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# Rollins College Catalog 1935-1936

Rollins College

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# ROLLINS COLLEGE BULLETIN

VOLUME XXXI

FEBRUARY, 1936

NUMBER 3

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## ANNUAL CATALOGUE

FIFTY-FIRST SESSION

1935-1936



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.

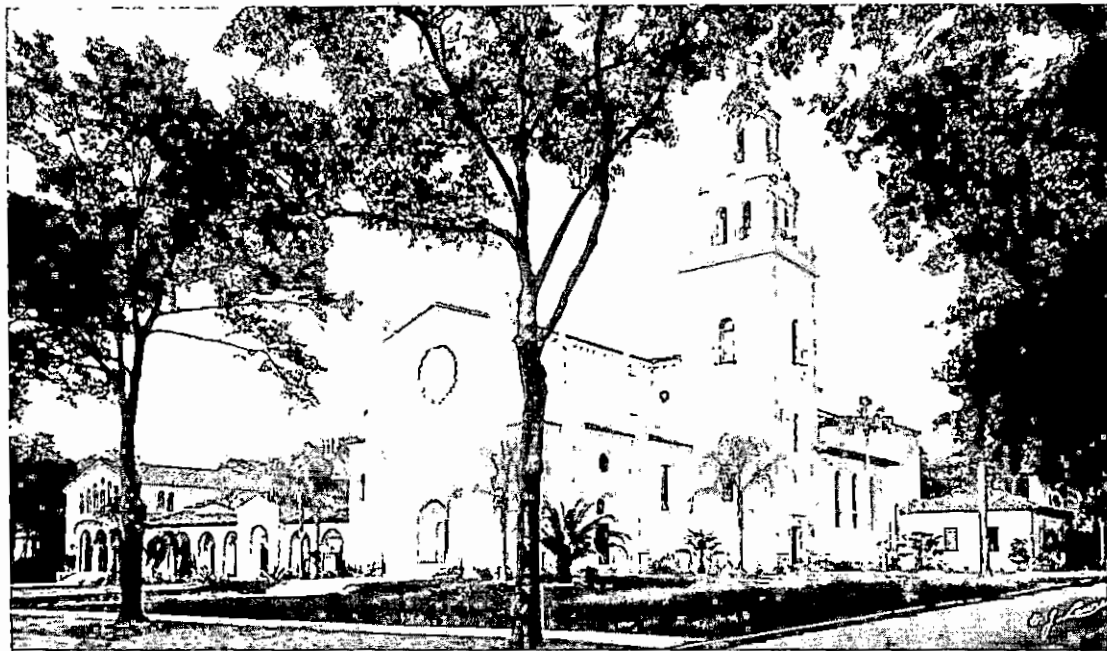
Correspondence concerning admission to the College should be addressed to the Dean of the College.

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.



*ANNIE RUSSELL THEATRE*

*KNOWLES MEMORIAL CHAPEL*

# ROLLINS COLLEGE CATALOGUE 1935-36



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.*

FIFTY-FIRST ANNUAL CATALOGUE WITH  
ANNOUNCEMENTS FOR 1936-1937

## 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 oldest institution of higher learning in Florida, Rollins was founded fifty-one years ago under Congregational auspices to provide for Christian education in Florida. Although undenominational it has steadfastly maintained the ideals of its heritage.

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

## 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	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

## 1937 CALENDAR 1937

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

# COLLEGE CALENDAR

1936-1937

1936

- August 15, Saturday . . . . . *Woodstock Reunion*  
September 25, Friday, 4:00 p. m. . . . *Meeting of Faculty*  
September 25-30, Friday (evening)—Wednesday,  
    *Orientation Week Exercises and Entrance*  
    *Examinations.*  
September 28, Monday, *Registration of New Students Begins*  
October 1, Thursday, *Registration of Old Students Begins*  
October 3, Saturday, 8:15 p. m., *Student Association Reception to New Students and New Members of the Faculty*  
November 26, Thursday . . . . . *Thanksgiving Day*  
December 18, Friday, noon . . . . . *Fall Term Ends*  
    *Christmas Recess*

1937

- January 4, Monday, noon . . . . . *Winter Term Opens*  
February 17, Wednesday, 10:00 a. m., *Meeting of the Board of Trustees*  
February 19, Friday, 4:00 p. m., *Bachelor Essay Contest*  
February 20, Saturday . . . . . *Alumni Day*  
February 21, Sunday, 2:30 p. m., *Literary Vespers, "Rollins Animated Magazine", Vol. XI, No. 1*  
February 22, Monday . . . . . *Founders' Day*  
    10:00 a. m., *Convocation*; 8:15 p. m., *Meeting, Phi Beta Kappa Association of Central Florida.*  
March 17, Wednesday, afternoon . . . *Winter Term Ends*  
    *Spring Recess*  
March 22, Monday, 8:30 a. m. . . . . *Spring Term Opens*  
May 1, Saturday . . . *State Interscholastic Swimming Meet*  
May 25, Tuesday . . . *Meeting of the Board of Trustees*  
May 30, Sunday . . . . . , *Baccalaureate*  
June 2, Wednesday . . . . . *Commencement Day*

*Rollins College**Summer Vacation*

September 24, Friday, 4:00 p. m. . . . *Meeting of Faculty*

September 24-29, Friday (evening)—Wednesday,  
*Orientation Week Exercises and Entrance  
Examinations.*

September 27, Monday, *Registration of New Students Begins*

September 30, Thursday, *Registration of Old Students Begins*

November 25, Thursday . . . . . *Thanksgiving Day*

December 17, Friday, noon . . . . . *Fall Term Ends*

*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.

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William Russell O'Neal, *Secretary*

Ervin Theodore Brown, *Treasurer*

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Halsted W. Caldwell

Donald A. Cheney

Newton Pendleton Yowell

William Russell O'Neal, *Secretary*

### *Finance Committee*

William Russell O'Neal, *Chairman*

Hamilton Holt

Douglass W. Potter

John H. Goss

Fritz J. Frank

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Fritz J. Frank . . . . . New York, New York

Halsted W. Caldwell . . . . . Winter Park, Florida

Milton J. Warner . . . . . Pine Orchard, Connecticut

John H. Goss . . . . . Waterbury, Connecticut

Cornelius Amory Pugsley . . . . . Peekskill, New York

Edith Conway Ringling . . . . . Sarasota, Florida

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Douglass W. Potter . . . . . Louisville, Kentucky

Paula W. Siedenbergh . . . . . Greenwich, Connecticut

Roger Shaw . . . . . New York, New York

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Newton Pendleton Yowell . . . . . Orlando, Florida

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Henry A. Atkinson . . . . . New York, New York

William Henry Fox . . . . . New York, New York

Alexander Akerman . . . . . Tampa, Florida

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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*

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*Treasurer and Business Manager*

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*Assistant Treasurer*

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*Registrar*

ANNA BIGELOW TREAT

*Assistant Registrar*

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*Dean of Knowles Memorial Chapel*

HARVE CLEMENS

*Director of the Conservatory*

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*Secretary of the Board of Trustees*

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*Chairman of Alumni Council*

KATHARINE LEWIS

*Alumni Secretary*

WILLIAM FREDERICK YUST

*Librarian*

RALPH SHERMAN CLARK

*Director of Publicity*

---

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*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*

Clara Bertha Adolfs, *Secretary to the Dean of Knowles  
Memorial Chapel*

## FACULTY

(Arranged within each ranking in order of appointment.)

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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*

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*Professor of Biology and Botany*

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*Librarian*

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*Assistant to the President*

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*Professor of English*

\* Deceased January 16, 1936.

\*\* Absent on exchange at the University College of the Southwest, Exeter, England.

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vantes à la Faculté des Lettres de Paris.

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*Instructor in Sculpture*

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*Instructor in Astronomy*

WILLIAM LAWRENCE HUTCHINGS, B.S., A.M., PH.D.

*Instructor in Mathematics and Physics*

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*Instructor in Art*

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*Instructor in Chemistry*

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*Assistant Instructor in Folk Dancing*

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*Director of the Conservatory and  
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*Assistant to the Director*

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*Associate Professor of Organ and  
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*Associate Professor of Violin*

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*Associate Professor of Piano*

BRUCE DOUGHERTY, Juilliard Graduate School of Music

*Associate Professor of Voice*

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ern University.

*Assistant Professor of Harp and Piano*

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*Assistant Professor of Music Education and  
Choirmaster*

ALICE CLEMENS

*Instructor in Piano*

EMELIE SELLERS DOUGHERTY, A.B.

*Instructor in Piano*

WILLIAM MCINTOSH

*Instructor in Brass*

AROXIE HAGOPIAN, B.M., Juilliard Graduate School of Music.

*Instructor in Voice*

LEONARD KRUPNICK, pupil of Daniel Saidenberg.

*Instructor in Cello*

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*Gamma Phi Beta House*MRS. NORMA CULLEN STEMM *Kappa Alpha Theta House*MRS. MARIAN HOXIE WILCOX . . . . . *Pi Beta Phi House*MRS. MARGARET WILLIAMS COE . . . . . *Kappa Alpha House*WILLIAM HERBERT COOK . . . . . *Rollins Hall*MRS. SUSANNE SLYDER HEYLIN . . . . . *X Club*FLEETWOOD PEEPLES . . . . . *Chase Hall*MRS. JULIA ANN SELLAR . . . . . *Phi Delta Theta House*MRS. ELEANOR WAHL SWENGEL . . . . . *Rho Lambda Nu House*

MRS. MINNIE KIRKPATRICK WHITE

*Theta Kappa Nu House*

\*Resigned.

