

August 1965

# Rollins College Catalog 1965-1966

Rollins College

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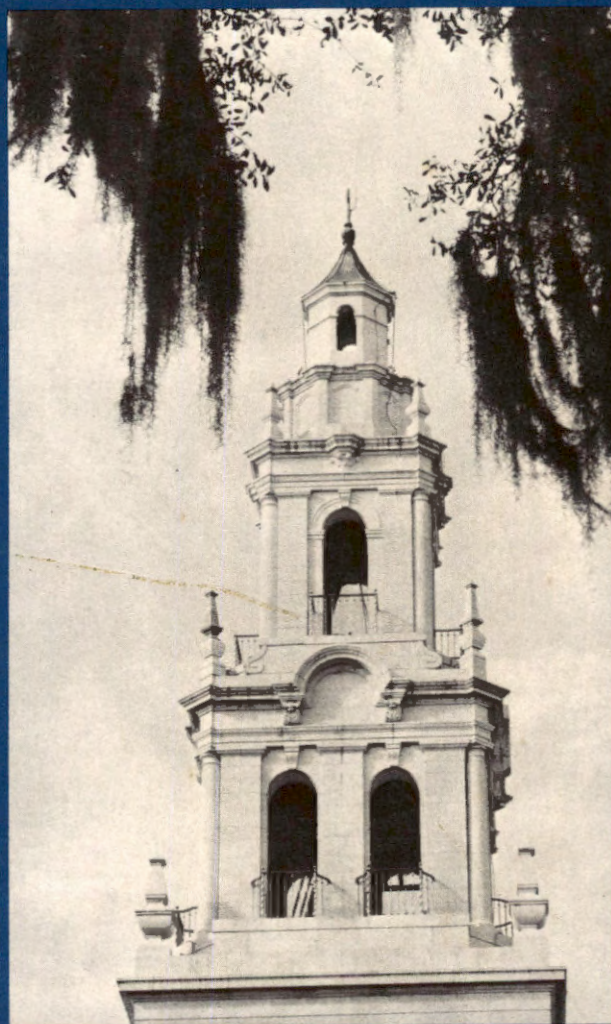
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ROLLINS COLLEGE BULLETIN 1965/1966 ■ WINTER PARK, FLORIDA

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ROLLINS COLLEGE

# ROLLINS



# COLLEGE

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1965-66

This catalog supersedes all previous issues. The College reserves the right at any time to make whatever changes may be found necessary.

ROLLINS COLLEGE BULLETIN

Vol. LX

August, 1965

No. 3

Issued quarterly: admitted as second-class matter at Winter Park, Florida, Post Office, under Act of Congress of July, 1894.





# ROLLINS COLLEGE

*Catalogue Number 1965-1966*

WINTER PARK, FLORIDA









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### *DIRECTIONS FOR CORRESPONDENCE*

THE ROLLINS COLLEGE BULLETIN is the official organ of the College. It includes a statement of purpose, the courses offered, the standards of the College, and a listing of the faculty and administrative staff.

Prospective Rollins students should carefully study this catalog before they make a final decision to accept an offer of admission.

An illustrated brochure with preliminary information about Rollins College is made available to all prospective students.

All correspondence to the College should be sent to:

Rollins College, Winter Park, Florida 32791

Admission of New Students

*Dean of Admissions*

Readmission of Former Students

*Dean of Admissions*

Admission to Graduate Programs

*Dean of Admissions*

General Information

*Secretary to the Administration*

Entrance and Transfer Credits

*Registrar*

Men Students

Personal Welfare and Housing

*Dean of Men*

Women Students

Personal Welfare and Housing

*Dean of Women*

Student Finances and Scholarships

*Cashier*

Central Florida School for Continuing Studies

Admission, General Information and Brochures

*Director, Central Florida School for Continuing Studies*

Alumni Office

*Director of Alumni Affairs, Rollins College  
Alumni Association*

Visitors to the College are always welcome. Tours of the campus are provided by the Admissions Office. It is urged, however, that visits be scheduled in advance, especially during the busy Christmas and Spring Holiday seasons. The Admissions Office is open from 9:00 A.M. to 4:00 P.M., Monday through Friday, and from 9:00 A.M. to Noon on Saturday during the school year. Other College offices are open from 8:30 A.M. to 5:00 P.M. Monday through Friday. At any other time members of the Faculty and Administration may be seen by special appointment only.



## THE ROLLINS CALENDAR

1965-1966

### FALL TERM

September 19, Sunday

*New Students Report to Campus by 4:00 P.M.*

September 20, Monday, 3:00 P.M.

*First Meeting of the Faculty*

September 24, Friday

*Registration of Former Students*

September 27, Monday, 8:30 A.M.

*Fall Term Classes Begin*

November 3, Wednesday

*Mid-term*

November 24, Wednesday, 1:45 P.M.

*Thanksgiving Holiday Begins*

November 29, Monday, 8:30 A.M.

*Classes Resume*

December 15, Wednesday, 1:45 P.M.

*Fall Term Ends*

### WINTER TERM

January 3, Monday, 8:30 A.M.

*Classes Resume*

February 9, Wednesday

*Mid-term*

March 18, Friday, 1:45 P.M.

*Winter Term Ends*

### SPRING TERM

March 28, Monday, 8:30 A.M.

*Spring Term Begins*

April 27, Wednesday

*Mid-term*

June 2, Thursday, 1:45 P.M.

*Spring Term Ends*

June 3, Friday, 10:00 A.M.

*Commencement*

Each class period at Rollins College is 60 minutes long.

*Calendar*

1966-1967

### FALL TERM

September 18, Sunday

*New Students Report to Campus by 4:00 P.M.*

September 19, Monday

*First Meeting of the Faculty*

September 23, Friday

*Registration of Former Students*

September 26, Monday, 8:30 A.M.

*Fall Term Classes Begin*

November 2, Wednesday

*Mid-term*

November 23, Wednesday, 1:45 P.M.

*Thanksgiving Holiday Begins*

November 28, Monday, 8:30 A.M.

*Classes Resume*

December 14, Wednesday, 1:45 P.M.

*Fall Term Ends*

### WINTER TERM

January 2, Monday, 8:30 A.M.

*Classes Resume*

February 8, Wednesday

*Mid-term*

March 17, Friday, 1:45 P.M.

*Winter Term Ends*

### SPRING TERM

March 27, Monday, 8:30 A.M.

*Spring Term Begins*

April 26, Wednesday

*Mid-term*

June 1, Thursday, 1:45 P.M.

*Spring Term Ends*

June 2, Friday, 10:00 A.M.

*Commencement*







# Introduction

## *BACKGROUND AND MISSION*

Rollins College, founded in 1885, offered the first college level work in Florida. Established under the auspices of the Congregational Churches, Rollins today is non-denominational, coeducational, and independently supported by income from tuition and investments of friends and alumni. Primarily a four-year undergraduate liberal arts college, Rollins offers graduate study in the Crummer School of Finance and Business Administration and in certain special programs noted on page 21.

Under the leadership of President Hugh F. McKean, the College is dedicated to sound liberal learning for those with the capabilities of leadership. Rollins does not propose an average education for the average student. Its mission as seen by the present administration is that of offering the kind of education which will emphasize the need for a touch of nobility in every one of its students—the kind which does not stop with preparing a student to adjust to life, but prepares him to make needed and worthy adjustments in life. A Rollins education at its best should lead to a life of high purpose and genuine satisfaction.

## *COMMUNITY AND CAMPUS*

The College is located in the heart of one of the nation's most beautiful communities. The Central Florida area, noted for its cultural emphasis and natural beauty, is becoming an increasingly important center of industry, science, and technology. In response to the needs of this fast-growing area, the College provides special courses for the community through its Central Florida School for Continuing Studies and evening graduate programs. These programs also include community courses in creative



HUGH F. MCKEAN, PRESIDENT

arts for children and adults and special non-credit courses and lecture series under the school of creative arts; a broad liberal arts program for employed adults which leads to the Bachelor of General Studies and graduate programs in physics, engineering physics, business administration, and teaching. These evening programs provide the equivalent of a whole new educational complex to serve the needs of the Central Florida area.

The Rollins campus comprises 65 acres in Winter Park, a residential community adjacent to the City of Orlando.

Fifty miles from the Atlantic Ocean and 70 miles from the Gulf of Mexico, the campus is bounded by Lake Virginia to the east and south. It is beautifully landscaped and its physical plant emphasizes a traditional Spanish-Mediterranean architecture. Value of the buildings and facilities is approximately \$13,000,000.





### *ACCREDITATION*

Rollins is accredited by and a member of the Southern Association of Colleges and Secondary Schools. It is also a member of the Association of American Colleges, the American Council on Education, the Florida Association of Colleges and Universities, the National Association of Schools of Music, the College Entrance Examination Board, the American Association of University Women, and the American Association of Colleges for Teacher Education.

### *DEGREES, CURRICULUM, AND MAJORS*

The academic program of the College is centered in the basic liberal arts and sciences. Rollins confers the Bachelor of Arts, Bachelor of Science, and Bachelor of Music degrees in the regular resident College.

Approximately four years from now, Rollins College will confer the Honors B.A. and Honors B.S. degrees when the first students graduate from this new program.

Rollins offers majors in the following: Art, Biology, Business Administration, Chemistry, Economics, Education, English, French, German, History and Government, Human Relations, Latin American Studies, Mathematics, Music, Philosophy, Physics, Pre-Engineering, Pre-Forestry, Pre-Medicine, Psychology, Sociology and Anthropology, Spanish, and Theatre Arts.

Courses are offered in music, painting, sculpture, and drama. A music conservatory, an art gallery, and two theatres afford opportunities for both theoretical and applied study.

In the first two years, each student's schedule includes courses in English composition, the humanities, the natural sciences, the social sciences, a foreign language, and physical education.







Pre-professional programs leading to baccalaureate and graduate degrees are offered in cooperation with other institutions. The curriculum includes appropriate courses for students intending to continue their education in graduate schools in such areas as Business, Engineering, Forestry, Law, Medicine, and Teaching.

In addition to the degrees in the regular resident college, Rollins offers the Bachelor of General Studies in the Central Florida School for Continuing Studies; the Master of Business Administration under the Crummer School of Finance and Business Administration; and the Master of Arts in Teaching, the Master of Commercial Science, and the Master of Science degrees in the Graduate Programs. Separate brochures describing the policies of administration, the curriculum and the requirements may be obtained by writing the Dean of Admissions and for the Bachelor of General Studies by writing the School for Continuing Studies.

## ENROLLMENT

The student body numbers about 1000.

Rollins is international in scope: 39 states, the District of Columbia, and 14 foreign countries are represented in its student body.

## Introduction

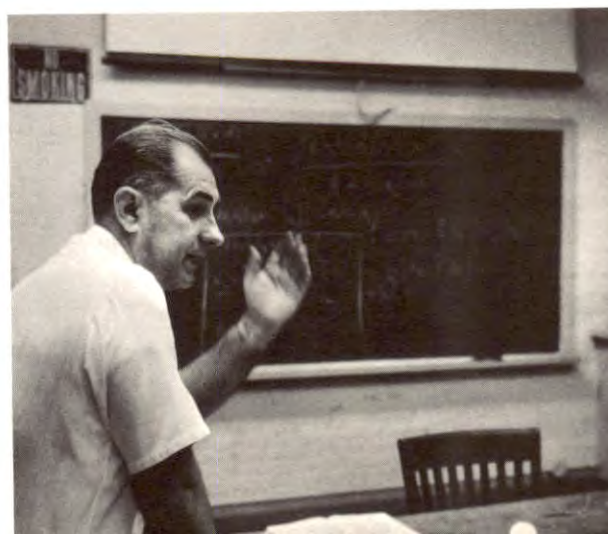
## ADMISSION

Students are selected on the basis of preparation, character, and potential qualities of leadership. Scholarship help and work-aid are available for students of proven ability and financial need. All applicants must take the examinations given by the College Entrance Examination Board.

## ACTIVITIES

There are numerous honorary, social, religious, athletic, dramatic, musical, literary, linguistic, and scientific organizations on campus. Included are fraternity and sorority chapters of national Greek letter societies. Independent Men and Independent Women welcome all students who are not members of a fraternity or sorority.

Rollins has excellent instruction in sports, but does not offer a major in physical education. Intercollegiate varsity teams compete in baseball, basketball, crew, golf, soccer, and tennis. Intramural sports include archery, basketball, bowling, canoeing, crew, flag football, golf, softball, swimming, tennis, and volleyball.









# The College

## OBJECTIVES

Founded in 1885 to bring the educational standards of New England to the Southeast, Rollins College today is a vigorous, independent liberal arts college which places the strongest emphasis on teaching and on education planned for the individual.

The college program is aimed at developing the ability to think, write, and speak cogently; and is planned to give the student a broad, integrated knowledge of the basic concepts in methods of physical and behavioral sciences, a lively appreciation of literature and the humanities, and a sensitivity to the expressive arts. Concentrated study in a specialized field is a requirement for all students.

Every Rollins graduate has received the kind of education leading to sound values and sensible living. Each has had preparation for leadership in his fields of activity.

Rollins has charted an educational plan centered around these basic objectives:

1. To realize its full potential as a distinctive liberal arts college offering broad, but integrated, basic education to those with the capabilities and motivation to become tomorrow's leaders.

2. To enhance its position among the leading private co-educational, non-sectarian liberal arts colleges, in the southeastern United States.

3. To assume a leadership role in those areas indicated by its tradition and inherent strength—in science, economics, politics, the performing arts, and preparation for the professions.

## IMPLEMENTATION OF OBJECTIVES

Since the days of President Holt who established the Conference Plan, Rollins has emphasized close teacher-student contact. Under the plan, teachers



and students evoke oral and written expression from each other, an activity which leads the student to develop clear standards by which he may judge his own work. As the College moves swiftly toward the future, it wishes to retain this method but not to the exclusion of other worthy approaches to teaching. While retaining the Conference Plan, Rollins will seek to become more flexible by providing both independent study and lecture classes, provided that the subject matter lends itself to the procedure.

Rollins' education emphasizes self-motivation and self-direction in the belief that it is what the student himself does, not what is done to or for him, that counts in the long run.

## HERITAGE

Rollins, founded by 13 Congregational churches which were active in Florida in the 1880's, was located in Winter Park because of the citizens of this area and the benefactions of two winter visitors—Alonzo W. Rollins and his brother, George Rollins. From the beginning, the college has maintained an active program of service to the Central Florida community.



The College has enjoyed a succession of dedicated presidents. Edward Payson Hooker (1885-1892); George Morgan Ward (1896-1903); William Fremont Blackman (1903-1915); and Hamilton Holt (1925-1949), all contributed to the advancement of the ideals of quality, highest standards of scholarship, close student-teacher relationships, and innovation in the educational process.

Hugh F. McKean became president in 1951 and his administration has been marked by a series of developments which have brought the College new distinction.

Two new dimensions have been added to the conference method of instruction introduced under President Holt: an individual reading program and an

honors degree program. During this administration, Rollins also became the first college in Florida to hold membership in the College Entrance Examination Board.

Realizing that Rollins must be a major force in the rapid public development of the Central Florida area which began to mount in the early 1950's, President McKean encouraged the establishment of the Central Florida School for Continuing Studies and the Rollins Graduate Programs in physics, education, and business which now provide evening programs for more than 2,000 community adults.

The years under President McKean have seen a doubling in the instructional budget of the college. Endowment funds have more than tripled and now





stand in excess of \$5 million. In the period, and as a tribute to the academic excellence of Rollins, the College has received more than \$8.5 million in voluntary support—more than the total received in the first 65 years of its existence. Rollins College was one of eleven in the Southeast to receive a special accomplishment grant from the Ford Foundation.

While continuing to limit its regular undergraduate enrollment to approximately 1,000, the College has added to both its property holdings and physical plant. Notable physical additions include the Rose Skillman Dining Hall and two new residence complexes.

### THE FUTURE

The general framework within which Rollins will seek its future academic development will remain basically the same as it is today.

While founded by the Congregational Church, Rollins is no longer identified with the Church and receives no support from it. It will continue in this direction, private and independent.

A pioneer in coeducation in the Southeast since its establishment, Rollins will continue to place emphasis on education for leadership for both men and women. In terms of enrollment, Rollins—while serving its local area and the State of Florida—has always been and will continue to be a national institution.

Rollins is liberal and reasonable in its philosophy and leadership. Not bound by prejudice or provincialism, the College is flexible and will move in directions which are best for the institution, for the needs of American higher education, and for American society in general.

In association with the Office of the President, the Office of Institutional Planning has the primary re-



sponsibility for providing internal leadership for future planning, for working with trustees, administration, faculty and others, translating their thinking into an educationally sound and unified blueprint for the future in the marshalling of resources which will assure this future.

The College, its trustees, administration and faculty have developed a Master Plan for the enrichment of the College through 1975. This plan provides guidelines for academic and administrative leadership for the next decade and into the time of the Rollins Centennial, 1985.





*Aerial view of Rollins College campus.*

Broadly interpreted, this plan calls for Rollins to continue to be a liberal arts college with an enrollment of no more than 1,200 undergraduate students and, possibly, 300-500 graduate students. The undergraduate curriculum will be continually refined and strengthened with particular emphasis on effective new teaching techniques, inter-disciplinary studies, and an honors degree program for gifted students which begins in 1965. Graduate instruction will be added in certain logical fields where the College has gained particular distinction, such as business administration, fine arts, and science.

