlets, pictures, maps, etc. relating to Florida and writings by Florida authors.

A notable acquisition was the library of Dr. Henry Nehrling on horticulture and ornithology.

Outstanding gifts of 500 volumes or more include a valuable collection of English and American literature given by Dr. Fred Lewis Pattee, Professor of American Literature at Rollins College; a library of general literature including material concerning Walt Whitman given by William Sloane Kennedy; books from Stephen D. Thaw; books and other gifts from Dr. Edwin O. Grover, Professor of Books at Rollins College; books and other material from the library of a former trustee of the College, General John J. Carty, given by Mrs. John J. Carty; books from the library of a former President of Rollins College, Dr. William F. Blackman, given by Mrs. William F. Blackman; books given by Mr. John H. Neville, one of the first graduates of Rollins Academy; and volumes on economics given by Professor William A. Scott, a resident of Winter Park.

In 1930 the Carnegie Corporation of New York made a grant of \$2,000 a year for four years to be used in the purchase of books. This grant has been of the greatest help in building up the library. Other generous donors have given special funds for the purchase of books. Among these are the Stuart-Holt Memorial Fund and the William Sloane Kennedy Memorial Fund.

The "Rollins Animated Magazine" described elsewhere is issued annually. Receipts from it are credited to the library book fund.

The Book-a-Year Club consists of friends of the library who contribute fifty dollars each to the library book fund. The income from a membership provides for the purchase of a book a year for all time. There are now seven members of this club.

A collection of art books and pictures, gift of the Carnegie

Corporation, is in charge of a trained library assistant in the studio. Departmental collections of books, selected each term from the main library by instructors, are kept in the class rooms.

The library is arranged according to the Decimal classification. There is a dictionary card catalogue.

The library is administered by a librarian and assistants who have had thorough training and wide experience in modern library methods.

Regular instruction is given in the use of the library. This enables the student to use the college library to better advantage throughout his course and to use any well organized library after graduation.

The public library of Winter Park and the Albertson Public Library of Orlando are also used by the faculty and students of Rollins College. The privileges of the college library are freely extended to the residents of Winter Park.

Thomas R. Baker Museum

The museum, which occupies a large part of the second floor of Knowles Hall, contains a valuable collection of specimens of great use in the scientific teaching of the College.

The museum is named in honor of the late Dr. Thomas R. Baker, professor emeritus, who was in charge of the museum from its foundation until his death in March, 1930.

ALUMNI ORGANIZATION

THE ALUMNI ASSOCIATION. The Rollins Alumni Association was founded in 1898 by Miss Clara Louise Guild, '90, the first graduate. Since that time the Association has done much to extend the influence of Florida's oldest college. The president is Rex Beach, '97.

MEMBERSHIP IN ALUMNI ASSOCIATION. All former students who have taken a year's work are eligible to membership in the Alumni Association.

ANNUAL MEETING. The annual meeting and reunion of alumni is held on Alumni Day of Founders' Week, the latter part of February.

PUBLIC SERVICE

In order to carry out the aim of Rollins College to render service to the communities and to the state, as well as to its undergraduate body, public lectures and addresses are offered by the members of the Rollins faculty. The topics covered have a wide range and include political theory, readings in English literature, musical programs, and scientific subjects.

COLLEGE PUBLICATIONS

The Quarterly Bulletin is the official publication of the College.

The Annual Catalogue is one of the issues of the Quarterly Bulletin.

The Rollins Animated Magazine. Unique among the Rollins publications is the "Rollins Animated Magazine" issued annually during Founders' Week. The contributions are by well-known authors, and are presented by the authors in person. Each year from fourteen to sixteen distinguished editors, novelists, essayists, and poets appear as "contributors," reading their manuscripts before a large audience of delighted "subscribers."

The Rollins Record is a house organ for the College, published four times a year. Its purpose is to inform alumni, donors, and friends of the College as to the development and progress which Rollins is making.

A Directory and General Information Booklet is issued yearly by the College in cooperation with the Publications Union.

STUDENT ACTIVITIES

Cooperative Student Government

Student activities at Rollins College are controlled by the students with the cooperation of the administration and faculty of the College. The authority of the student body is vested in the Student Association, which has for its purpose the control and management of athletics and other student activities, the promotion of good fellowship, and the enforcement of law and order in the student body of the College.

Upon registration, a regular student automatically becomes a member of the Rollins Student Association. Members of the faculty become members of this organization only by special election of the student body.

The executive and judicial powers of the Association are vested in the Student Council, which is composed of the officers of the Student Association and three members elected by the students from both the Lower and the Upper Divisions. There must be one man and one woman member from each division.

For the general maintenance of good order and proper conduct, the College depends to a great extent upon the volunteer application of the Rollins College Honor Tradition enforced by the Student Council and public opinion among the students. Major matters of discipline are handled by the Student-Faculty Committee.

SOCIETIES AND ORGANIZATIONS

The various interests of a wholesome student life are sustained and promoted by means of appropriate organizations.

The "R" Club

The "R" Club is composed of letter men who have earned their major or minor "R"s. It also includes the managers of the different teams. The purpose of the club is to promote greater athletic interest.

W. A. A.

The Women's Athletic Association was organized to promote and foster the highest spirit of sportsmanship and co-operation among the girls. All women students interested in clean sports are eligible to apply for membership.

Studio Club

The Studio Club is open to all students interested in art and has for its aim the stimulation and fostering of this interest on the campus.

The Rollins Laboratory Theatre

Students enrolled in the courses in dramatic art present before an invited audience two or more full-length plays each term in the Laboratory Theatre in Recreation Hall. Whenever possible these plays are directed by advanced students, and all the details of production are worked out by the students as a regular part of their course. The Laboratory Theatre also provides the student playwright a testing ground for his play if it is judged worthy of experimental production.

The Rollins Student Company

A series of plays for the whole college community is presented in the Annie Russell Theatre by the students of dramatic art. It is the aim to produce plays of distinction in a thoroughly finished manner. The best student talent is sought from the whole student body. From time to time students are invited to compete for roles and to qualify for election to the Student Company, formal membership in which is an honor awarded near the end of each season for distinguished work in acting or in one of the technical departments of production.

The Rollins Players

This is the senior honor society of students who are majoring in dramatic art. Membership is by election only and is based on the scholarship and achievement records of the candidate during his residence at Rollins. Only those stu-

dents who have made noteworthy contributions to the excellence of the work in dramatic art from year to year are considered for this distinction.

Le Cercle Francais

Le Cercle Francais is an organization, membership in which is open to those who have a working knowledge of French. It is affiliated with *Le Federation de l'Alliance Francaise aux Etats-Unis et au Canada*.

Circulo Espanol

Circulo Espanol was organized for the purpose of assisting students to learn Spanish, and is open to those who are enrolled in Spanish. It is affiliated with the *Instituto de las Espanas* of Columbia University. Among its outstanding programs is that honoring Cervantes April 23 of each year.

Deutscher Verein

Der Deutsche Verein is an organization, membership in which is open to those who have a working knowledge of German.

International Relations Club

The International Relations Club was organized during the year 1926-1927 under the auspices of the Carnegie Endowment for International Peace. Through this connection the local club receives current literature on related subjects. Through the broad experience and acquaintance of some of the friends of the club, it is able to present some distinguished authorities and enviable personal contacts.

Rollins Flying Club

The Rollins Flying Club was organized for the creation and promotion of interest in aviation among the student body and faculty.

Rollins Key Society

The Rollins Key Society is an honorary society founded in 1927 for the purpose of fostering interest in all campus and scholastic activities and promoting the welfare of Rol-

lins College. Membership is open to Upper Division students only and is based on their scholastic work and activities during the first two years of college.

Oratorical Association

The object of this organization is to promote a higher standard of literary excellence at Rollins, through annual contests with other colleges and universities, in debate, speech contests, oratory, and other forms of literary discourse. In addition, entertainment programs and weekly radio talks are given by the members over Station WDBO, Orlando, Florida. Public programs are also given by association members before the high schools and various clubs and church societies.

Rollins Poetry Society

Rollins Poetry Society is a member of the Intercollegiate Poetry Society.

Omicron Delta Kappa

Omicron Delta Kappa, national honorary service fraternity, was installed at Rollins in 1931. Membership is conferred on Upper Division men who have distinguished themselves in campus activities.

Pi Gamma Mu

The Florida Delta Chapter of Pi Gamma Mu, national social science honor society, was installed at Rollins in 1932.

Pi Kappa Delta

Pi Kappa Delta, national debating fraternity, was installed at Rollins in 1932. Students who have participated in three intercollegiate debates or have won two are eligible to membership.

Phi Beta

The Theta Chapter of Phi Beta Fraternity, a musical and dramatic art fraternity for women, was installed at Rollins in 1923.

*Rollins College**Phi Society*

Phi Society is a first year honorary scholarship society encouraged by Phi Beta Kappa and having chapters at several colleges.

Rho Kappa Sigma

Rho Kappa Sigma is a local honorary chemical society.

O. O. O. O.

This is a men's honorary organization whose purpose is to create, preserve, and foster the traditions and ideals of Rollins; to promote respect for the customs of the College; and to develop a spirit of leadership and cooperation in the student body.

The Order of the Libra

The Order of the Libra, an honorary society for Upper Division women, was organized in 1935, for the purpose of recognizing past achievements and encouraging future accomplishments.

Order of the Cat and the Fox

Each year five boys and five girls are elected to this organization, which was established in 1934.

Glee Club

Those students who are interested organize themselves into a mixed glee club.

A Cappella Choir

The A Cappella Choir of the Knowles Memorial Chapel, a choral organization of fifty selected voices, devotes its entire time to the serious study of representative types of the best choral literature from the early English and Roman schools up to and including contemporary composers. Besides participating in the regular chapel services, the choir makes trips during the year.

College Band

Students who have sufficient knowledge and experience in

the playing of band instruments are organized into a college band.

Student Ensembles

These are various chamber music organizations such as trios, quartets, violin and piano ensembles, which give recitals during the year.

Instrumental Club

This is an organization for those especially interested in brass, string, and wind instruments.

RELIGIOUS LIFE

Rollins is an undenominational Christian college, not emphasizing religious dogma, but asking its students to seek the truth and follow it according to their individual spiritual insights.

Centering in the beautiful Knowles Memorial Chapel, religion finds expression in community worship, religious music, meditation, and in sermons delivered by members of the College and occasional visiting preachers. The Chapel Staff, under the direction of Dean Charles Atwood Campbell, is largely composed of student directors of the various chapel committees. These committees discuss, make recommendations for, and initiate such undergraduate interests as the Chapel Program, Social Service in the Community, Publicity, Hospitality, and Music. They frequently give expression to student criticism as well as offer constructive suggestions for enriching the religious life of the community.

Vesper Music Services are held twice during the week at 6:00 in the Chapel. Occasionally an all-music program is given in place of the regular Sunday morning service.

Informal discussions are frequently held in the homes of the faculty, usually unorganized. An Open Forum has been organized to meet fortnightly with faculty members who are invited by the students themselves to lead their discussions.

Through the Chapel Committee, Rollins students feel themselves a part of the National Student Christian Asso-

ciation movement, the World Student Christian Movement, and International Student Service, to all of which they contribute through the Christmas Fund, raised for purposes of charity and the support of such student movements.

Chapel committees have taken over the work which in the past has been carried on by the Y. M. C. A. and the Y. W. C. A.

All students are invited and urged to join in the services of the five denominational churches—Baptist, Catholic, Congregational, Episcopalian, and Methodist.

STUDENT PUBLICATIONS

Rollins College is noted for its interest along literary lines, and this interest is demonstrated by the number of publications which it issues.

The following are members of the Rollins Publications Union, which has offices in a workshop provided by the College:

The Tomokan is a year-book published annually by the graduating class. It gives a complete resume of all the activities, organizations, and events pertaining to Rollins, and to the students and faculty of Rollins.

The Flamingo, a magazine of drama, short stories, and poetry, is sponsored by the English faculty of the College. All material printed in the *Flamingo* must be approved by a committee from the English faculty as well as by the editorial staff. In this way a remarkably high standard has been attained in this publication of undergraduate writing.

The Sandspur is a weekly newspaper issued by the editorial staff and the journalism class of the College. It prints all campus and local news. It has the versatility in reading matter of a city newspaper, and keeps the Rollins students well posted through its editorial, social, and news columns.

The New Students' Handbook is published annually by the Student Association to furnish information on the traditions, customs, and organizations of the College to entering students.

ATHLETIC ACTIVITIES

Because of the excellent and mild climate of Florida, Rollins is able to maintain out-of-door athletic activities throughout the year. Two hours each day are set aside as a recreation period in order to enable the students to participate in the sports in which they are particularly interested.

Football

Rollins maintains both varsity and freshman football teams. The varsity has an extensive schedule.

Tennis

Tennis is a game which may be played throughout the year at Rollins. Teams are chosen by means of elimination tournaments.

Golf

Rollins is fortunate in having several golf courses within easy reach. Opportunity is offered for play in company with champions. A golf team is maintained by the College.

Golf privileges are offered without charge as part of the physical education program.

Fencing

Instruction in fencing is offered to both men and women. Intercollegiate teams are maintained.

Aquatic Sports

Rollins is ideally located for water sports and these occupy a large place in the activities of the campus. Rollins has always had excellent swimming teams.

The Florida State Interscholastic Aquatic Meet is held annually on the swimming course of Rollins College. Nearly all the high schools of the State enter teams.

Rowing

Rowing began at Rollins in 1903 and continued until 1912. Four years ago the sport was revived and an endeavor is being made to stimulate an interest in it throughout Florida

and the South, where natural advantages exist in the lakes and waterways. Through the generosity of Cornell University, Rollins has two excellent eight-oared shells, and the purchase of additional shells is contemplated when needed.

Horseback Riding

Riding is recognized as one of the accredited sports at Rollins. Excellent riding academies offer expert instruction in both riding and polo.

Since the stables are not owned by the College students pay a small fee for use of the horses.

Intramural Activities

A full schedule of intramural sports is conducted under expert direction, including basketball, volley ball, diamond ball, golf, and tennis tournaments. Prizes are offered by the College.

Eligibility Rules for Athletics

In athletics, the Southern Intercollegiate Athletics Association rules are maintained by Rollins.

Camping Trips

Students at Rollins have the privilege of enjoying real camping trips in the wilds of Florida. The Wekiwa River is noted for its beautiful scenery. There one may study all manner of wild animal and plant life. A log cabin on Shell Island, three miles from the spring, furnishes shelter for eight Rollins students every week-end during the school year.

The weekly camping excursions down the picturesque Wekiwa River are made by groups of students in canoes, under the direction of Mr. Peebles.

GREEK LETTER ORGANIZATIONS

The Interfraternity Council is composed of the following men's fraternities:

THE FLORIDA ALPHA CHAPTER OF THETA KAPPA NU FRATERNITY, installed at Rollins in 1924. It occupies a large chapter house near the college campus.

THE ALPHA PSI CHAPTER OF KAPPA ALPHA FRATERNITY (Southern), installed in 1927. It owns and occupies a new brick house, with spacious grounds adjoining the campus and overlooking Lake Virginia.

THE FLORIDA BETA CHAPTER OF PHI DELTA THETA FRATERNITY, installed in 1935. It occupies a chapter house overlooking Lake Virginia.

THE X CLUB (local), organized in 1929. It occupies a chapter house near the campus.

THE RHO LAMBDA NU FRATERNITY (local), organized in 1930. It occupies a chapter house near the campus.

The Pan-Hellenic Association is composed of the following sororities:

THE ALPHA MU CHAPTER OF GAMMA PHI BETA SORORITY, installed at Rollins in 1928.

THE ALPHA OMEGA CHAPTER OF PHI MU SORORITY, installed at Rollins in 1929.

THE FLORIDA GAMMA CHAPTER OF PI BETA PHI SORORITY, installed at Rollins in 1929.

THE UPSILON BETA CHAPTER OF CHI OMEGA SORORITY, installed at Rollins in 1931.

THE BETA LAMBDA CHAPTER OF ALPHI PHI SORORITY, installed at Rollins in 1931.

THE DELTA EPSILON CHAPTER OF KAPPA KAPPA GAMMA SORORITY, installed at Rollins in 1932.

THE GAMMA GAMMA CHAPTER OF KAPPA ALPHA THETA SORORITY, installed at Rollins in 1933.

All of these sororities occupy chapter houses located near the campus.

STUDENT AID

SCHOLARSHIPS

Rollins College has a few endowed scholarships which are listed below. These are not open to new students. Unless stated all scholarships provide an income of \$50.00. Any student desiring to apply for a scholarship should call upon or write to the Dean of the College.

The following points are considered in awarding these scholarships:

1. Evidence of need.
2. Possession of high moral character.
3. Loyalty to and maintenance of the standards of Rollins College.
4. Maintenance of a superior scholastic standing.

A scholarship may be cancelled if at any time the recipient fails to conform to the standards of award.

In case a student who has a scholarship transfers to another institution he shall refund the amount previously granted before being given dismissal papers.

