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THE ROLLINS COLLEGE ADVENTURE

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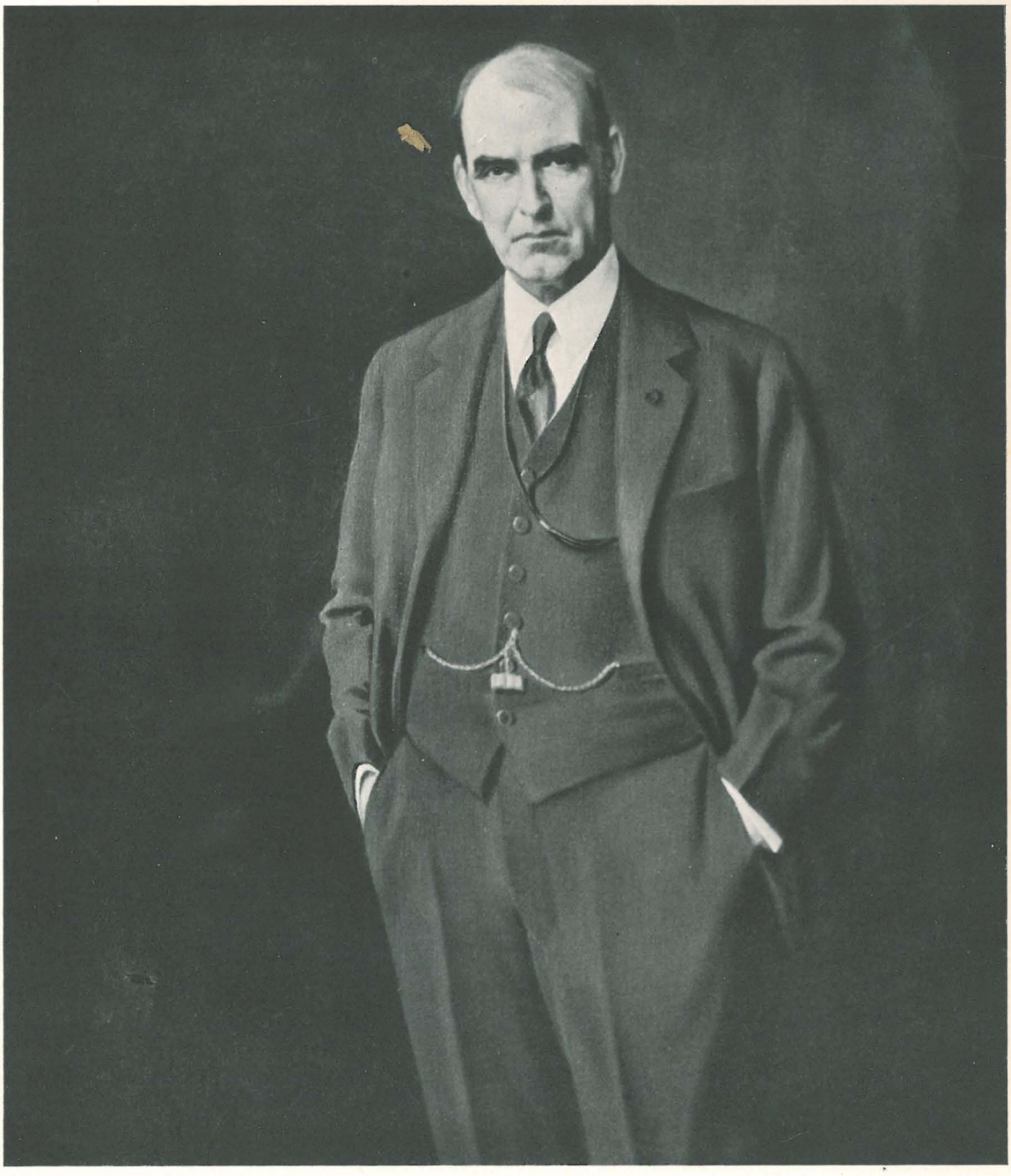


HAMILTON HOLT, LITT. D., L.H.D., LL.D., PRESIDENT OF ROLLINS COLLEGE

HAMILTON HOLT IS A CLEAR THINKER WITH AN HONEST PURPOSE.—*Woodrow Wilson*

HE IS ONE OF THE PROMINENT, USEFUL AND PUBLIC SPIRITED CITIZENS OF THE UNITED STATES.—*William Howard Taft*

THE ROLLINS COLLEGE

ADVENTURE IN

COMMON-SENSE EDUCATION

PUBLISHED BY

THE TRUSTEES OF ROLLINS COLLEGE

WINTER PARK, FLORIDA

1929

DEDICATION

TO THE FOLLOWING MEN AND WOMEN AND TO THEIR LOYAL CONTEMPORARIES, STEADFAST FRIENDS OF ROLLINS COLLEGE, THE TRUSTEES DEDICATE THIS BOOK. THEIR UNSELFISH DEVOTION AND HEROIC SACRIFICES FOR THE ROLLINS OF YESTERDAY BUILT THE ROLLINS OF TODAY AND MADE POSSIBLE THE ROLLINS OF TOMORROW.

THOMAS R. BAKER
WILLIAM FREMONT BLACKMAN
EDWARD H. BREWER
ANDREW CARNEGIE
LORING A. CHASE
WILLIAM C. COMSTOCK
LUCY A. CROSS
LOUIS F. DOMMERICH
E. P. HOOKER
FRANCIS B. KNOWLES
FREDERICK W. LYMAN
CHARLES H. MORSE
OLIVER C. MORSE
D. K. PEARSONS
ALONZO W. ROLLINS
GEORGE A. ROLLINS
SUSAN A. ROLLINS
EVALINE LAMSON SMITH
GEORGE MORGAN WARD
J. H. WHITTEMORE

The cost of printing and distributing this book has been met by a gift from Mr. W. H. Hoover, North Canton, Ohio

A BUSINESS LEADER SPEAKS OF ROLLINS

As one who is fairly familiar with what is being done at Rollins to improve teaching efficiency, may I say that I regard the methods and program of the College as admirable.

I consider them as in no sense radical or a serious departure from the well-tried practices of the average educational institution, but believe that they make a valuable contribution to higher education by stimulating the students to think for themselves—an occupation which they seem to enjoy. The value of education, as carried on at Rollins in a spirit of comradeship between teachers and students, has attained substantial recognition and commanded the interest and attention of all those concerned in educational matters who know of this College.

The great need and desirability of an expansion of the activities of the College has long been apparent to those in any way familiar with its requirements, and I believe that no better contribution to the field of education can be made than that which will enable Rollins College financially to realize its ambitions, which in these days of large ideas are relatively modest.