## 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

*Board of Admissions to Upper Division—Arts and Sciences:*

Mr. Weinberg (*Sciences and Mathematics*); Mr. Harris (*English*); Mrs. Lamb (*Foreign Languages*); Mr. Smith (*Social Sciences*); Miss Packham (*Psychology, Philosophy, Religion, Education*); Mr. Clemens (*Expressive Arts*); Dr. Kinsler and Miss Weber (*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, Mr. Allen, Dean Anderson, Dean Campbell, Mr. Clark, President Holt, Mr. Pierce, Mr. Rae.

*Commons:* Dean Anderson, Mr. Brown, Dean Enyart, Mrs. Lester, Mr. McKean, Dean Sprague.

*Curriculum:* Dean Anderson, Dr. Bradley, Dean Enyart, Dr. Fleischman, Dr. MacLaren, Dr. Melcher, Dr. Pattee, Dr. Salström, Miss Shor.

*Debating:* Mr. Pierce, Mr. Biddle, Miss Butler, Dr. Fleischman, Mr. France.

*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, Dr. Wright.

*Founders' Week:* Dean Anderson, Mr. Brown, Mr. Clark, Dr. Fleischman, Dr. Grover, Mr. Hannia, President Holt, Miss Leonard, Mr. Weinberg, Miss Woods.

*Fraternities:* Dr. Fleischman, Dr. Grover, Miss Moore, Miss Packham, Dr. Stone, Mr. Trowbridge.

*Graduate Study:* Dean Anderson, Dr. Bailey, Dr. Clarke, Dr. Feuerstein, Dr. Uphof, Mr. Wattles.

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

*Intercollegiate Athletics:* Dean Anderson, Dr. Bradley, Mr. Clark, Dean Enyart, Mr. McDowall, Mr. Peebles, Mr. Roney, Mr. Trowbridge, Mr. Ward.

*Library:* Mr. Yust, Mr. Granberry, Dr. Grover; Mr. Howard, Mr. McKean, Dr. Waddington.

*Museum:* Mr. Davis, Dean Campbell, Mr. Peebles, 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. Biddle, Miss Butler, Mr. Clark, Mr. Dougherty, Miss Moore, Mr. Rae.

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

*Social:* Dean Sprague, Mr. Allen, Dean Enyart, Mrs. Holmes, Dr. Phyllis Hutchings, Mrs. Lester, Mr. McKean, Miss Weber, Mrs. Wilcox. *Students:* Dorothy May Manwaring, William Francis Whalen; Paul Sprague Ney (*ex-officio*).

*Student Adjustments:* Dean Anderson, Dr. Bailey, Dr. Beard, Dean Campbell, Dr. Clarke, Dean Enyart, Dr. Feuerstein, Mr. Foster, Dean Sprague, Mr. Trowbridge.

*Student Aid:* Dean Anderson, Mr. Brown, Mr. Clemens, Dean Enyart, Dr. Grover, Miss Shor, Dean Sprague.

*Student-Faculty:* Dean Anderson, Dean Enyart, Dean Sprague; Mr. Howard, Dr. MacLaren; Miss Weber, Miss Shor (*alternate*);

*Students:* Reginald Theodore Clough, Norris Chapin Clark, Howard Westwood Showalter, Jr. (*alternate*); Barbara Niles Connor, Mary Perry Oldham, Jane Caruthers Beauchamp (*alternate*).

*Student-Standing:* Dean Anderson, Dr. Bradley, Mrs. Cass, Mr. France, Dr. William Hutchings, Dr. Kinsler, Miss Shor.

## REGISTER OF STUDENTS

### GRADUATE STUDENTS

Beyer, Betty Christine	Orrville, Ohio
A. B., DePauw University	
Greene, Wilhelmina Freeman	Winter Park
A. B., Rollins College	
Marchman, Watt Pearson	Bartow
A. B., Rollins College	
Marshall, Elizabeth Jane	Winter Park
A. B., Rollins College	
Pearce, William Thompson	Winter Park
Graduate, United States Naval Academy	
Warner, Mary Elizabeth Ransom	Winter Park
A. B., Rollins College	

### OLD PLAN STUDENTS

#### *Class of 1936.*

Birkbeck, Alexandra	Mount Dora
Chakales, Lawrence Socrates	Asheville, N. C.
Jordan, Walter Lee	Orlando
Smith, Virginia Richardson	Winter Park
Spurr, Robert Anton	New Rochelle, N. Y.
Stoddard, Allan Avery	Westport, Conn.

### NEW PLAN STUDENTS

#### *Upper Division*

Abbott, Horace Porter, Jr.	Melrose, Mass.
Allen, Charles Willis, Jr.	Glenview, Ky.
Andrews, John Osgood	New York City
Astrup, Jean Eleanor	Lakewood, Ohio
Axline, Martha Jane	Lancaster, Ohio
Bamberger, Steven Harry	New York City
Bartlett, Leah Jeanne	Venice
Beauchamp, Jane Caruthers	Louisville, Ky.
Bergonzi, Dante Giacomo	New York City
Billingsley, Harriet Joy	Burton, Wash.



Bills, John Clark III	Geneva
Bird, Marguerite May	Bangall, N. Y.
Bothe, Andreas David	Oreland, Pa.
Bowen, Hazel Irene	Winter Park
Bragg, Volney Casper	Manchester, N. H.
Breck, Dorothea	Tampa
Brown, Harry Richard, Jr.	Beatrice, Nebr.
Bullock, John Ogden	Sewickley, Pa.
Carmody, William Alexander, Jr.	Newark, N. J.
Carter, Andrew Jackson	Winter Park
Clark, Ann	Culpeper, Va.
Clark, Norris Chapin	New York City
Clawson, Charles Hatch	Babson, Pa.
Clough, Reginald Theodore	Lebanon, N. H.
Collinson, Bonar Dale	Scobey, Mont.
Connor, Barbara Niles	New Smyrna
Daves, Gulielma Kate	St. Petersburg
Davies, William Lawton	Cleveland, Ohio
Dawson, Ruth Marie	New York City
Dear, Arthur Tyrrel, Jr.	Ridgewood, N. J.
Dorr, Phyllis Neal	Newport, N. H.
Eldredge, Marlen	Memphis, Tenn.
Fluno, John Arthur	Winter Park
Foster, Dwight Eliot, Jr.	Bridgehampton, N. Y.
Gaertner, Miriam Luise	Wilkes-Barre, Pa.
Gantt, Nancy Margaret	New York City
Garrigues, Henry Haydock, Jr.	Williamsport, Pa.
Gettys, Virginia Lee	Louisville, Ky.
Gibbs, Ralph Howard	Springfield, Mass.
Grand, Anne Marie	Orlando
Grant, Frances Virginia	Gulfport, Miss.
Greene, Lucy Madana	Ashland, Mass.
Grimmer, Florence Alleyne	Hempstead, N. Y.
Guinan, Eizabeth Shirley	West Hartford, Conn.
Halfpenny, Violet Gray Patrick	Fairfield, Ala.
Hammond, Marcelle Houghton	Westerly, R. I.
Hammond, Sally Osbourne	Westerly, R. I.
Hauser, Bernhard Dominik	Vienna, Austria
Holden, James Francis	Hackettstown, N. J.
Horine, Ethyl Smither	Winter Park

Howe, Robert Louis	Oak Park, Ill.
Hyer, Frances	Tampa
Jackson, Helen Frances	Swarthmore, Pa.
Jaekel, Virginia Overholt	Doylestown, Pa.
Kelley, Florence Mary	Lexington, Ky.
Keywan, Helene Jane	Ossining, N. Y.
Leavitt, Doris Bernice	Readville, Mass.
Lee, Richard Henry	Pelham Manor, N. Y.
Lichtenstein, Jeanette	Clayton, Mo.
Lincoln, Laura Louise	Marion, Va.
Liu, Wu-Kou	Shanghai, China
Long, May Moulton	Lakemont, N. Y.
McCann, Peter Francis	Utica, N. Y.
McCrary, Claudelle Laura	Tampa
McFarlin, John Rhea	Tulsa, Okla.
MacGaffin, Norman John, Jr.	New York City
McInnis, Cleveland	Palmetto
Mallard, Herbener Law	Mascotte
Manwaring, Dorothy May	Jenkintown, Pa.
Marsh, Martha Beulah	Avon Park
Meeker, Mary Jane	Tampa
Mergentime, Jean Adelaide	New York City
Millar, Sydney Stuart	Harrisburg, Pa.
Moble, James	Sylvania, Ga.
Monroe, Edwin Paul, Jr.	Galion, Ohio
Moore, Margaret	Jamaica, N. Y.
Morrow, Robert Milton	Lake Worth
Muccia, Mildred Florence	New York City
Myers, Ruth Alice	Uhrichsville, Ohio
Newby, Martha May	New York City
Ney, Paul Sprague	Cheshire, Conn.
Nichols, John Asbury	Asheville, N. C.
Oldham, Mary Perry	Albany, N. Y.
Olmsted, Sterling Pitkin	East Hartford, Conn.
Orebaugh, Virginia Grace	Winter Park
Parker, Jean Grosvenor	St. Augustine
Parker, Lillias Annelda	Tampa
Peirce, Victoria Glenn	Brooklyn, N. Y.
Pendexter, Anna Jeanne Fowler	Chicago, Ill.
Perpente, Frances Eleanora	Windham, N. Y.