1. THE CHASE SCHOLARSHIP, established in honor of the late Loring Augustus Chase.
2. THE HALL SCHOLARSHIP, established in honor of the late Mr. and Mrs. Charles Henry Hall, of Evanston, Illinois.
3. THE MARK SCHOLARSHIP, established in honor of Mr. and Mrs. Charles LeRoy Mark, of Fredonia, New York.
4. THE SCOTT SCHOLARSHIP, established in honor of Mr. and Mrs. John F. Scott, of Pittsburgh, Pennsylvania.
5. THE BURLEIGH SCHOLARSHIP, established in honor of the late Mrs. Matilda Burleigh.
6. THE PEARSONS SCHOLARSHIP, established in grateful recognition of the gift to the College of \$50,000 by the late Dr. D. K. Pearsons, of Chicago, and donations made to the Endowment Fund by faculty and students during the years 1903-1905.

7. **THE ANGIER SCHOLARSHIP**, established in honor of A. E. Angier, of Boston, Massachusetts, available for young men only.

8. **THE WYETH SCHOLARSHIP**, endowed by Mrs. N. J. Wyeth and Messrs. Harry B. Wyeth, John H. Wyeth, Jr., and George A. Wyeth, in memory of their husband and father, John H. Wyeth.

9. **THE PALMER SCHOLARSHIP**, established in honor of Francis Asbury Palmer.

10. **THE DUVAL SCHOLARSHIP**, available for a graduate of a high school of Jacksonville, Florida, established in honor of the following donors to the Endowment Fund: J. W. Archibald, E. P. Axtell, Hon. N. P. Bryan, Coons and Golden, R. V. Covington, H. and W. B. Drew Company, Col. E. C. Long, Mrs. E. J. McDuff, J. R. Parrott, E. P. Richardson, C. B. Rogers, Charles P. Sumner, Union Congregational Church, Edwin S. Webster and Lorenzo A. Wilson.

11. **WORTHINGTON SCHOLARSHIP**. The income of the Eliza Worthington Fund of \$1,000, created by the Hon. Augustus Storrs Worthington, of Washington, D. C., and Mrs. Lucy Worthington Blackman, of Winter Park, in memory of their mother.

12. **ANNA G. BURT SCHOLARSHIP**. This scholarship is the income from a trust fund established by the will of Miss Anna G. Burt. It amounts to approximately \$600.00 annually and is available only to Florida girls.

13. **SCHOLARSHIPS FOR FOREIGN STUDENTS**. Rollins offers a number of teaching scholarships for foreign students. These are awarded through the Institute of International Education.

The value and number of foreign scholarships vary from year to year.

WORK

A number of students, especially men, earn a part of their expenses while attending Rollins. A student is honored at Rollins for an honest effort of this kind, and many of the best students pursue this method of partial support throughout their whole college course.

However, it is impossible for a student to earn his entire expenses while attending Rollins. The average earnings of working students will not exceed \$300.00 annually although a few exceptional students may earn \$500.00 or more.

New students should have resources sufficient for one year's expenses, as the number of jobs is necessarily limited and most of those are naturally taken by upper class students. All old students expecting to earn any part of their expenses during the coming year must file an application therefor with the Treasurer of the College before May 15, 1935.

LOAN FUNDS

Exceptional scholarship, financial need, and promise of potential leadership or unusual ability shall be the basis on which loans are made. In case a student who has been granted a loan transfers to another institution, he shall pay back the loan in full before being given dismissal papers.

ELBERT H. GARY LOAN FUND. Many worthy students of limited means may profit by the generous gift of Judge Elbert H. Gary who created a loan fund of \$25,000 to be used in helping ambitious and hard-working boys or girls to secure a college education which they could not otherwise afford. Except in very great emergencies loans will not be made to new students.

ROLLINS INVESTMENT LOAN FUND. This is a new emergency loan fund with resources amounting to about \$5,000. Small sums are loaned to approved students at 6% with ample time for repayment. It is used to supplement the other loan funds, especially for seniors.

SENIOR LOAN FUND. A small fund started by the senior class of 1929 which has been increased by subsequent classes. Available only to seniors.

ENDOWMENT INCOME

The most important part of the unit-cost plan (described on page 43) which has been adopted by the trustees is to make available the endowment income of the College, in the form of loans or scholarships, for those to whom it will be most helpful. Rollins is the first American college to put

this new plan into practice on a scientific basis. Instead of following the usual custom of allocating the endowment income to reduce the cost to all students, the unit-cost plan makes endowment income available to a selected group of students. Thus the endowment income is used exclusively for the purpose originally intended by the generous donors. Under the unit-cost plan, expense is distributed more equitably and opportunity is thereby equalized.

Preference in distributing this fund is naturally given to upper class students who have demonstrated their ability in residence, but under certain conditions new students may also participate. Students or parents may obtain full details regarding this fund from the Treasurer of the College.

HONORS AND PRIZES

Algernon Sydney Sullivan Award

In 1925 the New York Southern Society, in order to perpetuate the memory of its esteemed founder, established the Algernon Sydney Sullivan Award. This award, which is a bronze medallion, is intended to "recognize and encourage in others those same principles of love for and service to men, which were his dominant characteristics."

Rollins College has the honor of being one of the fourteen institutions chosen to bestow this award. It may be given each year to not more than one man and one woman of the graduating class and to one other person who is not a student at the College.

"The recipients of the Award shall be chosen by the faculty of the College. In the selection of the recipients, nothing shall be considered except the possession of such characteristics of heart, mind and conduct as evince a spirit of love for and helpfulness toward other men and women."

The first award of the Algernon Sydney Sullivan Medalion by Rollins College was made in 1927 to Mr. Irving Bacheller, the distinguished novelist.

The Howard Fox Literature Prize

A prize of \$50.00 is offered by Dr. Howard Fox, of New York City, for the best piece of literature produced by a student at Rollins College. In awarding this prize, originality, human interest, and craftsmanship are considered.

Chi Omega Prize

To the Upper Division girl (not a member of the graduating class) whose scholarship and conduct indicate that throughout her college course she has done the most for herself and for Rollins, an award of \$25 is presented on Commencement Day by the Upsilon Beta chapter of Chi Omega Sorority.

O. O. O. O. Honor Award

A loving cup is awarded annually to the man in the graduating class who by his conduct and service has made

the greatest contribution to the development of the spirit of leadership and cooperation in the student body of Rollins College.

Student Council Award

An award of \$25.00 is given to the member of the graduating class holding a scholarship who has maintained the highest scholastic standing during his entire college course.

Sprague Oratorical Prize Contest

This contest was originated by Pi Beta Phi Sorority with the cooperation of Dr. Robert J. Sprague and continued by the sorority in memory of Dr. Sprague. Original speeches are written, committed, and delivered in competition before the college assembly or a public audience.

Economics Prize

The Gamma Phi Beta Sorority offers a cash prize to the girl who has won the highest scholarship record in economics. The object of the prize which will be awarded at commencement time is to create interest in this field among the girls.

Rollins Theatre Prize

Pi Beta Phi Sorority gives a prize of \$10.00 for the greatest improvement made by a student in dramatic art.

Tiedtke Award

For special outstanding achievement and progress in the fine arts, a gold medal is given annually by Mr. John Tiedtke, of Toledo, Ohio, and Orlando, Florida, to a student studying art.

Omicron Delta Kappa Trophy

To the man who has most distinguished himself in athletics during the year at Rollins, Alpha Iota Circle of Omicron Delta Kappa Fraternity presents a loving cup.

Phi Mu Athletic Trophy

The Phi Mu Fraternity offers a cup as an athletic trophy to the best Upper Division girl athlete who has earned her "R".

Interfraternity Cups

Through the generosity of President Holt and under the auspices of the Panhellenic and Interfraternity Council, cups are presented each year to the fraternity and sorority having the highest scholastic group standing.

Volley Ball or Baseball Trophy

The Gamma Phi Beta Sorority awards a trophy to the sorority or girls' dormitory winning a volley ball or baseball tournament. Permanent possession may be obtained by winning the trophy for three consecutive years.

The Irving Bacheller Essay Contest

The senior high school students of Florida are invited to come to Rollins College during Founders' Week and deliver original orations in competition for the prizes offered by Mr. Irving Bacheller. The orations are sent to a board of judges and the authors of the best ones are called to Rollins to deliver them. The contest constitutes one of the notable occasions of the year.

Margaret Champ, Mount Dora, and Margaret Hawes, Daytona Beach, won the gold medals in 1934.

Allied Arts Society Prizes

The following prizes are offered by the Allied Arts Society of Winter Park, of which Mr. Irving Bacheller is President. The competitions are all open to Rollins students.

1. The Ponce de Leon Prize of \$100.00 for the best poem by a native or winter resident of Florida.
2. A prize of \$50.00 for the best poem submitted at the monthly meetings of the Poetry Society of Florida.
3. The Quill Drivers prize of \$35.00 for the best short story, and \$15.00 for the second prize.
4. The Music Makers prize of \$50.00 for the best unpublished musical composition.

5. A prize of \$50.00 for the best one-act play, masque, pageant, or musical comedy submitted to the Society.

6. A prize of \$15.00 for the best painting in oil or water color submitted by an undergraduate, and \$10.00 for the second prize.

7. A prize of \$10.00 for the best picture in pencil, charcoal, or monotone submitted by an undergraduate.

8. A prize of \$10.00 for the best piece of sculpturing.

9. A prize of \$5.00 for the best piece of batik work.

INDIVIDUALIZATION IN EDUCATION

The Rollins College Conference Plan which is now in its ninth year is almost entirely concerned with method and not with content. The conference plan was an experiment in individualizing methods of teaching. About five years ago the faculty of the College turned its efforts to the study of the question of the individualizing of the curriculum and charged its Curriculum Committee with this task. A student committee was appointed to study the same question. In January, 1931, President Holt assembled a conference under the chairmanship of Doctor John Dewey and asked the members of this conference to study the problem of the ideal curriculum for a liberal arts college.

From a preliminary study of the reports assembled at this conference, the Curriculum Committee of Rollins College presented a group of recommendations to the faculty in the spring of 1931. While this report could not possibly attempt to revise the content of all courses in the curriculum, it did represent some far reaching changes in the education of the individual student. This report was adopted by the unanimous action of the faculty and its provisions became effective at the opening of the fall term in September, 1931.

The ideal at Rollins is to substitute learning for instruction, to encourage the intellectual curiosity and enthusiasm of the student, and to develop the individual in the manner best suited to him. The new curriculum plan combined with the Rollins Conference Plan might well be termed "Individualization in Education."

This individualization begins the moment the student applies for entrance. Admission to the College is not based solely upon the presentation of fifteen acceptable units. Instead the emphasis is placed upon actual graduation from a secondary school, the College placing no restriction upon the distribution of the units other than to state that they should be correlated to the curriculum of Rollins. The College scrutinizes very carefully the individual himself, collecting extensive biographical data concerning him and requiring a personal interview to be had with some officer of the College before the student's application is considered by the Committee on Admissions.

Once admitted the education of the student becomes an individual problem with the College. He is assigned an adviser and given every aid by the deans and faculty in the development of an individual program of study. Registration does not take place in the conventional manner, but instead the student outlines, with the help of his adviser and the approval of the Dean of the College, the plan he has for meeting the requirements for entrance into the Upper Division. Once in the Upper Division, his program devotes itself almost entirely to the acquiring of a competence in a given field of knowledge. The plan is to permit the individual to share in his own education.

The new curriculum plan virtually abolishes the four class categories of freshmen, sophomores, juniors and seniors and creates instead a Lower Division and an Upper Division. Likewise, the criterion of accomplishment in fact has replaced the conventional system of credits based upon time, the only requirement instead being that the student must have satisfactorily completed work which is generally understood in the educational world as being the equivalent of a four year college course. It is not contemplated that the student's course will be shortened. Every entering student, even transfers from other institutions, will go first into the Lower Division, remaining there as long as necessary.

The arrangement of the curriculum is such that the emphasis is placed upon generalization in the Lower Division and upon specialization in the Upper Division; however, there is some specialization in the Lower Division and some generalization in the Upper Division, the student going gradually from one to the other. Realizing that the fundamental courses in mathematics and the sciences as well as in other fields are meant particularly for those who are going to do advanced work in these subjects, special courses generalized in character have been developed in most subjects in the Lower Division. In other words, the curriculum of the Lower Division has been designed to enable a student to obtain a broad knowledge in several fields and yet fit himself for later specialization in some one field. Courses in the Upper Division will be adjusted to the needs of the individual. Instead of limiting the teaching schedule of the

instructor on the time basis alone, Rollins has assigned each instructor a given number of students only, thus permitting the teacher to adjust the instruction to the individual.

In the Lower Division the student will fill in the gaps in his preparation and lay a broad foundation for the specialized work he is to do later in the Upper Division. Before being certified for entrance to the Upper Division, the student must convince the Board of Admissions to the Upper Division that he has a designated proficiency in English, a foreign language, mathematics, history, the sciences, and social and economic institutions. He also must demonstrate that he is physically fit. He will be expected to give evidence of character, general intelligence, purposefulness and responsibility in the use of leisure. The work of the students will be checked at frequent intervals as has been the custom in the past. A student will be made to justify his intentions as to the work he plans in the Upper Division and after the plan has been approved, he must comply with its provisions before receiving his Bachelor of Arts Degree.

Even the requirements for graduation are individualized. The Rollins degree is no longer evaluated in terms of courses, credit hours, points or terms of residence. The college will, however, keep records of the work accomplished by students and provide such records for students who need them for transfer into professional or graduate schools. Instead of a grading system of letters or percentages, the College has substituted a statement by the instructor indicating the accomplishment of the student, his apparent intellectual ability, his degree of application to the subject and his integrity. The only requirement dealing with length of residence other than the fact that no student will be granted a degree, regardless of work done elsewhere, in less than a period of one year, two terms of which must be spent in the Upper Division, is that a candidate for a degree must succeed in gaining admission to the Upper Division of the College within a period of three years.

ADMISSION OF STUDENTS

The educational facilities of Rollins College are open to both men and women. As the number of new students that can be admitted in any one year is limited, it is the purpose of the College to select students whose qualities of character, personality, intellectual ability, and interests in scholarship fit them to pursue a college course with profit, and who are ready to give loyal adherence to the spirit as well as the letter of the college regulations.

The College reserves to itself final authority in requiring the withdrawal of students who do not meet these requirements, on account of low standards of scholarship, risk to their own or others health, or lack of accord with the moral standards advocated by the College. When a student is required to withdraw, no part of the fees due or those paid shall be refunded or remitted.

All candidates for admission to the College must offer satisfactory testimonials of good moral character; and those that have been members of other colleges must present certificates of honorable dismissal. Every new student must furnish a certificate of good health. The scholastic requirements for entrance may be satisfied by (1) certificate from the principal or headmaster of an accredited high or preparatory school, or (2) certificate of examinations, or (3) examination. Ordinarily, candidates are not admitted unless they can meet the requirements in full.

If requested, students are also expected to show evidence of their ability to meet the financial requirements of the College.

Application Procedure

The following procedure is required before a student can be considered as an applicant for admission to Rollins College.

About three weeks are required for completing the application procedure and therefore all papers should be filled out and returned promptly.

1. *Application for Admission.*

Students desiring admission to Rollins College should send for an *Application for Admission* blank. This should be

filled out by the prospective student and mailed to the Dean of Rollins College, with the ten-dollar application fee. This fee is paid but once by any student and is not refundable except in case an applicant has completed the application procedure and has been definitely refused admission by the College.

After the receipt of the *Application for Admission* blank and the application fee, the following papers will be sent out by the Office of the Dean.

2. *Entrance Questionnaire.*

The *Entrance Questionnaire* is sent to the Supervisor named on the *Application for Admission* blank. In answering the questionnaire the student may take as much time as is necessary to accomplish the work satisfactorily; but the blank must be filled out in the presence of the Supervisor, without help. A small photograph or snapshot is required as part of the questionnaire.

3. *Parent Questionnaire.*

Because Rollins is very careful in the selection of students, the parents of each applicant are requested to fill out a questionnaire in order that the College may have a better picture of the background and training of the applicant.

4. *Certificate of Health.*

The *Certificate of Health* is to be made out by a physician, preferably one who has had previous knowledge of the health of the applicant.

5. *Record of Secondary School Credits.*

The *Secondary School Credits* blank is to go to the principal of the secondary school from which the student is graduated. This transcript must show the number of weeks during which each subject was studied, the number of recitation periods each week and the length of the period together with the grade received.

For students who are still in school a preliminary blank will be sent at the time of application and the final blank for certification of credits will be sent direct to the school before graduation.

6. *Personal Interview.*

A *Personal Interview* with a representative of the College will be required whenever possible.

Admission

After an applicant has complied with all the foregoing requirements, his name will be placed before the Committee on Admissions and he will be notified as soon as possible as to whether he is accepted, refused admission, or placed upon a preferred list, to be admitted if a vacancy occurs. Upon notice of acceptance the contingent deposit fee of \$25.00 must be paid.

Application should be made whenever possible by the beginning of the final year of secondary school work. Undue delay in making or completing application may prevent consideration of the candidate for admission.

Upon request the Committee on Admissions will transfer an application to a later date of entrance, but a candidate whose name has been withdrawn from the list will be considered as a new candidate. Any application for entrance at the beginning of the year will be automatically withdrawn by the Committee on October 10 of that year unless request has been made for transference to a later date of entrance.

Failure to comply promptly with the regulations of the College concerning admission may be regarded as equivalent to a withdrawal of the application.