H H Westinghouse

GIANT PINES SHADE THE CAMPUS

THE ROLLINS COLLEGE ADVENTURE

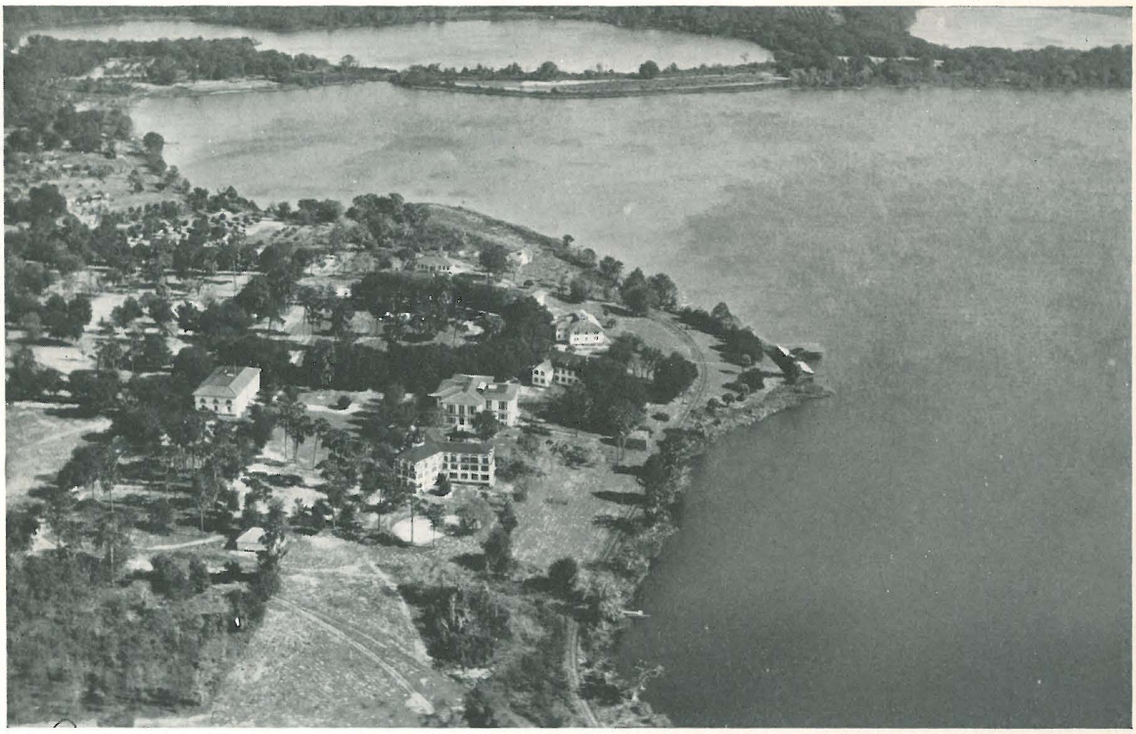
WHEN the Director of the New York Public Library was asked concerning the Rollins College *Flamingo* he pronounced it "The best undergraduate literary publication that comes to my desk." When a well known novelist was asked if she did not think the literary standards set by this student magazine were in reality almost professional, "Yes," she replied, "dangerously so!"

Dangerous to the prestige of the more noted literary magazines of the large colleges and the old universities; dangerous even to the complacency of professional editors and writers; dangerous because a little college in the South, with a few hundred students and a handful of professors, and an endowment the size of a pocket handkerchief could lead the undergraduate field in producing a magazine of distinguished literary quality.

Professional Rather Than Academic Standards

But this little literary magazine is only one of the minor manifestations of the new spirit that animates Rollins. For the College has abandoned traditional methods and has set up in their place the standards that prevail in the outside world of affairs.

Would the students study writing? Then they learn it at the hands of real writers---Irving Bacheller, Clinton Scollard, Alice Hegan Rice, Willard Wattles, Jessie B. Rittenhouse, Percy MacKaye, Fred Lewis Pattee, Edwin E. Slosson.



ROLLINS COLLEGE FROM THE AIR

Are they to know government as a living process rather than as a description in a text book? The Rollins Institute of Statesmanship has brought them such leaders of thought and action as Senator Walsh of Montana, President Chase of the University of North Carolina, and Albert Shaw, Editor of the *Review of Reviews,* for discussions that make politics a supject of fascinating importance.

Is religion to be a dead form or a vital force in their lives? In a series of inspiring meetings of the "Parley" on "Religion in the Modern World," sponsored by the National Religious Education Association and the Federal Council of Churches of Christ in America, Rollins offered its men and women opportunity to hear and question Dr. William Adams Brown, Rabbi Solomon Goldman, Father John Elliot Ross of the Paulist Order, and other noted religious leaders, an opportunity to which the students eagerly responded.

To read the weekly *Sandspur,* published by the Rollins student body, is to get a picture of a college which loses no opportunity to replace text books with life: a biology class journeys to Tarpon Springs to study the sponge industry, where "a barefoot Greek diver on a picturesque ocean sailboat" was for the moment the instructor of the class; students interested in journalism attend the State Press Conference; the surveying class goes to Tampa to study cement making; the International Relations Club gathers at the President's house to meet informally with a recent Prime Minister of Italy or an officer of the French Academy; the entomology group does the same to meet a great neurologist, whose hobby happens to be beetles; the sociology class spends a week-end digging in ancient Indian mounds; a physics class drives to Daytona Beach to study high powered automobiles, comparing structure, motor power, wind resistance and cooling systems of the cars of two world champion drivers; a class in the History of the Book follows the actual production of a book from the original manuscript to a beautiful finished volume issued by the professor's private press; a history class makes a trip to

THE CAMPUS FROM LAKE VIRGINIA

St. Augustine to meet with the Florida Historical Society and study the oldest city in the United States and to discover the part it played in our early colonization.

Throughout the daily chronicle of the college life, there runs this thread of vigorous activity, of awareness of what is going on in the world, of eagerness to relate the studies of the class room to outside practical affairs, and to ground the students not only in the humanities but also in the realities. It is this yeasty something, leavening every aspect of the college life, which has raised Rollins out of the rut of conventionalized education and has made the whole project for both students and teachers a genuine adventure, such an adventure as caused one visiting professor to say: "Here the contact of minds in a living way has at last been liberated from the dead hand of traditional routine. Here life, free and creative, is breaking its shell."

Unacademic Leadership

Perhaps the chief reason why Rollins College has already made a valuable contribution to American higher education, a contribution

> "WHAT IS NEEDED AT THE PRESENT TIME IN OUR SMALL COLLEGES IS NOT MORE INFORMATION BUT MORE INSPIRATION, NOT MORE PROFOUND SCHOLARS, BUT MORE GREAT TEACHERS, MEN WHO CAN TOUCH THE LIVES OF THEIR STUDENTS WITH THEIR LOVES, THEIR ADMIRATIONS, THEIR ENTHUSIASMS AND THEIR LITTLE WISDOM."
>
> HAMILTON HOLT

so important that it has drawn hundreds of educational and journalistic investigators to the College---and why it is in the way of increasing that contribution---is the fact that its leader came to it from outside academic circles. Approaching the problem from the standpoint of a man who understands business methods, who has taken an important part in large projects, who has been a national and international figure in great movements, President Hamilton Holt brought to this College a fresh viewpoint and a willingness to discard or cut through traditional academic routine, which has resulted in a new type of teaching, and is even developing a new type of student.