Plumb, Jean Campbell	Terryville, Conn.
Pope, Thomas Willoughby	Westbury, N. Y.
Potter, Dorothy Eleanor	Madison, N. J.
Powell, Thomas Mabrey	Asheville, N. C.
Prentice, Bryant Hawk, Jr.	Buffalo, N. Y.
Rice, Katharine Bennett	South Orange, N. J.
Richards, Elisabet Lundborg	New Canaan, Conn.
Roberts, Harrison	Richmond Hill, N. Y.
Roush, Eleanora Gertrude	St. Petersburg
Scanlon, Wilson George	Lakewood, Ohio
Shannon, Bertha Jennings	Saco, Me.
Shannon, Richard Cutts III	Saco, Me.
Showalter, Emily Sands	Fairmont, W. Va.
Showalter, Howard Westwood, Jr.	Fairmont, W. Va.
Smith, Dorothy Mae Edwards	London, Ky.
Smith, Eugene Albert, Jr.	Wauwatosa, Wis.
Smith, Jane Lorraine	Dayton, Ohio
Solomons, Kenneth Platt, Jr.	Caldwell, N. J.
Southgate, Frances	Birmingham, Ala.
Stanley, Carolyn	Lincoln, N. H.
Stearns, Sally	Peterboro, N. H.
Stephan, Edith Aileen	Cleveland, Ohio
Suck, Henry	Prague, Czechoslovakia
Suck, Leo	Prague, Czechoslovakia
Terry, Grace	Tampa
Test, Betty Xenophon	Akron, Ohio
Thayer, Jane	Cleveland, Ohio
Trevor, Betty	Buffalo, N. Y.
Tully, Richard Goffe	Glen Ridge, N. J.
Turner, John Edward	Chicago, Ill.
Twitchell, Annette Spencer	Owatonna, Minn.
Webster, Dorothy May	Westboro, Ontario, Canada
Whalen, William Francis	Peekskill, N. Y.
White, Marjorie	Birmingham, Ala.
Williams, Mary Eloisa	Alder, Mont.
Winant, Daniel, Jr.	Brooklyn, N. Y.
Winchester, Katharine	St. Petersburg
Wise, Robert Louis	Winter Park

## Lower Division

Acher, Mary Hilands	Winter Park
Alter, Paul Harry	Winter Park
Alter, Richard James	Winter Park
Anderson, Adelaide Amelia	Caldwell, N. J.
*Anderson, Margery Linn	Winter Park
Argyris, Chris Arche	Newark, N. J.
Atwood, Ward Lehner	West Hartford, Conn.
Bailey, Catharine Helen	Elmsford, N. Y.
Baker, Eliot Spence	New York City
Baldwin, Richard Oran	Winter Park
Ballard, Seymour Durnford	Geneva, Ill.
Barasch, Else	Berlin, Germany
Barr, William Edward	Pelham Manor, N. Y.
Barrett, Carolyn	Winnetka, Ill.
Barrington, Jack Manliffe	New York City
Bashford, Margaret Ruth	Coral Gables
Bastien, Bettie Marie	Grosse Pointe, Mich.
Beekman, Milton Russling	Cranbury, N. J.
Begole, Harriet Wheatley	Marquette, Mich.
Beisel, Marjorie Mary	Hazleton, Pa.
Bellinger, Janet Gebbie	Mayville, N. Y.
Bennett, Aldith Barbara	Maitland
Biddle, Virginia Mildred	Portland, Me.
Bigelow, Fay Christy	Columbus, Ohio
Bingham, William Harrison	Winter Park
Blunden, Ruth Palmer	Kansas City, Mo.
Bond, Donald Alan	Pittsburgh, Pa.
Bookman, John Fredrick	Cincinnati, Ohio
Booth, Alice Howey	Ft. Lauderdale
Boring, Paul Purdy	Daytona Beach
Boyd, James III	St. Joseph, Mo.
Boyd, Mary Virginia	St. Joseph, Mo.
Bradley, Donald Winfred	Putnam, Conn.
Brady, Curry	Leesburg
Brady, Harold Lee	Leesburg
Brennan, Arlene Eleanor	New Haven, Conn.
Brown, Helen Loure	Beatrice, Nebr.
Brown, John Bundy	Portland, Me.

\*Deceased October 14, 1985.

Brownell, Arthur Hamilton	Buffalo, N. Y.
Buchanan, Mary Glenn	Scranton, Pa.
Butzel, Elizabeth Magnus	Detroit, Mich.
Byron, Alice Morgan	New Orleans, La.
Cadman, Charlotte Radclyffe	Orlando
Call, George Furbush	Lewiston, Me.
Campbell, Virginia Elizabeth	Orlando
Camra, Ruth Patricia	Cleveland, Ohio
Carmichael, Charles Douglas	Glen Ellyn, Ill.
Case, Dorothy Mildred	St. Louis, Mo.
Caten, Robert McAllaster	Gouverneur, N. Y.
Cetrulo, Dante Alfred	Newark, N. J.
Chapin, Walter Sanford	Brookline, Mass.
Cheney, Donald Alexander, Jr.	Orlando
Clark, John Elliott II	Bridgeport, Conn.
Connor, Ruth Margaret	New Orleans, La.
Corbett, Elinor Claire	Columbus, Ohio
Costello, Thomas Francis	Winter Haven
Crosby, Caroline Mayo	Topeka, Kan.
Cross, Lathrop Lee	Chicago, Ill.
Crowley, Jeanne	Detroit, Mich.
Cudmore, Douglas Laurence	Virginia, Minn.
Dailey, Amelia Laura	Lakeland
D'Ambrogio, Horace Seymour	Riverside, Conn.
Daugherty, Oliver Enzo	Wildwood
Daunis, Frank Joseph	Auburn, Me.
Davis, Betty Claire	West Palm Beach
Davis, Elizabeth Leigh	Forsyth, Ga.
Davis, William Morris II	Shirley, Mass.
Dean, Rosalie Reimold	Orange, N. J.
Dean, Sarah Rives	Andover, Mass.
Dennis, John Wesley	Asheville, N. C.
Draper, Charles Frederick	Cleveland, Ohio
Dudley, Mary	Portland, Me.
Earle, Ann Chamberlaine	St. Petersburg
Edwards, Howard Wesley, Jr.	Cincinnati, Ohio
Elliott, Sara	Jacksonville
Evans, Mary Genevieve	Uhrichsville, Ohio
Eveleth, Priscilla	Winter Haven
Felder, Davitt Alexander	Norwich, Conn.

Felder, Irving Meyer	Norwich, Conn.
Fennell, Orville Gronert	Mamaroneck, N. Y.
Fickinger, Marjorie	Dowagiac, Mich.
Flaherty, Mary Cecilia	Portland, Me.
Fluno, Robert Younger	Winter Park
Freedman, Dorothy Harrison	New York City
Friedman, Doris Gabriella	New York City
Fuller, George Elmer, Jr.	Fairhope, Ala.
Gabriel, George Evans	Hartford, Conn.
Galbraith, Marion Albee	St. Johnsbury, Vt.
Gallagher, Eileen	Troy, N. Y.
Gardner, Carol	Salisbury, Conn.
Gardner, Fentress	Lake Wales
George, Carol Jeannette	Kansas City, Mo.
Giessen, Eleanor Brinton	Orange Park
Gillespie, Richard Livingston	Asheville, N. C.
Gillette, Jeanne Baptiste	Larchmont, N. Y.
Giltinan, John Joseph	Yonkers, N. Y.
Goeller, Charles Thomas	New York City
Goeller, Dorothylu Arnold	New York City
Goldsmith, Warren Randall	New York City
Goodwin, Carroll Cason	Edenton, N. C.
Graham, Lois Lucille	Augusta, Ga.
Greaves, Lyman Bowen	Woodbridge, Conn.
Greer, Genevieve Ainichihoyo	Davis, Okla.
Grover, Graham	Winter Park
Gulnac, Mary Imogene	Rensselaer, N. Y.
Guppy, Patricia Lechmere	Port of Spain, Trinidad, B. W. I.
Hagopian, Aroxie	Morristown, N. J.
Haig, James	New York City
Haines, Frances Dorothy	Philadelphia, Pa.
Hall, John Curry	New York City
Hannahs, Elizabeth Thiers	Kenosha, Wis.
Harbison, Elizabeth Helene	Evanston, Ill.
Harding, Jane	Grand Rapids, Mich.
Harmon, Joy	Orlando
Harrington, Loren Maxwell	Winter Park
Harris, Natalie Gorham	Orlando
Hayes, Robert McMullen, Jr.	Webster
Heath, Wilma Claire	Milwaukee, Wis.

Henline, Clair Gillespie	Orlando
Hilbert, Ethelyn Hartman	Philadelphia, Pa.
Hill, Barbara	Saginaw, Mich.
Hill, Ruth Evelyn	Glen Rock, N. J.
Hiteshew, Grace Talbott	Parkersburg, W. V.
Homan, John Greenleaf Whittier H.	Steubenville, Ohio
Hoskins, Thomas Jons, Jr.	Edenton, N. C.
Howe, Marie	Westfield, N. J.
Howland, Carl Badger, Jr.	Providence, R. I.
Hughes, John Phillip, Jr.	Boxford, Mass.
Hume, Warren Charles	Chicago, Ill.
Ingraham, Richard Kenneth	Bristol, Conn.
Jamin, Charlene Jane	St. Petersburg
Jennison, Helen Stewart	Tampa
Johnson, Robert Welton	Lakeland
Jones, Katherine Alice	Orlando
Jones, Magdalene	Chicago, Ill.
Jones, Richard Bause	Steubenville, Ohio
Justice, Jack Fredrick	Asheville, N. C.
Karnilow, Michael	Woodridge, N. Y.
Keep, Barbara	Lockport, N. Y.
Kennedy, Elizabeth Gray	Portland, Me.
Kettles, Carl Freeman	Dalton, Ga.
Kingsbury, Dorothy Jean	Xenia, Ohio
Kirby, Gerard Benedict	Virginia, Minn.
Kishel, William Robert	Virginia, Minn.
Knepper, Margaret Esther	Oakdale, Pa.
Kurvin, Robert Booth	Suffield, Conn.
Lambert, James Newton	Sarasota
Lancaster, Charles Ringling	Sarasota
Landreth, John Thompson	Evanston, Ill.
Laperal, Tarcila	Manila, P. I.
Lauterbach, Henry Sebastian	Saugatuck, Conn.
Law, Clarence William	Pelham, N. Y.
Levine, Ellen Jane	Woodmere, N. Y.
Levy, Edward Clarence	Asheville, N. C.
Liberman, Frederic Joseph	Brooklyn, N. Y.
Lichtenstein, Joseph Melville	Baldwin, N. Y.
Lichtenstein, Mortimer Haig	Baldwin, N. Y.
Lincoln, Ruth Mary	Tryon, N. C.