Applicants for admission are asked to inform the College of any change of address, transfer from one school to another, or withdrawal of application.

Entrance Requirements

All candidates for admission must present evidence of the satisfactory completion of a four year course of not less than fifteen units in a secondary school approved by a recognized accrediting agency, or in a secondary school that is a member of the Southern Association of Colleges and Secondary Schools, or the equivalent of such a course as shown by examination. The major portion of the secondary school course accepted for admission shall be defi-

nately correlated with the curriculum of Rollins College, and shall include at least three units of English.

While Rollins College desires to place no restrictions upon the secondary school courses the remaining units should be selected from courses giving evidence of the greatest value to the student in his college course since admission to Rollins is on a competitive basis. At least two units in the same language must be submitted where a language is offered. Prospective applicants for admission are advised to write the Dean of the College relative to the selection of their units.

A unit represents a year's study of a subject in a secondary school. The definition assumes that the academic year in the secondary school is not less than the equivalent of thirty-six weeks with a class period of not less than forty minutes in length, and that the subject is pursued for five periods a week; or that an aggregate of two hundred minutes a week be allotted to the work of a unit.

Admission by Examination

Candidates who are graduates of a non-accredited secondary school will be expected to submit transcripts from such schools showing the subjects studied, and in addition will be required to pass entrance examinations in four high school subjects, English being one of the four. Entrance examinations will be given free of charge at the College at the beginning of the school year, or at other times, with the consent of the Dean.

Admission by Certificate of Examination

Academic diplomas issued by the Regents of the University of the State of New York are accepted in all required subjects covered by them.

Certificates of the New York State Examination Board are accepted.

Certificates of the College Entrance Examination Board are accepted.

Admission by Certificate

Graduates of accredited secondary schools are admitted upon presentation of a certificate issued by the superintend-

ent or principal. Blank certificates may be obtained by applying to the Dean of the College.

Admission from Other Colleges

Students from other colleges, seeking admission to Rollins College, in addition to answering the entrance questionnaire and complying with all registration requirements, must present evidence of honorable dismissal, a statement of method of admission, an official statement in detail of studies taken by terms or semesters, with standing in the same, the exact number of terms of attendance, and a marked catalogue of the institution showing each subject that has been completed.

Students who transfer to Rollins from other colleges are entered in the Lower Division, but may then gain admission to the Upper Division if they can demonstrate that they possess the proper qualifications. They will not be granted a degree, regardless of previous work done elsewhere, in less than a period of one year, two terms of which must be spent in the Upper Division.

Students Who Are Not Candidates for a Degree

The College recognizes that it is desirable to provide for a small number of serious students, who do not wish to comply with our requirements for the Bachelor of Arts degree, and who will not be candidates for any degree. A limited number of such students will, therefore, be admitted and permitted to elect such work as they are qualified to pursue, and to remain in residence as long as they give evidence of a serious purpose and as long as they comply with the other regulations governing students. The College offers this service to meet the needs of important cases and the necessities of the community as far as it is not inconsistent with the fundamental purposes of the College and its membership in the Southern Association.

The admission and control of such special students rest entirely with the Dean of the College.

Special students are subject to the same financial regulations as regular students.

STUDENT EXPENSES

The following list of expenses applied to the college year 1934-35. Rates for 1935-36 have not yet been determined but in all probability there will be little if any change.

The official expenses for each student are determined under a unit-cost plan which divides the college budget of expenditures by the estimated number of students to be accepted.

This new plan fixes the unit cost for each student in a scientific manner and assures the student that charges are being equitably assessed. It eliminates numerous special fees such as those usually assessed in music, dramatics, painting, sculpture, laboratory courses, etc.

The official expenses for each student are as follows:

Application Fee (for new students only)-----	\$ 10.00
Contingent Deposit (new students only)-----	25.00
General Fee (tuition, board, room, etc.)-----	1,350.00

THE APPLICATION FEE of \$10.00 is payable once only upon application for entrance; THE CONTINGENT DEPOSIT of \$25.00 is payable immediately upon acceptance.

THE GENERAL FEE of \$1,350.00 is payable September 15th, but if more convenient may be paid in two installments, namely, \$750.00 September 15th and \$600.00 February 1st.

Regulations Regarding Fees and Expenses

As the College predicates its expenses and bases its budget upon full collections from all accepted students refunds are made only under the following regulations:

(a) If a student, on account of serious illness, is obliged to leave college, upon the recommendation of the college physician, the College will share the resulting loss with the parents by refunding 75% of any prepaid portion.

(b) If a student leaves college for any other reason, including suspension or dismissal, no refund will be made.

(c) A student will be considered in attendance at the College until formal notice of withdrawal has been filed in the Office of the Dean by the parent. Claim for refund prior to the filing of such notice will not be considered.

All financial obligations must be fulfilled before the student attends classes. Instructors will receive into their classes only those students who have completed registration, which includes the satisfactory settlement of their accounts. The Board of Trustees of the College does not guarantee to continue the published rates herein beyond the current academic year but reserves the right to decrease or increase them at the beginning of each academic year in accordance with the principles of the Unit-Cost Plan.

1. **APPLICATION FEE.** Upon application for admission to the College, new students pay the application fee of \$10.00. This sum is paid but once and is refundable only in case a student has fully completed his application and been definitely refused admission by the College.

2. **CONTINGENT DEPOSIT.** The contingent deposit of \$25.00 is deposited by the student upon notification of acceptance. This deposit remains to the credit of the student and is established to cover petty charges such as loss of library books, breakage of equipment, and damage to college property. If not used, this deposit may be withdrawn by the student upon honorable dismissal or graduation, provided all contracted obligations to the College have been fulfilled. As the payment of this fee entitles the student to a place in the College and to the reservation of a room, claims for refund cannot be honored if a student fails to enter college or to return as planned, unless such claims are presented at least 30 days prior to the opening of the College. If the contingent deposit is not claimed within two years after a student leaves college, it will be transferred to the Student Aid Funds to help worthy students.

3. **STUDENT ASSOCIATION FEE.** Upon registration a regular student automatically becomes a member of the Student Association which, in general, controls the student enterprises. He pays, as part of his general fee, a fee of \$30.00 a year. This constitutes a special fund for the maintenance and business-like management of student activities and campus interests.

All such funds are handled by the college office and ex-

pended only by order of the Executive Committee of the Association and the Faculty Committee on Activities.

Upon payment of this fee a Student Association ticket is given the student entitling him to (1) a subscription to the *Sandspur*, (2) a subscription to the *Tomokan*, (3) admission to all athletic contests, (4) admission to all concerts and lectures, (5) admission to all debates and other activities, specified by the Executive Committee, (6) a subscription to the *Flamingo*.

The activities are conducted by the students with the co-operation of the administrative officers of the College. Unexpended money apportioned to any activity is held over to the succeeding year to be re-apportioned for the benefit of student activities.

This fee may be changed at any time by a vote of the Student Association.

4. GENERAL FEE. Payment of this sum entitles the student to the full advantages of the College, including the items usually differentiated as tuition, room, board, special fees, laundry of bed linens; the complete use of all college facilities under proper supervision and regulation; medical service; use of tennis courts, swimming course, and canoes; reduced rates for admission to concerts by the Symphony Orchestra and performances in the Annie Russell Theatre; use of the pavilion at New Smyrna, and the camp on Shell Island in the Wekiwa River.

DAY STUDENTS. As a part of its service to the local community, the College will accept as day students at special rates, a limited number of students whose parents have been bona fide local citizens for at least one year. Those eligible may obtain full information from the Treasurer of the College.

Parents who desire to become temporary residents of the community for the full college year and enter their children as day students should write the Treasurer of the College for special consideration. A limited number of such students may be accepted.

ADMINISTRATION

Conduct of Students

College administration relates not only to scholastic work but to the habits and influence of the individual student. It is the duty of the faculty and administration to reject those who are unprepared in scholarship. It is equally their duty to eliminate those who are injuring the scholarship or the moral standards of the institution.

Any student who is persistently negligent in academic work, who violates the regulations of the College, who breaks the laws of civil society, or makes himself an undesirable citizen of the campus or community because of specific acts, or general attitude perverse of good order, may be warned, placed on probation, suspended, dropped, or expelled, as the conditions warrant. A student may forfeit his connection with the College without an overt act, if, in the opinion of the faculty, he is not in accord with its standards.

Automobile Regulations

Students at Rollins College are allowed to own and operate cars under the following regulations:

1. Within a week after the opening of school every student owned car on the campus shall be tested as to the condition of its brakes, lights, horn, muffler, and tires by an accredited agency.
2. Every approved car shall be licensed and the owner required to purchase a Number Plate, issued by the Student-Faculty Traffic Committee, which shall be carried in a conspicuous place on the front of the car.

3. All students who drive cars coming from states that do not require a driver's license shall be required to pass a driver's examination during Safety Week.

All drivers shall pass an examination on Florida Road Laws.

All drivers shall be obliged to have a driver's license before getting a Number Plate.

4. Every student car shall carry personal liability and property damage insurance.

Insurance papers will have to be shown before the car will be licensed.

5. Persons authorized to report cases of violation shall not be known publicly.

All accidents and cases of reckless driving shall be investigated by the Student-Faculty Traffic Committee.

The Administration reserves the right to revoke licenses at any time. The Student-Faculty Traffic Committee has the authority to recommend punishment for violations of the traffic rules.

Dormitory and Commons Regulations

As a part of the unit-cost plan the Board of Trustees has adopted the following requirements for college fraternities, sororities, dormitories, and the commons:

1. Every new student regularly enrolled in Rollins College is required to live in one of the college dormitories until one full year's work has been completed.
2. Every upper class student regularly enrolled in Rollins College is required to live in one of the college dormitories or in one of the approved fraternity or sorority houses.
3. Every regularly enrolled student is required to board at the college commons.
4. Only regularly enrolled students who are active, undergraduate members of local organizations may live in fraternity or sorority houses without special written approval of the college administration.

Naturally, the above regulations do not apply to the limited number of accepted day students who live at home with their parents.

College dormitories and the commons will be closed during college vacations.

Physical Examination

All entering students are required to furnish a certificate of good health before being admitted to matriculation.

All students shall take a complete physical and medical examination each year. A conference with the consulting psychologist may form a part of the examination. The examinations will be given by the college physician and the directors of physical education. Examinations, beginning with the entering students, will be made during the first week of the college year. A medical certificate giving special advice and recommendations when necessary will then be filed, so that no student shall enter any activity throughout the year for which he or she is not physically fit.

Class Attendance

Prompt and regular attendance is a part of the work of each course. Rollins College has no so-called cut system. A student who is consistently absent from classes without the permission of his instructors will be required to withdraw from college. Whenever a student is absent, it is his responsibility to arrange with each of his instructors to make up the work lost. When it is necessary for a student to be absent from the campus for one day or more, he should receive permission from his student dean *before leaving*.

Orientation Week

All entering students assemble at the college a few days in advance of the rest of the student body, in order to begin their college work under more favorable circumstances than are otherwise possible. Besides becoming fairly familiar beforehand with the conditions under which they are to work, new students are able to complete certain preliminary exercises which ordinarily interfere with a prompt and smooth beginning of the business of the year, and begin their acquaintance with each other unhampered by the distracting presence of a large body of older students.

During this week matters of great importance to the new members of the college body are presented and it is imperative for all of them to be present throughout the period. *Attendance is required of all entering students.*

Reservation of Rooms

Rooms will be assigned to new students in order of receipt of applications. When the contingent deposit of \$25.00 is received by the College Treasurer a room is immediately reserved. Should the applicant decide later not to enter Rollins the contingent deposit is refundable; provided, however, that withdrawal takes place on or before September 1 and that the College is able to secure another applicant to fill the vacancy resulting.

Under the unit-cost plan, all students are required to live in the college dormitories and board at the commons, except

for a limited number of day students who may be permitted to live with their parents.

All dormitory rooms are furnished with single beds, dressers, study tables, and chairs. All other furnishings desired must be provided by the occupant.

Each occupant of a dormitory room must bring a pillow, four sheets, three pillow slips, at least two blankets, one comforter, one mattress pad, two bed spreads for a single bed, and personal linen. All these articles should be plainly marked with the owner's name.

Each occupant of a dormitory room will be required to sign a receipt for the furniture and equipment of his room and will be held responsible for its return in good condition when he departs.

A student to whom a dormitory room is assigned is obligated to occupy it for the year, unless another student, not a resident of the hall, agrees, with the approval of the student dean, to occupy the room, provided there is no financial loss to the College in the exchange.

As all women's dormitories are equipped with radios in the living rooms, no first year student is permitted to have a radio in her room.

Students may not have pets in any college dormitory.

Waiting List

The names of applicants who do not secure admission at the beginning of the college year will be placed on the waiting list and appointments to vacancies made in regular order provided that the application is accompanied by the customary retainer fee.

Correspondence

Communications in reference to the personal welfare of men students during the college year may be sent to the Dean of Men, and those in reference to women students to the Dean of Women. Correspondence from prospective students should be addressed to the Dean of the College, Rollins College, Winter Park, Florida.

REGISTRATION

Students will present themselves for registration on the days assigned for that purpose. Registration (the completion of which includes the payment of all financial charges) after the regularly appointed day subjects the student to exclusion from those classes which may be over-registered.

Students entering college late must make up all back work within one month after entrance. All exceptions to this rule must be authorized by the Dean of the College.

Lower Division

All entering students will outline, with the help of their advisers and the approval of the Dean of the College and upon the special form provided, the manner in which they expect to acquire the achievements necessary for admission to the Upper Division.

The extent to which a student will have to prepare himself to meet the specific requirements that have been established for the Lower Division will depend in a large measure on the nature of his preparation before entering college. Each student will be able to meet these requirements in part and will have to arrange his work in the Lower Division in such a manner as to overcome his deficiencies.

Every student is expected to register for three academic courses, a seminar, and one physical activity each term.

This does not mean that he must register for work in specific requirements, as he may prepare himself to meet these in any manner he desires. Obviously it is more advantageous for the average student to meet the requirements by pursuing courses specially designed for this purpose.

The student should, if possible, arrange to do the introductory work of his major field in the Lower Division.

At the beginning of each term, each Lower Division student will be required to state in writing, on the registration card, what he intends to accomplish during the term. Such statements must be approved by the student's adviser and may be revised by the Dean of the College. The work of Lower Division students will be scrutinized at the end of each term, and students who do not, or are unable to avail

themselves to a sufficient extent of the intellectual opportunities offered by the College will be dropped.

Students will be expected to conform to such regulations as are deemed necessary by the instructors for the conduct of the work of the courses for which they register.

Failure to meet the requirements for admission to the Upper Division in three years will result in the student being dropped from college.

Upper Division

Students applying for admission to the Upper Division should make application thirty days prior to the time they expect to appear before the Board of Admissions.

At this time the student must, in consultation with his adviser and a major professor and with the approval of the Dean of the College, outline the work to be accomplished in this division. A special form will be provided for the purpose. Such a program shall involve work of an extensive character in a selected field of learning, with such work in related fields as seems desirable in each case, together with a limited amount of work in other fields.

The work of the major field must be definitely correlated and must be possessed of a reasonable degree of sequence. In addition, an increasing amount of mental effort should be required as the work progresses. The limits of a major field should be set for each individual and need not correspond with the work as organized in a department of instruction.

It is presumed that students will ordinarily do the introductory work in their major fields during their stay in the Lower Division. Failure to do so will, in all probability, increase the time needed to meet the requirements of the Upper Division.

It should be noted that the student's work in both Lower and Upper Divisions should be the equivalent of a four year college course.

Changes in Registration

Ordinarily no changes are allowed in registration after the first week of the term. In making changes a student must use the regular form secured at the Registrar's office.

Dropping Work

Work for which the student has once registered cannot be dropped except by formal permission secured through the office of the Registrar. A course abandoned without such permission will be recorded against the student on his permanent record.

Withdrawal

A student who wishes to withdraw from the College must consult the Dean of the College and receive a withdrawal permit before so doing. Failure to comply with this procedure forfeits the contingent deposit.

Probation

A student may be placed on probation either for misconduct or for failure to maintain satisfactory scholastic standing.

A student who is on probation may be dropped from the College at any time if he fails to maintain a satisfactory academic standing. In addition, such a student may not represent the College as a member of any athletic team, or in any other way, nor is he eligible to hold any office, or to receive financial aid of any sort, or to make application for admission to the Upper Division. While on probation a student must comply with the restrictions outlined for him by the Student Standing Committee.

Any student dropped from the College, whose permanent residence is not in Winter Park, must leave Winter Park within three days after being sent notice to this effect in writing, or forfeit the privilege of possible re-entry to the College and transfer to other institutions.

ADVISERS

Under the Rollins Plan an adequate system of advisers has been developed in order to guide and assist the student in accepting the new responsibilities which are placed upon him. Only those students who are in sympathy with the ideals and standards of both conduct and scholarship at Rollins will be permitted to remain. The College cannot

give undue time to the reforming of those who are not in sympathy with its aims and standards. The curriculum being individualized in character makes it necessary for the College to provide satisfactory counsel and advice for all students. Then, too, Rollins selects its students and aims to give special attention to the problems of the individual.

Much of the supervision of the requirements of conduct falls upon the Dean of Men and the Dean of Women, while the oversight of the academic requirements of the College rests with the Dean of the College. These three have general oversight of the manners and morals of the students and will inform parents of the scholarship and conduct of the individual student.