This is a program which calls for significant investments in the future of the College and in the future of the American private higher education—\$16 million in the next decade alone.

### ***THE BOARD OF TRUSTEES***

The governing body of Rollins College is national in scope, strong in leadership, and closely identified with the long-range educational plans of the College.

The trustees play an essential role in the building of resources, both through their own investments in the future of the College and through their national contacts with individuals interested in Rollins and its advancement.

In addition to the trustees of the College three groups are specifically organized to share in the advancement efforts of the institution: The Centennial Commission, the President's Council, and the Parents Association.

### **THE CENTENNIAL COMMISSION**

The Centennial Commission, composed of distinguished men and women, is a national organization designed to extend the work of the Rollins Board of Trustees to bring the financial resources of the College by 1985 in line with its academic progress and promise.

### **THE PRESIDENT'S COUNCIL**

The President's Council is a group of Central Florida citizens who serve, along with the Centennial



Commission, as advisers to the Board of Trustees and administration in developing community resources essential to the College's long-range enrichment plan.

### PARENTS ASSOCIATION

The Rollins College Parents Association is an organization of parents of present and former students dedicated to the general advancement and support of the College. Among its objectives are: (1) To meet at least once a year with College representatives for the purpose of learning about the present and future plans and educational objectives of the College as they may affect the sons and daughters of members. (2) To provide for regional parents clubs where there is a sufficient number of parents and where there is an interest. (3) To provide parents, upon request, with materials useful in helping other young people to decide to become students at Rollins College. (4) To supply information to members to the end that they may become well-informed, enthusiastic supporters of Rollins College. (5) To undertake and support, as a group of members or as individuals, projects which will promote the best interests of Rollins College, its students, and its graduates. (6) To bring about a clear understanding of the importance and place of higher education in our democracy.

### ORIENTATION AND GUIDANCE

An extensive and carefully organized program of orientation and guidance is provided for all students.

All entering students assemble at the College about a week in advance of the returning students. Each new student is assigned to a small group headed by an upperclassman and a faculty member. In addition to learning about one another, the history and objectives of the College, and the physical

plan of the campus, each student takes a series of tests prepared by the Educational Testing Service of Princeton, New Jersey. The results of the achievement tests in English and modern foreign languages, administered through the College Entrance Examination Board, are used as a basis for placement.

Each freshman student is assigned to a faculty adviser from the Academic Advisers Committee. This faculty group meets regularly throughout the academic year to discuss individual students' programs and progress, to share experiences and reflective thought, and to shape a consistent and uniform policy.

The over-all purpose of the Academic Advisers Committee is to integrate the social and intellectual guidance of students, and to center the College educational program on the student and his individual development.





Each adviser makes himself available for frequent conferences with his student advisees, and attempts to lead each student toward greater acceptance of responsibility in reaching reasoned decisions.

Shortly before the end of his sophomore year at Rollins, the student chooses a major, or field of concentration. Having chosen a major, the student may ask a professor in the major department to serve as his adviser.

The Student Deans and the Office of Psychological Services provide for counseling of students on vocational problems and other problems related to satisfactory adjustment to college.

### *BUILDINGS AND EQUIPMENT*

The newer buildings on the beautiful semitropical campus are similar in architectural design, marked by a strong Mediterranean influence; twenty-five have been erected within the last thirty-five years. Among these buildings are the Knowles Memorial Chapel, designed by Ralph Adams Cram; the Mills Memorial Library, the Morse Gallery of Art, the Annie Russell Theatre, the Sullivan House, the Woolson House, Orlando Hall, the Shell Museum, La Maison Provençale, the Dyer Memorial, the Administration Building, the Rollins Union Building, and the women's residence halls that are connected by a long loggia and are located on one side of the campus. A similar series of men's halls is situated on the opposite side.

New Hall, a residence hall for freshman men, containing 22 units, each with a private entrance and living room, was opened in November, 1962. Eight freshmen and a selected upperclass counselor are assigned to each unit; the building houses 196 students in all.

Rollins believes that this basic residence hall plan represents a significant improvement over other standard designs.

### *THE MILLS MEMORIAL LIBRARY*

The Mills Memorial Library building, presented through the generosity of the Davella Mills Foundation, was occupied in the fall of 1951. By February, 1965, the collection numbered 129,754 volumes, including 8,000 bound periodicals.

The spacious T-shaped building has two main floors in the public area, a large basement, and a six-level, all-steel air-conditioned book stack with a capacity of 170,000 volumes. Reading rooms and individual study desks, seating approximately 350 persons, are available on both floors. The reference

*Rollins' FM station WPRK.*





room, which contains a carefully selected collection of encyclopedias and other reference materials needed in undergraduate study, opens onto a shaded patio for outside reading. Adjacent to the reference room is an attractively furnished newspaper and periodical lounge and a map and atlas room.

The reserve reading room, with capacity for 80 students, the browsing room, and two listening rooms are located on the second floor. Also on this floor are the Rittenhouse, Whitman, Franklin, and Woolson collections; the library of the Hispanic Institute, containing more than 2,392 volumes on Hispanic and Hispanic American Civilization; the art reference picture collection of more than 7,500 mounted prints and photographs; and a growing phonograph record collection.

In the basement are the modern broadcasting studios of Station WPRK, a microfilm and microcard reading room, and a projection studio for the presentation of instructional films.

The Rare Books and Floridiana Room on the main floor contains valuable titles and manuscripts and an outstanding Florida collection that is noted for its extensive and rare items of Floridiana. The Union Catalog of Floridiana, also on this floor, is the most complete index on this subject in existence.

The splendid facilities of the Mills Memorial Library are open to residents and visiting scholars and writers in Winter Park. The College Archives are in the library. The Mills Memorial Library is carefully planned to provide easy access to information contained in materials other than books. Students may view 16mm motion pictures, 35mm film strips and slides, and other projected materials on up-to-date equipment in the 56-seat projection studio. Since the studio contains a lecture platform and both a blackboard and whiteboard, visual aids



*Knowles Memorial Chapel. Students participate in Sunday and two mid-week services.*



may be supplemented by personal instruction and discussion. Students may read microcards and microfilm on simply operated machines. Copying services are also available at small cost on the library's duplicating machine. In the maproom there are more than 5,720 cataloged maps.

The Mills Memorial Library administers the circulation of films from the Film Library, located in the same building. These 16mm sound films, many of which are in color, are available for a small service charge and transportation costs to schools, clubs, and educational and civic groups interested in disseminating information about the Americas and creating a better understanding among the peoples of the Western Hemisphere.



Income from endowments amounts to several thousand dollars a year, and this is supplemented by an annual appropriation from the general funds of the College for the library's budget for books, periodicals, and other expenses. The Rollins "Book-A-Year-Club" is made up of friends of the library who have contributed to the endowment, thus providing in perpetuity one new book each year, bearing the name of the donor.

Gifts to the College of private collections and of cash for specific purposes are other valuable sources of library materials. Because the library has been selected as a depository for the U. S. Government publications, including maps published by the Geological Survey, the reference value of the library's book collection has been further enhanced.

#### 1620 ELECTRONIC DIGITAL COMPUTER

An International Business Machines 1620 electronic computer system facilitates administrative functions such as admissions, billing, scheduling, and grading, and allows entry into new levels of teaching and research. Significant is the instruction in computer FORTRAN (FORMULA TRANSLATION) programming language provided to students in numerical analysis to allow computer solution of classroom problems.

#### THE ROLLINS MUSEUMS

The Thomas R. Baker Museum, named in honor of its founder, has scientific collections used in the study of natural science.

The Beal-Maltbie Shell Museum with its famous collection of shells, occupies a specially designed building on the campus. Few objects of nature present the variety of form, design, and brilliant colors found in the myriad shells of the mollusks on display here. Many of the shells are extremely rare.





The Morse Gallery of Art, built as a memorial to Charles Hosmer Morse by his granddaughter, Jeanette Genius McKean, provides special loan exhibits of the finest quality.

The Rollins Museum of Art represents the first step in the development of a comprehensive fine arts center for the College. Located on Interlachen Avenue in the former President's residence (Holt House), the Museum offers a continuing display of art treasures. Among paintings in the permanent College collection are works by Sir Anthony Van Dyck, Tintoretto, Gilbert Stuart, Francesco de Mura, Madame Vigée LeBrun, Lamar Dodd, Anna Mary Robertson (Grandma) Moses, George Inness, Lavinia Fontana and Childe Hassam. One room of the museum is devoted to the Smith Watch Key Collection—one of the most extensive of its kind—

which presents 400 years of history in this aspect of jewelry making. Also on display are leaded stained glass windows by Louis Comfort Tiffany.

The Museum of Living Art is a collection of art of all periods and is dispersed and shown in various buildings of the College.

### *THE CRUMMER SCHOOL OF FINANCE AND BUSINESS ADMINISTRATION*

The Crummer School of Finance and Business Administration of Rollins College has been established through the interest of Mr. Roy E. Crummer, who donated \$1 million for the purpose of providing the highest quality of professional preparation for future businessmen based upon a solid background



of liberal education. The School offers to Rollins students an opportunity to combine education in the liberal arts and training for careers in finance and management in a five-year educational sequence.

### *THE CENTRAL FLORIDA SCHOOL FOR CONTINUING STUDIES*

#### *A DIVISION OF ROLLINS COLLEGE*

The rapid growth and development of the Central Florida area following World War II brought Rollins College many requests for additional educational services. In 1951, the college introduced an adult evening program, part of which evolved into The Central Florida School for Continuing Studies, a Division of Rollins College.

Open to qualified adults, the School provides a liberal arts program leading to the degree of Bachelor of General Studies.

In addition to the campus adult evening program, the School maintains a branch at Patrick Air Force Base. Professor George Sauté is Director of the Central Florida School for Continuing Studies; George F. Schlatter, Brig. Gen. USAF (Ret.) is Director of the Branch.

Information about admission and descriptive brochures may be secured by writing Professor Sauté or General Schlatter.

### *THE GRADUATE PROGRAMS OF ROLLINS COLLEGE*

Rollins College offers graduate degree programs in the areas of Business Administration, Physics, Engineering Physics, and in Teaching. Descriptive bulletins of the various graduate programs may be secured by writing Professor Sauté or General Schlatter.

*1620 electronic digital computer.*







cured from the Admissions Office of the College. Admission to any one of the programs is arranged through the Admissions Office.

#### 1. GRADUATE PROGRAMS IN FINANCE AND BUSINESS ADMINISTRATION

##### a. *The Crummer Program*

The Crummer School of Finance and Business Administration, established as a new entity in the Rollins complex by the grant from Mr. Crummer, offers a curriculum leading to the degree of Master of Business Administration. This program, limited to full-time graduate students, provides preparation for financial and industrial management at a professional level. The two-year sequence of study, incorporating modern concepts of financial administration, data processing, automation, and behavioral and manage-

ment sciences, is designed to permit qualified Rollins College seniors and selected applicants from other accredited colleges to earn the degree of Bachelor of Arts at the end of their fourth year, and the Master of Business Administration degree at the end of the fifth year of college work.

Complete information concerning the Crummer Program is set forth in the bulletin of the Crummer School.

##### b. *Master of Commercial Science*

This program offers to qualified graduates of accredited colleges a curriculum of part-time evening studies designed to prepare candidates for responsible supervisory and administrative positions in management. The courses leading to the Master of Commercial Science degree include optional concentration in the field of general management and engineering management. The program is accredited by state and regional authorities, and accepted for the training of veterans. Specific entrance requirements and procedures are set forth in the bulletin of the graduate programs.

#### 2. MASTER OF SCIENCE IN PHYSICS AND ENGINEERING PHYSICS

a. The College offers the degree of Master of Science in physics and in engineering physics. Both programs are under the direction of Dr. John S. Ross, Professor of Physics.

b. The program of the Master of Science in physics is designed to provide a sound working knowledge of advanced physics for physicists and engineers. The programs consist of a system of examinations; a thesis research arrangement; a public graduate lecture series; and graduate courses in advanced mathematics, analytical mechanics, mechanical wave motion, electromagnetic theory, quantum me-



chanics, atomic and nuclear physics, solid-state physics, and various other subjects.

c. The Master of Science in engineering physics is designed for engineers who wish to make more use of modern physics and mathematics in their engineering careers. It differs from the Master of Science in Physics Program in that its prerequisites are changed to permit the admission of students who have received the conventional Bachelor's degree in Engineering, rather than that in Physics. The program consists of graduate courses in advanced mathematics, analytical mechanics, mechanical wave motion, electromagnetic theory, quantum mechanics, atomic and nuclear physics, solid-state physics, and various other subjects.

### 3. THE MASTER OF ARTS IN TEACHING

This program offers three curricula—elementary, high school, and junior college—leading to the degree of Master of Arts in Teaching. The Division of Certification and Accreditation, Division of Teacher Education, of the Florida State Department of Education has approved this program, as a guide to granting the Post Graduate (Rank II) Certificate to eligible applicants. The student who completes any of the three curricula offered and who follows the counseling given in the Office of the Director of the MAT degree program, should experience little, if any, difficulty in obtaining simultaneously the Master of Arts in Teaching degree and the Post Graduate (Rank II) Florida Teacher's Certificate.

The program is under the direction of Dr. W. T. Edwards, Professor of Education.

## HONORS PROGRAMS

Rollins College offers three distinct honors pro-



*Main Lounge, Elizabeth Hall, Freshman Women's Residence Hall.*

grams, each of which satisfies the needs of a particular category of students:

### 1) THE HONORS DEGREE PROGRAM

This program is designed for exceptionally talented students who are ready to do honors work in their freshman year and are prepared to follow a four-year honors program leading to two special degrees: the Honors B.A. and Honors B.S. Complete information on this program will be found on page 46.

### 2) THE HONORS AT GRADUATION PROGRAM

This program is designed for the superior student who is qualified and willing to begin honors work in his junior year. Students in this program read for the normal B.A., B.S., or B.M. degrees, but they may



graduate with distinction, high distinction, or highest distinction.

A student is invited at the end of the second term of his junior year by the Committee on Honors Work and the major department to engage in independent study for Honors at Graduation. An approved plan of independent study may be started in the third term of the junior year but cannot be started later than the beginning of the second term of the senior year. A thesis must be presented within two weeks after the beginning of the final term of the senior year. It must be typewritten, with an original and two carbon copies. The original is filed in the College library; one copy goes to the department files, the other is returned to the student.

A student who is a candidate for graduation with distinction takes final examinations which include one or more written examinations in the major field, and an oral one in the special field of the honors thesis. The Graduate Record Examination will be used if there is such an examination in the student's major field. The oral examination is conducted by a special Committee appointed by the Dean of the College, consisting of members of the major department and two members of other departments. One or more members of the Committee on Honors Work will be present at this examination.

The program of individual study for Honors at Graduation carries a minimum of five-hours or a maximum of ten-hours credit during the senior year. Progress reports from the department are filed with the Registrar at the end of each term. Once the program has been approved, it may be dropped only with the permission of the sponsor, adviser, and the Committee on Honors Work.

Seniors participating in Individual Study for Honors are designated at graduation as follows:

**GRADUATION WITH DISTINCTION**—A cumulative average of 10.00 and recommendation of the Committee.

**GRADUATION WITH HIGH DISTINCTION**—A cumulative average of 10.50 and recommendation of the Committee.

**GRADUATION WITH HIGHEST DISTINCTION**—A cumulative average of 11.00 and recommendation of the Committee.

A student who has not done independent study for Honors but whose general average is high may be awarded his degree with distinction. The requirement for this honor is an average for all courses of not less than 11.00.

### 3) THE INDIVIDUAL READING PROGRAM

This program is intended for students who have the ability and the desire to undertake individual study work in addition to their regular courses.

The term Reading is used in a broad sense to include laboratory projects, art projects, field works, etc.

Eligibility for reading for honors is earned as follows:

1. Each year a small number of entering freshmen is selected for Honors at Entrance in recognition of outstanding scholarship in secondary school work. Freshmen so selected may have the privilege of reading for honors during their first College term. To introduce these students to the College early in their careers, certificates will be presented at the first Convocation each fall.

2. Similarly, all students who earn and maintain an average of 10.00 (see page 49 for explanation of quality points) at Rollins are also eligible to participate in the Reading Program.





ability in the acquisition of a liberal education.

THE PHI MU ATHLETIC AWARD is presented annually by the Phi Mu Fraternity to the outstanding senior woman athlete.

THE PI BETA PHI DRAMATICS PRIZE is given by the Pi Beta Phi Fraternity for the greatest improvement made by a student in Theatre Arts.

THE PI GAMMA MU HONOR MEDAL, established in 1956 by Florida Delta Chapter of Pi Gamma Mu, may be awarded annually to an outstanding senior in the Social Science field.

THE COLONEL RICHARD C. PLUMER MEMORIAL AWARD is given annually to a student of business law who is outstanding in the qualities represented by Richard C. Plumer: scholarship, integrity of mind, humbleness of soul, and rendered service to his fellow men in a spirit of kindness and dignity. The award is the income from a fund created by the Class of 1954 in memory of Colonel Plumer.