Little, Ralph, Jr.	Asheville, N. C.
Lockhart, Frank Norton	Philadelphia, Pa.
Long, Helen Alice Chadwick	Lakemont, N. Y.
Lonsdale, John Gerdès	Lonsdale, Ark.
Lontz, Charles Robert	Richmond, Ind.
Lyman, Howard Charles	Altamonte Springs
MacArthur, Robert Stuart	Sterling, Mass.
McCreary, William Bruce	Louisville, Ky.
McGregor, Geraldine Hanna	Tampa
McInnis, Marion Treadwell	Palmetto
McNitt, Jean Austin	Cleveland Heights, Ohio
Macpherson, Louise Bennett	Jacksonville
McPherson, Thurman Brooks	Oteen, N. C.
MacRury, Alexander King	Manchester, N. H.
MaDan, Elizabeth May	Lansing, Mich.
Makemson, John Henry	Ft. Lauderdale
Matthews, Donald Albert	Lakeland
Matthews, Joseph Lurry, Jr.	Sikeston, Mo.
Melcher, Ruth Elizabeth	Winter Park
Miller, Frank Myers	Ashland, Ohio
Miller, George Quinton	Leesburg
Mills, Wilson Lamb	Charlottè, N. C.
Minott, Laurence Patten	Brunswick, Me.
Mower, Elizabeth	Ironton, Mich.
Munson, Elizabeth Van Deventer	Albany, N. Y.
Murray, Donald Vincent	Monticello, N. Y.
Myers, Margaret Elizabeth	Covington, Ky.
Neill, Lela March	San Angelo, Texas
Nelson, Lilah Virginia	Leesburg
Norton, Florence	Pleasant Ridge, Mich.
Oldham, Emily Pierrepont	Albany, N. Y.
Page, William Robert	Dover, N. H.
Parker, Paul Remsen	Boscawen, N. H.
Parsons, Marion Constance	Fergus Falls, Minn.
Penney, James Simpson, Jr.	Winter Park
Peters, Opal Nadine	Geneva
Poeller, Nan Hamilton	Collinsville, Conn.
Price, Ruth Lucile	Elgin, Ill.
Pringle, Ruth Chesley	Eustis
Rae, John, Jr.	North Stonington, Conn.



Raoul, Mary Wadleigh	Sarasota
Reed, Theodore Worcester, Jr.	Lowell, Mass.
Rees, Hildegard	Tavares
Rich, John Oliver	Philadelphia, Pa.
Riess, Lois Virginia	Torrington, Conn.
Righter, Constance Rulison	Princeton, N. J.
Roberts, Franklyn Leslie, Jr.	Woodstock, Conn.
Robinson, Frances Lee	Wayne, Pa.
Robinson, Marian Frances	Cleveland, Ohio
Rodgers, Isabel Durland	Kew Gardens, N. Y.
Roe, Eleanor Jane	Athens, Ohio
Roper, Ann	Rockford, Ill.
Rose, Harriet Llewellyn	Orlando
Rowe, Benjamin Ackley, Jr.	New Rochelle, N. Y.
Royall, Walter Leon	Yarmouth, Me.
Rutz, Anny	Oberammergau, Germany
Rutz, Maria Katharina	Oberammergau, Germany
Saint Cyr, Alberta Grace	New York City
Savage, Myron Lewis	Orlando
Scanlon, Jack Thomas	Lakewood, Ohio
Schatz, John Bertram	Norwood, Ohio
Scheu, William Edward	Buffalo, N. Y.
Schmitt, Wilda Fredericka	Oxford
Scott, Ruth Eleanor	Evanston, Ill.
Sensenbrenner, Helen Jane	Niagara Falls, N. Y.
Short, Betty Joyce	Clermont
Showalter, Joseph Sands	Fairmont, W. Va.
Sinclair, Mary Elizabeth	Winter Park
Skinner, Elizabeth Chittenden	St. Paul, Minn.
Slosberg, Murray Grant	Norwich, Conn.
Smith, Anne Rosalie	St. Joseph, Mo.
Smith, Evelyn Jarratt	St. Louis, Mo.
Smith, Priscilla Page	Waltham, Mass.
Spickers, Albert Leonhard	Franklin Lakes, N. J.
Spickers, William, Jr.	Franklin Lakes, N. J.
Stanley, Robert Alfred	Lincoln, N. H.
Stearns, John Abel	Peterboro, N. H.
Stirn, Janet Dorothea	Milwaukee, Wis.
Strongin, Edward	Far Rockaway, N. Y.
Stryker, Henry Terhune	Doylestown, Pa.

Stueve, Marita Alice	Mount Vernon, N. Y.
Taulbee, Alan	Lake Worth
Thrall, Howard Clark, Jr.	Windsor, Conn.
Townsend, Eugene Coe	Orlando
Tubbs, Marilyn	Melbourne
Turk, Richard William	Toledo, Ohio
Twachtman, Paul Anderson	Buzzards Bay, Mass.
Twitchell, William Curtis Graper	Owatonna, Minn.
Uphof, Bernice Winifred	Orlando
Vale, Juliet Elizabeth	Southern Pines, N. C.
Van Beynum, Robert Hall	Hartford, Conn.
Vario, Ralph Siley	Mineola, N. Y.
Vogel, Robert Lincoln	Scarsdale, N. Y.
Vosburgh, William Reed, Jr.	Lutz
Wachtell, Geraldine Joy	New York City
Waddell, George Messick	Greenfield, Ohio
Wakefield, Gilbert Leonard	Maplewood, N. J.
Wallace, Lewis Chauncey	La Belle
Warren, Alberto True	Brunswick, Me.
Webb, William, Jr.	Bridgeport, Conn.
Weiss, Frederick William	Toledo, Ohio
Welch, Paul Bion, Jr.	Tampa
Whitelaw, Malcolm Halsey	Sarasota
Whiteley, Mary Norsworthy Shepard II	Washington, D. C.
Whyte, Anna Jessel	Kenosha, Wis.
Wicker, William Whiting	Miami
Wilcox, Jean June	Cleveland, Ohio
Williams, Carol Hurlbut	Cleveland Heights, Ohio
Wilson, Betty Ann	Grosse Pointe, Mich.
Wilson, Joseph Columbus	Anniston, Ala.
Winter, Josephine Porter	St. Louis, Mo.
Winton, Marie	Tampa
Wyner, Betty Ann	Brookline, Mass.
Young, Harold Mathew	Orlando

## SPECIAL STUDENTS

Allen, Lennox Lindsey	Glenview, Ky.
Brabant, John Duval	Detroit, Mich.
Curie, Charles, Jr.	New York City
Daly, David, Jr.	Pawtucket, R. I.

Deeves, John Henderson	Nooton Bay, Conn.
Jones, Beverly Marshall	Fitzwilliam, N. H.
Lee, John Hyde	Douglaston, N. Y.
Lumb, Janet	Poughkeepsie, N. Y.
Malone, Frances Osborne	Brookline, Mass.
Quayle, George Lewin	Cleveland, Ohio
Smith, Freling Springstein	New York City
Young, Harriett Emily	Williamstown, Mass.

## GEOGRAPHICAL DISTRIBUTION

Alabama	5	Montana	2
Arkansas	1	Nebraska	2
Connecticut	28	New Hampshire	11
District of Columbia	1	New Jersey	19
Florida	100	New York	72
Georgia	4	North Carolina	14
Illinois	14	Ohio	33
Indiana	1	Oklahoma	2
Kansas	1	Pennsylvania	18
Kentucky	8	Rhode Island	4
Louisiana	2	Tennessee	1
Maine	12	Texas	1
Massachusetts	15	Vermont	1
Michigan	12	Virginia	2
Minnesota	7	Washington	1
Mississippi	1	West Virginia	4
Missouri	10	Wisconsin	5

## Foreign Countries

Austria	1	Germany	3
Canada	1	Philippine Islands	1
China	1	Trinidad, B. W. I.	1
Czechoslovakia	2		
States Represented	34	Foreign Countries	7

## GENERAL SUMMARY FOR YEAR 1935-36

Old Plan Students		Total undergraduate	
Class of 1936	6	enrolment	406
New Plan Students		Graduate Students	6
Upper Division	128	Special Students	12
Lower Division	272	Total enrolment	424

## DEGREES CONFERRED

FEBRUARY 25, 1935

*Doctor of Divinity*

Stephen Samuel Wise

*Doctor of Laws*

Andre Lefebvre de Laboulaye

\*Jay Thomas Stocking

John James Tigert

*Doctor of Literature*

Joseph Crosby Lincoln

*Doctor of Humanities*

Cordell Hull

Frances Knowles Warren

Thomas John Watson

JUNE 3, 1935

*Master of Arts Degree*

Virginia Martha Holm      Helen Lamb

*Master of Science Degree*

Theodore Johnson Kew      Abe Meer

*Bachelor of Arts Degree*

Ruth Arrant	Louise Alberta Fariss
Robert Westcott Black	Blanche Georgene Fishback
Winthrop Brubaker	Guilford Elmore Galbraith
Grace Johnston Connor	Herbert William Gardner
George Davison Cornell	Jonathan Hall
Nancy Jane Cushman	Sara Colling Harbottle
Milford Justin Davis	Mary Maxeda Hess
Olcott Hawthorne Deming	Joseph Corwin Howell, Jr.
Esther Kendall Earle	Margaret Ryan Jenkins
Stuart Cliff Eaton	Elbert Gordon Jones
Harry Edmonds, Jr.	Mary Jane King
Constance Potter Etz	Katrina Knowlton

\*Deceased, January 27, 1936.