The entire student body is divided into small groups of ten to twelve students, and each group is assigned to a member of the faculty who will serve as the special adviser of these particular students in all matters affecting their life on the campus. The adviser takes a special interest in the members of his group, cultivates their acquaintance, and is of personal help as a counselor and friend. As far as is practical, the deans work with and through the adviser in helping the individual student.

It is recognized that some students will accept advice only from those people whom they like. In other words people like to choose their own advisers. In order to achieve this in-so-far as is possible, a careful study will be made of the student's record before assigning him to an adviser. Since the adviser not only gives preliminary approval to the student's courses but is expected to advise the student on all manner of questions relative to his college course and his plans for life, the deans will from time to time interview both the advisers and advisees to ascertain their progress, and will probably make shifts of advisees should a change seem desirable.

The student will find that there are numerous times when he will need to secure the advice and approval of his adviser before proceeding with his course. It is hoped that all students will make full use of this adviser system which is placed at their disposal.

The goal of education is complete living, and complete

living in our complex world requires varied seeking to fit one for it. Undoubtedly the student will get most of this from his courses and his contact with individual instructors; however, the adviser is expected to play a very important part in this seeking.

EVALUATION OF THE STUDENT'S WORK

Although the Rollins Plan eliminates the grading system now in vogue and abolishes the accumulation of credits in terms of courses, hours, points, or residence as a means of graduation, obviously some evaluation of the work of the student is necessary. To take the place of the old system the faculty has substituted a periodic consideration of the student's work to serve as a basis for his continuation in college, and two formal evaluations of his work, one when he applies for entrance to the Upper Division, and the other when he applies for his degree.

The periodic consideration of the student's work will be based upon brief but complete statements of his accomplishment which will be furnished the registrar by the professor. These statements of accomplishment will be made upon a special form provided for the purpose and will indicate the work done by the student, his scholarship and apparent mental ability, his degree of application to the subject, his integrity and character, and any other information concerning him which the professor believes should appear in the college records. A faculty Student Standing Committee will be charged with the periodic consideration of these reports which will be made by the professor at the end of each term or as often as the committee desires. If a student is not doing satisfactory work he and his parents will be notified.

Faculty Board of Admissions

A Faculty Board of Admissions to the Upper Division will have charge of the formal evaluation of the student's work which comes at the time of his application for entrance to the Upper Division. As is set forth under the requirements for entrance to the Upper Division this Faculty Board

of Admissions will determine the qualifications of the candidates for admission to the Upper Division. The Board may satisfy itself, in such manner as it sees fit, that the statements of accomplishments presented by a candidate truly represent his preparation. In addition the Board will consider the estimates by the student's instructors of his ability and character. The student must appear in person before the Board before he is admitted to the Upper Division. The Board will certify the extent to which it finds the student's statements of accomplishments to be true, and these certified reports shall then become a part of the student's college record as maintained in the registrar's office.

Special Graduation Committees

The formal evaluation of a student's work when he applies for his degree will be supervised by a committee of three members of the faculty. Each student will have his own special committee appointed by the Dean of the College. The committee will consist of the student's major professor as chairman, one other professor under whom he has studied, and a third under whom he has never studied. The student's special committee will determine, in such manner as it sees fit, whether the amount and quality of the candidate's work are such as to warrant his recommendation to the faculty for the degree, and it is assumed that the student's work in both Lower and Upper Divisions will be the equivalent of what is generally assumed to be a four year college course. The committee will not lay emphasis on the ability to remember minute details, but will concern itself with discovering the extent to which a candidate has the ability to apply his reasoning powers to the critical evaluation and use of information and generalization embraced in his major field. These special committees will certify to the Dean of the College the accomplishments of the student giving at the same time their recommendations concerning his candidacy for the degree. These certified statements will become a part of the student's permanent record in the registrar's office.

Under the organization of the Rollins Plan the student is

required at all times to take the initiative. In the Lower Division this is done by telling the student just what he is expected to accomplish, and by putting him to the necessity of showing that he has met the requirements before he is admitted to the work of the Upper Division. Here the student is permitted a choice of fields, but he is still under the necessity of convincing his special committee that his work is of such character as to justify the committee in recommending him for the degree.

Complete records of the work accomplished by students will be kept in the registrar's office. Transcripts of these records will be provided for students who need them for transfer into professional and graduate schools. The Rollins Plan is designed to help the student to govern his own conduct and to develop his own ability, but no students who fail, or are unable to avail themselves to a sufficient extent of the intellectual opportunities offered by Rollins, will be permitted to remain in the College.

REQUIREMENTS FOR GRADUATION

Rollins College grants to its graduates the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music. The award of a degree means that the College certifies that the student has acquired a specified broad fundamental training, a mastery in a field of specialization, and is in possession of the moral qualities needed for good citizenship.

A Rollins degree is no longer evaluated in terms of courses, grades, hours, points or terms of residence but depends upon the student's fulfilling the required achievements, which, when completed, will be the equivalent of a four year college course.

The work of the College is divided into two divisions, a Lower Division in which all students must acquire their broad fundamental training, and an Upper Division where they are to obtain their specialized work.

SPECIFIC LOWER DIVISION REQUIREMENTS

Any one of these specific requirements, except English, may be waived by the Dean of the College and the student's adviser, or by the Board of Admissions to the Upper Division, where it is apparent to the adviser and the department concerned, and the major department, if chosen, that a student cannot meet a given requirement without undue expenditure of time and effort. Waivers will be made only for such students as show compensating ability in other respects, and who offer an equivalent amount of work in some other field.

The student may prepare himself to meet the following specific requirements in any manner he sees fit, whether it be by attending courses, by independent reading, or by other means, approved by his adviser, but he should remember that whatever plan he adopts must be carried through at least one term.

(a) *English*

A competence in English shall include the ability to express oneself orally in the English language without glaring violation of the fundamental laws of grammatical logic, and

the ability to express oneself in writing with confidence, appeal, interest, accuracy, and effectiveness.

Ordinarily a student will prepare himself for this requirement by completing courses in World Literature or Advanced Composition. Some may need work in Elementary Composition and additional courses. All students will be tested to determine their special needs in this requirement.

(b) *At least one foreign language*

A working knowledge in a modern foreign language is commonly understood to include the ability to read the foreign language in its literary and scientific expressions with the moderate use of a dictionary; to understand the foreign language when spoken in a simple way; to speak the language, though with the reserve of a foreigner; to write ordinary correspondence and short compositions in grammatically correct form.

It ordinarily takes one year to secure a working knowledge when a student comes with two years of a language, or two years if the student starts a new language.

Competence in either of the classical languages includes a knowledge of the forms that constitute the skeleton of the language; a fair-sized usable vocabulary of common words, particularly such as are the source of English derivatives; the ability to translate, with moderate use of the dictionary, from the Latin of Cicero, Vergil, Plautus, and others of like difficulty, or from the Greek of Homer, Plato, and the writers of tragedy; and the ability to read in the Latin the poetry of Horace and other writers of the lyric, and of Vergil and Ovid, or in the Greek, Homer and the simpler tragic poetry.

(c) *Mathematics*

A competence in mathematics includes such familiarity with mathematical procedures as to enable a student to use the information obtainable from a survey course in mathematical analysis.

(d) *History*

The student should have a comprehensive and general understanding of the history of western society, and an understanding of the development of institutions and of in-

ternational relations, and an adequate knowledge of the geography of the countries involved.

(e) *Physics*

(f) *Chemistry*

(g) *Biology*

The student should have an adequate conception of the material world in which he lives; a knowledge of the law and order that prevail in this world, familiarity with and ability to use the methods of the scientist in reaching conclusions, and an understanding of the unique role that the physical sciences are playing in the development of our civilization.

He should also be familiar with the world of living matter and should know how living organisms, including man, grow and reproduce their kind. He should have an adequate conception of the evolutionary changes that have occurred, and that are occurring, with particular emphasis on the roles played by heredity and by environment. He should be able to apply such information to the solution of the problems that confront him as a living being.

The special survey courses are designed to satisfy these requirements.

(h) *Social and Economic Institutions*

The student should be familiar with present-day social and economic institutions. He should also have an appreciation of the conditions that have led to their present forms, and of circumstances which make desirable their further development.

(i) *Physical Fitness*

In addition to the above academic requirements, admission to the Upper Division will be contingent on the student's demonstrating a definite achievement in physical education. This will ordinarily be satisfied by participation in an approved physical activity each term.

When a definite need for a corrective program is discovered in a student, the directors of physical education will, with the approval of the college physician, require a program designed to correct the deficiency shown.

REQUIREMENTS FOR ADMISSION TO UPPER DIVISION

Admission to the Upper Division is contingent on the student's demonstrating to the Board of Admissions to the Upper Division:

1. That he is in possession of the requisite degree of competence in each of the specific Lower Division requirements.

2. That he has occupied the time, not expended on specific Lower Division requirements, in the profitable pursuit of (a) additional academic work of his own selection, (b) extra-curricular activities whether of an organized nature or not, and (c) the development of general mental abilities, moral characteristics, and appreciation of the fine arts and of nature.

It is not the intention of the College to prescribe here a definite body of subject matter with which every student will be expected to be familiar, but rather that the student will, in consultation with his adviser, make an intelligent selection of such work as will best serve to round out his training and fit him to meet the requirements of the College.

3. That he has acquired sufficient maturity to enable him to make an intelligent selection of a field of specialization for his work in the Upper Division, and on completion will have the equivalent of a four year college course on both quantity and quality basis.

These statements must be presented in writing at the time the student makes application for admission to the Upper Division.

The student must also fill out all blanks and comply with the procedure established by the Board of Admissions to the Upper Division.

Students should consult the description of majors, page 99, for information regarding introductory work that should be taken in a given field in the Lower Division.

UPPER DIVISION REQUIREMENTS

At the time of application for admission to the Upper Division, the student must, in consultation with a major professor, lay out the work to be accomplished in this division and file his application papers thirty days before he expects to appear before the Board of Admissions.

Such a program shall involve work of an intensive character in a selected field of learning, with such work in related fields as seems desirable in each case, together with a limited amount of work in other fields.

The work of the major field must be definitely correlated and must be possessed of a reasonable degree of sequence. In addition, an increasing amount of mental effort should be required as the work progresses.

The limits of a major field should be set for each individual and need not correspond with the work as organized in a department of instruction.

It is presumed that students will ordinarily do the introductory work in their major field during their stay in the Lower Division. Failure to do so will, in all probability, increase the time needed to meet the requirements of the Upper Division.

Students in the Upper Division must meet the same requirements for physical fitness as prescribed for Lower Division students, except that the student may specialize in any sport of his own choosing and do so with the minimum of direction.

REQUIREMENTS FOR BACHELOR OF ARTS DEGREE

A candidate for the Bachelor of Arts degree must, in addition to having completed work equivalent to a four year college course, present a written application containing a detailed account of the work that he has accomplished as a student in the Upper Division of the College. A special committee made up of the student's major professor as chairman, one other professor under whom he has studied, and a third under whom he has never studied shall then determine whether the amount and quality of the candidate's work are such as to warrant recommending him to the Faculty for the

degree. Candidates expecting to complete their work at the end of any term must have their applications in the office of the Dean of the College a month before the end of the term. Degrees are conferred at the close of the college year.

REQUIREMENTS FOR BACHELOR OF SCIENCE DEGREE

Students majoring in science may under certain conditions become candidates for a Bachelor of Science degree instead of a Bachelor of Arts degree. Such students must complete work equivalent to a four year college course, and follow the same procedure as candidates for the Bachelor of Arts degree.

Reconsideration of Candidates

In case the Board of Admissions to the Upper Division refuses the application for admission of a candidate to the Upper Division, the Board may, at its discretion, permit the candidate to make a second application after a suitable interval devoted to additional preparation.

In like manner the special committee of a candidate for a degree may make similar arrangements, if the committee does not find the candidate sufficiently prepared to warrant it in recommending him for a degree.

PROFESSIONAL REQUIREMENTS IN EDUCATION

Students desiring to obtain a college degree and at the same time prepare for teaching may enter college in the usual way and major in English, in mathematics, in science, in a modern language, or in any other subject which they desire to teach. As a minor they may select courses in education and in certain other subjects to the extent of three-twentieths of their college course (the equivalent of twenty-seven term hours) and thereby prepare themselves to receive a state teaching certificate without examination. At least four of these courses should be elected from those listed under education, including one term's work in observation and practice teaching. In lieu of such time devoted to this work in education, a teaching experience of twenty-four months as a full-time teacher may be accepted. Students

who have passed college courses in American government and history amounting to nine term hours will be exempt from the Florida State examination on the Constitution.

Teachers' Certificates

Students completing the equivalent of twenty-seven term hours in education will have the same status as will graduates from the four-year educational course offered by the State University and the State College for Women. The State Superintendent of Education at present holds that the law as now on the statute books permits him to grant state certificates without examination only to graduates from four-year college courses.

Since there are special requirements for teachers' certificates in the elementary grades as well as in the various departments in secondary schools, students planning to teach should consult the Registrar of the College as early as possible in their college course for full information in regard to the specific requirements in the various fields of specialization and the filing of application for teachers' certificates.

Pre-Professional Courses

Rollins College offers Pre-Professional courses for students who wish to enter schools of Law, Medicine, Engineering, and the other professions. These courses are arranged to satisfy the requirements of the particular school chosen by the student. Each student should provide himself with a catalogue of the professional school he intends to enter and with the aid of his adviser he can plan his course accordingly. This should be done when he first enters college, so that he may be sure to cover all the necessary requirements.

While it is possible to enter certain professional schools after two years of college training, the student is advised, whenever possible, to complete the full college course before undertaking professional study. This will enable the student to obtain a better grasp of his chosen subject and a broader viewpoint of the profession which he plans to enter.

MAJORS

The different divisions of instruction are arranged under six groups. A student majors in one of the first five groups and chooses one subject as his special study. Subjects printed in italics may not be chosen as special studies. For example: a student may major in science and choose biology as his special study but may not choose entomology.

Divisions of Instruction

ENGLISH		SOCIAL SCIENCE	
English and Literature		Economics and Business Administration	
<i>Books</i>		<i>Education</i>	
Speech and Dramatic Art		History and Government	
		Philosophy	
		Psychology	
		<i>Religion and Ethics</i>	
		Sociology	
LANGUAGE		EXPRESSIVE ARTS	
French		Art	
German		Music	
Greek			
Latin			
Spanish			
SCIENCE		PHYSICAL EDUCATION AND ATHLETICS	
<i>Astronomy</i>		<i>Athletic Activities and Sports</i>	
Biology		<i>Physical Education</i>	
Botany and Horticulture			
<i>Entomology</i>			
<i>Ornithology and Nature Study</i>			
Zoology			
Chemistry			
<i>Geology</i>			
Mathematics			
Physics			

As is described elsewhere the major will be arranged to fit the individual needs of each student and the outline of work will vary in accordance with his special interest and approach, therefore a detailed description of the major is impossible. However, there are some general requirements in the various subjects which can be listed and these are set forth below.

Students are expected while in the Lower Division to do the introductory work in their major subjects which will give them the fundamental knowledge necessary for advanced work. They should consult their advisers in regard to this work. The specific achievements which are listed as required under the different majors presuppose such knowledge as would be acquired by a student who had satisfactorily completed the work offered in the subject or an equivalent study of the topic.

Description of Majors

A detailed description of the majors is given below.

ENGLISH*English and Literature*

Students majoring in English with special reference to English and literature should have a comprehensive knowledge of the following:

1. Medieval Period
2. Renaissance Period
3. Seventeenth Century
4. Eighteenth Century, Part I
5. Eighteenth Century, Part II
6. Nineteenth Century, Part I
7. Nineteenth Century, Part II
8. Plays of Shakespeare
9. American Literature

In addition to this there should be a specialized study of at least one of the following:

- (a) History of the Drama
- (b) History of Fiction and the Novel
- (c) The Essay
- (d) Epic and Lyric Poetry
- (e) Contemporary Literature
- (f) Creative Writing with emphasis on Short Story and Play Writing
- (g) Comparative Literature
- (h) Journalism

Students expecting to teach English will also need to study Anglo-Saxon Language and Literature and Methods of Teaching English.

Speech and Dramatic Art

A student may major in English with special reference to either speech or dramatic art.