First, Great Teachers

An ideal college, in President Holt's opinion, consists primarily neither of costly buildings, beautifully landscaped grounds, nor hordes of students. His first act, therefore, was to seek inspiring teachers wherever they could be found, even though at the time research was becoming in most colleges a fetish, and teaching ability was being relegated to a place of minor importance. And in his search for great teachers he proceeded in an unconventional manner: not only did he weigh the ordinary and official recommendations as to teaching ability; he also wrote to the prospective teacher's former students and gave due heed to their opinion. If their verdict was "thumbs down," no offer was made to the teacher under consideration, no matter how scholarly the man might be, or how many books he might have published.

Moreover, President Holt did not seek men who had merely unusual academic distinction. Perhaps he recalled that the greatest

AFTER CHAPEL

teacher of recent years at Harvard had only a master's degree, had published only a few inconsequential volumes, and was considered by his colleagues to be notably unacademic. But those Harvard men who have been fortunate enough to study writing under Charles Townsend Copeland know that these seeming academic faults constitute his actual virtues; that it is precisely the unacademic standards of the professional critic and editor, fiercely applied to undergraduate writing, coupled with a real desire to be of help to his young men, and a genius for friendship, that make "Copey" the great teacher that he is. It was just this unconventional sort of greatness in teachers that President Holt sought, and in some cases, miraculously found. And it is the enthusiastic coöperation of such teachers that has made possible the past success and the present promise of the Rollins College adventure.

Meeting the Critics' Challenge

The adventure began when Rollins College, instead of stopping its ears to the manifold criticisms of higher education, or retiring from the controversy in pained aloofness, accepted the challenge and sought by original methods to meet it. The problem was, how best to get away from the artificial standards of "the chaos called college," the forced feeding of reluctant students by determined professors, the student ideal of "getting by" instead of getting on, the whole conception of a college as a place where the teacher is a stern taskmaster for unwilling and indifferent boys and girls whom he must continually goad into action.

In thinking over his experience as a student at Yale and Columbia, as editor for many years of *The Independent,* as President of the

THE ONLY "PROFESSOR OF BOOKS" IN AN AMERICAN COLLEGE MEETS HIS CLASS

American Peace Congress, as Founder of the League to Enforce Peace, and as a leader in other national and international projects, President Holt tried to evolve a plan which would overcome the difficulties and eliminate the wastage of his college years, and substitute that sort of intimate contact and valuable experience and impetus which men get when they work together in a common enterprise in the world of affairs.

Evolving a New Method of Teaching

He wanted college education to be a joint adventure, where the student would frankly seek to learn all he could, with his teacher an eager and friendly helper. He wished to escape the cold and impersonal lecture method with its crowds of students taking notes from a professor whom they rarely meet—a device which a university student recently described as "that process by which the contents of the professor's notebook are transferred by means of the fountain

A BUSY CONFERENCE GROUP IN WRITING

pen to the student's notebook without passing through the mind of either." He also wanted to get away from the recitation method under which the class room becomes a sort of criminal court where the teacher as judge, prosecutor and detective, attempts to find out, often unsuccessfully, whether or not the student has mastered his lesson, and the student is mainly interested in creating a good impression, by bluffing or otherwise.

President Holt also wished to do away as much as possible with the examination system where students cram information twice a year for the "final criminal trial," and by a prodigious feat of memory, pass their examinations---after which they promptly and joyfully forget the information they have so quickly acquired. He wanted to break the lockstep of education so as to permit students to advance as rapidly as their abilities permitted. He wanted to substitute for the old artificialities of college education, the realities of

OUTDOOR CLASSES ARE COMMON AT ROLLINS

faithful performance of duty, and the joy in accomplishment for its own sake which prevails in the outside workaday world. He wanted to make education an Adventure instead of a Chore. His solution was the "Rollins Conference Plan" of teaching.

How Rollins Students Study

To visit Rollins class rooms is to have a new experience in college methods of instruction. The Rollins class exercise is neither a lecture nor recitation---it is a conference. The students sit in comfortable chairs---some even in rocking chairs---scattered around a book-lined room, or gathered about a table. The room may be silent, with everyone quietly reading or writing, or there may be a buzz of conversation as various groups discuss some aspect of the subject they are studying. The teacher sits at his desk, neither lecturing nor hearing a recitation. His primary function is to sit still, keep quiet, and be ready to help anyone who needs help---to answer rather than to ask questions. He does not do the work for the students but guides and

A CLASS IN HISTORY UNDER THE ROLLINS CONFERENCE PLAN

stimulates them. He may even refuse to answer questions if he feels it will be more helpful for them to work out the answers for themselves. Of course, parts of some periods are given over to talks by the teacher, assignment of work, group questioning---even old-fashioned quizzes. But for the most part the teacher's work is with individual students, each of whom may be at a different stage of advancement in the course. When there is something to say, they talk. When there is nothing to say, all work, as in a well-managed business office.

A Flexible Plan

At present the Rollins Conference Plan provides for class periods of two hours' duration but its essential feature is its flexibility. In some classes all students may be required to spend the entire two hours in the class room with the exception of a few minutes respite. In others, part of them may go to the library or elsewhere to do some of their studying. In yet others the professor may not keep the group together for the entire two hours. On the other hand, the students are often so interested in the subject under discussion that they voluntarily remain longer than the allotted time. Typical of the plan's flexibility is an English class in which the professor, seeing some of the pupils farther advanced than others, permitted that little group to spend the regular class period in writing whatever they wanted, meeting together at his home on Sunday evenings to read the product of this free time.

As part of the Conference Plan, regular term and yearly examinations have been minimized and even tests and quizzes are not stressed. Moreover, it is intended that since all necessary studying

"THE TEACHERS IN THE IDEAL COLLEGE WILL COMMUNICATE WHAT THEY HAVE TO SAY BY MEANS OF CONFERENCES AND SPECIAL DEMONSTRATIONS AND THEIR UTTERANCES WILL BE WORLD-WIDE. THERE IS NO NEED WHATEVER FOR ANYONE EVER TO SUFFER OR INFLICT AN ORDINARY COURSE OF LECTURES AGAIN."

H. G. WELLS

may be done in the class room, virtually all the student's outside time shall be free. Thus the Oxford and Cambridge ideal of the allowance of much leisure time is at least partially carried out; there is time to think, to engage in semi-serious intellectual discussion, to digest the lessons of the day, or if the student desires, to do advanced work, or even to complete his course in less than the conventional four years.

To Meet a Real Educational Need

That the Rollins Conference Plan is a practical demonstration of what many thoughtful persons are now desiring to bring about in colleges and universities, is indicated by recent interesting pronouncements on this subject.

The Student Council of one of the oldest and largest universities has requested closer contact with teachers and greater freedom from examinations in the senior year and has asked for what the Rollins Plan provides---an intimate tutorial relation with the most

PRESIDENT HOLT MEETS SOME OF HIS BOYS AT HIS HOME

noted men on the faculty, instead of with the younger and less experienced tutors.

Dartmouth has excused a group of its seniors of highest standing from all class attendance, credit or examination requirements, allowing them complete freedom to work as they wish in their final year, and a statement has been signed by a score of college presidents declaring the greatest weakness of the modern college to be that it has failed to bring inspiration to its students.