Benjamin Franklin Kuhns, Jr.	Frederick Griffin Scholfield
Julia Louise Large	David Charles Schrage
Frances Lee	Bertha Jennings Shannon
Jane Elizabeth LeRoy	Richard Spofford Shattuck
Sara Townsend Limerick	Emily Kathleen Shepherd
Jack Alan MacWatt	Elsie Lee Shippey
Elizabeth Jane Marshall	Carol Morrison Smith
Janet Rutherford Murphy	Marian Whiting Templeton
Mary Wanita Mutispaugh	Agatha Townsend
LaGeorgia Willson Newell	Ruth Elizabeth Vruwink
Jack Lapsly Ott	Georgia Walling
Barbara Dee Parsons	Robert Warfield
Harold Beaumont Parsons	Helen Louise Welch
Irwin Franklin Price, Jr.	Helen Louise Wellman
Leonard Roth	Eleanor Chapman White
Virginia Caroline Roush	Elfreda Katharine Winant
William Tennent Woodhull	

*Bachelor of Science Degree*

Linton George Malone	George Herman Rogers
Lewis Rose Minster	Richard Blythe Washington

*Bachelor of Music Degree*

Nancy Rohlfing Bradford	Marvin Chancellor Norton
Vincent Matteo Canzoneri	Virginia Grace Orebaugh
Theodore Jacob Ehrlich	Marguerite Poetzinger Pierce
Florida Estelle Howard	Georgia Eleanor Reese
Walter Daumont Kimble	Everett Lee Roberts
Richard Cutts Shannon, III	

## AWARD OF HONORS

*The Rollins Decoration of Honor*

FEBRUARY 25, 1935

Hamilton Holt

APRIL 17, 1935

Caroline Hills Abbott	Helen Chamberlin Dick
Joshua Coffin Chase	Edwin C. Gillette
	Clara Louise Guild

NOVEMBER 4, 1935

Lucy Worthington Blackman	Alice Ellen Guild
Richard Feuerstein	Dora Lou Jones
Fritz John Frank	Charles Ashton Noone

*Elected to Phi Society*

OCTOBER 25, 1935

Barbara Hill	Joseph Sands Showalter
Grace Talbott Hiteshew	George Messick Waddell
Marie Howe	Lewis Chauncey Wallace
Margaret Elizabeth Myers	Malcolm Halsey Whitelaw

## PRIZES AND AWARDS

1935 - 1936

*Algernon Sydney Sullivan Medallion*

Virginia Robie

Blanche Georgene Fishback

Benjamin Franklin Kuhns, Jr.

*Sprague Oratorical Contest*

Andreas David Bothe, *First*

Marita Alice Stueve, *Second*

*Chi Omega Prize*

Betty Trevor

*O. O. O. O. Honor Award*

Robert Westcott Black

*Student Council Award*

Linton George Malone

*Howard Fox Literature Prize*

Frances Eleanora Perpente

*Gamma Phi Beta Economics Prize*

Agatha Townsend

*Pi Beta Phi Dramatics Prize*

Nancy Jane Cushman

*Annie Russell Dramatics Prize*

Richard Spofford Shattuck

Robert Warfield

*Phi Beta Dramatics Award*

Richard Spofford Shattuck

*Tiedtke Award*

Blanche Georgene Fishback

*Omicron Delta Kappa Trophy*

George Herman Rogers

*Phi Mu Athletic Trophy*

Janet Rutherford Murphy

*Interfraternity Cups*

Kappa Kappa Gamma Sorority

Theta Kappa Nu 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.*

*Allied Arts Poetry Prize, Gilbert Maxwell, First.*

*Quill Drivers Prize, Mary Maxeda Hess, First; Frances  
Eleanora Perpende, Second.*

*Music Makers, Andrew Jackson Carter.*

*Sculpture, Eugene Coe Townsend.*

*Original Sculpture, Dorothylu Arnold Goeller.*

*Landscape—Color, Elizabet Lundborg Richards.*

*Black and White, Wilda Fredericka Schmitt.*

*Portrait—Color, Helen Frances Jackson.*

*Black and White, Mary Gertrude Meekison.*

*Still Life, Blanche Georgene Fishback.*

*Book on Interior Decoration, Elizabet Lundborg Richards.*

*Book on Art Appreciation, Ann Clark; Caroline Jessie  
Veeder.*

*Stage Costume Design, Patricia Lechmere Guppy.*

*Stage Setting, Gulielma Kate Dayes.*



## STUDENT ASSISTANTS, 1935-1936

### *Graduate Assistant*

Helen Lamb, A.B., *Spanish*

### *Undergraduate Assistants*

Harry Richard Brown, Jr., *Biology*

John Arthur Fluno, *Biology*

James Haig, *Biology*

Thomas Mabrey Powell, *Chemistry*

Lewis Chauncey Wallace, *Chemistry*

Else Barasch, *French*

Lois Virginia Riess, *German*

Dante Giacomo Bergonzi, *Music*

Andrew Jackson Carter, *Music*

Opal Nadine Peters, *Music*

Virginia Richardson Smith, *Music*

John Bertram Schatz, *Physics*

Jane Thayer, *Psychology*

Lawrence Socrates Chakales, *Publicity*

## GENERAL INFORMATION

### HISTORY AND ORGANIZATION

**A**LTHOUGH 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 \$114,180 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., L.L.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 order to maintain the advantages of a small college, the enrolment at Rollins is to be limited to 500 students, 275 men and 225 women. For the present the enrolment is limited to 400, which is the maximum capacity of the buildings available. 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 \$2,250,000 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 Insurance and Annuities*

It frequently happens that donors benefit themselves as well as the College by making the College the beneficiary of an insurance or annuity policy. Those interested in learning more about these means of supporting the work of Rollins should write to the College Treasurer.

### *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, Pennsylvania  
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 Rittenhouse Scollard 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 (65 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 and 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 Dr. 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 1935-1936, in the Annie Russell Theatre

A Professional Artists' Series, arranged under the personal direction of Miss Annie Russell, includes "The Emperor Jones" by The Hedgerow Theatre; Martha Graham, dancer; Rose Bampton, mezzo-soprano; Efrem Zimbalist, violinist; and "Candle-light" by the Annie Russell Company.

The Annie Russell Company, a special honor group of amateurs, was organized by Miss Annie Russell, under whose personal direction plays have been produced each year as part of the Professional Artists' Series. It is the intention of the company to continue the production of these plays.

Among the plays which will be presented by the Rollins Student Company are "The Goose Hangs High", "Children of the Moon", "The Late Christopher Bean", and "Double Door".

## THE UNIT-COST PLAN

The Unit-Cost Plan, which is a departure from the traditional method of assessing student fees and tuitions, was adopted at the beginning of the academic year 1933-34 by Rollins College. The plan in brief is as follows:

(a) The College is budgeted on an adequate but not an extravagant financial basis;

(b) The annual operating expenses are divided by the estimated student enrolment;

(c) The result of (b) above represents the cost to the individual student for board, room, tuition, and all fees;

(d) The income from all endowment funds is thereby made available for reducing the immediate cost of tuition



to desirable students who can affirmatively prove they cannot pay the full unit-cost.

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 is evident, therefore, that under these changed conditions, students whose parents can afford to do so should be expected to pay for the benefits received, and the endowment income or gifts hitherto distributed equally throughout the student body should be made available as loans or scholarships to desirable students who are unable to pay the full cost of their education.

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 ten new buildings; Rollins Hall, Mayflower Hall, Pugsley Hall, the Annie Russell Theatre, the Knowles Memorial Chapel, and five new dormitories which will be ready for occupancy September 1, 1936.

In accordance with the building program, 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 ten of the new buildings have been erected since 1929. All of them 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 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.

**THE FIVE NEW DORMITORIES** now under construction (February, 1936) were made possible through a loan obtained from the Public Works Administration. It is significant that this loan not only enabled the College to increase the modern housing facilities on the campus, but that in effect it means that Rollins College has passed the careful scrutiny of the Public Works Administration, and

has met with their approval as to its present and future program. Three of these units will be for men and two for women, housing in all one hundred and ten students with a resident head for each unit. These dormitories will be ready for occupancy in September, 1936.

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 A. Chase, and built in 1908, is a two-story brick dormitory for men. One of the most substantial buildings on the campus, it accommodates thirty-eight 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 of its shape. Erected in 1891, 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 1890 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, 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 Oseola. 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 Coronado 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 47,715 volumes including government documents. Pamphlets classified and available number 14,933. The library subscribes to 138 current periodicals and receives 101 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 Pattée, 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 ten 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.

## ADULT EDUCATION

Recognizing the desire of many members of the community to participate in the opportunities offered by the College, a definite program of adult education has been arranged for the winter term. This includes several series of lectures on topics of the day, the opening of the courses in music and art appreciation to the public, and the admission of a limited number of auditors to certain of the regular academic courses.



## 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.

The executive and judicial powers of the Association are vested in the Student Council, which is composed of one representative from each social fraternity and social sorority, three independent men representatives, and one independent woman representative, all of whom must be members of the Upper Division; one faculty member, the College Treasurer, and the president of the Lower 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 students 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 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 Rollins 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*

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

*Social Problems Club*

The Social Problems Club was organized by a group of students interested in the social problems of the day. Its purpose is to promote interest in current economic, social, and civil liberties problems, and to do what it can to aid existing worthy causes.