Dramatic Art

A student majoring in English with special reference to dramatic art should have a comprehensive knowledge of the nature of all speech activity and of the functioning of speech in human behavior as the means for social adaptation and control; in addition, he should have a knowledge of the particular rhetorical and aesthetic forms characteristic of the various speech arts and the relation of the speech arts to literature and to art in general. Moreover, he must be able to demonstrate through performance a reasonable degree of proficiency in (a) communicative speaking, (b) interpretative reading, and (c) the acting, directing, and producing of plays. The following courses are intended to afford the student the opportunity to gain such a knowledge and to develop such a proficiency:

Speech and the Speech Arts

Introduction to Dramatic Art or Elements
of Dramatic Art

Play Presentation

Acting

Play Production and Stagecraft

Interpretative Reading

Dramatic Interpretation

Poetry Reading

Advanced Acting

The Art of Public Reading

Advanced Play Presentation

Scenic and Costume Design

Modern Drama

Play Direction

The following courses offered by other departments should be included:

History and Appreciation of Art

Design

World Literature

Plays of Shakespeare

History of the Drama

Creative Writing

General Psychology

Speech

A student majoring in English with special reference to speech should have a thorough knowledge of the fundamentals in speech, including voice, diction, and the fundamentals of expression; analysis and appreciation of literature, including oral interpretation of contemporary poetry, interpretative reading of Shakespearian dramas, and a study of the construction and nature of creative literature. In addition, a student is expected to have a knowledge of argumentation and debating and play production. The work should not only include a general knowledge of the above subjects, but the student must have shown distinct ability and have had actual experience in public performance. The following courses are intended to afford the student an opportunity to gain the required knowledge and proficiency:

Speech and the Speech Arts

Communicative Speaking

Argumentation and Debate

Advanced Public Speaking

Literary Interpretation or Interpretative Reading

Dramatic Interpretation

Extemporaneous Speaking

Forms of Public Address

The Audience

Contest Debating

Play Presentation, Rehearsal and
Performance, or Acting

The following courses offered by other departments should be included:

World Literature or Advanced Composition

Plays of Shakespeare

General Psychology

LANGUAGE

Modern Languages: French, German, Spanish

Even though the outline of study in the major in language with special reference to modern foreign languages varies according to the individual interest and the language chosen, the following will be definitely required: a study of the outstanding masterpieces of literature in the foreign language taken; a mastery and fluency in the language, acquired by written composition as well as oral work; a knowledge of the history, and the geographic, economic, and cultural conditions of the country, as well as the history of its literature; a working knowledge in a second foreign language, either ancient or modern.

Classics: Greek, Latin

For a major in language with special reference to classics a student must show, in addition to a competency in the language, Latin or Greek, an acquaintance with the principal works in the language chosen, together with a thorough knowledge of the civilization of Greece or Rome.

SCIENCE

Biology

Students majoring in science with special reference to biology should have the foundation obtained by a study of general biology, plant morphology, and genetics. They should also take in their first year work in pencil sketching, and survey courses in both chemistry and physics. They may then continue with an advanced study of either botany and horticulture or zoology, according to the direction in which their interests lie. In addition, they are strongly urged to obtain knowledge of organic chemistry and modern physics and to have a working knowledge of French and German.

Chemistry

A student who intends to do his major work in science with special reference to chemistry is advised to become familiar with the fundamentals of inorganic chemistry and qualitative and quantitative analysis, and obtain a competence in German while in the Lower Division. In the Upper Division he should obtain a thorough foundation in both organic and physical chemistry, and complete a simple project in chemistry. He should take an active part in seminar discussions. In addition, he should have a thorough knowledge of physics and mathematics through calculus.

Mathematics

The major in science with special reference to mathematics requires a knowledge of mathematics through calculus including the history of mathematics and such other information as is deemed advisable in each individual case. The student is also required to write a thesis of 3000 words on a topic of mathematics or astronomy.

Physics

A student intending to specialize in physics for a science major should in the Lower Division obtain a knowledge of mechanics, heat, light, sound, and electricity, by taking a year's work in general physics. If he has had no preparatory work in the subject, the descriptive aspect of physics may well be obtained by a survey course in the subject. Preparation in mathematics, including trigonometry, analytic geometry, and calculus, should be arranged to come as early as possible in the college course. In the Upper Division the student's work should include advanced work in electricity and magnetism, mechanics, at least one of the other classical divisions of physics, and an acquaintance with the field of modern physics. A course in practical and advanced physical measurements is available for students interested in engineering.

SOCIAL SCIENCE*Economics and Business Administration*

Students may major in social science with special reference

to the general fields of either economics or business administration.

Economics

A student whose special interest is in the field of economics should in the Lower Division obtain a knowledge of the principles of economics and sociology, economic problems, and business organization. In the Upper Division he should secure a mastery of the more advanced branches of study in the field as they deal with the closer relationship of individuals and nations, systems of production and distribution, labor movements, and proposed solutions of these various problems. On the practical side he should acquire the fundamental principles of public finance and taxation, corporation finance, investments, and money and banking, and should have considered himself as an economic unit in relation to his future career. In addition, he should have shown distinct ability to undertake and carry through independent research work in the economic field and to make intelligible reports of the results of his investigations and study.

Business Administration

A student whose special interest lies in the field of business administration should in the Lower Division obtain a knowledge of the principles of accounting and of economics and study economic problems and business organization. In the Upper Division he should acquire a thorough knowledge of public finance and taxation, corporation finance, investments, money and banking, business law, personnel administration, business writing, and marketing, and continue the study of accounting and auditing.

History and Government

The major in social science with special reference to history requires in the Lower Division a general knowledge of the history of Europe and America from 1492 to the present time with special study of medieval Europe. In the Upper Division students whose major stresses European history should have a thorough knowledge of modern European history, including the foundations of modern Europe, revolu-

tionary Europe, the study of nationalism and imperialism, and contemporaneous history, and also be conversant with the principles of European governments and the history of political theory. Students whose major stresses American history should have a thorough knowledge of American history, including colonial America, the formation of the United States, the rise of the United States to a world power, and contemporaneous history, and be conversant with the principles of American government and American political theory. Students are also expected to make a specialized study of two of the following topics: The British Empire, English Constitutional History, Historical Biography, American Foreign Relations, The American West.

Philosophy

A student majoring in social science with special reference to philosophy should have a thorough knowledge of the history of philosophy, including contemporary philosophy, a survey of the problems of philosophy, and work in the logic of scientific method; and should have studied at least two subjects in psychology. In addition, a student is expected to have knowledge of two subjects chosen from economics, education, history, or sociology. The work in philosophy and psychology should include philosophy of character, psychology of character, and ethological applications.

Psychology

A student majoring in social science with special reference to psychology should study general psychology, the psychology of character, ethological applications, and the philosophy of character, together with three subjects chosen from social psychology, child psychology, mental hygiene, educational psychology, abnormal psychology, and applied psychology. In addition, the student should have studied one other subject in philosophy, and three subjects chosen from economics, education, history, sociology, or biology. Students whose special subject includes psychology and education should include introduction to teaching or principles of secondary education, and educational psychology.

Sociology

The student who does major work in social science with special reference to sociology undertakes to learn:

1. The chief forms of human interaction, such as domination and exploitation, and the causes and effects of each;

2. The chief facts regarding the origin and antiquity of man, and the story of social evolution from primitive savagery to civilization;

3. The principal economic, mental, and social laws according to which groups and institutions develop and function;

4. The nature and working of the chief institutions of society, such as the family, the state, industry, law, and religion;

5. The nature, causes, and effects of social maladjustments, such as poverty, crime, family instability, industrial, race, and national conflict;

6. The extent to which it is possible for society to direct its own destiny, and the means best adapted to that end;

7. The essentials of important proposals for dealing with social maladjustments, especially such great contemporary movements as socialism, communism, and fascism;

8. The art of thinking clearly from well-chosen premises to scientific conclusions and of demonstrating the error in the chief popular economic and social fallacies;

9. The chief social philosophies;

10. Methods of social investigation.

It is not to be expected that any undergraduate will master all the foregoing subjects. It is expected, however, that before graduation each will present evidence of mastery of the art of straight thinking, principles of economics, principles of psychology, principles of sociology; evidence of such additional knowledge as will indicate acquaintance with the field as outlined, and substantial achievement in the greater part of it; and evidence that he has formulated a philosophy of the kind of society which he would like to see developed, together with a scientific program for working toward such a society.

EXPRESSIVE ARTS*Art*

A major in expressive arts with special reference to art includes a theoretical knowledge of art as obtained in the study of the history and appreciation of art, design, interior decoration, or commercial art, and a minimum of two years of practical work in drawing. The choice of further practical work and the study of related subjects will depend upon the special interests and purpose of the student.

Music

For a student majoring in expressive arts with special reference to music, approximately two-thirds of the work taken will be in the College of Liberal Arts and one-third in the Conservatory of Music. This same plan, in general, is carried out over the four year period.

Students are expected to elect their major in music upon entrance. A definite amount of prerequisite work is necessary in one field of practical music, varying with the major subject (voice, piano, violin, etc.).

In the Lower Division the student must satisfactorily complete work in harmony and counter-point in the Conservatory of Music. In addition, the student takes two private lessons a week, with an average of two hours a day practice, in his chosen field of practical music (voice, piano, etc.).

The candidate for a degree must have made satisfactory achievement in the study of the history of music, solfeggio, ear training, and music appreciation, and have played in various ensemble and repertoire classes. Two recitals are also expected.

In addition to the practical and theoretical music in the Upper Division, a student may elect the equivalent of two correlated subjects in liberal arts.

COURSES OF INSTRUCTION

The ideal which is now in its ninth year at Rollins College is the Conference or Work-shop Plan, one purpose of which is to bring the student and professor into closer contact. During the conference period students spend their time in study, in conference with the professor, in small group discussion, in writing class papers, in preparing outlines, and in studying other matters incident to the mastery of the subject. At times even the whole group or class may be called together for a conference on a common topic with the instructor as the leader in the discussion.

Each instructor is permitted to apply the plan to his courses in the manner which he thinks most suitable to the subject to be studied. General outlines of courses are furnished to students that they may know the approximate expectation for the term or year of each course. Specific outlines, references, topics, and questions are in many instances supplied by the instructor to facilitate the more economical study and mastery of the subject. The "lock-step" method of procedure has been eliminated and students are permitted to progress as rapidly as they wish or are able in the different courses. This does not contemplate the shortening of the time required for the entire college course.

The instruction of the College is divided into two divisions, a Lower Division in which all students must acquire a broad fundamental training, and an Upper Division where they are to obtain specialized work. Special courses designed to aid the student in meeting the requirements of admission to the Upper Division are offered in the Lower Division.

Numbering of Courses

In the numbering of courses the following system has been used: Courses open to lower division students are numbered beginning with 101 and with 201; those open only to upper division students are numbered beginning with 301 and with 401. Upper division students are also privileged to register for lower division courses. The term is indicated with the letter *f*, *fall*; *w*, *winter*; *s*, *spring*.

Most courses are given in term units; however, in some

cases two or more terms constitute a unit. The printing of a course with a hyphen between the term numbers, for example, (101f-102w-103s), indicates that the course may be entered only in the first term. The printing of a course with a comma between the term numbers, for example, (101f, 102w, 103s), indicates that the course may be entered in any term for which the student is qualified. When course numbers are separated by a semicolon it indicates that the course is repeated, for example, (101f; 101w).

Courses are designated as *full courses* or *seminars*. Full courses require a minimum of ten hours of work a week, and usually meet five times a week. Seminars require a minimum of two to four hours of work a week and usually meet once or twice a week. Some courses are given alternate years. The year in which such courses will be given is indicated after the course.

The capital letter following the course indicates the period at which it is scheduled. These periods are as follows:

A—M T W 8:30-10:30 F S 10:45-12:45

B—M W 10:45-12:45 Th F S 8:30-10:30

C—M T W Th F 1:45-3:45

D—T Th 10:45-12:45

D1—T 10:45-12:45

D2—Th 10:45-12:45

E—M T W Th F 4:00-6:00

(a), (b) indicate first or second hours of a period.

The courses are arranged alphabetically in the following order:

Art	Greek
Astronomy	History and Government
Biology—	Latin
Botany and Horticulture	Mathematics
Zoology	Music
Entomology	Philosophy
Ornithology and Nature Study	Physical Education
Books	Physics
Chemistry	Psychology
Economics and Business Administration	Religion and Ethics
Education	Social Science
English	Sociology
French	Spanish
Geology	Speech and Dramatic Art
German	

ART

- 101f, 102w, 103s, (B). HISTORY AND APPRECIATION OF ART—ANCIENT, MEDIEVAL, AND MODERN. *Full Course.*
- 104f, 105w, 106s, (A). ELEMENTARY DRAWING—CASTS. *Full Course.*
- 107f, 108w, 109s, (B). MODELING FROM CASTS AND BAS RELIEF. *Full Course.*
- 151f, 152w, 153s, (D). SPECIAL PROBLEMS IN SCULPTURE—ELEMENTARY. *Seminar.*
- 201f, 202w, (B). DESIGN. *Full Course.*
- 203f, 204w, (A). INTERIOR DECORATION. *Full Course.*
- 207f, (B). COMMERCIAL ART. *Full Course.*
- 218s, (A). PENCIL SKETCHING—ELEMENTARY. *Full Course.*
- 237f, 238w, 239s, (A). OUTDOOR SKETCHING AND PAINTING—ELEMENTARY. *Full Course.*
- 241f, 242w, 243s. (B,C). PORTRAIT CLASS—ELEMENTARY. *Full Course.*
- 245w, 246s, (B). MURAL AND SCENIC PAINTING. *Full Course.*
- 251f, 252w, 253s, (D2). GREAT PERSONALITIES IN ART. *Seminar.*
- 254f, 255w, 256s, (C). LIFE CLASS IN SCULPTURE—ELEMENTARY. *Full Course.*
- 258w, (B). CLAY MODELING. *Full Course.*
- 301f, (to be arranged). PUBLIC SCHOOL ART METHODS. *Seminar.*
- 303s, (to be arranged). ART METHODS FOR HIGH SCHOOLS. *Seminar.*
- 304f, 305w, 306s, (C). LIFE CLASS IN SCULPTURE—ADVANCED. *Full Course.*
- 309s, (B). ADVANCED PAINTING. *Full Course.*
- 318s, (A). PENCIL SKETCHING—ADVANCED. *Full Course.*
- 334f, 335w, 336s, (A). ADVANCED DRAWING—MODELS. *Full Course.*
- 351f, 352w, 353s, (D). SPECIAL PROBLEMS IN SCULPTURE—ADVANCED. *Seminar.*
- 401f, 402w, 403s, (B,C). PORTRAIT CLASS—ADVANCED. *Full Course.*

- 407f, 408w, 409s, (A). OUTDOOR SKETCHING AND PAINTING
—ADVANCED. *Full Course.*

ASTRONOMY

- 101f, (C). DESCRIPTIVE ASTRONOMY—THE SOLAR SYSTEM.
Full Course.
102w, (C). DESCRIPTIVE ASTRONOMY—THE STELLAR SYSTEM.
Full Course.
207f, 208w, 209s, (Evenings). OBSERVATIONAL ASTRONOMY.
Seminar.
306s, (B). PRACTICAL ASTRONOMY. *Full Course.* Prerequisite, 101, or 102, also Mathematics 101¹ and 102, or 104.

BIOLOGY

- 101f-102w, (C). GENERAL BIOLOGY. A course designed for those planning to major in biology. *Full Course.* Prerequisite, 104, Chemistry 104, and Physics 101, or equivalent.
104f, (B); 104w; 104s, (A). INTRODUCTORY BIOLOGY. A course designed as an aid for those planning to meet the biology requirement for entrance to the Upper Division. *Full Course.*
304f, (D). BACTERIOLOGY. *Seminar.* Prerequisite, 102.
305f, (A). MICROSCOPICAL TECHNIQUE. *Full Course.* Prerequisite, 102.
308w-309s, (D). GENETICS. *Seminar.* Prerequisite, 102.
317f, (D). HISTORY OF BIOLOGY. *Seminar.*

Botany and Horticulture

- 210f, (A). GENERAL BOTANY. *Full Course.*
211w, (B). PLANT PHYSIOLOGY AND ANATOMY. *Full Course.* Prerequisite, 210.
215s, (B). SYSTEMATIC AND ECONOMIC BOTANY. *Full Course.* Prerequisite, 210.
225w-226s, (B). HORTICULTURE AND FRUIT GROWING. *Full Course.*

Zoology

- 103s, (C). PRINCIPLES OF ZOOLOGY. *Full Course.* Prerequisite, 102.

- 106s, (A). SYSTEMATIC INVERTEBRATE ZOOLOGY. *Full Course*. Prerequisite, 102.
- 204f-205w, (A). COMPARATIVE ANATOMY. *Full Course*. For pre-medical students and those specializing in zoology. Prerequisite, 103.
- 231f, 232w, 233s, (A). ZOOLOGICAL PRACTICUM. Adapted to individual students. *Full Course*. Prerequisite, one course in biology or zoology.
- 252w, (C). PUBLIC HEALTH ZOOLOGY. *Full Course*.
- 253w, (C). ADVANCED PUBLIC HEALTH ZOOLOGY. Largely field work. *Full Course*. Prerequisite, one course in biology or zoology.
- 301f-302w-303s, (D). HUMAN ANATOMY AND PHYSIOLOGY. *Seminar*. Open only to pre-medical students and nurses.
- 316s, (D). ANIMAL ECOLOGY. *Seminar*. Prerequisite, 102.
- 326w, (A). HISTOLOGY. *Full Course*. Prerequisite, 103.
- 327s, (A). EMBRYOLOGY. *Full Course*. Prerequisite, 103.

Entomology

- 351f-352w-353s, (D2). ENTOMOLOGY. *Seminar*.

Ornithology and Nature Study

- 267f, 268w, 269s, (E). ORNITHOLOGY AND NATURE STUDY. *Seminar*.
- 362w, (D). ORNITHOLOGY. *Seminar*.