Initiative Is Taken by Student Instead of Teacher

After an experience of three years the Rollins students and faculty agree that the Conference Plan has been a real advance in teaching methods. They also agree that it can be made more and more effective as time goes on. That is one of the most hopeful things about the College---that the students and teachers alike regard the whole project as a common enterprise in which each must bear his full share if complete success is to be attained. That both students and faculty are enthusiastically working to this end, is in itself sufficient justification for this adventure in common-sense education.

"I have been amazed at the student attitude under the Conference Plan," said a Rollins professor. "Instead of being on the defensive, and of trying to escape work, I find most of my students are anxious for it. The initiative is with them now and they take it. They are really interested in forging ahead, and instead of prodding them, all I need to do is to help."

Students Learn to Think, Express Themselves

"For the first time in my scholastic life," said a student who had been in another small college, "I have begun to learn to think. I say

'begun' because one can't get over the habits formed in school and college all at once. Heretofore I have been required to learn facts and was discouraged from asking questions. But at Rollins I have been encouraged to think for myself and awakened to question, a change which has certainly brought me much greater benefit from my work. At Rollins one can be honest without being laughed at, and one can take part in discussions without being thought to be either ignorant or working for a mark."

A Junior, who had previously studied for two years at one of the country's leading small colleges, declared in favor of the Conference Plan: "I'm absolutely for it. It develops self-confidence in the student; it stimulates latent talents; it aids in the development of personality through close contact with mature, friendly, interested teachers. Most important of all, it helps the student to learn how to express himself."

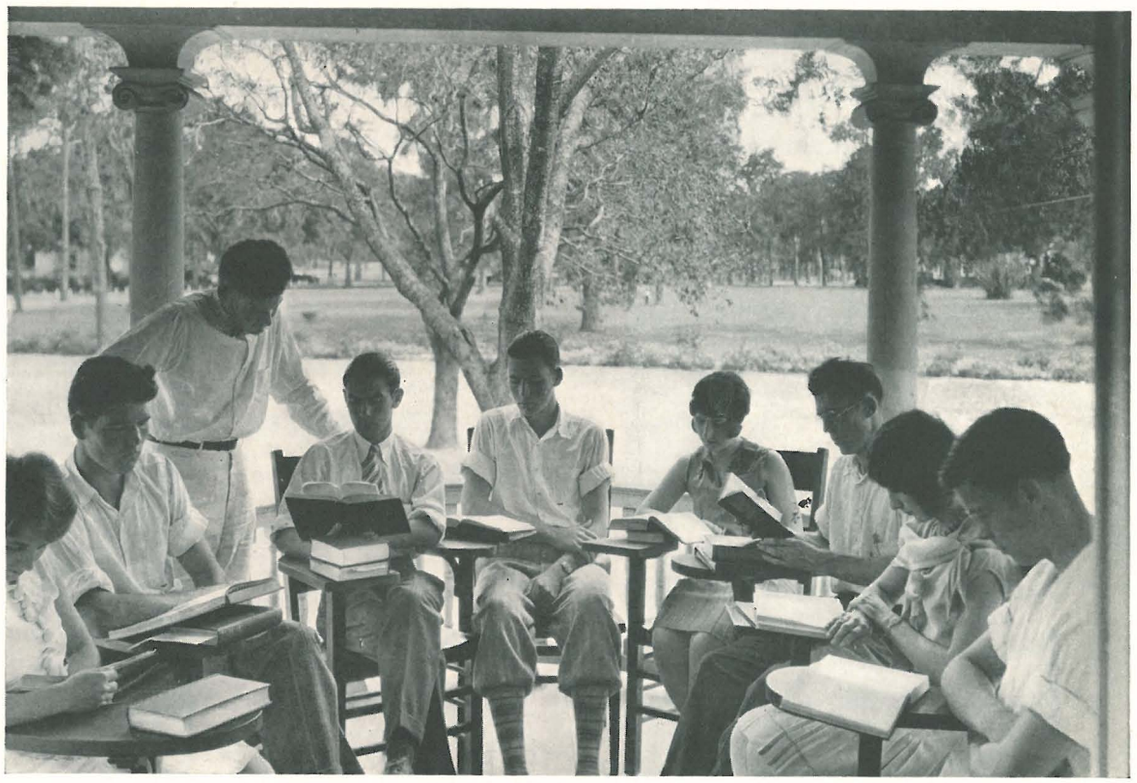
Faithful, Business-Like Performance

This realization that students and teachers are engaged in a common task helps to make Rollins a business-like College. When the bugle sounds the assembly call, with its implication of military precision, as signal for a new class period to begin, the students are expected to meet their appointment just as faithfully as if they worked in an office. If they have good reason for absence it is granted readily enough, but there are no permitted unexplained "cuts" such as most colleges allow. Once in the class room there is a matter-of-fact attitude that the work is to be done here and now, which makes industry necessary and brings its own reward in freedom during hours outside the class.

The Plan makes sure that each student will daily give some hours to faithful study, and that even the most negligent is not spending all his spare time loafing in his room with his feet on the table, or strumming the ukelele.

A Vital Intellectual Life

The vitality of the intellectual life at Rollins is shown by the eager response of the students to the opportunity of hearing and questioning outstanding leaders in many fields so often brought to them by the College; as well as by their own occasional evening Round-Tables which have large attendance and develop deep student interest.



A CONFERENCE ON A PORCH

Supreme Court of the United States
Washington, D. C.

November 25, 1927.

My dear Dr. Hamilton Holt:

I have read your prospectus and your plan of action, and I am glad you gave me an opportunity to do so. The secret of communicating learning from one person to another has not yet been solved, and if you can, by adopting the system of a two-hour conference, do better than ~~they~~ have done either by lectures or recitations, the opportunity seems good and open to you. I think it will be an admirable experiment to try.

Your proposition to get good teachers is of course not an uncommon one. A teacher seems to be born and not made. His style of address, his method of dividing his remarks, his dealing with the students are all of the highest importance in attracting and fixing the attention of the students on the important circumstances which the subject involves. You speak of having had only two or three good teachers. I think that is the experience of most of us. I remember having had a mathematical teacher in the High School in Cincinnati whom I have always looked back upon as qualified as few men were. I remember that William G. Sumner as Professor of Economy at Yale seemed to me to have a genius for communicating what he had in his mind to his students and of awakening in them an interest in what he said. I rather think he had more effect on me mentally than any man with whom I came in contact either at college or at school. If you can gather together teachers of that kind, your students will never forget them, and you will pile up an obligation of gratitude that

will make your work a real success. I shall watch your progress with intense interest, and I believe you are on the right track.

With warmest regards and with best wishes, believe me, as always, my dear Hamilton,

Most sincerely yours,

President Hamilton Holt,
Rollins College,
Winter Park, Florida.