*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.

*Phi Society*

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

*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.

*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 Mixed Octette*

The Mixed Octette is selected from the voices of the A Cappella Choir, and its repertoire is confined to secular

music, such as madrigals, chanteys, and glees. The group appears with the choir in concerts and also frequently gives programs at resort hotels. The male voices of the Octette form the College Quartet.

### *Student Ensembles*

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

### *Pi Kappa Lambda*

The Xi Chapter of Pi Kappa Lambda, national honorary music society, was installed at Rollins in 1935. Its prime object is the encouragement of eminent achievement in performance or original composition. Membership is open to Conservatory students who are in the last term of their college course and who rank among the upper fourth of their class in both theoretical and applied music.

## 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 and his assistant, the Reverend William Henry Denney, Jr., 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 in the Chapel once or twice during the week. 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 Association 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. Five 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.

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 Athletic 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. Peeples.

## 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.

THE ALPHA PSI CHAPTER OF KAPPA ALPHA FRATERNITY (Southern), installed in 1927.

THE FLORIDA BETA CHAPTER OF PHI DELTA THETA FRATERNITY, installed in 1935.

THE X CLUB (local), organized in 1929.

THE RHO LAMBDA NU FRATERNITY (local) organized in 1930.

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.

## STUDENT AID

### SCHOLARSHIPS

Rollins College is able to offer scholarships to a limited number of students only. Any student who wishes information on this matter should call upon or write to the Dean of the College, but no application for financial aid will be considered until the student has completed application for admission and been accepted by the Committee on Admissions.

The following points are considered in awarding 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.

Rollins College has a few endowed scholarships which are listed below. These are not open to new students. Unless stated these scholarships provide an income of \$50.00.

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 even the major part of his expenses while attending Rollins. Few students can earn in excess of \$300.00 annually, and at the same time do justice to their college work.

New students should have resources sufficient for one year's expenses, as the number of jobs is necessarily limited and most of these 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, 1936.

## 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.

**CAROLINE A. FOX SCHOLARSHIP AND LOAN FUND.** A scholarship and loan fund established by the College in honor of the late Miss Caroline A. Fox, a generous benefactor of the College.

### ENDOWMENT INCOME

The most important part of the unit-cost plan (described on page 45) 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 Dean 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 Medallion by Rollins College was made in 1927 to Mr. Irving Bacheller, the distinguished novelist.

### *Rollins Decoration of Honor*

The Rollins Decoration of Honor, established by the Board of Trustees on February 22, 1935, when the first award was made to President Hamilton Holt, is awarded to alumni, trustees, members of the faculty or administrative staff, or friends of the College, in recognition of distinguished and eminent service which has been of real and significant contribution to the progress of Rollins.

### *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.

#### *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.

#### *Pi Beta Phi Dramatics 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".

*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.

*Interfraternity Cups*

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

*Phi Beta Awards*

Phi Beta offers two plaques, one to the member of the graduating class who has done the best individual piece of acting, and one during the Interscholastic Music Contest for the best individual performance. Sara Elliott, Jacksonville, was the recipient of the award in the Interscholastic Music Contest in 1935.

*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.

Leila Woodburn, Lake Wales, was the winner of the gold medal in 1935.

*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 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 Rollins Conference Plan and the Curriculum Plan, which together might well be termed "Individualization in Education", are the embodiment of this ideal.

The conference or work-shop plan, which is now in its tenth year at Rollins, is almost entirely concerned with method and not with content. One purpose of this plan 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.

About six 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. 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 interest 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 definitely cor-

related 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 superintendent

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 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 plan fixes the unit cost for each student in a scientific manner and assures the student that charges are being equitably assessed. In keeping with the basic idea of the unit-cost plan, these rates may vary from year to year, but it is the policy of the Trustees of the College to make only changes which may be necessary because of new or unusual circumstances. Thus, numerous special fees such as those usually assessed in music, dramatics, painting, sculpture, laboratory courses, etc., are eliminated.

The official expenses for each student in 1936-37 are as follows:

Application Fee (for new students only) _____	\$ 10.00
Contingent Deposit (new students only) _____	25.00
General Fee (tuition, board, room, etc.) _____	1,365.00

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 \$1,365.00 is payable September 15th, but if more convenient may be paid in two instalments, namely, \$765.00 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 \$36.00 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 expended 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 cooperation 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 sheets and pillow cases; the complete use of all college facilities under proper supervision and regulation; medical and infirmary services for minor illnesses; use of tennis courts, golf course, 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 information. 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 perversive 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 college 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 violation 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 medical certificate before matriculation.

All students shall take a physical examination each year. A conference with the consulting psychologist may form a part of the examination. The examinations will be given by the college physicians and the directors of physical education. Examinations, beginning with the entering students, will be made during the early part of the college year. A report 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 acceptance. 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*

Changes in registration should be made during the first week of the term. Approval of changes later in the term will depend upon the class and the circumstances.

*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 a 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.

A group of the faculty who are especially interested in this work have been chosen as advisers to the entering students. The adviser takes a special interest in the students assigned to him, cultivates their acquaintance, and is of personal help as a counselor and friend, in addition to assisting in the arrangement of their program of studies. In most cases the students keep the same adviser until they choose a major professor upon entrance to the Upper Division. 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<sup>a</sup> 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 require-



ments 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. 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 103, 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. Special pre-medical and pre-engineering majors are offered, the requirements for which are listed under Majors. When necessary, 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	HUMAN RELATIONS
English and Literature <i>Books</i> Speech and Dramatic Art	Economics and Business Administration <i>Education</i> History and Government Philosophy Psychology <i>Religion and Ethics</i> Sociology
LANGUAGE	EXPRESSIVE ARTS
French German Greek Latin Spanish	Art Music
SCIENCE	PHYSICAL EDUCATION AND ATHLETICS
<i>Astronomy</i> Biology Botany and Horticulture <i>Entomology</i> <i>Ornithology and Nature Study</i> Zoology Chemistry <i>Geology</i> Mathematics Physics	<i>Athletic Activities and Sports</i> <i>Physical Education</i>

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.***Objectives*

The English Division endeavors:

1. To enrich the student's mind with an historical literary background;
2. To train him in the correct use of form as a means of expression, in written language, in creative speech as public speaking, and in dramatized action as in the theatre;
3. To stimulate his creative instinct as a means of self-development;
4. To encourage right reading habits and an appreciation of the best in English and American literature;
5. To enable him to formulate for himself a set of critical literary values.

*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
5. Nineteenth Century, Part I
6. Nineteenth Century, Part II
7. Plays of Shakespeare
8. 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) Fiction and the Novel
- (c) Epic and Lyric Poetry
- (d) Contemporary Literature
- (e) Creative Writing with emphasis on Short Story and Play Writing
- (f) Journalism

### *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  
Courses in English 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:

Courses in English Literature or Exposition  
Plays of Shakespeare  
General Psychology

## LANGUAGE

### *Objectives*

The instruction in the Language Division aims:

1. To broaden the student's outlook by acquainting him with a civilization other than his own through a study of its intellectual and artistic achievements;
2. To give the student a more thorough and appreciative understanding of the English language by acquainting him with some of its chief sources;
3. To enable the student in the Lower Division to obtain a working knowledge in a foreign language;
4. To enable the student who majors in the division to obtain a competency in a foreign 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***Objectives*

The objectives of the Science Division are:

1. To give the student an appreciation of the fundamental importance of science and the scientific method;
2. To give the qualified student an adequate foundation for a career in science and graduate work.

*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 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.



*Pre-Engineering*

A student who is preparing for engineering school should complete college algebra, trigonometry, plane analytic geometry, elementary calculus, general physics, mechanics, electricity and magnetism, and advanced and practical physical measurements. He should also take general chemistry and qualitative analysis, a survey course in biology, and at least one year of French or German. In addition he will need a year of English, and one term each of history and either economics or sociology. Other subjects which are suggested as of special value in this course are mechanical drawing, physical chemistry, modern physics, surveying, astronomy, political science, and additional courses in English, history, and economics.

*Pre-Medical*

A student who is preparing to enter medical school should take a course covering the requirements obtaining in most medical schools. The course as outlined includes general biology and zoology, comparative anatomy, general chemistry and qualitative analysis, organic chemistry, either quantitative analysis or physical chemistry, a year of general physics, and two years of French or German. In addition the student should have an understanding of college algebra and trigonometry and take two years of a seminar in either biology or chemistry, at least one year of English, and a term each of public speaking, psychology, and sociology. The student is strongly urged to study American government and take additional work in English.

In planning pre-medical work students are advised to elect subjects which will lay a broad foundation for medical study rather than to anticipate courses required as a part of the medical curriculum. Among suggested electives might be included courses in economics, history, sociology, ethics, logic, political science, Latin, and calculus.

Students who expect to be recommended to medical schools must fulfill the minimum requirements of the pre-medical major.

## HUMAN RELATIONS

### *Objectives*

The Division of Human Relations has as its objectives:

1. To present the development of institutions and ideas, with the purpose of making the student aware that human institutions are of necessity in process of change; to cultivate in him an intelligent and tolerant attitude; and to inspire him to active participation in the development of better adjusted individuals and of a better social order;
2. To enable the student to reason from well-chosen premises to valid conclusions; and to distinguish fact from prejudice as well as to evaluate propaganda;
3. To prepare the qualified student for work in graduate school in certain fields of Human Relations;
4. To assist the student in making his vocational selection.

### *General Human Relations*

A student taking a general major in Human Relations will in the Lower Division study the principles of economics, sociology, and psychology, introduction to philosophy, and a course in religion.