BOOKS

- 101f; 101w; 101s, (D1,D2). USE OF THE LIBRARY. Students expecting access to the stack rooms should take this course. *Seminar*.
- 104f; 104s, (D2). ART OF READING—A CLINICAL SEMINAR.
- 204f, (C); 204s, (B). READING COURSE IN ENGLISH AND AMERICAN LITERATURE. *Full Course*.
- 205w, (C—M.W.F.). HISTORY OF THE BOOK.
- 206w, (C—T.Th.). LITERARY PERSONALITIES.

Full Course, together

CHEMISTRY

- 104f; 104w, (A); 104s, (A,C). INTRODUCTION TO CHEMISTRY. A course designed to aid those planning to meet

- the chemistry requirements for entrance to the Upper Division. *Full Course.*
- 105f-106w-107s, (B). GENERAL CHEMISTRY AND QUALITATIVE ANALYSIS. A course for those desiring a general course or expecting to continue further work in chemistry. *Full Course.*
- 201f-202w, (C). QUANTITATIVE ANALYSIS. Theory and laboratory practice. *Full Course.* Prerequisite, 107.
- 311f-312w-313s, (C). ORGANIC CHEMISTRY. Theory and laboratory practice. *Full Course.* Prerequisite, 107.
- 321f, (to be arranged). ADVANCED INORGANIC CHEMISTRY. *Full Course.*
- 401f, 402w, 403s, (D2). CHEMISTRY SEMINAR. Required of all Upper Division students majoring in chemistry.
- 405w-406s, (C). PHYSICAL CHEMISTRY. Theory and laboratory practice. *Full Course.* Prerequisite, 107.
- 411f, (to be arranged). ADVANCED INORGANIC PREPARATIONS. *Full Course.*
- 412w, (to be arranged). ADVANCED ORGANIC PREPARATIONS. *Full Course.*
- 413f; 413w; 413s, (to be arranged). PROJECTS IN CHEMISTRY. *Full Course.*

Note: Any of the courses, 411, 412, 413, may be extended to two terms with the permission of the instructor.

ECONOMICS AND BUSINESS ADMINISTRATION

- 104f-105w, (A). PRINCIPLES OF ACCOUNTING. *Full Course.*
- 201f, (C); 201w, (B); 201s, (A,B). PRINCIPLES OF ECONOMICS. *Full Course.*
- 202w, (C). ECONOMIC PROBLEMS. *Full Course.*
- 207s, (C). BUSINESS ORGANIZATION. *Full Course.* Prerequisite, 201.
- 301f, (B). LABOR MOVEMENTS AND INDUSTRIAL PROBLEMS. *Full Course.* Prerequisite, 201. (Alternating, given 1936-37).
- 304f, (B). CURRENT ECONOMICS. *Full Course.* (Alternating, given 1935-36). Prerequisite, 201.
- 306w, (A). PUBLIC FINANCE AND TAXATION. *Full Course.* (Alternating, given 1935-36). Prerequisite, 201.

- 307f, (A). CORPORATION FINANCE. *Full Course*. Prerequisite, 201.
- 308w, (A). INVESTMENTS. *Full Course*. (Alternating, given 1936-37). Prerequisite, 201.
- 309s, (A). MONEY AND BANKING. *Full Course*. Prerequisite, 201.
- 312s, (C). BUSINESS LAW. *Full Course*. (Alternating, given 1936-37). Prerequisite, 201.
- 314f, (B). ADVANCED ACCOUNTING. *Full Course*. (Alternating, given 1936-37). Prerequisite, 104-105, 201.
- 315w, (B). ADVANCED ACCOUNTING—AUDITING. *Full Course*. (Alternating, given 1936-37). Prerequisite, 104-105, 201.
- 316s, (B). ADVANCED ACCOUNTING—SYSTEM BUILDING. *Full Course*. (Alternating, given 1936-37). Prerequisite, 104-105, 201.
- 319s, (C). BUSINESS WRITING. *Full Course*. (Alternating, given 1935-36).
- 324f, 325w, 326s, (D). PERSONNEL ADMINISTRATION. *Seminar*.
- 401f, 402w, 403s, (D). ECONOMIC SEMINAR.
- 404f, (C). PRINCIPLES OF TRANSPORTATION. *Full Course*. (Alternating, given 1936-37).
- 405w, (C). ADVANCED TRANSPORTATION AND ECONOMIC GEOGRAPHY. *Full Course*. (Alternating, given 1936-37).
- 407f, (A). INTRODUCTION TO STATISTICAL METHOD. *Full Course*. See Mathematics 407f.
- 408s, (B). MATHEMATICS OF FINANCE. *Full Course*. See Mathematics 408s.
- 411f-412w, (C). MARKETING. *Full Course*. (Alternating, given 1935-36). Prerequisite, 201, 207.

EDUCATION

- 301s, (B). INTRODUCTION TO TEACHING AND HISTORY OF EDUCATION. *Full Course*.
- 304f, (C). EDUCATIONAL PSYCHOLOGY. *Full Course*. See Psychology 304f.
- 321w, (C). PRINCIPLES OF SECONDARY EDUCATION. *Full Course*.

- 402w, (C). MODERN METHODS IN SECONDARY SCHOOL TEACHING. Theory and Practice. *Full Course.*
- 403s, (A). PROBLEMS IN SECONDARY SCHOOL PRACTICES. *Full Course.*
- 404s, (B). MENTAL AND EDUCATIONAL TESTING. *Full Course.*
- 405s, (A). PRINCIPLES OF THE ELEMENTARY CURRICULUM. *Full Course.*
- 406s, (C). PRACTICE TEACHING TECHNIQUE. *Full Course.*
Prerequisite, 402.

Prerequisite for all 400 courses, 301, 304, or 321.

ENGLISH

- 101f, (A,B). ELEMENTARY COMPOSITION. A course designed as an aid for those students who show lack in the fundamental mechanics of grammar and composition. *Full Course.*
- 104f, 105w, 106s, (D1). CLINICAL SEMINAR IN ENGLISH.
- 151f, 152w, (C); 151w, 152s, (B). ENGLISH COMPOSITION. A course in which reading is secondary to writing. *Full Course.*
- 161f, 162w, (B); 161w, 162s, (A,C). WORLD LITERATURE. A course in which writing is secondary to reading. *Full Course.*
- 203s, (C). MEDIEVAL PERIOD. *Full Course.*
- 207w, (C). ARGUMENTATION AND DEBATE. *Full Course.*
See Speech 207w.
- 211f, (A). RENAISSANCE PERIOD. *Full Course.*
- 212w, (A). SEVENTEENTH CENTURY. *Full Course.*
- 213s, (A). EIGHTEENTH CENTURY, PART I. *Full Course.*
- 231f, 232w, 233s, (D). SEMINAR IN CREATIVE WRITING.
- 301f, (B). EIGHTEENTH CENTURY, PART II. *Full Course.*
- 302f-303w-304s, (B). AMERICAN LITERATURE. *Full Course.*
Students admitted only after conference with instructor.
- 307f-308w, (C). JOURNALISM. *Full Course.* Students admitted only after conference with instructor.
- 317f-318w, (A). PLAYS OF SHAKESPEARE. *Full Course.*
- 332s, (B). NINETEENTH CENTURY, PART I. *Full Course.*
- 333s, (C). NINETEENTH CENTURY, PART II. *Full Course.*

- 334s, (A). ANGLO-SAXON LANGUAGE AND LITERATURE. *Full Course.*
- 335s, (A). COMPARATIVE LITERATURE. *Full Course.*
- 351f-352w-353s, (C). HISTORY OF THE DRAMA. *Full Course.*
- 354f-355w-356s, (D). HISTORY OF FICTION AND THE NOVEL. *Full Course.*
- 357s, (to be arranged). THE ESSAY. *Full Course.*
- 361f-362w-363s, (D). EPIC AND LYRIC POETRY. *Full Course.*
- 364f, 365w, 366s, (D). CONTEMPORARY LITERATURE. *Full Course.*
- 367f, 368w, 369s, (A). CREATIVE WRITING WITH EMPHASIS ON SHORT STORY AND PLAY WRITING. *Full Course.* Students admitted only after conference with instructor.
- 413s, (to be arranged). METHODS OF TEACHING ENGLISH. *Full Course.* Students admitted only after conference with instructor.
- 417w, (D). SEMINAR IN POETRY WRITING. Creative work for selected students.

FRENCH

- 101f, 102w, 103s, (A). ELEMENTARY FRENCH. *Full Course.*
- 201f, 202w, (A,B,C). INTERMEDIATE FRENCH. *Full Course.* Prerequisite, 103 or equivalent.
- 203s, (A,B,C). FRENCH COMPOSITION AND CONVERSATION. *Full Course.* Prerequisite, 202.
- 301f, 302w, 303s, (B). ADVANCED FRENCH COMPOSITION AND CONVERSATION. *Full Course.*
- 351f, 352w, 353s, (C). SURVEY OF FRENCH CIVILIZATION. *Full Course.*
- 401f, 402w, 403s, (D). SEMINAR IN FRENCH LITERATURE. Study of special problems or periods according to preference of student.

GEOLOGY

- 201f, (to be arranged). PHYSICAL GEOLOGY. Prerequisite, Chemistry 104 or equivalent.
- 202w, (to be arranged). HISTORICAL GEOLOGY. Prerequisite, 201.
- 203s, (to be arranged). MINERALOGY. Prerequisite, 202.

- 308w, (to be arranged). PROBLEMS IN GEOLOGY. Prerequisite, 203 or equivalent.

GERMAN

- 101f, 102w, 103s, (B). ELEMENTARY GERMAN. *Full Course.*
 201f, 202w, 203s, (B). INTERMEDIATE GERMAN AND ADVANCED GERMAN COMPOSITION. *Full Course.* Prerequisite, 103.
 301f, 302w, 303s, (B). HISTORY OF GERMAN LITERATURE. *Full Course.*
 308w, (to be arranged). THE CLASSIC PERIOD OF GERMAN LITERATURE. *Seminar.* Open to selected group of Upper Division and special students.
 401f, 402w, 403s, (D). SEMINAR IN GERMAN. Study of special problems or periods, according to choice of individual student; scientific German; problems of philology.

GREEK

- 161s, (C). GREEK CIVILIZATION. Knowledge of the Greek language not required. *Full Course.*
 201f-202w, (A). ELEMENTARY GREEK. *Full Course.*
 203s, (A). XENOPHON. *Full Course.*
 301f-302w, (A). LUCIAN AND HOMER. *Full Course.*
 303s, (A). PLATO. *Full Course.*
 304f, (A). THE ATHENIAN DRAMA. Knowledge of the Greek language is required. *Full Course.*
 401f, 402w, 403s, (D). SEMINAR FOR ADVANCED STUDENTS. The work of this seminar will be arranged to suit the needs of the individual student.

HISTORY AND GOVERNMENT

- 101, 102, 103. EUROPE AND AMERICA, 1492—1933. A foundation course for all history majors.
 101f, (A). PERIOD FROM 1492—1763. *Full Course.*
 102w, (A). PERIOD FROM 1763—1870. *Full Course.*
 103s, (A). PERIOD FROM 1870—1933. *Full Course.*
 104f, (C); 104w, (B). MEDIEVAL EUROPE. *Full Course.*
 107f; 107s, (B). MODERN EUROPE. *Full Course.* A course designed as an aid for students who lack the Lower Division requirement in modern history.

- 108w, (C). GREEK AND ROMAN HISTORY. *Full Course.*
- 210s, (A). SURVEY OF UNITED STATES HISTORY. *Full Course.*
- 224s, (C). HISTORY OF FLORIDA. *Full Course.*
- 252w, (D2). INTERNATIONAL RELATIONS. *Seminar.*
- 304f-305w, (A). HISTORY OF ENGLAND. *Full Course.*
- 331f, (C). FOUNDATION OF MODERN EUROPE, 1485—1763. *Full Course.* (Alternating, given 1935-36). Prerequisite, 104, or 101-102-103, or consent of instructor.
- 332s, (A). REVOLUTIONARY EUROPE, 1763—1848. *Full Course.* (Alternating, given 1936-37). Prerequisite, 104, or 101-102-103, or consent of instructor.
- 333w, (C). NATIONALISM AND IMPERIALISM, 1848—1919. *Full Course.* (Alternating, given 1935-36). Prerequisite, 104, or 101-102-103, or consent of instructor.
- 337w, (B). EUROPEAN GOVERNMENTS. *Full Course.* (Alternating, given 1936-37).
- 338w-339s, (C). HISTORY OF POLITICAL THEORY. *Full Course.* (Alternating, given 1936-37). Prerequisite, consent of instructor.
- 341f, (C). COLONIAL AMERICA, 1492—1825. *Full Course.* (Alternating, given 1936-37). Prerequisite, 210, or 101-102-103, or consent of instructor.
- 342w, (A). FORMATION OF THE UNITED STATES, 1783—1865. *Full Course.* (Alternating, given 1936-37). Prerequisite, 210, or 101-102-103, or consent of instructor.
- 343s, (B). THE UNITED STATES SINCE 1861. *Full Course.* Prerequisite, 210, or 101-102-103, or consent of instructor.
- 344w, (A). HISPANIC-AMERICAN STATES. *Full Course.* (Alternating, given 1935-36). Prerequisite, 210, or 101-102-103, or consent of instructor.
- 347f, (B). AMERICAN GOVERNMENT. *Full Course.*
- 348w, (B). AMERICAN GOVERNMENT, STATE AND MUNICIPAL. *Full Course.* (Alternating, given 1935-36).
- 349s, (C). AMERICAN POLITICAL THEORY. *Full Course.* (Alternating, given 1935-36).
- 351f-352w-353s, (D). BRITISH EMPIRE. *Seminar.* Consent of instructor required.
- 354f-355w-356s, (D). ENGLISH CONSTITUTIONAL HISTORY. *Seminar.* Consent of instructor required.

- 361f-362w-363s, (D). AMERICAN FOREIGN RELATIONS. *Seminar*. Consent of instructor required.
- 364f-365w-366s, (D). AMERICAN WEST. *Seminar*. Consent of instructor required.
- 367f-368w-369s, (D). HISTORICAL BIOGRAPHY. *Seminar*. Consent of instructor required.
- 411s, (A). HISTORY IN THE MAKING. *Full Course*. (Alternating, given 1935-36). Consent of instructor required.

LATIN

- 104f, (A). CICERO AND OVID. *Full Course*. Open to students having two units in Latin.
- 106w, (A). VERGIL. *Full Course*. Open to students having three units in Latin.
- 201f, (A). ROMAN COMEDY. *Full Course*. Open to students having four units in Latin.
- 202w, (A). LATIN LETTER WRITERS. *Full Course*, Prerequisite, 104 and 106, or equivalent.
- 203s, (A). LATIN LYRIC POETRY. *Full Course*. Prerequisite, 104 and 106, or equivalent.
- 301w, (A). LUCRETIVS. *Full Course*. Prerequisite, 201 and 203.
- 401f, 402w, 403s, (D). SEMINAR FOR ADVANCED STUDENTS. The work of this seminar will be arranged to suit the needs of the individual student.

MATHEMATICS

- 101f; 101w, (A); 101s, (B). ADVANCED COLLEGE ALGEBRA. *Full Course*.
- 102f; 102w, (A); 102s, (B). PLANE AND SPHERICAL TRIGONOMETRY. *Full Course*.
- 104f; 104w, (B,C); 104s, (A,C). MATHEMATICAL ANALYSIS. A course designed as an aid for those students planning to meet the mathematics requirement for entrance to the Upper Division. *Full Course*.
- 202f, (A). PLANE ANALYTIC GEOMETRY. *Full Course*.
- 204w, (D). ELEMENTARY MECHANICAL DRAWING. *Seminar*.
- 301s, (B). PLANE SURVEYING. *Full Course*.
- 302f, (A). HISTORY OF MATHEMATICS. *Full Course*.
- 303w, (A). GRAPHIC STATICS. *Full Course*.

- 305f, (B). DIFFERENTIAL CALCULUS. *Full Course.*
 306w, (B). INTEGRAL CALCULUS. *Full Course.*
 402w, (D). FUNDAMENTAL CONCEPTS OF MATHEMATICS.
Seminar.
 407f, (A). INTRODUCTION TO STATISTICAL METHOD. *Full Course.*
 408s, (B). MATHEMATICS OF FINANCE. *Full Course.*

MUSIC

For courses in Music see pages 139-144 under Conservatory of Music.

PHILOSOPHY

- 201w, (C). ANCIENT AND MEDIEVAL PHILOSOPHY. *Full Course.* (Alternating, given 1936-37).
 202s, (C). MODERN PHILOSOPHY. *Full Course.*
 203f, (C). INTRODUCTION TO PHILOSOPHY. *Full Course.*
 223w, (A). INTRODUCTION TO LOGIC AND THE SCIENTIFIC METHOD. *Full Course.*
 301f, (A). CURRENT BRITISH PHILOSOPHY. *Full Course.* (Alternating, given 1936-37).
 302f, (A). CURRENT AMERICAN PHILOSOPHY. *Full Course.* (Alternating, given 1935-36).
 303f, (B). PHILOSOPHY OF CHARACTER. *Full Course.*
 305w, (C). PLATO AND ARISTOTLE. *Full Course.* (Alternating, given 1935-36).
 308s, (A). PHILOSOPHY OF SCIENCE. *Full Course.* (Alternating, given 1936-37).
 309s, (A). AESTHETICS. *Full Course.* (Alternating, given 1935-36).
 401f, 402w, 403s, (D). SEMINAR IN PHILOSOPHY.