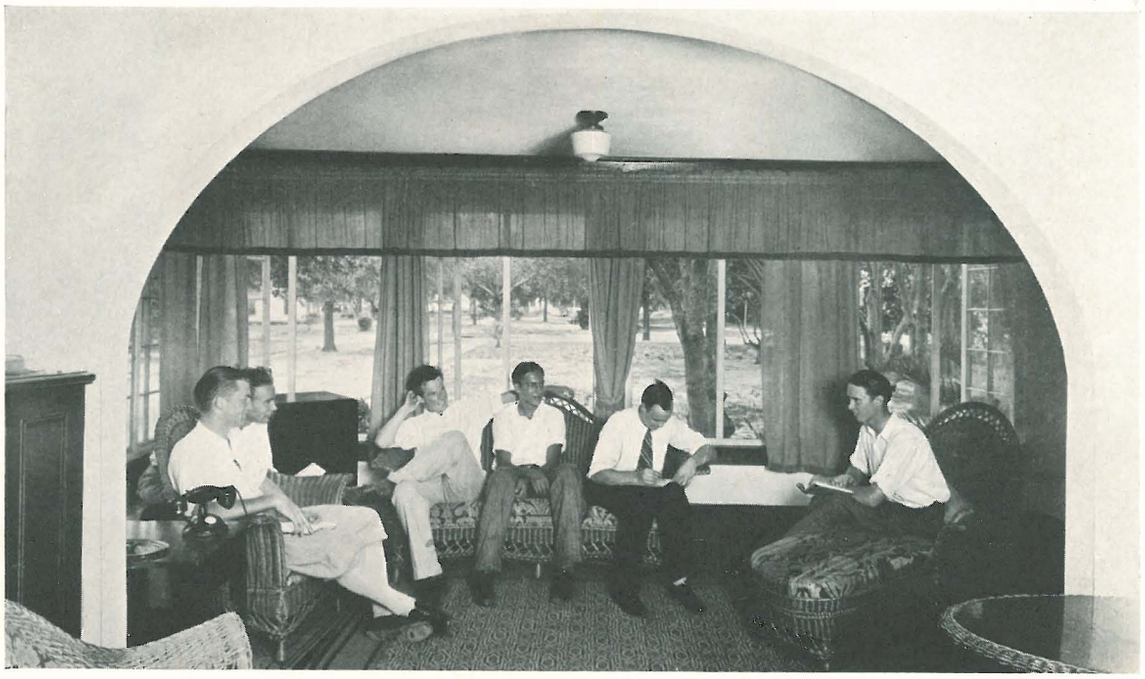
GIRLS OF THE OLDEST SORORITY

"I had not been sure that the students could or would of themselves take hold of a proposition that called for real deep intellectual thought and actually put the time into it to carry it through," said a Rollins professor. "In consequence, it was with considerable fear that I accepted the responsibility for the Liberal Club. Tonight my fears are allayed, for I have just listened to an hour and a half discussion under a student leader that was worth any man's time to hear. These students discussed the recent Religious Conference, the meaning of religion, and what the Conference had done for them, in a manner that I have never heard elsewhere.

"Only two faculty members were present and neither of us said over twenty words during the whole meeting. I don't think that could have happened elsewhere. Either the faculty members would have broken in, or else the students would have got stuck and would have called on the faculty members to contribute. In this case neither happened."

Student and Faculty Comradeship

Much has been written about the need for close personal contact between students and teachers. At Rollins it is no longer a theory but a fact. Indeed, so closely mingled are they that Carrie Chapman Catt on a recent visit said, "My greatest difficulty seems to be, to tell the professors from the students." The teachers are a little older, that is all. There is a constant intermingling in social life, in sports, in leisure; the friendship is that of neighbors of similar tastes who like each other. When the two come together at Rollins, there are no aloof, shy, fierce, boorish, cold, unfriendly professors; no timid, fearful, resentful, bored, ill-at-ease students. Here there is no battle between the teacher and the taught, and no armed truce when they meet; rather they are comrades enlisted in the same army, moved by the same ideals, advancing on the same front.



BOYS OF THE NEWEST FRATERNITY

"LIKE CHILDREN OF A FAMILY TALKING TO THEIR ELDER BROTHER"—
STUDENTS VISIT THE PROFESSOR OF BIBLICAL LITERATURE

Familiarity Breeds Respect

"Here," as one student put it, "faculty and students are truly pals who still admire and respect each other. Whoever said that familiarity breeds contempt should come to Rollins to find his statement exploded! At my former college, I had a half dozen professors, but I can hardly recall their names. At Rollins I have acquired faculty friendships which I am positive will endure through life. And how fine it is to be able to work for one's friend—not one's boss. Whatever we may lack at Rollins, we have a comradeship and common loyalty which makes everything worth trying for."

Another student says, "The best thing I have found in my college life is the companionship of a professor whose home, ideas and help are always open to me. I have enjoyed this friendship immensely as well as that of the other faculty members who are always at home to us. They gladly lend their books and spend their time with us whenever we want it. I believe even the President really likes to have us come to see him. I imagine Rollins is the only college in the country where a student can, as a matter of course, challenge the President to see which is the better man at tennis."

The World Comes to Rollins

Not only is the contact between faculty and student peculiarly intimate, but there is unusual opportunity for students to meet distinguished persons simply and informally. President Holt's wide personal connection brings to the College religious leaders, statesmen, peace workers, army and navy officials, novelists, poets, musicians; and whether they come to lecture, to visit or to appear as part of the contents of the *Rollins Animated Magazine,* "the only

A GROUP OF STUDENTS CALLS ON THE PRESIDENT

magazine that comes alive"—wherein each famous author is heard instead of read—students are given a chance to meet them just as they would meet other students on an equal plane.

A College Where Students Are Trusted

The whole emphasis at Rollins, whether in the curriculum, teaching method or community life, is upon the full and free development of the individual, and the student early comes to feel that the College wants to put itself at his disposal rather than put him through a course of intellectual sprouts. It asks "What can we do for you?" instead of saying, "Come and get it, and you'd better like it." Rollins trusts its students, assumes that they are there to get an education and that they do not need to be driven.