THE CHARLES HYDE PRATT CREATIVE WRITING AWARD of \$50 is available for annual presentation to a Rollins student who is outstanding in creative writing.

THE GENERAL REEVE AWARDS FOR SCHOLARSHIP, established in 1945 by the late General Charles McCormick Reeve in recognition of high scholastic standing, are awarded at graduation each year to the five seniors who have maintained the highest scholastic record during their last three years at Rollins.

THE GENERAL REEVE CONTEST offers annually six prizes of \$75 each to Rollins men students who compose the best original essays. The contest is made possible through the generosity of the late General Charles McCormick Reeve of Minneapolis and Winter Park. The subjects for these essays are chosen by a committee of the faculty. The six win-





ning essays are delivered by their authors at a public meeting of the members of the College. The author who, in the opinion of specially selected judges, has most effectively composed and delivered his material will be given the Hamilton Holt Award of \$50.

THE ROLLINS DECORATION OF HONOR was established by the Board of Trustees on February 22, 1935, and the first award was made to Dr. Hamilton Holt, president of Rollins. The decoration is awarded to alumni, trustees, members of the faculty or administrative staff, or friends of the College in recognition of distinguished contribution to the progress of Rollins.

THE SIGMA XI AWARDS. The Sigma Xi Club of Rollins College authorizes the science faculty to select each year an outstanding senior Science student for the Sigma Xi Award. This award is used in the pursuit of postgraduate or professional school studies.

An additional award is presented each year to the junior Science major who, in the opinion of the science faculty, is most deserving of recognition.

THE FRED STONE AWARD is for excellence in work done in the Fred Stone Theatre, in acting, directing, or designing. The recipient's name is engraved on a trophy which remains permanently in the Theatre Arts Department. This trophy was presented many years ago to Mr. Fred Stone by his admirers in the professional theatre. After his death it was given to the Fred Stone Theatre. The first award of this trophy was made in the academic year 1959.

THE ALGERNON SYDNEY SULLIVAN AWARD. In 1925 the New York Southern Society established the Algernon Sydney Sullivan Award. This award, in the form of a bronze medallion, is intended to perpetuate the memory of its esteemed founder. It is designed to recognize and encourage in others those



same principles of love for and service to mankind that were his dominant characteristics.

Rollins College has the honor of being one of the limited number of 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 of the College.

The recipients of the award are 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 Irving Bacheller, the distinguished novelist.

THE THETA ALPHA PHI FRESHMAN AWARD is a prize given by the Rollins chapter of this national honorary dramatic fraternity to the first-year man and woman doing outstanding work as actors or technicians in the Theatre Arts Department.

THE THETA ALPHA PHI SCHOLARSHIP AND ACHIEVEMENT AWARD of \$100 is available annually to an upperclass student majoring in Theatre Arts who has maintained a high academic average and has also participated actively in the theatre program.

THE TIEDTKE AWARD is a gold medal given by Mr. John Tiedtke to a student who has shown outstanding achievement and progress in the Fine Arts.

THE WILLARD WATTLES ENGLISH AWARD is a book presented by the Rollins Key Society to the junior English major with the highest over-all academic average.

### *THE ROLLINS STANDARD*

#### CONDUCT OF STUDENTS

We at Rollins are concerned with the learning that takes place on the campus through our classrooms, our religious activities, our social functions, and all other opportunities for interpersonal and intellectual relations.

The Faculty has been entrusted and charged by the Board of Trustees with all matters pertaining to the order, instruction, discipline, and curriculum of the College. It is responsible for the maintenance of good order and discipline within the student body, and for the authorization and enforcement of needed rules and regulations. The Faculty, in turn, has delegated specific responsibilities for these matters to the Dean of the College, to the Student Deans, and to the Rollins Student Association.

The possession or use of alcoholic beverages by minors is illegal in Florida. Possession or use of





alcoholic beverages is expressly forbidden on the Rollins campus. Intoxication by Rollins students is not acceptable.

No firearms of any kind are allowed on campus. Arrangements for storage can be made through the Office of the Dean of Men.

As part of the over-all educational program on the campus, students assume responsibility both for group and for individual behavior. Any student who makes himself an undesirable citizen of the campus or community because of unsocial or irresponsible acts, or because of his general attitude, may be warned, placed on probation, advised to withdraw, be suspended, or be dismissed from College, as the conditions warrant. Specifically, a student may be advised to leave or may be dismissed from College without particular charges if, in the opinion of the faculty and administration, his attitude or conduct is incompatible with the best interest of the College.

### STUDENT GOVERNMENT

All regularly enrolled students, upon payment of the Student Association fee and upon signing the pledge of membership, shall become members of the Student Association. The activities of the Association are administered by the students, with the co-operation of the administration and faculty of the College. The purpose of the Association is the management of publications and other student activities, and the promotion of good fellowship and self-government.

The executive and legislative powers of the Association are vested in the Student Council which is composed of one representative from each social fraternity, and four independent representatives (two men and two women), all of whom must have been regularly enrolled for two terms and are second term





sophomores at least. The judicial powers are vested in the Upper and Lower Courts.

A student to be eligible to hold elective or appointive positions on the Rollins campus must maintain at least a 6.0 (C) cumulative grade average.

### **SOCIAL PROBATION**

A student who makes himself an undesirable citizen of the campus or community because of unsocial or irresponsible acts or general attitude may be placed on social probation by the Lower Court.

A student on social probation may not represent the College as a member of any athletic team, in an extracurricular dramatic production, or in any other way. He is not eligible to hold any College or fraternal offices, to participate in any public or intramural activities, to receive financial aid from the College, to own or maintain a motor vehicle, or to use the Pelican housing facilities.

While on social probation, a student must comply with additional restrictions outlined by the Student Deans or the Student Government Courts.

### **MARRIAGE**

In order to remain in good standing at Rollins College, students planning to be married will advise the Student Deans and have the consent of their parents (if they are not of legal age) prior to the wedding. The College discourages elopement. It is not responsible for refunding any portion of the boarding charge to students who become day students because of marriage during the academic year. The College does not operate housing facilities for married students.

### **RESIDENCE HALL AND DINING HALL REGULATIONS**

The Board of Trustees has adopted the following

requirements for College residence halls and the dining hall:

1. Every regularly-enrolled undergraduate boarding student is required to live in one of the College residence halls and to board at the College dining hall.

2. Since regularly enrolled undergraduate boarding students must live in College residence halls, a boarding student may not maintain an apartment or domicile off campus without written approval of the College administration.

3. Alcoholic beverages may not be served in residence halls or on other College property. This regulation includes light wines and beer.

4. College residence halls and the dining hall are closed during the Christmas holidays.

5. Students are not allowed to have pets in College residence halls or on the College campus.

Regulations 1 and 2 do not apply to the day students who live at home with their parents.

### **RESERVATION OF ROOMS**

When the April 15 payment is received from a returning boarding student, a room is reserved for him.

Information concerning the reservation and assignment of rooms for freshmen is covered under the Student Expenses, page 59.

Room assignments are made on the basis of a priority system in which dates of these first payments play an important part.

All rooms are furnished with single beds, dressers, study tables, and chairs. All other furnishings must be provided by the occupant. Each resident is held responsible for the condition of all equipment in his room. Unusual damages or expenses are assessed against the student responsible.



A fee of \$12 per academic year is charged to all boarding students for linen rental service. This includes the issuance of two sheets, one pillow case, three bath towels and one face cloth per week. All boarding students are required to use the above service.

### AUTOMOBILE REGULATIONS

Students at Rollins College are allowed to own and maintain cars, motorcycles, and other kinds of motor vehicles with the permission of their parents and under the following regulations:

1. Freshmen students, except day students, are not permitted to own or maintain motor vehicles in Orange County during their first year. Exceptions may be granted by the Student Deans.
2. Every approved vehicle must be licensed, and the owner is required to purchase a Rollins decal, which will be issued upon submission of vehicle registration by the Student-Faculty Traffic Committee. The decal must be applied to the front windshield of the vehicle. All drivers are obliged to have a valid driver's license before getting a decal.
3. Every campus student's vehicle must carry personal liability and property damage insurance. All accidents and cases of reckless driving must be reported to the Student Deans.
4. The Administration reserves the right to revoke any student's privilege of having a motor vehicle on the campus.
5. The Student-Faculty Traffic Committee has the authority to recommend penalties for violations of the traffic rules.









# Careers through Rollins

An excellent foundation for advanced study may be acquired at Rollins College in biology, chemistry, English, history, mathematics, music, physics, psychology, sociology and anthropology, and social work. Rollins courses provide an equally excellent background for teaching in a college or university, or entering a specialized career in research, public service, or industry.

Cooperative agreements between Rollins College and certain universities make it possible for students to shorten the time of preparation when their academic ability and performance meet the requirements of the professional school concerned. This is an advantage for the student who wishes to have a liberal arts foundation for his later specialization. Such a foundation is preferred by employers, and is recommended by many professional schools in technical and professional areas.

Most college students complete the full four years that are usually required for the Bachelor of Arts or Bachelor of Science degree and then enter professional training, where two to four additional years are required. Rollins students who qualify, however, may avail themselves of one of the cooperative or accelerated programs outlined below. In most instances, it will be noted, the student receives his Bachelor's degree from Rollins after successfully completing his first year at the cooperating institution. Students who wish to qualify for one of these programs (Master of Arts in Teaching excepted) should consult their respective adviser when they enter as freshmen, or at least before they begin their sophomore year. Only students who have completed three years in resident study at Rollins will be recommended. Thus, a student who does his junior year abroad cannot qualify. Usually a B— average will be necessary.



## BUSINESS ADMINISTRATION

### THE CRUMMER SCHOOL OF FINANCE AND BUSINESS ADMINISTRATION

The Crummer School of Finance and Business Administration offers to Rollins students interested in business careers unique opportunity to pursue three years of liberal arts education, followed by a two-year program of training for management. Qualified





*Main Lounge, New Hall, Freshman Men's Residence Hall.*

students may apply for admission to the Crummer Program at the end of their junior year at Rollins. Those students admitted to the program devote their senior year to a prescribed group of subjects, and receive the degree of Bachelor of Arts at the end of their senior year. Successful completion of an additional year of study at the graduate level in the Crummer Program makes possible the attainment of the Master of Business Administration degree at the end of the fifth year of college work. This "3-2" combination of undergraduate and graduate work thus maximizes the recognized career values of both liberal arts education and management training for the student seeking a career in finance and industry, while shortening by one year the time generally required to obtain both a Bachelor's and a Master's degree in business administration.

The program of the Crummer School is based upon the concept that professional-level education

for financiers and managers must build, upon the foundations of liberal arts and traditional managerial skills, the understanding required to cope with the demands of a new phase in the evolution of enterprise. To manage effectively in an era of dynamic technology, highly competitive corporate entities, and rapid social and economic change, the new generation of managers must have a forward outlook. These men must possess finer comprehension of the fundamental managerial uses of automation, data processing, information systems, financial strategy and planning, and keen awareness of the human values served by business and industry, as well as the human values utilized in that service.

To ensure the business administration student a realistic educational experience, the Crummer program is therefore organized around certain dominant goals, using the most modern methods available. These goals and their means of realization include:

a. Emphasis upon the managerial use of data processing and automation techniques in modern corporate and industrial systems, and their impact upon business organization and society.

b. Emphasis upon the human behavior and values in business and economic affairs and the relations between the business organization, government, and society.

c. Emphasis upon individual ability to relate business experience and principles effectively in sound managerial judgments. The practice of decision-making in direct simulation of the business setting lends invaluable experience to the student of management and finance.

*Internship in Business.*—To achieve the optimum combination of work and study during the student's participation in the Crummer Program, each candidate for the Crummer degree must engage for a mini-



mum of six weeks in summer at the end of either his Junior or Senior year in an Internship in Business.

Applicants for admission to the two-year program of the Crummer School must complete all necessary arrangements before the end of the spring term of their junior year.

Applications should be made to the Crummer School through the office of the Registrar of the College. Application forms should be submitted in duplicate at the beginning of the spring term of the junior year. All successful candidates will receive a formal notice of admission. This notice of admission should be filed with the Registrar of the College before the end of the Spring term of the junior year.

## ENGINEERING

### COLUMBIA UNIVERSITY SCHOOL OF ENGINEERING

A student wishing to obtain a Bachelor of Science degree in Engineering from the Columbia University School of Engineering in addition to the Bachelor of Science from Rollins College may enter Rollins and, after following successfully a course of study approved by both schools, may transfer to Columbia at the end of three years. After meeting the graduation requirements he is granted the appropriate degree from each institution.

### NEW YORK UNIVERSITY

Rollins College has also entered into an agreement with New York University. Under this program a student attends Rollins for three years and New York University for two years. He earns two degrees, the Bachelor of Science from Rollins College and the Bachelor of Engineering from New York University. The program at Rollins includes basic courses in the liberal arts field and concentration in mathematics





and physics. At the end of three years the student will have an opportunity to choose among eight branches of Engineering.

## FORESTRY

### DUKE UNIVERSITY SCHOOL OF FORESTRY

Upon successful completion of a five-year co-ordinated course of study, a student may earn the Bachelor of Science degree from Rollins College and the professional degree of Master of Forestry from Duke University. The student electing this curriculum spends the first three years in residence at Rollins and the last two at Duke University, pursuing the professional forestry curriculum of his choice.

Since Duke University requires certain basic courses in biology, chemistry, physics, mathematics, and economics, an early planning of the total three-year program is necessary.

A similar type of program is available for students wishing to complete work at the University of Florida leading to the Bachelor of Science in Forestry. This program assumes two years at Rollins and two years at the University of Florida. No Rollins degree is given.

## LAW

Rollins College has a distinguished record in the preparation of students for admission to law schools.

The counseling of pre-law students is carried on by the Committee on Pre-Law Advisement and Liaison with Law Schools. When applying for admission to the College, students are expected, if they have chosen the profession of the law as a career, to certify the fact to the registrar. Students who make decisions for legal careers after admission to college, are urged to certify the fact immediately to the registrar.

Students planning to become lawyers meet for counseling purposes in an informal group called The Barristers. The Barristers operate a moot court, and each term one case is argued.

## COMBINED COURSE

The College has arrangements with Western Reserve University School of Law (Cleveland, Ohio) and Vanderbilt University School of Law (Nashville, Tennessee) which permit qualified students to take a "combined course." The student may elect to attend law school after three years of college and arrange for

*Rollins Student Council.*





his first year of law school to apply to a Rollins College bachelor's degree. To qualify for the "combined course" a student must have achieved a 9 quality point (B) average for the first three years and make a score on the law school admission test satisfactory to the institution which he proposes to attend.

#### TULANE UNIVERSITY LAW SCHOOL FELLOWSHIP

Tulane University (New Orleans) makes available to a graduate of Rollins College a regional fellowship in the amount of \$500 a year for three years in the College of Law. Recommendations for this award are made by the Committee on Pre-Law Advisement and Liaison with Law Schools.

#### DISTRIBUTION AND MAJOR STUDIES OF PRE-LAW STUDENTS

The American Bar Association prescribes no pre-law course of study, but legal educators agree that students planning to study law should take those courses which best develop ability in (a) comprehension and expression in words; (b) critical understanding of the human institutions and values with which the law deals; (c) creative power in thinking; and (d) habits of thoroughness, intellectual curiosity, and scholarship. Courses well designed for pre-law studies, according to the American Bar Association, have three characteristics: (a) a variety of reading assignments selected from well-written sources; (b) a large amount of well-directed class discussion; (c) ample opportunity for the preparation and criticism of written and oral reports, and (d) independent research projects which provide opportunity for original inquiry, organization of materials, and effective communication.

Students developing their academic programs under the "combined course" plan to enter law







school upon completion of three years in Rollins College, must (a) complete the general distribution requirements; (b) choose any major or area of concentration of their choice before the end of the sophomore year; (c) continue under their major adviser during the third year in the same manner as other students pursuing an area of concentration. The first year of studies in law school as transferred for credits toward graduation from Rollins College is considered as a combined major in government and economics.

By mutual arrangement between the law school attended and the Committee on Honors Work at Rollins College, high ranking students electing the "combined course" may arrange to undertake projects to qualify them at Rollins graduation as completing their course with distinction, high distinction, or highest distinction, as performance in the College and in law school during the first year may justify.

## MASTER OF ARTS IN TEACHING

### DUKE UNIVERSITY

This program is designed to prepare those selected college graduates for a teaching career who did not prepare professionally for their teacher certifications as undergraduates. The program provides professional courses, carefully supervised teaching experience, and graduate study in special fields. The student who completes the program successfully achieves a year of teaching experience with full salary for one year of teaching and earns his Master of Arts in Teaching degree and full certification as a teacher—all within a fifteen-month period. For particulars about scholarships for this program, which at present are very substantial, interested candidates may confer with the Senior Professor of Education.

### ROLLINS COLLEGE

The Rollins Master of Arts in Teaching program, offering three curricula—elementary, high school, and junior college—is presented on page 22.

## MEDICAL TECHNOLOGY

The growing field of Medical Technology offers a rewarding opportunity for both men and women who may desire to aid the sick in a specialized way or who cannot afford the long training needed to become a doctor. Three years of college are now required with an additional year of training in one of the schools approved by the American Medical Association. Rollins offers the required basic courses in all fields and the B.S. degree upon completion of the year of study in a school of medical technology approved by the College.