In the Upper Division the student will take eleven full Upper Division Human Relations courses, chosen from lists offered by the departments concerned. Of these eleven courses at least three must be in one department. Some election will be made in at least four other departments. The remainder of the full courses in Human Relations may be in any departments. (Courses listed outside the Human Relations Division, but which have important human relations aspects, such as journalism or French civilization, may be included as part of the above "remainder", and may count as part of the major, with the consent of the major professor.)

*Economics and Business Administration*

Students may major in human relations 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, 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 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 human relations with special reference to history requires in the Lower Division a general knowledge of the history of western civilization through contemporary history. In the Upper Division students whose major

stresses European history should have a thorough knowledge of modern European history, including the emergence of modern Europe, revolutionary Europe, and the study of nationalism and imperialism, 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, and the rise of the United States to a world power, 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 human relations 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 human relations 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 human relations 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. 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

### *Objectives*

The objectives of the Expressive Arts Division are:

1. To provide means by which the student may increase his appreciation of the Expressive Arts;
2. To provide means by which the student may increase his skill in artistic expression;
3. To provide means by which the student may acquire an adequate foundation for professional activities in the Expressive Arts;
4. To assist the student to relate the arts to one another and to life.

### *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 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, (C). ELEMENTARY DRAWING—CASTS. *Full Course.*

107f, 108w, 109s, (B). ELEMENTARY SCULPTURE. *Full Course.*

151f, 152w, 153s, (D). SPECIAL PROBLEMS IN SCULPTURE  
 —ELEMENTARY. *Seminar.*

161f, 162w, 163s, (D). SEMINAR IN ELEMENTARY DRAWING.

201f, (C). DESIGN. *Full Course.*

203f, 204w, (A). INTERIOR DECORATION. *Full Course.*

207w, (C). ILLUSTRATION AND COMPOSITION. *Full Course.*

218s, (A). PENCIL SKETCHING—ELEMENTARY. *Full Course.*

239s, (C). OUTDOOR SKETCHING AND PAINTING—ELEMENTARY. *Full Course.*

- 241f, 242w, 243s, (A). 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.*
- 257f, 258w, 259s, (C). SCULPTURE—PORTRAIT HEADS. *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, (C). ADVANCED PAINTING. *Full Course.*
- 318s, (A). PENCIL SKETCHING—ADVANCED. *Full Course.*
- 334f, 335w, (C). ADVANCED DRAWING—MODELS. *Full Course.*
- 351f, 352w, 353s, (D). SPECIAL PROBLEMS IN SCULPTURE—ADVANCED. *Seminar.*
- 401f, 402w, 403s, (A). PORTRAIT CLASS—ADVANCED. *Full Course.*
- 409s, (C). OUTDOOR SKETCHING AND PAINTING—ADVANCED.  
*Full Course.*
- 451f, 452w, 453s, (D2). GREAT PERSONALITIES IN ART.  
*Seminar.*

## ASTRONOMY

- 101f, (C). DESCRIPTIVE ASTRONOMY—THE SOLAR SYSTEM.  
*Full Course.*
- 102w, (C). DESCRIPTIVE ASTRONOMY—THE STELLAR SYSTEM. *Full Course.*
- 206s, (B). PRACTICAL ASTRONOMY. *Full Course.* Prerequisite, 101, or 102, also Mathematics 101 and 102, or 104.
- 207f, 208w, 209s, (Evenings). OBSERVATIONAL ASTRONOMY.  
*Seminar.*

## BIOLOGY

- 101f-102w-103s, (C). GENERAL BIOLOGY AND ZOOLOGY. 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, 103.
- 305f, (A). MICROSCOPICAL TECHNIQUE. *Full Course*. Prerequisite, 103.
- 308w-309s, (D). GENETICS. *Seminar*. Prerequisite, 103.
- 317f, (D). HISTORY OF BIOLOGY. *Seminar*.
- 318w, (D). BIOLOGICAL LITERATURE. *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

- 106s, (A). SYSTEMATIC INVERTEBRATE ZOOLOGY. *Full Course*. Prerequisite, 103.
- 204f-205w-206s, (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*.
- 301f-302w-303s, (D). HUMAN ANATOMY AND PHYSIOLOGY. *Seminar*. Open only to pre-medical students and nurses.
- 316s, (D). ANIMAL ECOLOGY. *Seminar*. Prerequisite, 103. (Alternating, given 1937-38).

- 322w, (C). ADVANCED PUBLIC HEALTH ZOOLOGY. Largely field work. *Full Course*. Prerequisite, one course in biology or zoology.
- 326w, (A). HISTOLOGY. *Full Course*. Prerequisite, 103.
- 327s, (A). EMBRYOLOGY. *Full Course*. Prerequisite, 103.
- 404f, 405w, 406s, (A). SPECIAL PROBLEMS IN BIOLOGY. *Full Course*.
- 416s, (D). BIOLOGY OF MAN. *Seminar*. (Alternating, given 1936-37).

### Entomology

- 352w, (C). ENTOMOLOGY. *Full Course*.

### Ornithology and Nature Study

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

### BOOKS

- 101f, (D1). USE OF THE LIBRARY. Students expecting access to the stack rooms should take this course. *Seminar*.
- 104f; 104s, (D2). ART READING—A CLINICAL SEMINAR.
- 204f, (C); 204s, (A). 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; 201w, (C); 201s, (A,B). PRINCIPLES OF ECONOMICS. *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 1937-38). Prerequisite, 201.
- 306w, (A). PUBLIC FINANCE AND TAXATION. *Full Course*. (Alternating, given 1937-38). 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 1937-38). Prerequisite, 201.

- 313s, (C). ECONOMIC GEOGRAPHY. *Full Course*. (Alternating, given 1936-37).
- 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 if sufficient demand). Prerequisite, 104-105, 201.
- 317f-318w-319s, (D). BUSINESS WRITING. *Seminar*.
- 322w-323s, (B). ECONOMIC ASPECTS OF SOCIAL TRENDS. *Full Course*.
- 324f, 325w, 326s, (D). PERSONNEL ADMINISTRATION. *Seminar*.
- 343s, (A). ADVERTISING. *Full Course*. (Alternating, given 1937-38).
- 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 1937-38). Prerequisite, 201, 207.

## EDUCATION

- 301s, (A). 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*.
- 403w, (A). PROBLEMS IN SECONDARY SCHOOL PRACTICES. *Full Course*.

- 404s, (A). MENTAL AND EDUCATIONAL TESTING. *Full Course.*  
 405w, (A). PRINCIPLES OF THE ELEMENTARY CURRICULUM. *Full Course.*  
 406w-407s, (C). TECHNIQUE OF TEACHING—PRACTICE TEACHING. *Full Course.*

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

## ENGLISH

- 101f-102w-103s, (A,B,C). FOUNDATION COURSE IN COMPOSITION AND LITERATURE. *Full Course.*  
 104f, 105w, 106s, (D1). CLINICAL SEMINAR IN ENGLISH.  
 151f-152w, (A,B,C). INTERMEDIATE COURSE IN ENGLISH. *Full Course.*  
 155w, 156s, (C). INTRODUCTION TO CREATIVE WRITING. *Full Course.* A course designed for Lower Division students who show marked talent for creative writing. Admittance after conference with the instructor.  
 203f, (A). MEDIEVAL PERIOD. *Full Course.*  
 207w, (C). ARGUMENTATION AND DEBATE. *Full Course.*  
 See Speech 207w.  
 211w, (A). RENAISSANCE PERIOD. *Full Course.*  
 212s, (A). SEVENTEENTH CENTURY. *Full Course.*  
 217w, (D). SEMINAR IN POETRY WRITING. Creative work for selected students.  
 253s, (C). ESSAY AND EXPOSITION. *Full Course.*  
 261f, (B). MASTERPIECES OF PROSE LITERATURE. *Full Course.*  
 262w, (B). INTRODUCTION TO EPIC AND LYRIC POETRY. *Full Course.*  
 263s, (B). INTRODUCTION TO DRAMA, SATIRE, AND LITERARY CRITICISM. *Full Course.*  
 301f, (B). EIGHTEENTH CENTURY. *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-319s, (A). SHAKESPEARE, HIS CONTEMPORARIES, AND HIS CRITICS. *Full Course.*

- 332w, (B). NINETEENTH CENTURY, PART I. *Full Course.*  
333s, (C). NINETEENTH CENTURY, PART II, *Full Course.*  
352w-353s, (C). HISTORY OF THE DRAMA. *Full Course.*  
354f-355w-356s, (D). HISTORY OF FICTION AND THE NOVEL  
*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.  
417w, (D). SEMINAR IN POETRY WRITING—ADVANCED. Cre-  
ative work for selected students.

## FRENCH

- 101f, 102w, 103s, (A,C). 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 pref-  
erence of student.

## GEOLOGY

- 201f, (to be arranged). PHYSICAL GEOLOGY. Prerequisite,  
Chemistry 104 or equivalent.  
202w, (to be arranged). HISTORICAL GEOLOGY. Prerequi-  
site, 201.  
203s, (to be arranged). MINERALOGY. Prerequisite, 202.  
308w, (to be arranged). PROBLEMS IN GEOLOGY. Prerequi-  
site, 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, 305w, (A). ATHENIAN DRAMA. *Full Course.*  
 306s, (A). GREEK PROSE AUTHORS. *Full Course.*

Note: Upper Division Greek courses will be given if there is sufficient demand.