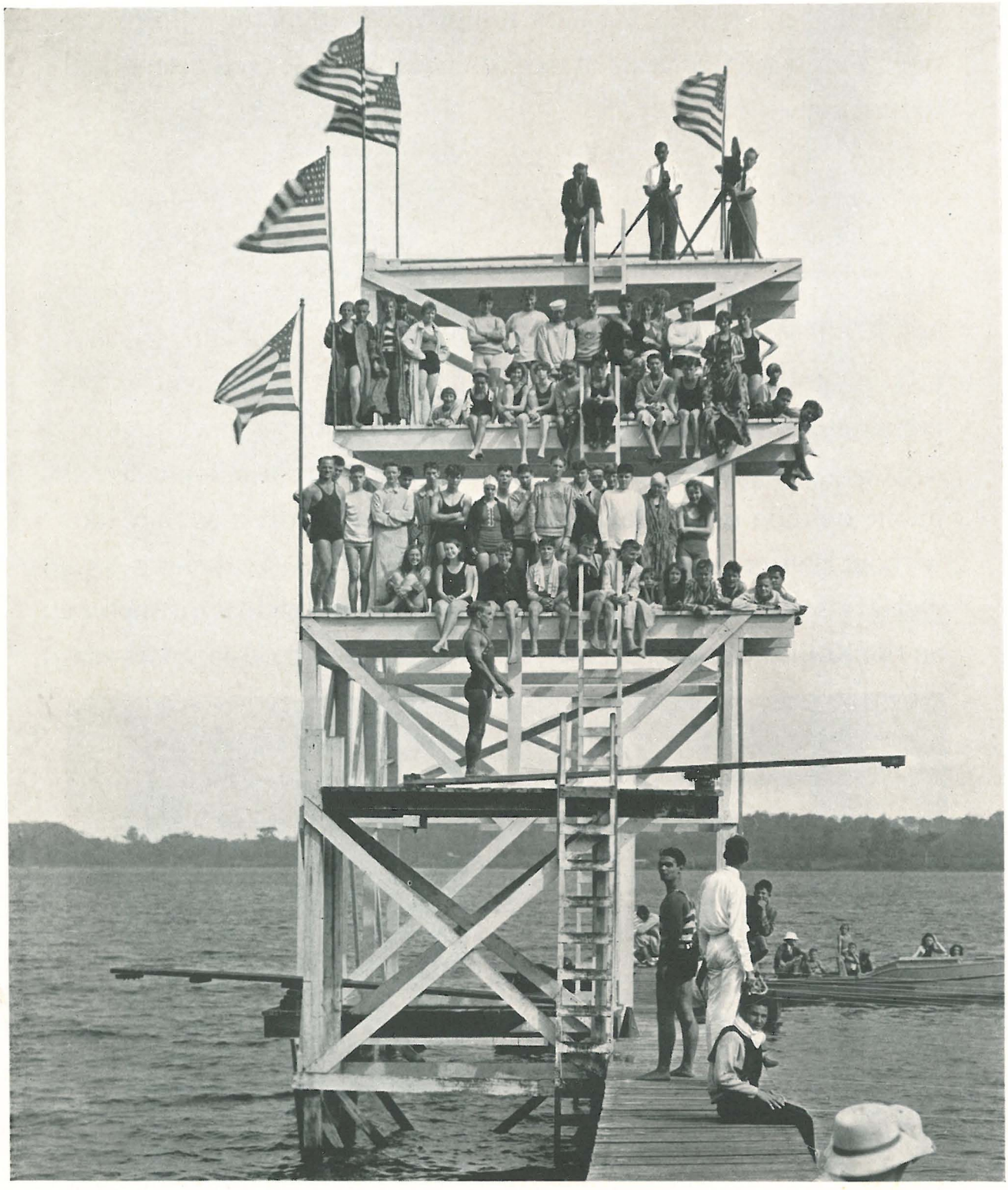
This confidence extends to the conduct of student affairs, and even to matters of discipline. A Board of Appeal containing four students and three faculty members can be resorted to by any stu-

dent who feels that he has been unfairly treated by the administration. But in the two years of its existence it has not even been asked to function.

For Individual Development

As a result of the unusual program and liberal spirit of Rollins there is a lack of uniformity among the students that is refreshing. To one familiar with campuses where every collegian is as like every other collegian as if he had been designed by John Held, Jr., it is pleasant to find a college community where each student freely pursues his own individuality and intellectual interests without being thought "queer"; where there are few campus taboos; where public opinion even allows men and women to dress as they like without conforming to a rigid collegiate mode. To belong to a social fraternity or sorority is not essential to individual distinction on the Rollins campus. In fact, many students who are leaders aca-

A HISTORY CLASS STUDIES THE RUINS OF A SEVENTEENTH CENTURY FRANCISCAN MISSION NEAR NEW SMYRNA



THE COLLEGE DIVING TOWER

demically and otherwise are not members of social groups, and the lonely student who is shut out from social life through cliques and snobbery, is almost unknown.

A True Democracy

Life on the Rollins campus is simple, unostentatious, without frills; boys and girls mingle together in a wholesome comradeship; there are few rules and restrictions; the community of both students and teachers is, to use a well worn phrase, one big family. And the students are really happy. A Junior girl says of the College, "The students are not all wrapped up in clothes, drinking and loafing at Varsity shops, and the amusements are simple. In how many colleges would a girl enjoy putting on sailor trousers, getting into a canoe and spending the afternoon reading a good book and just drifting about on the lake?"

With the girls wearing simple cotton dresses and no hats, and the boys usually in shirt sleeves, there is present a democracy which is usually characteristic of the camp and the seashore. Typical of the Rollins campus spirit is the fact that it is not considered unusual to see some of the leading and most popular men students serving wheat-cakes in a downtown lunch counter, and no loss of social caste is involved. It is accepted quite as a matter of course. There are many wealthy students at Rollins, as elsewhere; but a stranger could not pick them out by their bearing, appearance or action.

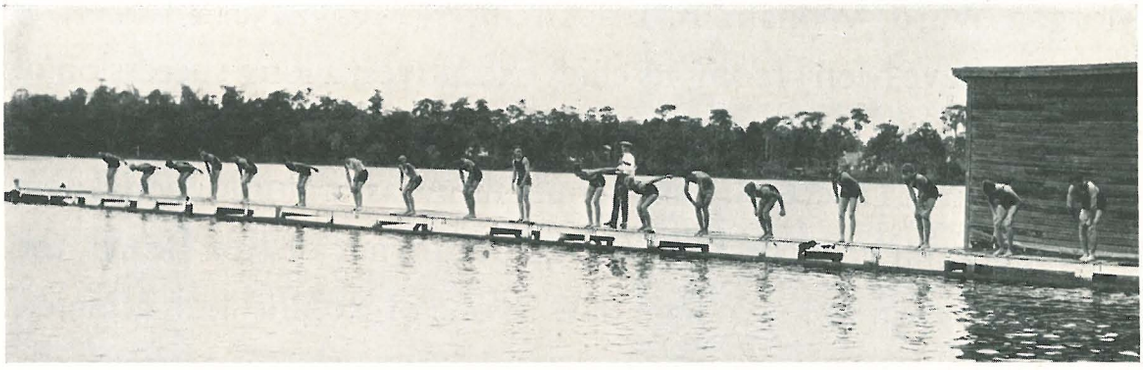
For Character Building

"It has been my privilege to visit many colleges in my work," said a mature student who registered at Rollins, "and nowhere have I found the understanding and coöperation between faculty and

students that exists here." It is from this close contact that the student comes to admire his teachers, who are men and women of fine background, large experience in life, and nobility of character. It is through the impress of these "golden personalities" that his own character is unconsciously but inevitably formed. And over and above this personal influence there is an ennobling emphasis on Christian principles which strengthens student character. Rollins is non-denominational; but two years of Bible study is required, and no student can graduate without a knowledge of the world's greatest example of religious literature, to be ignorant of which is to be truly uneducated.

A New England Tradition

In its tradition and life and environment, Rollins combines the good qualities of both Northern and Southern education. It is not



by accident that one of the shaded thorofares of Winter Park is named New England Avenue. It is rather a fitting tribute from the early town planners to the section of the country from which they came. For Winter Park, a city of homes substantially built among palms and pines, is in reality a bit of New England set down in the balmier climate of the high lake region of Florida. And Rollins College shares the traditions and the ideals that founded and nurtured Amherst, Dartmouth, Williams, Yale, Wellesley and Mount Holyoke. Indeed it was founded under the same auspices as most of the New England colleges---by a group of Congregational ministers and pioneer laymen who, forty-five years ago, saw the need of bringing to a new country not only the Church but the college.