The basic course at Rollins would include a minimum of biology (24 credits), chemistry (30 credits),



mathematics (5 credits for less than four years of high school math.), and other science courses (15 credits) which should include physics if not taken in high school.

In addition the student would be expected to meet the distribution requirements, except for number 8 (see page 50).

### MEDICINE AND DENTISTRY

Several medical schools will consider unusually well qualified and mature students to enter medical school after three years at Rollins provided the basic requirements have been completed. These students can receive the Bachelor of Science degree from Rollins after successfully completing the regular first year in medical school. However, the student is strongly advised to complete the full liberal arts college course. This will enable him to obtain a better foundation in his basic subjects and a broader viewpoint both of the profession and of the world in which he will live.

The Council on Dental Education prescribes that the pre-professional requirements be met in an accredited liberal arts college. Rollins is accredited and gives the required courses in English, biology, physics, and chemistry. Many Rollins students enter the field of dentistry. Students interested in this specialization may make their preparation for this profession at Rollins with full confidence that entrance requirements will be adequately met. However, no exemption is granted from the usual liberal arts requirements.

Although most students who plan to enter medicine or dentistry major in a science, a major in any field is acceptable provided that certain basic science courses are completed.





The minimum in most medical and dental schools is a year of general biology, a year of general physics, two years of chemistry, including inorganic and organic. Many schools now include qualitative and quantitative analysis and enough advanced mathematics to make the physics and chemistry meaningful. The specific requirements for various schools are published each year and are constantly changing. Questions relating to preparation should be discussed with the student's adviser or the chairman of the committee on science post graduate programs.

#### THE MERRILL-PALMER INSTITUTE OF HUMAN DEVELOPMENT AND FAMILY LIFE

The Merrill-Palmer Institute of Human Development and Family Life is the world's most outstanding specialized educational institution dedicated to the study of human development and family life. The Institute offers a teaching program at the college level, conducts research, and provides community services in this field.

Rollins College has been invited to become a participant in the Merrill-Palmer Institute Cooperating Colleges Program. Under this program, Rollins will select and recommend the undergraduate student or students it desires to send to Merrill-Palmer and will also assume the responsibility of crediting the student's Merrill-Palmer courses toward his degree. Confirmation of these student appointments is made by the Institute. Senior students or students in the last quarter of their junior year may be assigned to the Institute for a quarter. During this quarter of residence at Merrill-Palmer, students engage in an intensive educational experience involving class work, research projects, and involvement in community agency work in the Detroit metropolitan area.

#### UNIFIED MASTER'S PROGRAM

In 1961 the Ford Foundation made a grant to the University of Florida for the initiation of a Three-Year Master's Degree Program, whereby students are given a carefully planned program beginning with the junior year and continuing through one year of graduate study. Rollins students who maintain satisfactory progress under this cooperative plan will receive the bachelor's degree in the normal period of time from the cooperating institutions, and upon graduation, will be admitted to the Graduate School of the University of Florida. They will be expected to complete the requirements for the master's degree in not more than one year of graduate study.

#### CAREERS ABROAD PROGRAM

##### PREPARATION FOR FOREIGN SERVICE

Rollins College each fall admits to its Careers Abroad Program twelve students—generally ten men and two women. The sequence of studies is strongly based in the liberal arts and directed toward life work in the areas of national and international responsibility. In particular the curriculum seeks to prepare young men and women for vocations in such areas as the Foreign Service of the United States, international civil service in the United Nations and its specialized agencies, overseas governmental service in various departments, industry, and banking. The course further provides a sound background for advanced graduate work in professional legal study in major universities.

Students may be admitted to the program upon completion of a four-year secondary school course or at the end of the third-year of such course if applicants satisfy admission requirements by demonstration of unusual capabilities.





In addition to the general Rollins College admission requirements stated in the Catalog, applicants for the Careers Abroad Program must demonstrate

a. superior scores in the Scholastic Aptitude Test administered for the College Entrance Board by the Educational Testing Service

b. mathematical ability

c. fluency in one foreign language

d. proficiency in the use of the English language

e. personal qualities evaluated by interviews, preferably during a campus visit and generally by conferences with members of the council of advisers.

These desirable qualities include the capacity for accurate and sustained work; task imagination; personal and intellectual integrity; emotional stability; mental curiosity; openmindedness; warm friendship; tact and diplomacy; objective judgment and decisiveness in critical situations; respect for persons of different races, religions, cultures, and ideologies; a sense of fairness and sportsmanship; capacity for

teamwork with others, and sound physical health.

Beyond their formal sequence of studies, students in the Careers Abroad Program engage in three supplementary activities known as (1) the intraterm; (2) the interterm; and (3) the area seminar. During the fall term of each year, the group engages in four-day intensive intraterm programs held first at the United Nations in New York and then in Washington. These special studies are designed to explore a subject of current concern and to provide opportunity for the students to meet national and international leaders. At the end of the winter academic period, students engage in an interterm seminar in a Caribbean country. At the end of the spring term in the freshman, sophomore, and junior years, Careers Abroad students travel as a group to an area where a foreign language is spoken, for an intensive area seminar, to engage in a basic research study with the collaboration of specialized tutors and professors in the universities of the nation. Thus, the group may in one year study Spanish; in the next, French; and in the third year, German.

Students in their senior year are expected to take the Foreign Service Officer Examination offered by the Department of State to select intelligent and representative young Americans to help conduct the foreign affairs of the United States. To qualify for the examination, a student must be twenty years of age, and a citizen of the United States at least ten years. A young man or woman must be at least twenty-one years of age before eligible for appointment.

Rollins College assumes no responsibility for the placement of graduates in the Foreign Service or elsewhere, but maintains close relationships with agencies and makes available an experienced placement counseling service.



## *STUDY ABROAD*

Qualified Rollins students may take a year or half year in absentia at a foreign university. The student may negotiate his admission independently with the foreign university; he may apply for admission to an approved foreign-study program administered by another U.S. college or university; or he may apply for admission to one of the three existing Rollins overseas programs. In the case of a non-English-speaking country, the student is advised that he must have adequate foreign language preparation, which is interpreted as a B average in at least two years' study of that language plus the ability to take lectures and examinations in that language.

Rollins itself administers two overseas programs, both in Spanish-speaking countries, and participates in a third program in France, Germany, and Spain sponsored by the Associated Mid-Florida Colleges.

The Rollins Semester in Colombia program is conducted annually February 2 to June 2 at the University of the Andes, Bogotá, Colombia, where the student may earn up to 18 semester hours (automatically convertible into Rollins term credits) in Spanish and all other departments. The student is absent from the Rollins campus during the winter and spring terms, but his academic-year's prepaid room, board, and tuition fee exempts him from any further costs for the Semester in Colombia. Included in the Colombian program are round-trip air transportation between Miami and Bogotá, four months' room and board in a private home in Bogotá, tuition at the University of the Andes, an extensive orientation program, excursions, social affairs, and the tutorial assistance of a full-time resident director whom Rollins sends with the group to Bogotá. Descriptive literature and applications are available





from Prof. Frank Sedwick, Director of Overseas Programs, Rollins College. Applications close on December 1 yearly.

The other program administered directly by Rollins is a summer study-tour to Spain, annually June 21 to August 8, in which the student may earn up to 13 term credits in Spanish language and literature. Classes are privately taught by an outstanding staff in Rollins' own quarters in Madrid. Since it is not an academic-year program, the prerequisite for this study-tour is one year of Spanish and an over-all C average. The fee of \$1,085 includes full room and board in a private home in Madrid, tuition and books, round-trip jet New York-Madrid, weekly excursions to the main cities and sights of Castile, and a week's tour of Spain and Portugal with all first-class accommodations. See Prof. Frank Sedwick, as above, for descriptive literature and applications. Applications close May 10, unless the quota of twenty students has been filled earlier.

Several years ago Rollins and four other colleges of Central Florida formed an association known as the Associated Mid-Florida Colleges, one of whose various cooperative academic efforts is a junior-year-abroad in France (University of Strasbourg), Germany (University of Freiburg), and Spain (University of Madrid). The current comprehensive fee for the year is \$2,100, which covers tuition, room and board, and round-trip transportation by ship from New York. The group leaves New York about August 19, attends orientation lectures on shipboard, and receives additional language training in Europe before classes begin at the respective universities. All classes are conducted in the language of the host country, and the prerequisites for admission to the program are the same as those stated on page 42, in the first paragraph under the heading, "Study

Abroad." Each of the three centers has an American resident director in charge of all academic and social aspects of the program. Applications (which close annually on March 15) and further information are available from Professor Sedwick.









# Curriculum

## MAJORS

A Rollins College student is expected in the first two years to do the introductory work in his major subject which will give him the fundamental knowledge necessary for advanced work. He should consult his adviser in regard to this work. The major will normally include 45 or more credits in the subject, including some 400-level courses.

The major will be arranged to fit individual needs as far as possible within the limits of the established general and major requirements.

Students may choose any of the following fields in which to concentrate:

### *Fields leading to the degree of Bachelor of Arts:*

Art	History and Government
Business Administration	Human Relations
Economics	Latin American Studies
Elementary Education	Music
English	Philosophy
Foreign Language	Psychology
French	Sociology and
German	Anthropology
Spanish	Theatre Arts

### *Fields leading to the degree of Bachelor of Science:*

Biology	Mathematics
Chemistry	Physics
	Pre-Medicine

### *Fields leading to the degree of Bachelor of Music:*

Choral Conducting	Instrumental
Composition	Organ
Music Education	Piano
Voice	Violin



## COMBINED MAJOR

A student may elect a combined major made up of courses from two or more departments, if in the judgment of the adviser and the Dean of the College such proposed major has coherence and depth and better meets the needs of the student than do any of the regular majors offered.

A combined major must be approved by the departments concerned. A combined major from two departments will normally require the completion of approximately two-thirds of the courses required in the regular major of each department concerned.





*Bruce B. Wavell, Director of the Honors Degree Program.*

## *ROLLINS HONORS DEGREE PROGRAM*

In September 1965, Rollins College introduced a four-year honors program. This curriculum provides a separate educational "track" for superior students and leads to two new degrees: the Honors B.A. and Honors B.S.

Admission to the program is restricted to freshmen with high academic ability and motivation. Minimum admission requirements are:

- a. A combined College Board S.A.T. score of not less than 1300
- b. An English Composition Achievement Test score of not less than 600
- c. Ability to write a satisfactory essay of not less than 1000 words on "Why I wish to enter the Rollins Honors Degree Program"
- d. Evidence from school records, teachers' recommendations, and an interview that the student has the scholastic aptitude and personal qualities needed for the successful completion of this curriculum.

The Honors B.A. and B.S. degrees are at present being offered in the following fields: biology, chemistry, economics, English, French, government and history, philosophy, physics, psychology, sociology and Spanish. The program has its own graduation requirements, a distinctive curriculum designed to challenge superior students, and its own specialist academic advisers.

The curriculum differs from that of the normal degree in requiring greater depth in the student's major field and a greater grasp of inter-disciplinary relationships. It allows the student more freedom in the choice of courses, but demands of him a greater degree of responsibility for his studies. These fea-



tures of the curriculum are provided for in the following manner:

### 1. DEPTH IN THE MAJOR FIELD

Students are required to fulfill the major field requirements for the normal degree, but they must take in addition three graduate level courses in the major field, pass a comprehensive examination in that field, and complete a research project and prepare a thesis based upon it.

### 2. INTERDISCIPLINARY INTEGRATION

Students are required to take three special honors courses which are designed to unify their educational experience. In their freshman year, they take a Basic Honors Course which introduces varied fields of knowledge and the problems of the interrelationship of different areas. As sophomores, students

have an Honors Seminar in which the concentration is on the broad concepts and methods underlying the sciences and the humanities. For their third year, students take a Junior Integrating Course which requires them to relate their major field to other fields, to construct a personal philosophy that summarizes their educational experience at Rollins, and to defend this philosophy in seminar sessions against their classmates.

### 3. INDEPENDENCE AND RESPONSIBILITY

All students follow a four-year, planned, individual study sequence having a systematically increased level of difficulty and a decreased level of supervision. Thus students, in consultation with their honors academic advisers, construct a schedule which is challenging and coherent.





## GRADUATION REQUIREMENTS

To graduate under the honors degree program, candidates must satisfy course, grade, credit, examination, and residence requirements. The course and examination requirements have been stated on page 47; the grade, credit, and residence requirements follow.

### A. GRADE REQUIREMENTS

The following table lists the grade requirements students must attain to earn the honors degree and to graduate *cum laude*. Graduation *magna cum laude* and *summa cum laude* is at the discretion of the Honors Committee.

<i>Requirement Areas</i>	<i>Cum Laude</i>	<i>Pass</i>
a. Cumulative Average	10.50	9.50
b. Comprehensive Examination	B+	B—
c. Research Project	B+	B—
d. Individual Study Average	10.00	9.00

### B. CREDIT REQUIREMENTS

<i>Courses</i>	<i>Credits</i>
1. Basic Honors Course	9
2. Honors Seminar	6
3. Junior Integrating Course	9
4. Individual Study	
a. Freshman Year	6
b. Sophomore Year	6
c. Junior and Senior Year	15
5. Research Project	10-15
6. Major Field Requirements	45-61
7. Electives	71-92
Total	192

### C. RESIDENCE REQUIREMENT

Students in the honors degree program are required to spend their entire junior and senior years at Rol-

lins College and are not permitted to enter cooperative programs with other colleges.

Graduate schools are being informed of the special character of this degree and an explanation of the degree will be sent with the students' transcripts when they apply for admission to a graduate school.

## TEACHER EDUCATION AND CERTIFICATION

Rollins College offers a major in Elementary Education for those planning to teach in elementary schools. Those preparing to teach in secondary schools may major in the subject they desire to teach, and as part of their elective work may select courses in Education.





Requirements for teacher certification in Florida are divided into three categories: (1) General Preparation, (2) Professional Preparation, and (3) Specialized Preparation. Other states have similar requirements, which can be ascertained from the Registrar or from the Education Department at Rollins. The General Preparation requirements for the Florida Certificate are met by the Rollins College distribution requirements.

A student applying for student teaching in the secondary schools must present in writing the approval of his subject matter adviser, a physical health certificate, and fill out the application blanks for placement in the county school system.

For specialization requirements for elementary teaching the Education Department should be consulted.

Both elementary and secondary student teachers must take, before graduation, either the Graduate Record Examination or the National Teacher Examination. Secondary school student teachers must take also the comprehensive subject examination in their major field. No Florida certificate for teaching is granted until one of the above examinations is passed. Information about these examinations may be secured from the Education Department.

### ***EVALUATION OF THE STUDENT'S WORK***

The report card is based on the following principles:

a. The evaluation of a student should be an appraisal of his desirable habits and qualities of character as well as of his academic achievement.

b. The report should be an individualized evaluation. The goal at Rollins is the education of the individual. This is achieved by regarding each student as an individual. Hence the report card provides

for individualized grading. It also offers an opportunity to evaluate many habits and traits of character.

The instructor records letter grades and any other evaluations he feels should be made.

Grade *A* is reserved for work that is exceptional in quality, for work showing keen insight, understanding, and initiative well beyond the requirements of the course. This grade cannot be earned solely by conscientious preparation of assigned work or by high grades on tests.

Grade *B* is given for work that is consistently superior, for work that shows interest, effort or originality that lifts it well above the average. Conscientious preparation of assigned work alone does not merit *B*; the grade is a recognition of quality.

Grade *C* is a respectable grade. It is the minimum grade required for graduation. It assumes regular attendance at class, punctuality, consistent preparation of work day by day, and completion in a satisfactory manner of all work required in the course.

Grade *D* is an unsatisfactory grade. It is below the standard necessary for meeting graduation requirements.

Grade *F* is failing.

For each term hour of credit, letter grades are assigned quality points as follows:

Grade A	12 quality pts.	Grade C	5 quality pts.
Grade A-	11 quality pts.	Grade D+	4 quality pts.
Grade B+	10 quality pts.	Grade D	3 quality pts.
Grade B	9 quality pts.	Grade D-	2 quality pts.
Grade B-	8 quality pts.	Grade F	0 quality pts.
Grade C+	7 quality pts.	Grade WF	0 quality pts.
Grade C	6 quality pts.	Grade XF	0 quality pts.

A grade of *I*, indicating that the work of a course is *Incomplete*, may be assigned only when circum-



stances beyond the control of the student, such as illness or necessary absence from the campus, have made it impossible for the student to complete the work of the course within the normal period. The student receiving a grade of *I* must complete the work of the course within the next succeeding term of residence in the College. Failure to complete the course within one term will result in the assignment of a grade of *F*.

Grade reports of all first-year students are sent to their secondary schools.

### REQUIREMENTS FOR GRADUATION

In order to be eligible for the Bachelor of Arts, Bachelor of Science, or Bachelor of Music degree, a student must fulfill certain specific requirements. The degree received depends upon the student's major field of concentration.

1. **RESIDENCE REQUIREMENTS.** The entire senior year (i.e., the last 48 credits leading to the Bachelor's degree) must be taken at Rollins College. For special requirements in cooperative programs with other colleges or universities see pages 33 through 43.