PHYSICAL EDUCATION

Physical Education Program

The physical education program has the following objectives:

1. To provide an opportunity for students to participate in physical activities which will create and maintain general health ideals.

2. To stress such types of work as will lead to acquirement of skill in recreational activity that will not only be satisfying during college years, but will be carried on in after-college life.

3. To foster social development through co-operative recreation.

4. To provide adequate individual remedial and corrective programs as indicated by medical examination.

It is proposed to reach these objectives through a program of supervised physical activities. The chief objective is not to build large muscle groups but to use the muscular development in supervised play.

Summary of Plan for Meeting Requirements

All students must meet the requirements in physical education for entrance into the Upper Division and for graduation.

Lower Division students will be given instruction or will be actively engaged in some supervised activity each term. Each student is expected to make a definite achievement in certain competitive and non-competitive sports. Some of these are required and some are optional.

Upper Division students will be expected to participate in sports of their own choosing. Each student is urged to choose that activity in which he is most proficient, and to seek perfection in it.

When a definite need for a corrective program is discovered in a student, the directors of physical education will, with the approval of the college physician, require a program designed to correct the deficiency shown.

Intramural sports hold an important place in the program. The schedules are so arranged as to cause no conflict between physical education classes and the intramural activities.

Summary of Plan for Conducting Courses

A definite program of achievement is outlined for each activity. Instructors will emphasize instruction in the fundamental skills necessary in performing the activity presented.

At the end of each term or upon completion of an activity, the student will be examined in order to ascertain his proficiency in the activity. Students who fail to meet the minimum requirement will repeat the course.

Medical Certificate and Physical Examination

New students must furnish a medical certificate before entering college. Blank certificates may be obtained from the Dean of the College.

All students shall take a complete physical and medical examination each year. No student shall enter any activity for which he or she is not physically fitted.

The directors of physical education and the college physician have daily office hours when they may be seen for consultation by the students of the College.

Special nutrition classes are provided for those needing them.

PHYSICAL EDUCATION FOR MEN

Equipment

Those who enroll as candidates for varsity teams will be supplied with adequate uniforms by the department. In the other courses in physical education each student will be expected to supply himself with his own uniform and such equipment as may be needed by the individual. The College will furnish all necessary playing equipment for intramural activities.

Courses

The courses listed below cover instruction in the approved activities.

- 101Mf, 102Mw, 103Ms. FIRST YEAR COURSE.
- 201Mf, 202Mw, 203Ms. SECOND YEAR COURSE.
- 301Mf, 302Mw, 303Ms. THIRD YEAR COURSE.
- 401Mf, 402Mw, 403Ms. FOURTH YEAR COURSE.
- 406Ms. FOOTBALL AND BASKETBALL COACHING. For those planning to coach. (Time to be arranged).
- 407Ms. HEALTH EDUCATION. For those planning to teach physical education. (Time to be arranged).

Activities for Men

The following activities are open to male students whose physical examinations show their health permits such participation. Activities may be added or withdrawn at the discretion of the Director of Physical Education and the Dean of the College.

Fall Term. Canoeing, Crew, Fencing, Football, Golf, Riding, Swimming, Tennis.

Winter Term. Canoeing, Crew, Fencing, Golf, Out-of-doors Course, Riding, Swimming.

Spring Term. Baseball, Canoeing, Crew, Fencing, Golf, Out-of-doors Course, Riding, Swimming, Tennis.

Each Lower Division student will take part each term in one of these activities. Upper Division students may specialize in one of these activities and are expected to pursue this activity with a minimum of direction. Upon approval of the Director of Physical Education intercollegiate sports may be substituted for a required course.

Weekly camping excursions are made by groups of students in canoes, under the direction of Mr. Peebles, down the picturesque Wekiwa River.

PHYSICAL EDUCATION FOR WOMEN*Costume*

The regulation uniform may be purchased at the time of registration in the physical education office at Cloverleaf.

Courses

The courses listed below cover instruction in the approved activities.

101Wf, 102Ww, 103Ws. FIRST YEAR COURSE.

201Wf, 202Ww, 203Ws. SECOND YEAR COURSE.

301Wf, 302Ww, 303Ws. THIRD YEAR COURSE.

401Wf, 402Ww, 403Ws. FOURTH YEAR COURSE.

409Ws. TRAINING COURSE FOR CAMP COUNSELORS. (Time to be arranged).

Activities for Women

The following activities are open to women students whose physical examinations show their health permits such participation. Activities may be added or withdrawn at the discretion of the Director of Physical Education and the Dean of the College.

Fall Term. Archery, Basketball, Correctives, Dancing, Diving, Fencing, Golf, Riding, Swimming, Tennis.

Winter Term. Archery, Canoeing, Correctives, Dancing, Diving, Fencing, Golf, Hockey, Riding, Tennis.

Spring Term. Archery, Correctives, Dancing, Diving, Fencing, Golf, Life-saving, Riding, Swimming, Tennis, Volley-ball.

Each Lower Division student will take part each term in one of these activities and is expected to show accomplishment in:

1. One individual sport; choice of tennis, golf, archery, fencing.
2. One team sport; choice of basketball, hockey, volleyball.
3. One term's work in dancing; choice of folk-dancing, natural or interpretative dancing, Denishawn, tap.
4. Swimming and canoeing.

Upper Division students may specialize in one of these activities and are expected to pursue this activity with a minimum of direction.

Weekly camping excursions are made by groups of students in canoes, under the direction of Mr. Peeples, down the picturesque Wekiwa River.

PHYSICS

101f; 101w, (C); 101s, (B). **INTRODUCTORY PHYSICS.** A course designed to aid those planning to meet the physics requirement for entrance to the Upper Division.
Full Course.

201f-202w-203s, (A). GENERAL PHYSICS. *Full Course.*

Note: Not more than three of the following courses will be offered in any one year.

305w, (A). HEAT. *Full Course.* Prerequisite, 203, Mathematics 305, 306.

307f, (A). MECHANICS. *Full Course.* Prerequisite, 203, Mathematics 305, 306.

309s, (A). ADVANCED AND PRACTICAL PHYSICAL MEASUREMENTS. *Full Course.* Prerequisite, 203.

310f, (A). ELECTRICITY AND MAGNETISM. *Full Course.* Prerequisite, 203, Mathematics 305, 306.

311w, (A). OPTICS. *Full Course.* Prerequisite, 203.

313s, (A). MODERN PHYSICS. *Full Course.* Prerequisite, 203.

314w, (A). CONDUCTION OF ELECTRICITY THROUGH GASES. *Full Course.* Prerequisite, 203.

PSYCHOLOGY

201f, (C); 201w, (A); 201s, (B). GENERAL PSYCHOLOGY. *Full Course.*

204f, (B). CHILD PSYCHOLOGY. *Full Course.* Prerequisite, 201, or 304.

205w, (B). SOCIAL PSYCHOLOGY. *Full Course.* Prerequisite, a foundation course in sociology or psychology.

206s, (C). PSYCHOLOGY OF RELIGION. *Full Course.*

303f, (A). MENTAL HYGIENE. *Full Course.*

304f, (C). EDUCATIONAL PSYCHOLOGY. *Full Course.*

305w, (B). PSYCHOLOGY OF CHARACTER. *Full Course.*

310w, (A). ABNORMAL PSYCHOLOGY. *Full Course.*

311s, (B). APPLIED ETHOLOGY. *Full Course.*

401f, 402w, 403s. (to be arranged). PSYCHOLOGY SEMINAR.

404s, (B). MENTAL AND EDUCATIONAL TESTING. *Full Course.* See Education 404s.

RELIGION AND ETHICS

101f, (A). PROBLEMS OF PERSONAL CONDUCT. *Full Course.*

201f, 202w, 203s. UNDERSTANDING RELIGION.

201f, (B). FOUNDATIONS OF RELIGION. *Full Course.*

- 202w, (B). A STUDY OF THE LIFE AND TEACHINGS OF JESUS. *Full Course.*
 203s, (B). CHRISTIANITY IN THE MODERN WORLD. *Full Course.*
 304s, (A). THE BIBLE—A BOOK OF BEAUTY. *Full Course.*
 311w, (C). DISCOVERING A MODERN RELIGIOUS BASIS FOR LIVING. *Full Course.*
 316s, (C). ETHICAL PROBLEMS OF AMERICAN CITIZENSHIP. *Full Course.*

SOCIAL SCIENCE

- 104f, (D1). ECONOMICS OF THE FAMILY. *Seminar.*
 105w, 106s, (D1). CONSUMER PROBLEMS. *Seminar.*
 107f; 107w; 107s, (D2). METHODS OF STUDY. CLINICAL SEMINAR.

SOCIOLOGY

- 201w, (B); 201s, (C). PRINCIPLES OF SOCIOLOGY. *Full Course.*
 202f, (C). SOCIAL PATHOLOGY, SOCIAL WORK AND SOCIAL REFORM. *Full Course.*
 204f, (A). THE ART OF STRAIGHT THINKING. *Full Course.* (Alternating, given 1936-37).
 304s, (B). THE FAMILY. *Full Course.*
 312w, (C). CONTEMPORARY SOCIAL MOVEMENTS. A study of social movements with political aspects. *Full Course.* (Alternating, given 1936-37).
 314f, (A). CRIMINOLOGY. *Full Course.* (Alternating, given 1935-36).
 315w, (C). SOCIOLOGY OF INTERNATIONAL CONFLICT. *Full Course.* (Alternating, given 1935-36, 1936-37).
 318w, (C). AMERICAN RACE PROBLEMS. *Full Course.* (Alternating, given 1935-36).
 401f, 402w, 403s, (to be arranged). SOCIOLOGY SEMINAR.

SPANISH

- 101f, 102w, 103s, (C). ELEMENTARY SPANISH. *Full Course.*
 201f, 202w, (B). INTERMEDIATE SPANISH. *Full Course.*
 Prerequisite, 103 or equivalent.

- 203s, (B). ADVANCED COMPOSITION. *Full Course*. Pre-requisite, 202 or equivalent.
304f, 305w, 306s, (D). SPANISH SEMINAR. *Full Course*.
307f, 308w, (A). SPANISH PROSE AND POETRY. *Full Course*.
309s, (A). METHODS OF TEACHING HIGH SCHOOL SPANISH. *Full Course*.
351f, 352w, 353s, (D). SPANISH CLASSICS. *Full Course*.

SPEECH AND DRAMATIC ART

- 101f, (B); 101s, (A). SPEECH AND THE SPEECH ARTS. *Full Course*.
104f, 105w, 106s, (D2). CLINICAL SEMINAR IN SPEECH.
111f, 112w, 113s, (D). VOICE AND DICTION. *Seminar*.
151f, (A). INTRODUCTION TO DRAMATIC ART. *Full Course*.
152w, (C). ELEMENTS OF DRAMATIC ART. *Full Course*.
159s, (A). INTERPRETATIVE READING. *Full Course*. (Alternating, given 1935-36).
160s, (A). INTERPRETATIVE READING. *Full Course*. (Alternating, given 1936-37).
203f, (A). DRAMATIC INTERPRETATION. *Full Course*. (Alternating, given 1935-36).
204f, (A). DRAMATIC INTERPRETATION. *Full Course*. (Alternating, given 1936-37).
206f, (C). COMMUNICATIVE SPEAKING. *Full Course*.
207w, (C). ARGUMENTATION AND DEBATE. *Full Course*.
251s, (B). PLAY PRESENTATION. *Full Course*.
252f, (B). REHEARSAL AND PERFORMANCE. *Full Course*.
255w, (B). ACTING. *Full Course*.
261f, 262w, 263s, (D). PLAY PRODUCTION AND STAGECRAFT. *Seminar*.
301f, (B). ADVANCED REHEARSAL AND PERFORMANCE. *Full Course*.
302s, (B). ADVANCED PLAY PRESENTATION. *Full Course*.
303w, (B). ADVANCED PUBLIC SPEAKING. *Full Course*. (Alternating, given 1936-37).
304w, (B). ADVANCED ACTING. *Full Course*.
308w, (D). CONTEST DEBATING. *Seminar*.
309w, (B). LITERARY INTERPRETATION. *Full Course*. (Alternating, given 1935-36).

- 311s, (C). EXTEMPORANEOUS SPEAKING. *Full Course*. (Alternating, given 1935-36).
- 312s, (D). THE AUDIENCE. *Seminar*.
- 315s, (D2). THE AMERICAN THEATER. Special honor seminar taught by Miss Russell.
- 317f, 318w, 319s, (A). SCENIC AND COSTUME DESIGN. *Full Course*.
- 351s, (C). FORMS OF PUBLIC ADDRESS. *Full Course*. (Alternating, given 1936-37).
- 353s, (C). MODERN DRAMA. *Full Course*. See English 353s.
- 361s, (D). POETRY READING. *Seminar*. (Alternating, given 1936-37).
- 362s, (D). POETRY READING. *Seminar*. (Alternating, given 1935-36).
- 401f, 402w, 403s, (B). PLAY DIRECTION. *Full Course*.
- 407f, (D). ART OF PUBLIC READING. *Seminar*. (Alternating, given 1936-37).

SEMINARS FOR LOWER DIVISION STUDENTS

The College recognizes that life is many-sided and that in addition to the intellectual and physical sides of life such aspects as the vocational, the emotional, the ethical, the philosophical and the esthetic must be developed if the individual is to be well-rounded.

To help him develop these aspects of life the College has provided a number of seminars and made them available to all by scheduling them when they do not conflict with other instructional work, i. e. at the Tuesday and Thursday 10:45—12:45 periods. Every Lower Division student is expected to choose one of these each term he is in the Lower Division. No other seminars are open to Lower Division students.

This list of courses, which will be subject to revision in the light of experience, at present includes the following:

Personal, mental and community hygiene.

Vocations

How to Study

Ethics

The Art of Reading

Music Appreciation

Use of the Library

Art Appreciation

Clinical seminars are given in English, Speech, and How to Study for students who show need of special help in these lines.

CONSERVATORY OF MUSIC

The courses of study in the Conservatory of Music, a department of Rollins College, are arranged in accordance with the Rollins plan. Students in music ordinarily matriculate for the Bachelor of Music degree but may matriculate for the Bachelor of Arts degree with a major in music. With additional study a student may secure both the Bachelor of Arts and Bachelor of Music degrees. Students of the College pursuing work leading to the Bachelor of Arts degree may elect music as an incidental subject.

REQUIREMENTS FOR BACHELOR OF MUSIC DEGREE

The award of the degree of Bachelor of Music to a student at Rollins College means that the College certifies that the student has acquired a specified broad fundamental training in music, a mastery in a field of specialization, and is in possession of the moral qualities needed for good citizenship.

A Rollins degree is no longer evaluated in terms of courses, grades, hours, points, or terms of residence but depends upon the student's fulfilling the required achievements.

The work of the Conservatory of Music is divided into two divisions, a Lower Division in which all students must acquire their broad fundamental training, and an Upper Division where they are to obtain their specialized work

SPECIFIC LOWER DIVISION REQUIREMENTS

(a) *Major Subject.* A student must choose his major subject upon entrance. The majors offered in music are voice, piano, violin, cello, harp, organ, composition, music education, and brass and woodwind instruments. The Lower Division requirements in each of these are described below.

(b) *Minor Subject.* Each student chooses a minor subject after consultation with his adviser. (Students in violin, voice, music education, brass and woodwind must demonstrate a proficiency in piano).

(c) *Sight-singing and Ear-training.* The student must be able to read, at sight, simple music, and to take from dictation simple four-part music.

(d) *Theory.* The student must have a good knowledge of harmony, counterpoint, and musical forms, and be able to transpose simple musical phrases at sight at the keyboard.

(e) *History and Appreciation of Music.* The student must show a knowledge of the development of all principal branches of music and the lives and works of the great composers.

(f) *College Electives.* Each student must present the equivalent of one full course a term extended over a period of three terms in courses chosen from other fields in the College.

(g) *Physical Fitness.* In addition to the above academic requirements, admission to the Upper Division will be contingent on the student's demonstrating a definite achievement in physical education. This will ordinarily be satisfied by participation in an approved physical activity each term.

When a definite need for a corrective program is discovered in a student, the directors of physical education will, with the approval of the college physician, require a program designed to correct the deficiency shown.

Major Requirements For Admission to the Upper Division

VOICE. The student must exhibit a suitable command of the fundamentals of breathing, phrasing, and musical style. The student should be able to sing satisfactorily such works as songs from the earlier Italian masters, German Lieder, and oratorio or operatic arias.

PIANO. The student must show technical proficiency permitting even scales and arpeggios in all forms; also a knowledge of finger and wrist motion shown in the performance of advanced studies from Cramer or Czerny opus 740. The student must be able to play works of such difficulty as the Bach Three Part Inventions, French or English Suites, classic sonatas such as Mozart K284 or Beethoven opus 10,

Nos. 2 or 3, pieces such as the Fantasy Pieces by Schumann, or the Songs without Words by Mendelssohn.

VIOLIN. The student must be able to play satisfactorily major and minor scales in three octaves; studies by Kreutzer, Mazas, Fiorillo, etc; standard student concerti such as DeBeriot, Viotti, etc.