Since 1885 Rollins has carried on steadily its work of giving sound and thorough education to young men and women. George

Morgan Ward, William F. Blackman, W. R. O'Neal, Robert J. Sprague, have been among its chief executives; a long succession of men prominent in business and affairs have given able leadership on its Board of Directors; a small but enthusiastic alumni body, now and for several years past, under the presidency of Rex Beach, the novelist, known in his college days as one of Rollins' best athletes, has loyally helped to conserve its fine traditions and to meet its needs. It is through the enthusiastic coöperation of all these groups that Rollins has been able successfully to transplant the ideals and atmosphere of the famous old Christian colleges of New England to the new South.

An Open-Air College

But what a difference there is between the setting of Rollins College and its New England forbears! When the autumn skies blacken in Cambridge and the "duck boards" are laid on all the walks in the college yard in preparation for a snowbound winter, shirt-sleeved Rollins students are taking to their cypress-bordered lakes in canoes, cutting into the blue water from the high diving board, holding open air classes under spreading live oaks hung heavy with grey Spanish moss and walking over a campus bright with the flowers of a Florida winter which resembles a Northern spring.

To be the "open-air College of America" is part of the Rollins ideal. A visitor who comes when the weather is warm may find half the College in the lake, and the other half meeting with its teachers under the trees. When the new building plan becomes a reality, there will be open-air courts for class room meetings and sleeping

porches for every student. Boating, swimming, sailing, have produced for the Rollins student the nickname of "Tar," along with an unusual proficiency in water sports. Constant outdoor life, and year-round golf, tennis and other open-air sports help to produce a student body notable for its health, robustness and freedom from the colds and minor ills that menace students in Northern climates.

A College of Infinite Possibilities

Here then is Rollins College, a community of 310 students of the liberal arts and sciences and 31 teachers, offering instruction of the highest quality, and using every resource of learning and teaching skill and personality to prepare its students for life. Unusual in its teaching staff, its student body, its atmosphere---it has undertaken an adventure which may do much to change and better American college life.

It has brought a fresh, unconventional outlook to teaching. It has dared to be original in every aspect of its work, from the appoint-

THE GLEE CLUB GIVES AN OPEN-AIR CONCERT

PRESIDENTS OF THREE CLASSES JUST BEFORE THE "RUSH" TO CAPTURE "SAINT ANDY"

ment of a well-known publisher and writer to be America's first "Professor of Books"---a step long ago recommended by Ralph Waldo Emerson---to its recent granting of the honorary degree of Doctor of Humanities to Fred Stone, the actor. In its high ambition to be the best small college in America, Rollins has already gone so far that it has attracted nation-wide attention. But it is doing its work under fearful limitations.

Money Spent for Teachers, Not Buildings

When President Holt set out to get great teachers, he did not get them by offering high salaries. His only bait was the opportunity to take part in this thrilling adventure in common-sense education, and the promise that he would do his best to provide adequate salaries later. Lured by this offer inspiring teachers came, even though the salaries offered were wholly inadequate. They have given themselves freely to the College, and they have enjoyed it, but they deserve a more substantial remuneration than the mere pleasure in good work well done.

True to his belief that great colleges are primarily a collection of great teachers, President Holt has so far spent every available dollar

of the college income for the payment of teachers' salaries. A plan has been devised for the most beautiful collection of college buildings of Mediterranean architecture in America, providing for every need of the College for generations to come. This plan will ultimately be carried out, but teachers must come first.

Utmost Economy in Management

The Florida climate has made it possible to keep costs for building and equipment at a minimum. There are no cold winters to guard against and coal bills are almost non-existent. Buildings have been revamped with the least possible outlay; equipment is in every instance simple, substantial and inexpensive; overhead expenses are kept at a minimum; there is no ascertainable waste in any department of the College expenditure. At Rollins every dollar buys a full dollar's worth of value, and because of careful planning, usually

CARNEGIE HALL

THE OCEAN IS ONLY TWO HOURS AWAY

considerably more. In no college commons, for example, is there better food, greater variety or more attractive service, yet the cost of board per student is only $265 for the entire college year.

Perhaps this business-like economy of operation is one reason why Rollins has appealed to leading business men like Irving T. Bush and the late Judge Elbert H. Gary, both of whom have made substantial gifts to the College.

A Hand-to-Mouth Existence

Where pine tables take the place of mahogany desks and the money saved is used to hire teachers, the ideal of plain living and high thinking becomes a reality. Rollins has gone far enough to prove what it can accomplish, if given the opportunity, and it has now set itself to the task of adequately financing a college in which four hundred students of the liberal arts and sciences shall learn at the hands of forty professors who will be as good as can be obtained anywhere in the world. Properly to provide such teachers for a student body of this size requires an additional endowment of $2,500,000.

Despite the value and importance of the Rollins contribution to higher education in America, the College has made it on an absurdly small income. Its entire endowment consists of $612,000

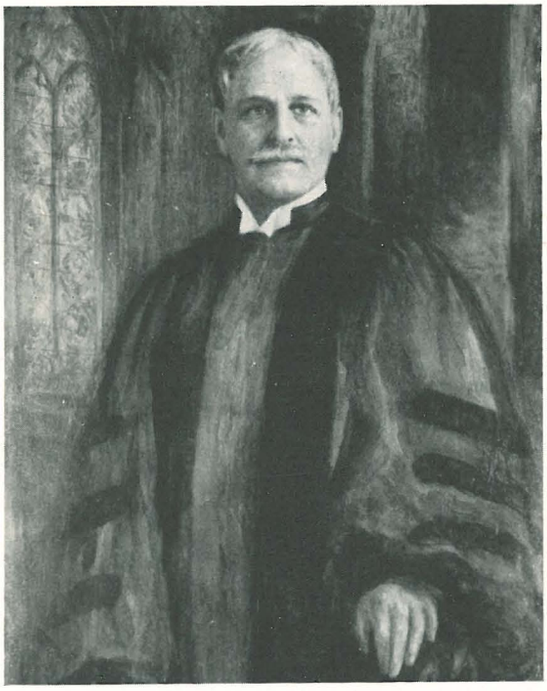
which must be invested in securities legal for trust funds, yielding a low rate of interest. The income of $32,000 from this capital, together with student fees, has been entirely inadequate to provide for even bare necessities and consequently the College has yearly been forced to seek gifts to avert a deficit. Nearly three times as much as the endowment income was collected in gifts to meet last year's expense.

$2,500,000 for Adequate Financing

Obviously such a situation cannot go on indefinitely. The value of Rollins' contribution is imperilled; executives must worry over how expenses are to be met; professors who have cheerfully accepted niggardly salaries cannot receive merited increases.

To place Rollins firmly on its feet, to relieve the College from an annual deficit, to make the successful continuance of this important educational experiment a certainty, the College must have additional funds of $2,500,000. With the exception of the sum of $300,000 to meet current needs of the present biennium, which has already been subscribed, the income from the proposed additional financing will be used entirely for the payment of teachers'

A FOOTBALL SCRIMMAGE



REV. GEORGE MORGAN WARD, D.D., LL.D.
PRESIDENT EMERITUS

salaries. It is estimated that the income of the College from its present capital funds, and from tuition fees, will care for the other items of administration and maintenance, once this additional endowment is raised.