2. **GRADE REQUIREMENT.** A student must have a minimum academic average of 6.00 (C) for all courses taken at Rollins. For an explanation of grades and scholastic requirements, see page 49.

#### 3. CREDIT REQUIREMENTS:

**Total Hours.** Completion of 192 credits of academic work and two years (6 terms) of Physical Education.

**Distribution Requirements.** (See explanation below)

	Credits
(1) English Composition and Literature	15
(2) Foreign Language	0-24*
(3) Courses selected from the following group:	15

- |            |                            |
|------------|----------------------------|
| Economics  | Latin American Studies     |
| Geography  | Philosophy                 |
| Government | Psychology                 |
| History    | Sociology and Anthropology |
- (4) A one-year laboratory course selected from the following group: 15
- |           |                        |
|-----------|------------------------|
| Biology   | Physics (or Astronomy) |
| Chemistry |                        |
- (5) Courses selected from the following group: 15
- |  |  |
|--|--|
| Art  |  |
| English (beyond distribution requirement 1 above)                    |  |
| Foreign Language (above 200 level) (not Conversation or Composition) |  |
| History (if not selected in 3)                                       |  |
| Math 111-112   |  |
| Music (not more than 5 credits may be choir)                         |  |
| Philosophy (if not selected in 3)                                    |  |
| Religion   |  |
| Speech 101 or 110-111-112  |  |
| Theatre Arts   |  |
- (6) Courses selected from major field and electives 108-132
- 
- 192
- (7) Physical Education 6 terms
- (8) All students must complete a minimum of 64 credits in 300- and 400-level courses and must take at least 25 credits at the 300-400 level outside the major department.

**EXPLANATION OF DISTRIBUTION REQUIREMENTS.** In addition to the statements that follow, the student should read the departmental announcements that appear elsewhere in this Bulletin.

\*The Foreign Language requirement may be met in part or entirely by qualifying examination.



**REQUIREMENT 1, ENGLISH COMPOSITION AND LITERATURE.** English 101-102-103 is required of all freshmen except a small group mentioned below. The purpose of this course is to develop two abilities that are among the essential qualifications of every educated person: (1) the ability to write correctly, clearly, and effectively, and (2) the ability to read literature with an appreciation of its meanings and its artistic qualities.

Those entering students who demonstrate superior abilities in English in their entrance examinations are permitted to enroll in English 111-112-113.

**REQUIREMENT 2, FOREIGN LANGUAGE.** The College feels that all of its graduates should have some acquaintance with a foreign culture through the study of its language. Every student, therefore, is required to achieve proficiency in a foreign language equivalent to completion of the second-year college course. Interested students are urged to elect further work in either advanced foreign languages or area studies. Students who have studied a language in secondary school are advised to continue the study of the same language. The language requirement can be met in the following ways:

(1) Students whose score on the achievement test shows an achievement equivalent to the satisfactory completion of a second-year college course will be excused from further language study.

(2) Students who began a language in high school may complete the second year course in that language in college. A student who has taken two or more years of a language in high school may not take for credit the first year college course.

(3) Students who begin the study of a new language in the College must complete two full college years of the language.

**REQUIREMENTS 3, 4, 5, GROUP REQUIREMENTS.** During their first two years, students are usually required to obtain 45 credits distributed equally among the humanities, the laboratory sciences, and the social studies. These requirements, which are an essential feature of the Rollins Program, assume that students shall have a broad education before specializing in their major field during their junior and senior years. The requirements are also designed to help students decide, if they have not already done so, which field they should choose for their major.

**REQUIREMENT 6, MAJOR AND ELECTIVES.** Before the end of his sophomore year at Rollins, the student chooses a major, or field of concentration. The majors or preprofessional programs have two general purposes: (1) to give the student a sense of mastery in a particular field, and (2) to prepare him for an occupation. Quantitatively, a student must take, on the average, one-third of his courses in a specific field, with a majority of them in his junior and senior years. Ordinarily, the major will, therefore, include 45 or more credits in the subject chosen, some of which must be earned in 400-level courses. The student works out his preparation for his major program with the assistance of his adviser and members of the department in which he specializes.

In special cases, with the approval of the adviser, the Dean of the College, and the departments concerned, a student may major in two fields, meeting the full requirements of each or taking departmentally approved reductions in both departments.

Since the majority of courses during the student's first two years are outside his major field and he is required to take at least 25 credits at the 300-400 level outside the major department, he gains a broad, deep understanding of one field of study and receives also a satisfactory liberal education.





*G.E. College Bowl.*

Once the student has chosen a major or a field of concentration, shortly before the end of his sophomore year at Rollins, he may ask a professor in the major department to serve as his adviser. Upon acceptance by this professor, the student should see his previous adviser and the Registrar, and give them the name of the new adviser. Beginning with his junior year, the student will then be under the guidance of his new major adviser.

**REQUIREMENT 7, PHYSICAL EDUCATION.** Two years of Physical Education, unless excused for medical reasons, are required of all students for graduation. A satisfactory grade must be achieved. Each student carries the required Physical Education course regularly through each term of the first two years. If a student receives a failing grade in two terms of physical education, he will be warned. After the third failure, he will be placed on academic probation for the following term.

**REQUIREMENT 8.** This requirement ensures that all students obtain an adequate number of credits in advanced-level work, and that a reasonable proportion of these credits are obtained in fields outside the student's major field.

**COURSE LOAD.** A full-term load is defined as 15 to 18 credits. Any student registering for more than 18 or fewer than 15 credits must have the program approved by his adviser and by the Dean of the College or the Registrar.

Except in unusual circumstances, the distribution in English, foreign language, and courses selected from Requirements 3, 4, and 5 should be met during the first two years. In no case may this be deferred beyond the end of the third year.

Advanced courses may be taken to satisfy a requirement if the student is qualified to take such work.





## THE GRADUATE RECORD EXAMINATION

All seniors are urged to take the Graduate Record Examination (Aptitude). Most graduate schools either require or request candidates to take this examination. It is given each year at Rollins, which serves as a Center for this purpose, and is so designated by the Educational Testing Service of Princeton, New Jersey.

## CLASSIFICATION OF STUDENTS

Sophomore standing .....	40 credits
Junior standing .....	90 credits
Senior standing .....	141 credits
plus satisfactory completion of 2 years of Physical Education.	

## REGISTRATION

Students must present themselves for registration on the days that are assigned for that purpose. Completion of registration after the regularly appointed period subjects the student to a fine of \$5.

## CHANGE IN REGISTRATION

Any change in registration must be made during the first week of the term. Approval of changes later in the term will be granted by the Dean of the College or the Registrar only to meet circumstances beyond the control of the student.

## TRANSFER STUDENTS

Transfer students must meet all of the Rollins requirements if they expect to graduate from Rollins. (See pages 57 and 58, Admission, for further details.)



## CLASS ATTENDANCE

Because the class period is important and discussions cannot be reproduced, absences cannot be made up. It is for this reason that Rollins does not have a cut system whereby students are allowed a certain number of absences without penalty. Prompt and regular attendance at all classes is required. A student who is repeatedly absent from classes without permission from his instructors may be placed on probation or may be required to withdraw from the College.

Each student is held responsible for all absences from classes. When a student is absent, it is his responsibility to arrange with his professor to make up the work deemed necessary. In this respect there is no differentiation between excused and unexcused absences. If a student is not in attendance at class, he is marked Absent.

Absences immediately before or after a holiday or vacation are considered a violation of the attendance policy. Students disregarding these rules are liable to suspension or probation.

## ACADEMIC WARNING AND PROBATION

Academic warning and probation are not to be considered as punishment, but are intended to give the student opportunity and encouragement to achieve and maintain good academic standing. In order to protect the academic standards of the College, warning and probation also serve as notice to the student and to his parents or guardian that dismissal may result from failure to improve his academic record.

A student may be placed on academic probation whenever his record endangers his reasonable progress toward a degree according to standards established by the Academic Standing Committee. If in the opinion of the Committee it is in the best inter-

ests of the student, a term of academic warning may be substituted for the first term of probation. Actions of this Committee in individual cases are based on consideration of all factors presented in each case, and such individual actions are not to be considered as establishing precedent or policy.

If a student on academic warning does not show satisfactory progress and achievement by the end of the term, he is usually placed on academic probation. A student on academic probation is not in good standing and may not represent the College in extracurricular activities, own or maintain a motor vehicle, or hold a scholarship. The student may be asked to abide by additional regulations determined by the Committee. A student who has been placed on probation for unsatisfactory academic standing must complete one term with a satisfactory record after being removed from probation before being eligible for initiation into a fraternity or sorority.

If a student on academic probation does not show satisfactory progress and achievement by the end of the term, he is usually dismissed from the College. A student with a previous record of academic warning or probation who fails to maintain the standards established by the Committee may be placed on probation or dismissed without further period of warning or of probation.

**ACADEMIC STANDARDS.** A student is ordinarily placed on academic probation under the following conditions:

1. If in any term his academic average for that term is substantially below C—.
2. If at any time his cumulative academic average below C jeopardizes his normal progress toward eligibility for graduation.

In applying this condition, a graduated scale is used. A freshman may remain in satisfactory aca-



demetic standing if his cumulative academic average is slightly below C—; a sophomore slightly above C—; a junior slightly below C; a senior must maintain a cumulative average of C.

A student who fails to attain a satisfactory academic standing after a term of academic probation will be considered for dismissal from the College.

As a matter of general policy, the probationary period for a freshman will be extended to the end of his first year if such extension appears to be in the best interests of the student. Such consideration, however, will not be granted to a freshman whose record discloses a lack of aptitude or a flagrant neglect of work.

**REMOVAL FROM ACADEMIC PROBATION.** A student on academic probation will ordinarily be removed from probation if in the next succeeding term he carries a normal academic load and substantially remedies the deficiencies for which he was placed on probation.

### DROPPING WORK

Work for which a student has once registered may not be dropped except by formal permission of the adviser, the instructor, and the Dean of the College or Registrar. Drop cards may be secured from the Registrar's Office. A course dropped after the first week of classes in any term is recorded as W if the work to date is passing, or WF if failing, on the student's permanent record. WF is included in computing a student's average. The grade of XF is recorded for a course abandoned without an official withdrawal, and is computed in the average as a failure.

After the middle of any term, a student may not withdraw from a course without a failing grade, except for illness or other major reason to be defined by the Student Deans.









# Admission and Expenses

## *ADMISSION FROM SECONDARY SCHOOLS*

Admission to Rollins is highly selective. To expect favorable consideration, the student should possess a strong school achievement record, as well as strength and maturity of character.

Secondary school seniors, who are recommended by their schools, are eligible for consideration upon receipt of a formal application with the \$10 application fee, the secondary school record, and the results of the Scholastic Aptitude Test of the College Entrance Examination Board. All applicants for admission are required to take this test during the senior year, preferably in December or January. Registration forms may be obtained by writing to the College Entrance Examination Board, Box 592, Princeton, New Jersey.

In addition, accepted applicants must present the results of the College Board Achievement Tests in English, a foreign language (either modern or classical), and one other of the candidate's choice. These achievement tests are used primarily for placement purposes.

The candidate for admission to Rollins should present four years of English, three years of mathematics, three years of one foreign language (or two years of each of two foreign languages), two years of laboratory science, and credits completed in social studies. Although consideration will be given to candidates who offer courses outside these five main areas, Rollins judges the school records of its candidates chiefly by performance in these traditional college preparatory subjects.

Unusually well qualified applicants who are strongly recommended may be considered for admission prior to secondary school graduation.

Superior students, with the approval of their secondary school, may submit their junior year record, and junior year Scholastic Aptitude Test scores with the request that the Admissions Committee grant an Early Decision based on the assumption that the senior year performance will be similar in quality to that of the first three years of secondary school. Applicants for Early Decision agree not to apply elsewhere unless their application is denied. Early Decision applications must be received before November; candidates will be notified by December 1 of the senior year. A non-refundable reservation fee of \$250 is due and payable upon notification of acceptance.

If the Early Decision candidate is not granted admission, his application will be reconsidered after January 1, when regular applications are reviewed. Admission to the undergraduate day program is limited to those under 30 years of age.

## *ADMISSION WITH ADVANCED STANDING*

Entering freshmen who pass Advanced Placement Examinations given in May by the College Entrance Examination Board will, with the approval of the Academic Standing Committee and the department concerned, be eligible for admission to advanced courses in the department. Students may use these tests to meet, in advance, certain distribution requirements for graduation. Upon recommendation of the department concerned, the tests may be used to reduce the number of credit hours required for the Rollins degree. Information about these tests may be obtained from the College Entrance Examination Board.

## *ADMISSION FROM OTHER COLLEGES*

Rollins accepts a limited number of students who



wish to transfer from other colleges. Such students must meet all the requirements established for graduation (see page 50). It is of particular importance to note that Rollins requires for graduation two years of Foreign Language as well as one year each of Laboratory Science, Social Science, and the Humanities. No transfer credit is given for work completed with a grade of D or for work which is not typically offered in a liberal arts college. No credit will be granted for courses taken by correspondence, and not more than 30 credits will be allowed for extension courses.

To receive information regarding the evaluation of transfer credits, a student must first apply for admission and pay the application fee. He must be in good academic standing and eligible to return to the institution from which he proposes transfer.

### *ADMISSION TO SPECIAL PROGRAMS*

To study in certain special programs, applicants are asked to provide additional materials.

Auditions are required from all students who wish to major in music. If distance prohibits such an audition, a tape recording of the student's work may be sent before March 1 of the senior year.

Students who wish to study in the Rollins Honors Degree program are asked to submit with their applications a 1000-word essay as described on page 46.

### *APPLICATION PROCEDURE*

To apply for admission to Rollins College, request an Application for Admission and return this form with the application fee of \$10 which is paid only once and is non-refundable. Two small photographs are also required.



The Application for Admission form includes:

1. The Secondary School Record form which the candidate is asked to hand to the guidance officer of his school for completion. It is requested that the school submit this form directly to the College.

2. Information regarding the College Entrance Examination Board requirements.

3. The Parent Questionnaire, which the candidate is asked to hand to his parent or guardian for completion and mailing to the College.

It is the applicant's responsibility to make certain that the required College Entrance Examination Board tests are taken and results reported to Rollins College.

Applications should be submitted before March 1 or earlier if possible. Applicants will receive notification throughout the winter and spring as their application folders are completed.

Upon notice of acceptance, boarding students pay a reservation fee of \$250 and day students \$100. Since Rollins College adheres to the Candidate's Reply Date as established by the College Entrance Examination Board, the reservation fee must be paid by that date and is non-refundable. The Candidate's Reply Date for 1966 is May 2. Payment of the



reservation fee automatically reserves dormitory space for the accepted boarding candidate.

Accepted applicants are asked to read carefully pages 28 through 55 of this Bulletin, and are required to comply with regulations regarding health, as outlined on pages 67 and 68.

An accepted student who requests that his application be transferred to a later year must be reconsidered by the Admissions Committee. Applicants are urged to inform the College promptly of any change of address, transfer from one school to another, or withdrawal of application.

## STUDENT EXPENSES

The cost of educating a student at Rollins College is considerably more than the amount of the general fee charged. The difference is covered by other revenue such as gifts and endowment income.

Fees for 1965-66 will be as follows:

(Fees are subject to change at any time by action of the Board of Trustees.)

Application Processing Fee	
(Payable with submission of	
Application for Admission) . . . . .	\$ 10

Student Association Fee	
(Levied by Student Association) . . . . .	\$ 50

Contingent Deposit	
(Refundable upon graduation) . . . . .	\$ 25

Linen Fee	
The linen fee includes the issuance of	
two sheets, one pillow case, three bath	
towels and one face cloth per week . . . . .	\$ 12

*Curriculum*

Health and Accident Insurance  
(May be waived. See description  
and fee below)

Boarding Students	
General Fee . . . . .	\$2,675

The general fee includes items usually differentiated as tuition, board, room; certain special fees such as laboratory fees and instruction in music; limited medical services for minor illnesses; and the use of all college facilities

Day Students	
General Fee . . . . .	\$1,500

## SCHEDULE OF PAYMENT OF FEES

Incoming Boarding Students	
Payable upon acceptance	
(non-refundable after May 1) . . . . .	\$ 250
Balance payable August 15	

Returning Boarding Students	
Payable April 15 (non-refundable) . . .	\$ 250
Balance payable August 15	

Incoming Day Students	
Payable upon acceptance	
(non-refundable after May 1) . . . . .	\$ 100
Balance payable August 15	





#### Returning Day Students

Payable April 15 (non-refundable) . . . . . \$ 100  
Balance payable August 15

All students must forward the April 15 installment promptly to assure the reservation of a place in the College.

Physical Education courses do not have a fee unless the student elects one of the following. The charges are listed below, and must be paid at the time of enrollment:

Water-Skiing. A fee of \$40 per term.\*

Bowling. A fee of \$10 per term.\*

Horseback Riding. A fee of \$35 per term.\*

Payment of the full general fee for the academic year is required although the student may anticipate graduating at the end of the fall or winter term.

All financial obligations must be fulfilled on or before August 15, and refunds beyond this date will only be made in accordance with regulations shown elsewhere in this section of the catalogue.