CELLO. The student must be able to play suitable scales and exercises, easier sonatas, and recital pieces.

HARP. The student must be able to play suitable scales, exercises, and recital pieces.

ORGAN. The student must be able to play satisfactorily some of the easier sonatas, fugues, and concert pieces.

COMPOSITION. The student must satisfy the board that he is unusually apt in the theoretical branches and that he has some talent for original work.

MUSIC EDUCATION. The student must meet the requirements for admission to the Upper Division in piano or voice.

BRASS OR WOODWIND INSTRUMENTS. The student must show sufficient advancement in his or her particular instrument.

REQUIREMENTS FOR ADMISSION TO UPPER DIVISION

Admission to the Upper Division is contingent on the student's demonstrating to the Board of Admissions to the Upper Division:

1. That he is in possession of the requisite degree of competence in each of the specific Lower Division requirements.

2. That he has occupied the time, not expended on specific Lower Division requirements, in the profitable pursuit of (a) additional academic work of his own selection, (b) extra-curricular activities whether of an organized nature or not, and (c) the development of general mental abilities, moral characteristics, and appreciation of the fine arts and of nature.

It is not the intention of the College to prescribe here a definite body of subject matter with which every student will

be expected to be familiar, but rather that the student will, in consultation with his adviser, make an intelligent selection of such work as will best serve to round out his training and fit him to meet the requirements of the College.

3. That he has acquired sufficient maturity to enable him to make an intelligent selection of a field of specialization for his work in the Upper Division.

These statements must be presented in writing at the time the student makes application for admission to the Upper Division.

The student must also fill out all blanks and comply with the procedure established by the Board of Admissions to the Upper Division.

Students should consult the description of majors, page 137, for information regarding introductory work that should be taken in a given field in the Lower Division.

UPPER DIVISION REQUIREMENTS

(a) *Major Subject.* A student must complete in the major field the achievement outlined under Majors.

(b) *Minor Subject.* A student must carry on work in the minor subject at the discretion of the adviser.

(c) *Theory*

(1) *For voice majors.* The student must satisfactorily complete the equivalent of three terms work in Upper Division music courses.

(2). *For majors in instrumental music.* The student must have a knowledge of fugue, advanced form, and the elements of modern orchestration. He must be able to score acceptably and to arrange music for various combinations of voices and instruments.

(3) *For majors in music education.*

(a) *General methods.* Students taking the general supervisor's course may elect any Upper Division courses in music, to be substituted for equivalent work from the liberal arts curriculum.

(b) *Instrumental supervisors.* The student must have a knowledge of the elements of modern orchestration and be able to score acceptably for small orchestra.

(d) *Repertoire and Ensemble.* A student majoring in practical music must be able to read at sight music of average difficulty, and have had some experience in ensemble playing or singing. The student must further exhibit a knowledge of the literature of his major subject.

Students majoring in practical music are required to give a full recital, unassisted, and to take part in other public performances.

Students majoring in brass, woodwind, and all stringed instruments are required to play in the symphony orchestra for two years.

(e) *College Electives.*

(1) *For voice majors.* The student must present, in addition to the requirements for admission to the Upper Division, the equivalent of two full courses a term, extending over a two-year period, in courses chosen from the liberal arts curriculum. A student majoring in voice must be able to sing in three modern languages besides English, and must have a working knowledge in one or a reading knowledge in two. The equivalent of one full course a term, extending over one year, may be substituted from Upper Division courses in music.

(2). *For majors in instrumental music.* The student must present, in addition to the requirements for admission to the Upper Division, the equivalent of one full course a term, extending over a two-year period, in subjects chosen from the liberal arts curriculum.

(3) *For majors in music education.* The student must present, in addition to the requirements for admission to the Upper Division, the equivalent of two full courses a term, over a two-year period, in liberal arts courses. The equivalent of one full course a term over a two-year period may be substituted from Upper Division music courses. Four full courses must be in education or psychology.

(f) *Physical Education.* Students in the Upper Division must meet the same requirements for physical fitness as prescribed for Lower Division students, except that the student may specialize in any sport of his own choosing and do so with the minimum of direction.

REQUIREMENTS FOR BACHELOR OF MUSIC DEGREE

A candidate for the Bachelor of Music Degree must present a written application containing a detailed account of the work that he has accomplished as a student in the Upper Division of the College. A special committee made up of the student's major professor as chairman, one other professor under whom he has studied, and a third under whom he has never studied shall then determine whether the amount and quality of the candidate's work are such as to warrant recommending him to the Faculty for the degree. Candidates expecting to complete their work at the end of any term must have their applications in the office of the Dean of the College a month before the end of the term. Degrees are conferred at the close of the college year.

COURSE LEADING TO BACHELOR OF ARTS DEGREE WITH A MAJOR IN MUSIC

Students wishing to qualify for the Bachelor of Arts degree with a major in music must complete the Lower Division requirements for both the Bachelor of Arts and the Bachelor of Music courses. The major in music may be found on page 108.

COURSE LEADING TO BACHELOR OF ARTS AND BACHELOR OF MUSIC DEGREE

Students expecting to qualify for both degrees should indicate their intention at the time they have completed the Lower Division requirements for the Bachelor of Music degree and should consult both the Dean of the College and the Director of the Conservatory before proceeding.

To complete the work for both degrees will take at least five years but of course the time required depends upon the qualifications of the individual student.

COURSE LEADING TO DIPLOMA

The Diploma of the Conservatory of Music may be granted after completion of the musical courses in one of the major departments. The musical requirements are the same as for the Bachelor of Music degree but the liberal arts requirements are waived. The diploma may be granted to persons who are ineligible for the Bachelor of Music degree.

MAJORS

The following brief description of the requirements in practical music is meant only as a general indication of the advancement of the student. Each student is furnished with a syllabus outlining the work to be accomplished in practical music for the term or the year, as soon as the instructor can determine his requirements.

A secondary proficiency in any of the major fields shall be considered equivalent to satisfactory progress on the basis of one lesson a week and one hour's practice each day.

Voice

The student must sing satisfactorily in Italian, French, and German as well as in English. He must show a suitable maturity of phrasing and style and be able to sing satisfactorily some of the larger oratorio and operatic arias as well as representative songs of other styles.

Students majoring in voice must elect at least three terms of work in a modern foreign language.

Piano

The student must be able to play such music as the larger piano works of Bach, sonatas, such as the later ones of Beethoven, or a concerto of equal difficulty. The student must also play well representative shorter pieces from the works of Brahms, Chopin, Schumann, DeBussy, etc.

Violin

The student must be able to play studies equal in difficulty to those by Rode, Gavinies, Spohr, etc.; standard concerti such as the Mendelssohn, Bruch, G Minor, Bach sonatas, etc.

Organ

The student must be able to play some of the larger works of Bach, and difficult sonatas and concert pieces. He must show a good knowledge of registration and ability to modulate freely at the console.

Cello

The student must be able to play the more difficult sonatas and representative concerti and have had considerable experience in ensemble playing.

Harp

The student must be able to play standard symphonic music in a satisfactory manner, as well as representative pieces for the harp as a solo instrument.

Composition

The student must compose music in the larger forms, and a number of songs and smaller pieces. He must also show a good knowledge of the orchestra.

*Music Education**(a) General music education methods*

The student must have satisfactorily completed the courses in elementary and advanced music education methods, as well as the course in conducting. All music education majors are required to take as a part of their work in liberal arts courses the equivalent of four terms work in psychology and education. All students majoring in music education are further required to demonstrate at least a secondary advancement in practical music.

(b) Instrumental supervisors

Students taking the instrumental supervisors' course are required to take, in addition to the general courses in music education, the course in instrumental class methods, and to have an understanding of the string, brass and woodwind groups sufficient to enable them to play music of an easy grade on at least one instrument of each group.

Brass and Woodwind Instruments

Students must be able to play standard symphonic literature at sight.

COURSES OF INSTRUCTION

(See pages 109-110 for explanation of numbering of courses and periods)

History and Appreciation

Studies in the history of music are important for all who wish to understand music in the light of its structural and psychological development. The courses will be presented in a one-hour period each week and will cover the entire development of music down to the present day. Particular attention will be paid to the lives and works of the important composers. The courses will consist of about one-fourth discussion and three-fourths illustrations presented by the faculty and assisting musical organizations. Candidates for the Bachelor of Music degree and others wishing recognition for this work will be required to do additional reading.

101f, 102w, 103s, (D1). FIRST YEAR HISTORY AND APPRECIATION. *Seminar.*

201f, 202w, 203s, (D1). SECOND YEAR HISTORY AND APPRECIATION. *Seminar.*

301f, 302w, 303s, (D1). THIRD YEAR HISTORY AND APPRECIATION. *Seminar.*

401f, 402w, 403s, (D1). FOURTH YEAR HISTORY AND APPRECIATION. *Seminar.*

Theory

The intellectual and formal side of the student's training is built up around the theoretical courses, which are organized with great care, and coordinated one with another in such a way that they may conduce to clear musical thinking and habits of economical and concentrated study.

The courses include harmony, counterpoint, musical forms, canon and fugue, composition, and orchestration, and are so coordinated that the student should be enabled to form a clear conception of the materials and the structure of music.

104f-105w-106s, (Aa). FIRST YEAR THEORY. *Full course.*

107f-108w-109s, (Ab). ELEMENTARY SIGHT SINGING AND EAR TRAINING. *Full course.*

204f-205w-206s, (Ba). SECOND YEAR THEORY. *Full course.*

207f-208w-209s, (Bb). ADVANCED SIGHT SINGING AND EAR TRAINING. *Full course.*

304f-305w-306s, (Ab). THIRD YEAR THEORY. *Full course.*

404f-405w-406s, (to be arranged). FOURTH YEAR THEORY. *Full course.*

Diction

Courses in French, German, and Italian diction are offered for students majoring in voice or accompanying.

224f, 225w, 226s, (C). DICTION. *Full course.*

Music Education

The courses in music education are intended to provide the broad, thorough training which is so essential to successful teaching. The great demand for well trained supervisors and teachers of public school music points to the fact that the cultural and vocational values of the study of music are recognized by educators throughout the country. Highly specialized teachers are now needed for this branch of pedagogy. If the student expects to teach in elementary schools, a well worked-out method is needed and also a working knowledge of several of the more important methods in use today. For those who wish to specialize in high school work it is necessary to be equipped with a good method for teaching elementary harmony and history, also to be prepared to conduct choruses and glee clubs.

Of equal importance with the preceding is the experience in actual teaching under supervision and the observation of trained teachers.

Instrumental Supervisors

The recent demand for instrumental supervisors has opened a new field which requires the highest specialized training. The instructor must know the orchestral instruments

and have an adequate knowledge of band instruments. A knowledge of the technique of conducting and a good repertoire are obligatory.

311f-312w-313s, (Aa). ELEMENTARY PUBLIC SCHOOL METHODS. *Full course.*

411f-412w-413s, (Ba). ADVANCED PUBLIC SCHOOL METHODS. *Full course.*

417f-418w-419s, (to be arranged). INSTRUMENTAL METHODS.

*(All work in the following subjects
is given in private lessons)*

Composition

These courses are for those students who are majoring in theory and composition and offer intensive work in composition in all forms, and arrangement for all groups of instruments and voices.

391f, 392w, 393s. ADVANCED THEORY AND COMPOSITION.

491f, 492w, 493s. SECOND YEAR OF ADVANCED THEORY AND COMPOSITION.

Conducting

Supervisors of music in the public schools as well as most players of orchestral instruments should have a knowledge of conducting. These courses include the technique of the baton, a study of the literature of the orchestra and voice ensembles, and practical experience in conducting.

314f, 315w, 316s. ELEMENTARY COURSE IN CONDUCTING.

Voice

True cultivation of the voice consists in the development of pure tone and its easy, natural use and control in singing. Correct use of the breath, intonation, attack, legato, accent, phrasing, and enunciation are the leading features of technical drill.

By the adoption of what are believed to be the best features of all methods as well as by the use of a discriminating judgment as to the needs of the voice under treatment, the endeavor is made to carry forward the formation and development of the singing voice.

At the same time, a higher ideal than the perfection of mere technical skill is aimed at, viz., a musicianly style of singing, and all that is implied in the broad term "interpretation," together with a thorough appreciation of the best works of the great masters, both new and old.

121f, 122w, 123s. FIRST YEAR SINGING.

221f, 222w, 223s. SECOND YEAR SINGING.

321f, 322w, 323s. THIRD YEAR SINGING.

421f, 422w, 423s. FOURTH YEAR SINGING.

Piano

The objects for which the study of the piano may be pursued are many, and the instrument occupies a correspondingly important place in the musical field. As a solo instrument it possesses a literature embracing many different styles, whose mastery is in itself a liberal musical education. As an instrument of accompaniment it finds a place in nearly all musical activities. Through piano transcriptions the study of orchestral and operatic music by the individual is made possible, and for the study of harmony and other phases of musical structure a knowledge of the keyboard is almost an essential.

The study of piano as a secondary subject is a requirement for all students of singing, violin, and other melodic instruments, and for all whose musical education is to be broad and thorough.

For those who are making piano solo work their central interest no secondary instrument is required, but the equipment needed to carry piano study to any advancement is rather extensive.

131f, 132w, 133s. FIRST YEAR PIANO.

231f, 232w, 233s. SECOND YEAR PIANO.

331f, 332w, 333s. THIRD YEAR PIANO.

431f, 432w, 433s. FOURTH YEAR PIANO.

Stringed Instruments

The stringed instruments, in addition to their beauty for solo purposes, are the instruments par excellence for ensemble use. Not only are they the basis of the orchestra, but many combinations in small groups are in constant demand.

To the competent string player is open the delightful field of chamber music, to which nearly all of the great composers have made contributions.

The training of the violinist, violist, or cellist is necessarily exacting, and it is especially important that the foundational work should be well done. Not only are the elementary principles carefully inculcated, but the early experience in group playing is both an incentive and a valuable discipline.

Advanced students are required to play in the symphony orchestra. Admission to its rehearsals is granted to all students of the department, and they are thereby enabled to form standards of performance in concerted playing toward which to strive.

Violin students may be required to learn viola at the discretion of their major professor.

Violin

141f, 142w, 143s.	FIRST YEAR VIOLIN.
241f, 242w, 243s.	SECOND YEAR VIOLIN.
341f, 342w, 343s.	THIRD YEAR VIOLIN.
441f, 442w, 443s.	FOURTH YEAR VIOLIN.

Cello

151f, 152w, 153s.	FIRST YEAR CELLO.
251f, 252w, 253s.	SECOND YEAR CELLO.
351f, 352w, 353s.	THIRD YEAR CELLO.
451f, 452w, 453s.	FOURTH YEAR CELLO.

Harp

181f, 182w, 183s.	FIRST YEAR HARP.
281f, 282w, 283s.	SECOND YEAR HARP.
381f, 382w, 383s.	THIRD YEAR HARP.
481f, 482w, 483s.	FOURTH YEAR HARP.

Organ

The training of the organist is of necessity complex. The mastery of the instrument requires not only a facile technique in manual and pedal playing, but special readiness in the application of musical theory. The church musician

is called upon constantly for improvisation, the adaptation of accompaniments, accurate and intelligent sight reading and score reading, and sympathetic ensemble playing.

171f, 172w, 173s. FIRST YEAR ORGAN.

271f, 272w, 273s. SECOND YEAR ORGAN.

371f, 372w, 373s. THIRD YEAR ORGAN.

471f, 472w, 473s. FOURTH YEAR ORGAN.

Brass and Woodwind Instruments

Students majoring in brass and woodwind instruments will be preparing for professional work in large orchestras and as a consequence their courses of study should be arranged with this object in view. All advanced students will be expected to play in the symphony orchestra and to take part in as many ensemble groups as possible.

161f, 162w, 163s. FIRST YEAR BRASS AND WOODWIND.

261f, 262w, 263s. SECOND YEAR BRASS AND WOODWIND.

361f, 362w, 363s. THIRD YEAR BRASS AND WOODWIND.

461f, 462w, 463s. FOURTH YEAR BRASS AND WOODWIND.

Repertoire and Ensemble

All students majoring in practical music are required to have some experience in ensemble work. Those majoring in voice should take part in glee club and choir, those majoring in brass, woodwind and all stringed instruments must take part in the symphony orchestra for two years.

A CAPPELLA CHOIR. This choir, which has been organized to participate in the services of the Knowles Memorial Chapel, studies and performs much of the great choral literature.

COLLEGE BAND. Students who have sufficient knowledge and experience in the playing of band instruments are organized into a college band.

STUDENT ENSEMBLES. There are various chamber music organizations such as trios, quartets, violin and piano ensembles.

SYMPHONY ORCHESTRA OF CENTRAL FLORIDA AT WINTER PARK. This organization of about fifty professional musicians was founded through the enterprise and generosity of Mary L. Leonard. It is under the conductorship of Harve Clemens. The faculty in most instances play first chairs in their sections and qualified students have an opportunity to play with the orchestra.

INTERSCHOLASTIC MUSIC CONTEST. Every spring an Interscholastic Music Contest is held which is open to all students of the secondary schools of Florida. Contests include violin, piano, voice, orchestra, women's glee club, men's glee club, and mixed glee clubs.

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Showing the location of Rollins College and Winter Park in the high and rolling "lake region" of central Florida



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