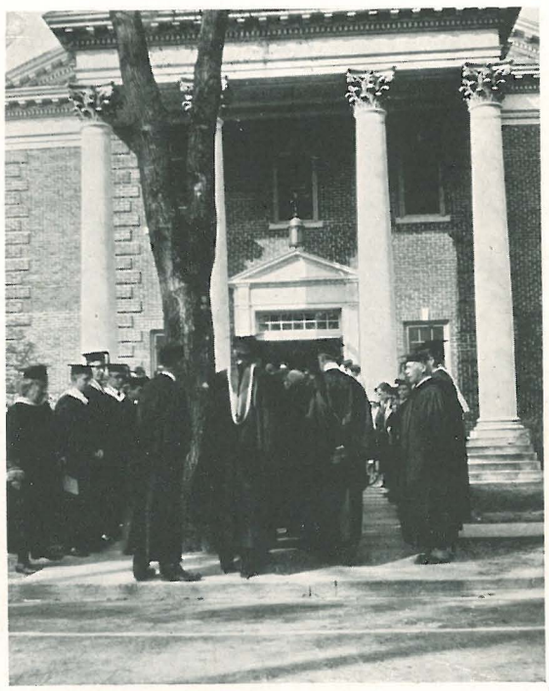
Under the new budget, $20,000 annually will be available for scholarship funds to help worthy students who are not able to pay the tuition fee, which will be advanced this year from $200 to $300. Loan funds will supplement scholarship allowances so that no able and worthy student of small means need be deprived of an education at Rollins College because of lack of money.

Sixty-Eight Per Cent for Instruction

In the past, money has been raised merely to meet current operating deficits until there had been sufficient time to test the results of the Rollins Conference Plan. Since this Plan has now stood the acid test of time and criticism, and has proved its worth, the trustees feel justified in seeking this permanent endowment to make its continuance a certainty.

Under the new budget, which will be permitted by the raising of this $2,500,000 fund, the entire college income, including student fees, will be $262,000. In keeping with the present practice of re-

ducing overhead expenses and putting as much as possible into the payment of teachers' salaries, 68 per cent of this income will go directly for instruction, faculty salaries and departmental supplies. This is a gratifyingly high percentage. It is considerably higher than the average for the United States --- and is only made possible by economical operation and maintenance of the physical plant and by keeping other administrative expenses at the lowest point consistent with efficiency.



BACCALAUREATE SERVICE AT THE CONGREGATIONAL CHURCH

Better Salaries for Good Teachers

Despite the high calibre of the Rollins teaching staff, salaries are still very low. The combined average salary of teachers of all ranks in both Class A and Class B New England colleges is nearly $1,000 higher than at Rollins, and the institutions of the highest standing with which Rollins must compete have many times its endowment and can offer maximum salaries far in excess of those now offered by Rollins or contemplated in the future.

The proposed additional financing will provide the College with a permanent income sufficient to pay the following scale of salaries:

Ten full professorships at a median salary of $5,000.

Ten associate professorships at a median salary of $4,000.

"A SETTING OF EVERLASTING VERDURE"

Ten assistant professorships at a median salary of $3,000.

Ten instructorships at a median salary of $2,000.

This means that while some teachers will receive less than the above figures, it will be possible for the College to pay more than those amounts when necessary, and that the average will be as indicated. It allows for continuing the present ratio of one teacher to ten students and for an average increase of 100 in the student body.

For Living Memorials

The opportunity now presented to donors, is *the endowment of instruction* so that Rollins College may attract and hold the very best teachers obtainable anywhere. The raising of this fund of $2,500,000 is a guarantee that instruction will be directed by distinguished men and women in every field of learning. A chair to be filled by a world leader in his subject, who can be obtained because of the advantages of living in Florida and at Rollins, for, say, $6,000 a year, may be perpetually endowed and named for the donor at a cost of $120,000.

"THERE MAY BE ON THIS CONTINENT A VILLAGE MORE BEAUTIFUL THAN WINTER PARK BUT IF SO I HAVE NEVER SEEN IT. OLD DEERFIELD IS LOVELY BUT IT IS DEAD. WINTER PARK IS ALIVE. ITS BEAUTY IS THAT OF YOUTH, ITS SPIRIT LOOKS FORWARD, NOT BACKWARD. IT IS LIKE A STIRRING NEW ENGLAND COMMUNITY IN THE TIME OF MY BOYHOOD IN A SETTING OF EVERLASTING VERDURE AND MANY FLOWERS AND ABUNDANT SUNLIGHT."

IRVING BACHELLER

THE ROLLINS CREW

Other professorships, lectureships and teaching positions may be endowed at proportionate figures. Whatever money is given to the College in this campaign will go entirely into the Endowment Fund, as gifts have been made *to cover all expenses and to meet any possible deficit during the present year.*

A National College

Rollins is strategically located not only from the standpoint of a climate which makes for ideal campus living conditions, but because it is near the centers where families from all over the country spend their winters. It is within forty-eight hours of seventy-five per cent of America's population. The influx of winter visitors to Florida continues to increase, and along with it the permanent population. This year the College has registered students from 34 different states and eight foreign countries, a wider geographical distribution than that of the student body at Amherst or Williams, and almost as wide as that at Mount Holyoke, Wellesley, Dartmouth or Smith. Thus Rollins is already serving the country at large, but unlike these other national colleges, Rollins has no local territory

A COMMENCEMENT PROCESSION

which is rich enough adequately to provide for its needs. Its financial appeal must be, like its constituency, nation wide.

A Young College for Young People

Although the oldest College in the state of Florida, being founded in 1885 and antedating even the State University, Rollins is in spirit the youngest College in America. It is a sign of its youth that its young men and women work tremendously hard. And it is a sign of the youthful spirit of the faculty that they also burn the midnight oil. Because of the demands made by the Conference Plan, the professors probably spend more hours in the class room, and more hours out of the class room in conferences and personal efforts to help special students to do creative work, or achieve something else equally notable, than do those in any other college.

Young, poor, hardworking, ambitious, serious-minded---words that apply truthfully to Rollins students and to Rollins College---it is the kind of an institution that older men and women, who feel something of the Spirit of Youth still stirring within them, will rejoice to help.

Already Rollins College has to be reckoned with when the outstanding colleges of America are listed---not because of age, or endowment, or buildings, or enrollment but because it is vibrant with life, pulsing with ideas, carried forward by vivid, compelling personalities, because it is one of the newest and one of the really significant outgrowths of American education.

Here, then, is a vital force among America's colleges, a lively lump of leaven that is capable of leavening the whole mass. Here is a well-spring of new ideas---as new as John Dewey and as old as Socrates---and a generous supply of the courage and enthusiasm necessary to put them into practice.

Considered quite by itself this educational enterprise is worthy of the most generous support; considered in relation to the whole field of higher education it is a sign and portent of a new day for our colleges. To help Rollins College touch and vivify the lives of the youth who come to it is privilege enough; to help it to quicken the whole field of higher education is an unparalleled opportunity for wise giving.

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