Students will not be given credit for work done, will not receive honorable dismissal or obtain a transcript of credit, or be permitted to graduate until all college bills are paid, including bills owed to the National Defense Student Loan Fund, Tuition Plan, Inc., and other secondary debts where these debts are incurred to pay Rollins College fees.

Students will be accepted in the fall for the full school year only.

#### *THE TUITION PLAN, INC.*

As noted above, fees are payable for the whole academic year in advance. However, we have an agreement with The Tuition Plan, Inc., a finance company in New York, to finance the yearly fees over a period of from ten months to six years, requiring a service

charge (interest). One-year contracts are payable in ten months, commencing August 1.

Multiple-year contracts can be prepared over a period of from twenty to seventy-two months, and are covered by life insurance. Sixty- and seventy-two-month payment plans require commencing payment June 1. **NO DEFERRED PAYMENT PLAN IS AVAILABLE THROUGH THE COLLEGE.**

#### MEDICAL EXPENSES

##### REIMBURSEMENT INSURANCE

An agreement has been entered into with an insurance company that makes health and accident insurance available on a group basis for students at Rollins College. The cost of the insurance coverage is included in the invoice for tuition. However, if the parent has coverage of this type, or if this insurance is not desired, payment to Rollins College for *the insurance may be waived prior to May 1*. A descriptive booklet and waiver form is included with the reservation fee invoice sent in April. This coverage is for the academic year and usually costs about \$40.00.

The insurance company sends an application to the parent for a continuation of this insurance for the summer. This notice is forwarded approximately May 15 of each year. The completed application and check are returned to this office. If the application and check for summer insurance are not submitted, the student will not possess insurance coverage for the summer vacation period.

##### INSURANCE FOR PERSONAL BELONGINGS

The college does not carry insurance on students' personal belongings and is not responsible for loss

\*Subject to change without notice.



or damage from any cause. Students should arrange for adequate coverage on existing policies or make arrangements for insurance locally upon arrival.

The college does not maintain facilities for safe-keeping of money or valuables. Banks located a few blocks off campus have such services available.

### SPECIAL CHARGES

**OVERREGISTRATION.** Any student who registers in an academic year for more than an average of eighteen term-hours per term, exclusive of physical education, choir, and the Rollins Singers, is charged \$4 for each term-hour over fifty-four hours for the academic year.

**LATE REGISTRATION.** A fee of \$5 is charged for late registration.

### REGULATIONS REGARDING REFUND OF FEES

As the College predicates its expenses and bases its budget upon the collection of the general fee for the full year from all accepted students, adjustments are made only under the following regulations:

1. A student who is obliged to leave college during the academic year because of serious accident or major medical or surgical illness necessitating two or more weeks hospitalization may be eligible for a

refund; such unavoidable departure must be recommended by the College physician. In this particular situation, the College desires to share the monetary loss with the parents of the student by cancelling 75% of any unearned portion of the general fee and refunding such portion.

2. If any student enrolled at Rollins receives a mandatory call from the Federal Government to enter the military service on an active duty status, the general fee for the year will be pro-rated as of the date the student is required to leave college to report for duty.

3. If a new student fails to enter college after acceptance has been granted, or if any student who has been in previous attendance fails to return, or if any student leaves college for any reason other than those stated in No. 1 and No. 2 above, or is suspended or dismissed, no refund will be made.

Failure to pay the stipulated installments of the applicable general fee promptly upon the dates specified forfeits all previous payments and deposits as well as the right to a place in the College; and the College reserves the right to select another student immediately to fill the vacancy thereby created.

4. 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 or guardian.







# Scholarships—Loans—Student Aid

## SCHOLARSHIPS

Scholarships at Rollins College are awarded competitively to applicants whose academic and activity achievement in school shows real promise of outstanding success in college.

To apply for a scholarship the student should file an Application for Admission which includes a section for the scholarship applicant to complete. No scholarship will be awarded before a student is accepted for admission.

Financial need is an important consideration of the Scholarship Committee in making awards. Information on financial need must be submitted by parents or guardians on the *Parents' Confidential Statement* supplied by the College Scholarship Service, Box 176, Princeton, New Jersey. The form can be obtained from secondary school offices. No award will be made until the CSS form has been received.

Scholarships are renewable each year provided the student maintains the necessary academic or achievement record as described in the scholarship categories below. The *Parents' Confidential Statement* must be filed each year.

**ACADEMIC SCHOLARSHIPS**—The college annually awards a limited number of academic scholarships to outstanding students with superior academic records and College Board test scores. Varying in amount from \$200 to \$2675 and available for both boarding and day students, these awards usually include a combination of stipend, work, and loan.

To hold an academic scholarship after the first year the student must maintain a B average for the year.

**ACHIEVEMENT SCHOLARSHIPS**—Rollins College awards a limited number of Achievement Scholar-

ships each year. To qualify for an Achievement Scholarship, an applicant must have a good academic record and outstanding achievement in an area such as science, art, music, drama, athletics, or school publications. The holder of an Achievement Scholarship agrees to continue his special activity at Rollins and is expected to maintain a C average for the year. Achievement scholarships are renewable each year.

Available for both day and boarding students, the awards usually include a combination of stipend, work, and loan. They vary in amount from \$200 to \$2675.

## NATIONAL DEFENSE STUDENT LOANS

Rollins College has funds allocated each year by the Department of Health, Education and Welfare, to be used for loans to students. These loans are available on the basis of need. A maximum amount of \$1,000 per year can be granted for an undergraduate, and \$2,500 per year for a graduate student. The amount granted will be based upon the need of the student in relationship to the demands for the funds that year. Special consideration is given to students who plan to teach.

These loans do not have to be repaid until one year after leaving a school of higher education, and at that time, three per cent interest commences. The loan must be paid within a ten-year period. Those who become full-time teachers in primary or secondary schools for the first five years will receive a forgiveness of ten per cent per year on this type of loan.

## ENDOWED SCHOLARSHIPS

The Committee on Scholarships is able to award scholarships through the generosity of past donors. Our scholarships are awarded on the basis of the



above procedure and are made possible in part by the following endowments:

Carolyn Hulbert Bassett Scholarship Fund. Income from this fund is available for scholarship aid to needy students. This scholarship was established through the generosity of the late Carolyn Hulbert Bassett.

Anna G. Burt Scholarship. This scholarship is available to Florida girls and amounts to approximately \$400 annually.

Jessie Ball duPont Scholarship Fund. The fund for this scholarship was created by donations of Mrs. Alfred I. duPont.

Mrs. Davis E. Fishback, Sr.-Mrs. John T. Galey Scholarship Fund. The income from this fund is to be awarded to an outstanding and needy student in Fine Arts. This scholarship was established in 1958.

Stella and Charles Guttman Foundation Scholarships. Preference shall be given to students of recognized ability who have completed two academic years of college and who are contemplating graduate or professional study on completion of their baccalaureate or college course. The awards may be renewed for a second year.

Eldridge and Marion H. Hart Memorial Fund. The income from this fund, created by the late Marion H. Hart in 1961, may be used to provide scholarships or loans to Latin-American students at Rollins College.

Hamilton Holt Scholarships. To be awarded to outstanding students. Amounts: Up to \$1,000 annually. These scholarships have been established by donations in honor of Hamilton Holt, former president of Rollins College.

Arthur Knowles Hutchins Scholarship Fund. The recipients of this fund, established by James O. Hardee in 1957, are selected from among scholar-

ship students who are candidates for the Bachelor of Music degree.

Blanche Mallett Scholarship Fund. The income from this fund is to be awarded as a scholarship to a woman student who is studying business and economics. This scholarship was established in 1956 by Mrs. Blanche W. Mallett.

Edward S. Meyer Scholarship. Available for an outstanding student, preferably one majoring in Modern Languages. Amount: approximately \$300 annually. This scholarship was established in 1941 through the generosity of the late Professor Edward Stockton Meyer.

Henry Buckingham Mowbray Scholarship Fund. The income from this fund is to be used to aid needy students. The fund, established in 1960, was the bequest of Henry B. Mowbray, an early graduate of Rollins College.

Charles A. and Jessie W. Noone Scholarship Fund. This fund was created in 1961 by a bequest of the late Charles Ashton Noone, Rollins alumnus. The income of approximately \$1,000 a year is available for a period not to exceed four years for any one person.

Caroline G. Plant Scholarship Fund. To be awarded to outstanding students in the form of either scholarships or loans. Amount: \$1,150 annually. This fund was established in 1949 through the generosity of the late Caroline G. Plant.

Alice H. Southworth Fund. The income from this fund is to be awarded to worthy students. This scholarship was established in 1957.

#### OTHER ENDOWED SCHOLARSHIPS

The following endowed scholarships are awarded annually to upperclass students in honor of donors to the endowment fund of the College:



The Angier Scholarship	The Palmer Scholarship
The Burleigh Scholarship	The Pearsons Scholarship
The Chase Scholarship	The Scott Scholarship
The Duval Scholarship	The Worthington
The Hall Scholarship	Scholarship
The Mark Scholarship	The Wyeth Scholarship

The amount of each scholarship is \$50 annually.

#### OTHER SPECIAL SCHOLARSHIPS

The Edwin B. Garrigues Foundation Scholarship. Funds have been made available by the Garrigues Foundation for scholarship awards to students majoring in the study and practice of Applied Music. Awards may be made annually to qualified students.

The Presser Music Scholarship. Funds have been made available by the Presser Foundation for scholarship awards to outstanding students who are majoring in Music. These are primarily for students who are preparing to become teachers of music.

Prince Bernhard Scholarship. This is a full scholarship awarded annually to a Netherlands student to enable him to study at Rollins College; it was established through the efforts of Albert Balink.

#### GRADUATE SCHOLARSHIPS AND FELLOWSHIPS

The Committee on External Scholarships has as its responsibility the promotion of graduate study for Rollins graduates. Many scholarships and fellowships for graduate study are available. The Committee, under the chairmanship of Dr. Walter R. Her-  
rick, Jr., Associate Professor of History, brings these opportunities to the attention of all students, and especially to those in their junior year. Currently over half of the men and about a fourth of the women of the senior class continue to graduate study.

#### LOAN FUNDS

In addition to scholarships, benefactors have been very kind in establishing loan funds in order that the Scholarship Committee may extend their financial aid to more worthy students. These loans are used to enlarge our scholarship awards to an individual, and are granted through the Scholarship Committee. Freshman applicants for this type of aid should apply to the Dean of Admissions in the same manner as in the case of scholarships:

Franklin A. Cobb Memorial Loan Fund  
Luis de Florez Student Loan Fund  
Fox Scholarship Loan Fund  
Elbert H. Gary Student Loan Fund  
Thomas G. Lee Memorial Fund  
P. Phillips Loan Fund  
Hattie M. Strong Foundation Scholarship Fund  
Strong Hall Loan Fund  
George Hammond Sullivan Loan Fund  
Milton J. Warner Student Aid Fund

#### SPECIAL REGULATIONS

Boarding students who receive scholarship or other aid on the basis of financial need are disqualified from receiving such scholarships or aid if they own or maintain an automobile on the Rollins campus unless authorized for business or similar purposes.

#### UNITED STUDENT AID FUNDS, INC.

Rollins College participates in this loan fund which is in partnership with many local banks. These loans are granted by local banks with the permission of Rollins College. Repayment of this loan is not necessary until after the student leaves college. Details can be obtained from the Cashier's Office or the student's local bank. No loan can be granted under this program without written permission from this office to the student's local bank.







# Activities and Services

## STUDENT HEALTH SERVICE

Rollins College maintains a dispensary that is supervised by a registered nurse. The nurse is in regular attendance five days a week, and one of the College physicians calls at the dispensary each morning to examine and treat students who need his attention. Minor illnesses and accidents are treated routinely at the dispensary. Students who require bed-care are referred by the College Physician to the Winter Park Memorial Hospital or to other hospitals in the Winter Park-Orlando area. These hospitals offer necessary medical and surgical facilities for inpatients as well as outpatients. Any student requiring emergency care at night or at other times when the dispensary is not open can call the College Physician who will see the patient at the hospital emergency room. Any student admitted to the hospital continues under the care and supervision of a College physician. The physician and nurse in attendance at the dispensary may be consulted without charge. The health insurance plan, described below, normally covers most costs arising from hospitalization due to illness or accident.

The College has arranged with the Educators Mutual Life Insurance Company of Lancaster, Pennsylvania, for health insurance, known as the College's Student Medical Reimbursement Plan. This coverage provides for reimbursement, within specific limits, for surgery, and for medical and hospital expenses in case of hospitalization due to illness or accident.

Medical expenses for illness or accident are provided only if there is hospital confinement or surgery, except that there is provided a blanket coverage of \$50 for accidents that do not require hospitalization. Surgical benefits are provided under a



schedule having a maximum of \$300. The total reimbursement for each illness or accident including any surgical benefits payable is \$500.

Expenses for accidents due to participation in intercollegiate athletics are not covered under the Student Medical Reimbursement Plan. The College provides special coverage for certain intercollegiate sports.

Descriptive leaflets outlining the benefits and exclusions under the College's Student Reimbursement Plan are available at the College dispensary for students who are insured under the plan. The coverage is in effect 24 hours a day, both on and off campus through the academic year, and includes school-year vacation periods as well as a reasonable time at the beginning and end of the school year for travel to and from the College. It has been the practice of the Educators Mutual Life Insurance Company to offer coverage for the summer months at a small extra premium, payable before the close of the spring term.

Each student is billed routinely for this group insurance coverage. Any student who does not wish to be insured through this program is asked to sign a waiver which is placed on file at the College.

In case of sickness in the hospital, specialists practicing in the Winter Park-Orlando area may be called in by the College Physician for consultation. Since the College is responsible for knowing about the physical welfare of all its enrolled students, no



student while in residence should consult an outside physician without previously informing the College Physician. This enables the College Physician to know the extent and nature of illness or accidents within the student body and to take any necessary preventive steps.

Any boarding students who leave the campus for reasons of health must notify their Student Dean or the College Physician before they leave.

Any day students who leave the campus for reasons of health must notify their Student Dean or the College Physician before they leave.

Certain health regulations must be met by all entering students, including transfer students. A medical examination blank provided by the Student Health Service must be completed by the applicant and his family or school physician and filed with the Admissions Office as soon as possible after acceptance. As part of this health report, certification of immunization against tetanus and poliomyelitis, vaccination against smallpox, and evidence of a recent chest X-ray or tuberculin test are required. Students who have failed to file this health report must have the necessary physical examination and immunizations completed on arrival at College before they are permitted to register. Such individuals are charged accordingly for the medical examination, immunizations, and tests.

A student unable to participate in the required Physical Education program must furnish a letter from his personal physician stating the reasons. Any recommendation not to engage in the Physical Education program must be confirmed by a member of the Health Service Staff.

If any medical information, including reports of nervous or mental diseases, is withheld from the student's Health Certificate, this omission would be

cause for dismissal from the College. Anyone requiring further medical treatment, including injections for asthma, etc., must also furnish a statement from his physician.

All communications from parents and guardians concerning the health of students should be addressed to the Student Deans or the College Physician. Any student who becomes ill when absent from College must notify the Student Deans immediately and must present a signed statement to the dispensary from his physician when he returns.

The College reserves the right if the parents or guardian cannot be reached to make decisions concerning operations or other matters of health.

Students who are required to leave College for one or more days to recuperate for medical reasons shall have a written recommendation from the Health Service. This recommendation will be taken before the Academic Standing Committee for consideration. In view of all available evidence the Academic Standing Committee will make a formal recommendation for action by the appropriate Student Dean. Any student who withdraws under the above circumstances or who is required to return home for a period longer than one week, will only be readmitted to the College through regular admission procedures which require that evidence of the condition which necessitated the withdrawal no longer exists.

### *PSYCHOLOGICAL SERVICES CENTER*

The Psychological Services Center offers students of Rollins College the following services:

1. A Reading Laboratory
2. Vocational Guidance and Testing
3. Educational Guidance and Testing
4. Psychological counseling, testing, and referral.



A certified psychologist is in charge of the Center and welcomes inquiries by students.

### *VOCATIONAL AND EDUCATIONAL ADVISEMENT*

Counseling of students is available as indicated on page 68. It includes aptitudes, personality, and interest testing and consultations with regard to findings, and the use of such findings.

Counseling is available to students in connection with adjustment to College.

### *DEVELOPMENTAL READING PROGRAM*

The College maintains a reading laboratory and conducts a developmental reading program. The program is designed to help students develop reading skills necessary for college work. The program emphasizes optimum skill for all students and is not primarily a remedial program. Work taken at the laboratory is voluntary and on an individual basis. The laboratory is equipped with devices and materials for use in improving comprehension, speed, vocabulary, and the skills necessary in the various content fields in the College program.

### *LEARNING LABORATORY*

The Learning Laboratory was established in the fall of 1962 as a progressive extension of the older Language Laboratory techniques of instruction and drill. The Learning Laboratory contains tape recorders and electronic facilities for two types of educational programs: one, tutorial in concept and the other, a program of exercise or drill. The physical equipment is divided into two sections: a listen-record section and a listen section.

In the listen-record section, the students hear and record the instructor or speaker and record their own responses as well. Students then play back the recording for personal evaluation or for instructor's criticism. This section of the Laboratory is used largely by students of the foreign language and speech courses.