- 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

- 104f, (B); 104w, (C); 104s, (A). MEDIEVAL EUROPE. *Full Course.*  
 107f; 107w, (A); 107s, (C). MODERN EUROPE. *Full Course.*  
 A course designed as an aid for students who lack the Lower Division requirement in modern history.  
 108w, (B). GREEK AND ROMAN HISTORY. *Full Course.*

- 109s, (B). SURVEY OF UNITED STATES HISTORY. *Full Course*.
- 207f, (A). CONTEMPORARY HISTORY. *Full Course*.
- 208w-209s, (B). THE FOUNDATIONS OF WESTERN CIVILIZATION. Required for all history majors. *Full Course*.
- 224s, (C). HISTORY OF FLORIDA. *Full Course*.
- 252w, (D2). INTERNATIONAL RELATIONS. *Seminar*.
- 304f-305w, (A). HISTORY OF ENGLAND. *Full Course*. (Alternating, given 1937-38).
- 331f, (A). THE EMERGENCE OF MODERN EUROPE, 1485—1763. *Full Course*. (Alternating, given 1937-38). Prerequisite, 104, or 208-209, or consent of instructor.
- 332s, (B). REVOLUTIONARY EUROPE, 1763—1848. *Full Course*. (Alternating, given 1936-37). Prerequisite, 104, or 208-209, or consent of instructor.
- 333w, (C). NATIONALISM AND IMPERIALISM, 1848—1919. *Full Course*. (Alternating, given 1937-38). Prerequisite, 104, or 208-209, or consent of instructor.
- 337w, (B). EUROPEAN GOVERNMENTS. *Full Course*. (Alternating, given 1936-37).
- 338f-339w, (C). HISTORY OF POLITICAL THEORY. *Full Course*. (Alternating, given 1936-37). Prerequisite, consent of instructor.
- 341f, (A). COLONIAL AMERICA, 1492—1825. *Full Course*. (Alternating, given 1936-37). Prerequisite, 109, or consent of instructor.
- 342w, (A). FORMATION OF THE UNITED STATES, 1783—1865. *Full Course*. (Alternating, given 1936-37). Prerequisite, 109, or consent of instructor.
- 343s, (A). THE UNITED STATES SINCE 1861. *Full Course*. (Alternating, given 1936-37). Prerequisite, 109, or consent of instructor.
- 347f, (B). AMERICAN GOVERNMENT. *Full Course*.
- 349f, (C). AMERICAN POLITICAL THEORY. *Full Course*. (Alternating, given 1937-38).
- 351f-352w-353s, (D). BRITISH EMPIRE. *Seminar*. Consent of instructor required. (Alternating, given 1937-38).
- 354f-355w-356s, (D). ENGLISH CONSTITUTIONAL HISTORY. *Seminar*. Consent of instructor required. (Alternating, given 1936-37).

- 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.

## LATIN

- 101f-102w-103s, (A). ELEMENTARY LATIN. *Full Course*.
- 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). LUCRETIUS. *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, (A). ADVANCED COLLEGE ALGEBRA. *Full Course*.
- 102w, (A). PLANE AND SPHERICAL TRIGONOMETRY. *Full Course*.
- 104f, (B,C); 104w, (B); 104s, (A). 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*.
- 202s, (A). PLANE ANALYTIC GEOMETRY. *Full Course*.
- 204w, (D). ELEMENTARY MECHANICAL DRAWING. *Seminar*.
- 211f-212w-213s, (B). ELEMENTARY CALCULUS. *Full Course*.
- 301s, (B). PLANE SURVEYING. *Full Course*.
- 302f, (A). HISTORY OF MATHEMATICS. *Full Course*.

- 303w, (A). GRAPHIC STATICS. *Full Course.*  
308f, (A). THEORY OF EQUATIONS. *Full Course.* (To be given if sufficient demand).  
309w, (A). PROJECTIVE GEOMETRY. *Full Course.* (To be given if sufficient demand).  
402w, (D). FUNDAMENTAL CONCEPTS OF MATHEMATICS. *Seminar.*  
407f, (A). INTRODUCTION TO STATISTICAL METHOD. *Full Course.*  
408s, (B). MATHEMATICS OF FINANCE. *Full Course.*  
409s, (B). SOLID ANALYTIC GEOMETRY. *Full Course.* (To be given if sufficient demand).  
412w, 413s, (B). ADVANCED CALCULUS. *Full Course.*

## MUSIC

For courses in Music see pages 147-152 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, (B). 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 1937-38).  
303f, (B). PHILOSOPHY OF CHARACTER. *Full Course.*  
305w, (C). PLATO AND ARISTOTLE. *Full Course.* (Alternating, given 1937-38).  
308s, (A). PHILOSOPHY OF SCIENCE. *Full Course.* (Alternating, given 1936-37).  
309s, (A). AESTHETICS. *Full Course.* (Alternating, given 1937-38).  
401f, 402w, 403s, (D). SEMINAR IN PHILOSOPHY.

## PHYSICAL EDUCATION AND HEALTH

### *Objectives*

The following are the objectives of the Division of Physical Education and Health:

1. To provide for the organization and leadership of college students in physical education activities which will create and maintain general health ideals;
2. To stress the acquirement of skill in recreational activities that will not only be satisfying during college years, but will be continued in after-college life;
3. To foster social development and high standards of personal conduct through cooperative recreation;
4. To provide adequate individual remedial and corrective programs as indicated by medical examination.

It is proposed to reach these objectives through a constructive health program and supervised physical activities.

### *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 con-

flict 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 physical 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 physicians 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).

If there is sufficient demand other courses in preparation for teaching will be organized.

### *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. Peeples, down the picturesque Wekiwa River.

## PHYSICAL EDUCATION FOR WOMEN

### *Costume*

The regulation uniform may be purchased at wholesale through 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,C). **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.*  
210w, (D2). **THEORY OF MUSICAL SOUNDS.** *Seminar.*

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

305s, (A). **HEAT.** *Full Course.* Prerequisite, 203, Mathematics 213.

307f-308w, (A). **MECHANICS.** *Full Course.* Prerequisite, 203, Mathematics 213. (Alternating, given 1937-38).

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

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

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

407f-408w, (A). **ELECTRICITY AND MAGNETISM.** *Full Course.* Prerequisite, 203, Mathematics 213. (Alternating, given 1936-37).

## 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.*

303s, (C). **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, (A). MENTAL AND EDUCATIONAL TESTING. *Full Course.* See Education 404s.

## RELIGION AND ETHICS

- 101f, (C). PROBLEMS OF PERSONAL CONDUCT. *Full Course.*  
201f, 202w, 203s. UNDERSTANDING RELIGION. *Full Course.*  
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.*  
211f, (A). THE BASIC DOCTRINES OF THE CHRISTIAN FAITH. *Full Course.*  
212w, (A). CONTEMPORARY LITERATURE AND RELIGION. *Full Course.*  
213s, (A). COMPARATIVE STUDIES IN RELIGION. *Full Course.* (Alternating, given 1937-38).  
216s, (A). THE PARABLES OF JESUS. *Full Course.* (Alternating, given 1936-37).  
304s, (A). THE BIBLE—A BOOK OF BEAUTY. *Full Course.* (Alternating, given 1937-38).  
311w, (C). DISCOVERING A MODERN RELIGIOUS BASIS FOR LIVING. *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, (B). THE ART OF STRAIGHT THINKING. *Full Course*.  
(Alternating, given 1936-37).  
304s, (B). THE FAMILY. *Full Course*.  
312w, (A). CONTEMPORARY SOCIAL MOVEMENTS. A study  
of social movements with political aspects. *Full Course*.  
(Alternating, given 1936-37, 1937-38).  
314f, (A). CRIMINOLOGY. *Full Course*. (Alternating, given  
1937-38).  
315w, (C). SOCIOLOGY OF INTERNATIONAL CONFLICT. *Full  
Course*. (Alternating, given 1937-38).  
318w, (C). AMERICAN RACE PROBLEMS. *Full Course*. (Al-  
ternating, given 1936-37).  
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*. Prere-  
quisite, 202 or equivalent.  
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*.  
401f, 402w, 403s, (D). SPANISH SEMINAR. *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*. (Al-  
ternating, given 1937-38).  
160s, (A). INTERPRETATIVE READING. *Full Course*. (Al-  
ternating, given 1936-37).

- 203f, (A). DRAMATIC INTERPRETATION. *Full Course*. (Alternating, given 1937-38).
- 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, (C). PLAY PRODUCTION AND STAGECRAFT. *Full Course*.
- 264f, 265w, 266s, (D). STAGE DECORATION AND COSTUMING. *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 1937-38).
- 311s, (C). EXTEMPORANEOUS SPEAKING. *Full Course*. Alternating, given 1937-38).
- 312s, (D). THE AUDIENCE. *Seminar*.
- 316f, (D). MAKE-UP. *Seminar*. (Alternating, given 1937-38).
- 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 1937-38).
- 401f, 402w, 403s, (B). PLAY DIRECTION. *Full Course*.
- 407f, (D). ART OF PUBLIC READING. *Seminar*. (Alternating, given 1936-37).



## 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, and 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 140, 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 115.

## **COURSE LEADING TO BACHELOR OF ARTS AND BACHELOR OF MUSIC DEGREES**

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, Gaviniès, 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 educa-

tion 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 117-118 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, (Ba). FIRST YEAR THEORY. *Full course.*

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

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

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

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

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

*(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 equip-

ment 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 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 MIXED OCTETTE.** The Mixed Octette is selected from the voices of the A Cappella Choir, and its repertoire is confined to secular music, such as madrigals, chanteys, and glees. The group appears with the Choir in concerts and also frequently gives programs at resort hotels. The male voices of the Octette form the College Quartet.

**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 Dr. 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.

### *Pi Kappa Lambda*

The Xi Chapter of Pi Kappa Lambda, national honorary music society, was installed at Rollins, in 1935. Its prime object is the encouragement of eminent achievement in performance or original composition. Membership is open to Conservatory students who are in the last term of their college course and who rank among the upper fourth of their class in both theoretical and applied music.

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*Showing the location of Rollins College and Winter Park in the high and rolling "lake region" of central Florida*