In the listen section, the students will hear the reading, lecture, dramatic performance, or musical selection which they may be required to listen to for study or note-taking purposes. This section of the Laboratory is used by students of all courses.

### *RELIGIOUS ACTIVITIES*

Rollins College was founded under the auspices of the Congregational Churches. Although now non-sectarian, the College has maintained the ideals of this heritage.

A religious program has three responsibilities: (1) teaching, (2) worshipping, and (3) serving. At Rollins the teaching responsibility is shared between the courses in the College and the services at the chapel. The other responsibilities are fulfilled by the program of the Knowles Memorial Chapel.

Services of worship are held in the chapel on Sunday mornings, and on special days and seasons of the Christian year. Vesper services are held twice a week, on Tuesday and Thursday evenings. In the services students participate in the conduct of worship, either as readers, as ushers, as members of the Rollins Chapel Choir, or as speakers at the vesper services. Organ vespers are usually held on Wednesdays during the winter season. The Chapel Service Program is supervised by the Chapel Staff, and the Community Service and Human Relations Committees.





The over-all religious program on the campus is directed by the Dean of the Chapel and the Chapel Staff. The staff is composed of the chairmen of the student committees, thirteen elected students, and two members of the faculty. The Dean of the Chapel is available for guidance of and conferences with students on religious problems.

All students are urged to join in the services of the churches in Winter Park and Orlando.

### *ATHLETIC ACTIVITIES*

Because of the beautiful, mild climate of Florida, Rollins is able to maintain out-of-door athletic activities throughout the year. Time is made available for recreation or supervised instruction in physical activities in order to enable students to participate in the sports in which they are particularly interested.

Rollins competes in the following intercollegiate sports: baseball, basketball, crew, golf, soccer, and tennis. A full schedule of intramural sports is conducted under expert direction. These include intramural competition for men in basketball, bowling, flag football, golf, horseshoes, sailing, soccer, softball, swimming, table tennis, tennis, track, and volleyball; and intramural competition for women in archery, basketball, bowling, golf, softball, swimming, tennis, and volleyball. There are also opportunities for women to compete in intercollegiate tennis and golf.

It is understood, of course, that these activities are carried on in addition to the regular classes scheduled in Physical Education.

Rollins is a member of the newly organized Florida Intercollegiate Athletic Conference. Other Conference members are Florida Southern College, Stet-



son University, and University of Tampa. The conference sponsors championship competition in baseball, basketball, golf, and soccer. Other sports are expected to be added in the near future.

Rollins is also a member of the National Collegiate Athletic Association.

## *MUSIC ACTIVITIES*

**THE THIRTY-FIRST ANNUAL BACH FESTIVAL OF WINTER PARK.** The Bach Festival of Winter Park, consisting of a series of programs by the Bach Choir of one hundred voices assisted by renowned soloists, orchestra, and organ, is held in early March in the Knowles Memorial Chapel. The chorus, under the direction of Robert Hufstader, includes selected singers from Central Florida communities, and qualified Rollins students. A special performance of a major choral work is given on a Saturday early in March for students of colleges and high schools in the state of Florida by invitation of the Board of Trustees of the Bach Festival Society.

**ROLLINS CHAPEL CHOIR.** The Chapel Choir participates throughout the academic year in the Sunday Morning Service held in the Knowles Memorial Chapel, singing masterpieces of choral literature of all periods from medieval to contemporary. Membership in the Chapel Choir is open to all qualified students after an audition with Professor Hufstader.

**ROLLINS CONCERT SERIES.** Members of the Conservatory faculty and guest artists present a series of concerts, including violin, organ, piano, voice, choral music, and chamber music during the academic year.

**THE ROLLINS MUSIC GUILD.** This group is composed of students who are interested in promoting the musical welfare of the College. It holds regular

meetings and is active on campus in the sponsoring of recitals and other activities of musical worth.

**ORGAN VESPER RECITALS.** During the winter term organ programs are presented by Catharine Crozier Gleason, with assisting soloists, on the three-manual Aeolian-Skinner organ in the Knowles Memorial Chapel.

**PI KAPPA LAMBDA.** The Xi Chapter of Pi Kappa Lambda, a national honorary music society, was installed at Rollins in 1935. Its prime object is the encouragement of eminent achievement in performance and original composition. Qualified juniors and seniors are eligible for membership.

**STUDENT RECITALS AND RADIO.** Formal and informal recitals are given throughout the college year by students of the Conservatory, and frequent opportunities are available for appearance on radio programs.

**ROLLINS SINGERS.** A small student group which studies and performs masterworks of vocal chamber music.

**THE ROLLINS MUSIC EDUCATION CLUB.** The local student chapter of the Music Educators National Conference and the Florida Music Educators Association promotes professional interest in school music-teaching.

**FLORIDA SYMPHONY TRAINING ORCHESTRA.** For young people on the junior and senior high school and college levels, sponsored jointly by Rollins College and the Florida Symphony Orchestra. Qualified students of Rollins College are eligible for membership in the orchestra.

## *RADIO ACTIVITIES*

Rollins' own 330 watt FM radio station WPRK operates on a frequency of 91.5 megacycles and covers



a wide area surrounding Winter Park and Orlando. Housed in modern studios in the Mills Memorial Library, the station was made possible through an anonymous donor. Basic equipment includes two spacious studios, each with its own control rooms, RCA control boards, Fairchild transcription tables, four Magnecord tape recorders, an Ampex 350 tape recorder, and a variety of microphones.

WPRK is a member of the National Association of Educational Broadcasters, through which it participates in a program exchange with 80 educational stations. In addition to programs originating locally, WPRK broadcasts outstanding programs on loan from the British Broadcasting Corporation, the French Broadcasting System in North America, Norway, Hawaii and the Netherlands. Campus-produced programs that are considered representative of Rollins are broadcast over the other radio stations throughout the year.

Students in beginning and advanced radio production classes, and in speech and drama classes, gain practical experience in directing and announcing for radio under the supervision of WPRK staff members. Rollins students studying broadcasting have also been part- and full-time announcers on the four Orlando radio stations.

### *ROLLINS AMATEUR RADIO STATION*

An amateur radio station operated by and for the students became operative January 7, 1962. The purpose of this station is to provide a communication system to all parts of the United States and its possessions for the students and faculty of Rollins College; to provide a means of instruction in elementary theory and international Morse code (in this way students may qualify for their Federal Communica-

tions Commission licenses); to institute an international hobby that is available to all Rollins students; to provide an amateur radio station of value under emergency conditions.

This station is supported by the Student Council of Rollins College. Any FCC licensed amateur radio operator who is a member of the Rollins student body or the Rollins faculty may have access to the operation of the station.

The amateur radio station will operate during the academic year only, October-June.

### *STUDENT PUBLICATIONS*

Rollins College is noted for its encouragement of creative writing, and the student interest is demonstrated by the number and quality of its undergraduate publications. The following publications are included in the Rollins Publications Union:

THE TOMOKAN, financed by the Student Association, is issued annually by the editor, who is elected by the student body. It gives a résumé of the activities, organizations, and events of interest to the students and faculty of Rollins.







THE FLAMINGO, a magazine of drama, short stories, and poetry, is published by a board of undergraduate editors. A remarkably high standard of writing has been attained in this undergraduate publication.

THE SANDSPUR is a weekly student newspaper. It prints campus and local news, and keeps Rollins students well posted through its editorial, social, and news columns. It has earned the All-American rating from the Associated Collegiate Press for the past five years. This is the highest honor a college newspaper can receive.

### *ROLLINS UNION*

The Rollins Student Union was founded in 1960 to serve as the center of extra-curricular student life. Through sponsorship of an increasingly broad program of co-curricular education, recreation, and entertainment, the Union binds students, faculty, staff, and alumni—all of whom enjoy full rights and privileges as members of the Union—in a common effort to “establish a cultural pattern which will distinguish Rollins students.”

Nearly 200 students learn leadership and various

administrative skills through active service on the Union's eleven committees. The Board of Managers, the policy-making group which is headed by the President of the Rollins Union and is advised by the Union Director, each year welcomes new programs and new members in a continual endeavor to fulfill its ambitious purpose.

### *SOCIETIES AND ORGANIZATIONS*

Student interests are enhanced and promoted by a variety of organizations:

THE WOMEN'S ATHLETIC ASSOCIATION is composed of all the women students at Rollins. They automatically become members of this organization whose purpose it is to promote and foster the highest spirit of sportsmanship and co-operation. The Women's Intramural Board is the governing body of this organization.

LE CERCLE FRANÇAIS is an organization that is open to all students taking French or those who have comparable facility in oral and conversational French. Programs are held twice a month and feature French-speaking guests who discuss a variety of timely and interesting subjects. Short films are also



shown to acquaint members with France, its civilization, and its culture.

DER DEUTSCHE VEREIN is an organization that is open for membership to those who are studying German or are interested in German language, history, and civilization.

GREEK LETTER ORGANIZATIONS. The Interfraternity Council is composed of chapters of the following men's national fraternities:

Delta Chi  
Kappa Alpha Order  
Lambda Chi Alpha  
Sigma Nu  
Sigma Phi Epsilon  
Tau Kappa Epsilon

and the following local fraternity:

X Club

The Panhellenic Council is composed of chapters of the following women's national fraternities:

Alpha Phi  
Chi Omega  
Gamma Phi Beta  
Kappa Alpha Theta  
Kappa Kappa Gamma  
Phi Mu  
Pi Beta Phi

THE INDEPENDENT MEN AND INDEPENDENT WOMEN are organizations that are composed of students who are not members of fraternities. They enjoy the same privileges as the fraternities and compete with them in intramural activities. They also participate in the student government.

THE ROLLINS KEY SOCIETY is an honorary society founded in 1927 for the purpose of fostering interests in all campus and scholastic activities, and promoting the welfare of Rollins College. Membership is open to juniors and seniors who have maintained

the equivalent of an A minus (11.00) over-all average for no less than six consecutive terms, including at least one in the junior year.

THE ORDER OF THE LIBRA, an honorary society for junior and senior women, was organized in 1935 for the purpose of recognizing balanced living and broad interest, and for encouraging further development in high scholarship, extracurricular activities, generous citizenship, and integrity of character.

OMICRON DELTA KAPPA, a national honorary service fraternity, was installed at Rollins in 1931. Membership is conferred on junior and senior men who have distinguished themselves in scholarship, athletics, student government, social and religious affairs, publication work, and the arts.

O.O.O.O. is a men's honorary organization, the purpose of which 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 co-operation in the student body.

PHI SIGMA IOTA, Romance Language Honor Society, has for its purposes the recognition of outstanding ability and attainments in Romance languages and literatures, the stimulation of advanced work and individual research in this field, and the promotion of a sentiment of amity between our own nation and the nations using these languages. Membership consists of members of the faculty and advanced undergraduate students of Romance languages and literatures. A general average of B and no less an average than B plus in advanced language and literature studies of juniors and seniors, or of sophomores with advanced standing in the literary courses, are recognized as qualifications for election.

PHI SOCIETY is a first-year honorary scholarship society encouraged by Phi Beta Kappa and having



chapters at several colleges. The academic requirement is an over-all average of B plus (10.0) or better (preferably 10.20), for the freshman year and in the upper 10 per cent of the class.

PI GAMMA MU, National Social Science Honor Society, through the Florida Delta Chapter installed at Rollins in 1932, confers membership on juniors and seniors distinguished in the social sciences and having a minimum of thirty term hours in the four core subjects of history, political science, sociology (including anthropology), and economics (including geography), with no academic failure in any of the above and with an average grade therein of not less than B.

THE "R" CLUB is composed of letter-men who have been awarded their "R" in a varsity sport. The purpose of the club is to promote sportsmanship, co-operation, and interest in athletics. Membership is by invitation only.

WOMEN'S "R" CLUB affords recognition to those who have excelled in the Intramural Sports Program. Membership in this club is awarded on the basis of good sportsmanship and athletic ability. The Women's "R" Club is the governing body of the Women's Intramural Board.

CIRCLE K CLUB is a service organization for college men. The Rollins Circle K Club was chartered in early 1965 and was sponsored by the Winter Park Kiwanis Club. Membership is open to those men interested in service activities on the campus and in the community.

THE ROLLINS PLAYERS, under the direction of the Theatre Arts Department, presents a series of plays during the year in both the Annie Russell and the Fred Stone Theatres. This organization is composed of students who have done outstanding work in dramatics. A point system for work accomplished in



acting and stagecraft has been established as a basis for membership. Tryouts for all plays produced by The Rollins Players are open to all Rollins students, with preference given to Theatre Arts majors.

THE ROLLINS SCIENTIFIC SOCIETY, organized by the undergraduate majors in Science in the fall of 1942, has as its purpose the bringing together of students interested in discussing and hearing about advancements within the several fields of Science. Membership in the society is open to sophomores, juniors, and seniors who have had one year of a science and are interested in the field of Science. Membership is based on a paper submitted to the Society by the applicant. Prominent scientists are invited to be present at some of the meetings to discuss developments in their particular fields of science. At other meetings the members of the society discuss the significant research they are doing, and report the recent advances that have appeared in the various scientific journals.



THE ROLLINS STUDENT ORGANIZATION FOR PEACE is a non-political organization whose object is to study, discuss, and inform others of the possibilities of working toward world disarmament and lasting peace.

THE SIGMA XI CLUB of Rollins College was organized by members of Sigma Xi in the Science Division and in the Central Florida community, and was granted a charter by the National Society of the Sigma Xi in January, 1953. Its purpose is to encourage investigation in science, pure and applied. It makes grants available to students working on senior projects in science, and recognizes an outstanding junior and senior science major each year with the Sigma Xi Award.

THE SPANISH CLUB is an organization that is open for membership to those who are studying Spanish or are interested in Spanish language, history, literature, and civilization.

THE HAMILTON HOLT CHAPTER of the Student Educational Association is the local organization of the state and national education associations. It encourages interest in the profession of teaching, and promotes selective recruitment of young men and women for the career of teaching. It gives practical experience for working in a democratic way on the problems of the profession and of the community.

THETA ALPHA PHI is a national honorary dramatic fraternity. Florida Gamma Chapter was installed at Rollins in 1938. Juniors and seniors who have done superior work as actors and technical workers are eligible for membership.

ZETA ALPHA EPSILON is an honorary scientific fraternity, the purpose of which is to give recognition to outstanding students, and to promote a broadened interest in science.

MUSICAL ORGANIZATIONS are listed under Music Activities.

## *ALUMNI ACTIVITIES*

Founded in 1898, the Rollins College Alumni Association today embraces almost 7,000 graduates and former students. Students who spend one academic year or more at Rollins are automatically eligible for membership.

Alumni volunteer leadership is provided by a 15-member Board of Directors. Directors serve for three-year terms, and, to preserve continuity, these terms are staggered so that five members are elected each year. The Board of Directors selects its own officers. In addition, the Alumni nominate candidates for the three Alumni representatives who serve on the College Board of Trustees.

The Director of Alumni Affairs supervises and coordinates Alumni activity from his campus office at Alumni House, and serves as a liaison between the Alumni and the College administration.

All Alumni records are kept in the Alumni House.

An Alumni magazine (Rollins Alumni Record) is published five times per year and class reunions are held annually on the last weekend in April.

Rollins alumni have been consistently helpful and generous in support of their Alma Mater, and are constantly reviewing their activities in an effort to increase the effectiveness of their efforts.

## *COMMUNITY ACTIVITIES*

### *PUBLIC SERVICE*

In order to carry out the aims 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 many of the members of the Rollins faculty. The topics they cover have a



wide range, and include international relations, political theory, readings in English literature, scientific subjects, and music. This service receives the full co-operation of the public schools and social agencies.

#### SPEAKERS BUREAU

The purpose of the Rollins Speakers Bureau is to provide an organization for Rollins students who have ability and interest in public speaking, to promote forensic activities on the campus and in the community, and to serve as an added public relations group for Rollins in the Central Florida area.

The Bureau publishes a brochure through which its members offer programs of speeches, debates, and discussions to the public.

#### MILITARY ACTIVITIES

The 479th Military Intelligence Detachment  
(Strategic)

Lt. Col. Norton O. Braxton, *Commanding Officer*

Through an affiliation agreement concluded with the Assistant Chief of Staff, Intelligence, Department of the Army, in 1949, the 479th Military Intelligence Detachment was activated at Rollins College in 1950. As an early-ready unit in the Active Reserve of the United States Army, it has a Table of Organization of three officers and four enlisted men. It serves both as a collecting and training unit for the office of the Assistant Chief of Staff, Intelligence. In filling vacancies in the unit, preference is given to those members of the Rollins College faculty and student body who are qualified and approved by the Assistant Chief of Staff, Intelligence. Under present regulations, students who have had extended active duty for six months or more are eligible for consideration.

#### PLACEMENT BUREAU

Rollins College maintains a Placement Bureau to help graduates find employment. The Bureau has available information about current employment opportunities in business, industry, government, and education; and arranges for campus interviews with visiting employer representatives. Confidential credentials of seniors and alumni registering with the Bureau are on file and are furnished to organizations interested in employing men and women from the College. No charge for this service is made to seniors, alumni, or employers.

#### THE ROLLINS ANIMATED MAGAZINE

Among Rollins "periodicals" is the *Rollins Animated Magazine*, "published" on the College campus during Founders Week in February. Contributions are made by national and international figures, and are presented by the authors in person. Each year from four to six "contributors" read their manuscripts before an audience of avid "subscribers."

#### LATIN AMERICAN PROGRAM

The Latin American Program is one of the oldest in the United States. Its foundations were laid in the middle 1890's, when Rollins drew from Cuba students whose education was being seriously impaired by the struggle for the independence of that island. Courses, special training, and activities for Spanish-speaking students were organized by Elijah C. Hills, then Dean of Rollins. A trustee, Dr. Edward P. Herrick, condensed, translated into Spanish, and distributed the Rollins catalog. During the administration of President George Morgan Ward, 1896-1902, students entered Rollins from various parts of the





*Rollins Chapel Choir.*

Hispanic world. As early as 1901 Latin American students assumed leadership in Rollins sports; one served as Captain of the basketball team in that year, and in the succeeding years they were members of the tennis, basketball, and football teams. Probably the first international football game played by an American college was that between the University of Havana and Rollins in the Cuban capital, 1908.

During the administration of President William Fremont Blackman, 1902-1915, the Latin American program was considerably broadened by Professor William H. Branham, a Rhodes scholar, who had also studied in Spain. Courses relating to Spain, Portugal, and Latin America were introduced during the administration of President Hamilton Holt, 1925-1949. Among noted lecturers during this period were Salvador de Madariaga, Spanish writer and diplomat; Isabel de Palencia, writer and former Spanish Ambassador to Sweden; Pedro Salinas; and

John Barrett, diplomat and first Director General of the Pan American Union.

In 1942 the Latin American Program was formally organized by Professor A. J. Hanna in association with Professor Angela Palomo Campbell, a Spanish scholar who had taught at Wellesley. Under her guidance headquarters for the program were established at Casa Iberia, a Spanish-type building which she developed into a living museum of Spanish art.

During World War II the Rollins program received financial aid from the State Department to strengthen the national effort toward Western Hemisphere solidarity. This project included conferences, motion picture programs, community lecturers, and speakers for civic clubs and high schools.

Two endowments were established during this administration, one for the administration of the Casa Iberia, Inter-American Center, which now exceeds



\$97,314, and one for a history professorship, which now exceeds \$150,000.

Since the beginning of the Hugh F. McKean administration in 1951 two other endowments have been established, the Bowers Fund for books, totaling \$16,123, and the Scholarship Fund of \$74,534.

In 1957 a Latin America Area course was added to the curriculum. It provides an introduction to the history, geography, anthropology, art, literature, contemporary conditions, and problems affecting relations with the United States. The success of this course led to the introduction of a major in Latin American Studies.

Other recent developments in the Latin American Program have been a monthly Forum on critically important problems, a Cafezinho Book Review series and field trips during the spring vacation, which so far have taken place in Puerto Rico, Mexico and Guatemala.

### *THE CENTER FOR PRACTICAL POLITICS*

The Center for Practical Politics, located in Carnegie Hall, was established in 1957 under grants from the Maurice and Laura Falk Foundation. The purpose of the Center is to encourage participation in political activity through political parties as a condition of responsible citizenship. The program is carried out through the Rollins College Young Democratic and Republican Clubs which have offices in the Center; through an advisory committee representing both political parties; through classroom seminars and internships at local, state, national, and international levels; through personal projects and research tasks; and through an advanced study group.

The Center cooperates with the Florida Center for Education in Politics.









# Courses of Instruction

## NUMBERING OF COURSES

In the numbering of courses the following system is used: courses open to freshmen and sophomores are numbered from 100 to 299; those open primarily to juniors and seniors are numbered 300 and above. The term is indicated with the letter: f, fall; w, winter; s, spring.

Many courses are offered in one-term units; however, in some cases two or more terms constitute a unit. The presence of a hyphen between the term numbers, i.e., 101f-102w-103s, indicates that all parts of that particular course must be taken as a unit. *No credit will be allowed for the completion of part of a course.*

The presence of a comma between the term numbers, i.e., 101f, 102w, 103s, indicates that any term's work in the course may be taken separately provided that the prerequisites have been met. When course numbers are repeated and separated by a semicolon, the course is repeated, i.e., 101f; 101w. Where courses are given in alternate years, the year in which the course is given follows the course description.

## CREDIT PER COURSE

The number of credits given for each course is listed after the description of the course. Five-credit courses usually meet five times a week. Two-credit courses may meet once a week. All credit is term credit which can be translated into semester credit as follows: one term credit equals two-thirds of a semester credit; one semester credit equals one and one-half term credits.



## Art

Anderson, Kornwolf, McKean, Ortmyer, Peterson

A major in Art requires broad fundamental training in the various phases of art expression. The student should have a thorough understanding of fundamental art principles. He should be able to analyze art problems and achievements of the past and present. Emphasis on creative thinking is the aim of the department's program.

Every student must schedule the three-term course in basic art principles (131-132-133) in the freshman year if possible, not later than the sophomore year. In addition, he must take 8 credit hours each of Design, Painting and Sculpture as prerequisite for advanced studies.

In his junior year a student chooses an art area according to his special interests. He will schedule three 300-level courses in this area, three advanced Art History courses and at least one term of Individual Study (411, 412, or 413).



Graduating art majors must participate in the Senior Art Exhibit at the end of their senior year.

A student interested primarily in Art History may major in Art, following the regular pattern and choosing Art History as his art area. If he does not wish to do much, or any, creative work (studio courses) he may elect a combined History and Art History major. A schedule would be worked out by the two departments concerned.

*Recommended electives for Art Majors:*

Aesthetics, History, Literature, Music, Psychology.

Art majors planning a career in architecture are advised to complete mathematics through the 311 level and Physics 201-202-203.

Students interested in a combined major in Creative Arts and Theatre Arts should consult an adviser in one of these departments.

101f; 101w. INTRODUCTION TO ART AND ARTISTS

A general introduction to the visual arts. Works of architecture, sculpture, and painting are studied through illustrated lectures and discussions. Class work is supplemented by outside reading and reports. Open to all students. 4 credits.

Anderson

111f. THE AMERICAN DWELLING

The history of architecture and the architectural profession is considered with emphasis upon the dwelling, because it is the architectural form with the broadest popular appeal. Particular emphasis is placed upon American dwellings in the environment. In discussions, contemporary tastes and controversies are considered with respect to the individual dwelling and its relation to the community as a whole. 4 credits.

Kornwolf

131f-132w-133s. PRINCIPLES OF ART

A basic practice course in the theory and application of color and design fundamentals, including work in drawing, painting, and three-dimensional construction. Required of majors. Open to all students. 4 credits.

Peterson

151f, 152w, 153s. ELEMENTARY SCULPTURE

A short course in fundamentals of sculpture. No previous training required. Four hours of class per week. Open to all students. 2 credits.

Ortmayer

231f, 232w, 233s. PAINTING

Intermediate-level studies in the problems of still life, landscape, and figure painting, employing tempera, oil, polymer and various drawing media. Prerequisite: Principles of Art or consent of the instructor. 4 credits.

Peterson

254f, 255w, 256s. ELEMENTARY SCULPTURE

Basic problems in modeling and carving. No previous training required. Open to all students. Eight hours of class per week. 4 credits.

Ortmayer

271f, 272w, 274s. DESIGN

The study of line, form, and color in relation to practical design problems. 271 and 272 open to all students. Prerequisite for 274: 4 credit hours of design or consent of instructor. Four hours of class per week, 2 credits, or eight hours of class per week, 4 credits.

Anderson

301f, 302w, 303s. ARCHITECTURAL DESIGN

A laboratory course, the first term of which deals with elementary problems of drafting, sketching, presentation, and design analysis. The second term emphasizes individual design projects; the third, one group design-research project, which is concerned with urban housing. Pre- or Co-requisites: Art 111, 131, 132, 133. 4 credits.

Kornwolf

304f, 305w, 306s. ADVANCED SCULPTURE

A continuation of Elementary Sculpture. Students work on projects of their own choosing. Prerequisite: 8 credit hours and consent of the instructor. Eight hours of class per week. 4 credits.

Ortmayer

309f. MEDIEVAL ART AND ARCHITECTURE

A study of architecture, sculpture, and painting from the 4th to the 14th centuries. Lectures consider the decline of classical art and the emergence of early Christian art, the inter-relationships between the arts of the east (Byzantium and Islam) and those of the west.



Special attention is given to the sources and development of the Romanesque and Gothic styles, which are examined as symbols of human life, belief, and ideas. Sophomore standing. (1965-1966). 4 credits.

Kornwolf

#### 311w. LATE MEDIEVAL AND RENAISSANCE ART AND ARCHITECTURE

Special consideration is given to the problems of the late Gothic in northern Europe and the development of Renaissance art in Italy from the 14th to the early 16th centuries. A comparison is made between Italian and northern European art; analogies between the visual arts and the contemporary humanist ideal are sought out. Sophomore standing. (1965-1966). 4 credits.

Kornwolf

313f. MANNERIST AND BAROQUE ART AND ARCHITECTURE  
A study is made of the problems posed by 16th-century Mannerism. Sources of the Italian Baroque style are examined in context with the Reformation and Counter-Reformation. Dutch, Flemish, French, and Spanish 17th-century art is considered. Prerequisite: Art 311. (1966-1967). 4 credits.

Kornwolf

#### 321w. THE ARTS IN THE ROMANTIC PERIOD

A study of European and American art and architecture from about 1760 to 1860. Special emphasis is given to the revolutionary character of the period, and to the effect of romanticism and the new technology upon the arts. One course in art history or junior standing. (1966-1967). 4 credits.

Kornwolf

#### 323s. CONTEMPORARY ARTS

A study of the roots and trends in painting, sculpture, and architecture since the Realist-Impressionist movements of the 1860's. Artistic problems and ideas are studied in the context of social and political life and as symptoms of the crises and deep changes in modern civilization. A prerequisite of one course in art history is advised. Junior standing. 4 credits.

Kornwolf

#### 331f, 332w, 333s. ADVANCED PAINTING

Studies in several media, concentrating on the student's individual development. Prerequisite: 8 credit hours in painting and consent of the instructor. 4 credits.

Peterson



#### 373f, 374w, 375s. ADVANCED DESIGN

Selected problems in the application of design principles, using a variety of technical media, e.g. ceramics, jewelry making, weaving. Prerequisite: 8 credit hours in design or consent of the instructor. Four hours of class per week, 2 credits, eight hours of class per week, 4 credits.

Anderson

#### 411f, 412w, 413s. INDIVIDUAL STUDY IN DESIGN,

PAINTING, SCULPTURE, ART HISTORY, OR ARCHITECTURE  
Consent of the Art Department is required. 4 credits.

Staff





## Biology

O'Brien, Sandstrom, Scheer, Shor, Vestal

Florida offers a unique opportunity for out-of-door study. The major in Biology stresses (1) a broad understanding of the interrelationship of the local fauna and flora correlated with (2) the basic ideas and techniques associated with formal training in the laboratory. The course offers the broad basic background that is needed for the many opportunities available in botany, zoology, and conservation.

A student majoring in Biology must take a minimum of 60 credits in the field, beginning with General Biology (104-105-106). Subsequent courses are scheduled in a sequence that, in the opinion of the major professor, best reflects the interests and needs of the student.

All students majoring in Biology must have a knowledge of general chemistry and other fields of study that provide a broad cultural background. If

graduate work is contemplated, the student is strongly urged to acquire knowledge of organic chemistry and modern physics, and a reading knowledge of a modern language.

### 104f-105w-106s. GENERAL BIOLOGY

An introduction to the entire field of biology, designed to point up its significance to the general education as well as to provide a background for major work in the field. Evolution is used as the unifying principle. Open to all students. *5 credits.* Staff

### 207f-208w-209s. BOTANY

An intermediate-level course dealing with the facts and principles of plant life. Local flora are utilized as illustrative material to show relationships of the fields of forestry, horticulture, conservation, ecology, etc., to a fundamental knowledge of botany. Class, laboratory, and field work. Prerequisite: Biology 106. *5 credits.* Vestal

### 308f-309w-310s. GENETICS

A course dealing with the laws of variation and heredity. Textbook and laboratory work. Prerequisite: Biology 106. *2 credits.* Vestal



316w-317s. **BIO-ECOLOGY**

The study of the relation of organisms to their environment and the laws affecting their geographical distribution. Special attention is given to local forms. Prerequisite: Biology 106. 3 credits. O'Brien

323f-324w. **COMPARATIVE ANATOMY OF VERTEBRATES**

The history of the vertebrate body based on a comparative study of vertebrate structure. The course includes classroom discussions and detailed dissections of representative vertebrate types. Prerequisite: Biology 106 and junior standing or consent of the instructor. 5 credits. Sandstrom

327s. **EMBRYOLOGY OF VERTEBRATES**

The development of vertebrate forms. The course includes classroom discussion including some experimental as well as descriptive embryology, and a detailed laboratory study of the development of representative vertebrate types. Prerequisite: Biology 324. 5 credits. Sandstrom

328w. **BACTERIOLOGY**

The course aim is to present the basic ideas of the major aspects of microbiology. Interrelations among organisms and between these and their living and non-living environments are emphasized. Prerequisite: Biology 106. 5 credits. Shor

331s. **BIOLOGY OF THE ALGAE**

Attention is directed toward the morphological, taxonomic, genetic, and ecological aspects of the algae. Class, laboratory, and field work included. Prerequisite: Biology 209. 3 credits. Shor, Vestal

341f, 342w, 343s. **PHYLOGENY**

A course designed to integrate those disciplines that contribute to present-day concepts of evolution. 3 credits. Staff

351f, 352w, 353s. **ENTOMOLOGY**

A general introduction to Entomology with emphasis on anatomy, metamorphosis, life histories of our most important species and methods of control. Field and laboratory work in collection, preservation, and identification of representative Florida insects. Prerequisite: Biology 106. 3 credits. O'Brien

355f, 356s. **NATURAL HISTORY OF THE INVERTEBRATES**

An upper-level course in which the invertebrate animals, exclusive of the insects, are studied in the class, laboratory, and field. Morphologic, ecologic, taxonomic and evolutionary aspects are considered. A special study of mollusks is made in the spring term. Prerequisite: Biology 106. 5 credits. O'Brien

363f. **CONSERVATION OF NATURAL RESOURCES**

The course presents the principal biological concepts and techniques that contribute to the maximum use of our natural resources. Stress is placed upon the responsibility of man as a vital yet dependent resource. Prerequisite: Biology 106. (1965-1966). 3 credits. O'Brien

365f-366w-367s. **ORNITHOLOGY**

Morphology, distribution, adaptations, ecological relations, and field identifications. Prerequisite: Biology 106. 2 credits. Shor

404f, 405w, 406s. **SPECIAL PROBLEMS IN BIOLOGY**

Individual problems or special topics are selected for study, depending upon the interests and preparation of the students. For majors only. 3 or 5 credits. Staff

441f, 442w, 443s. **EXPERIMENTAL DEVELOPMENTAL MORPHOLOGY**

Special reading assignments and discussions dealing with the experimental analysis of animal development. Individual experiments related to some aspect of development, generally of the bird. Prerequisite: Biology 327 and consent of the instructor. 3 credits. Sandstrom

451f, 452w, 453s. **INTRODUCTION TO MOLECULAR AND CELLULAR BIOLOGY**

Molecular biology will consider problems of biology open to definition and investigation by chemical and physical methods with particular emphasis on the biological significance such as cellular structure, cellular processes, and differentiation. This course will consist of isolation, analysis, synthesis, and reactivity of biological substances: kinetics of biological reactions; diffusion; study of structure and behavior of cells and sub-cellular components. A broad background in science courses and consent of the instructor required. 3 to 5 credits.



## Business Administration

Arnold, Costello, Evans, Hill, MacPherson, Magoun, McDonnell, Nelson, Ragan, Welsh

The program for most majors in Business Administration includes the following:

Business Mathematics (Bus. 201) or the passing of a test established by the Business Administration and Economics Department.

Principles of Economics (Econ. 211-212)

Principles of Accounting (Bus. 204-205)

Introduction to Statistical Methods (Bus. 208)

Business Finance (Bus. 307)

Principles of Marketing (Bus. 311)

Managerial Accounting (Bus. 314)

Business English (Bus. 317-318-319)

Business Law (Bus. 322-323)

Business Management (Bus. 409)

### 201f; 201w. MATHEMATICS OF FINANCE

A study of simple and compound interest, discounts, annuities, bonds, mathematics of investment, and selected related topics. *5 credits.* Welsh

### 204f-205w. PRINCIPLES OF ACCOUNTING

Principles of accounting as applied to business enterprises including analysis of transactions, making all types of original entries, posting, adjusting, summarizing, and the interpreting of statements. *5 credits.*

Evans

### 208f; 208s. INTRODUCTION TO STATISTICAL METHODS

Analysis of sources and methods for collecting data. A study of frequency distributions, averages, measures of dispersion and skewness; correlation and sampling. The interpretation and presentation of results. Prerequisite: Business 201 or consent of the instructor. *5 credits.*

Welsh

### 301s. APPLIED STATISTICS

Projects in the sources, uses, and application of statistics to management, industry, finance, marketing, and government problems. Introduction to advanced techniques in the preparation and critical appraisal of sta-

tistical reports. Prerequisite: Business 208 or consent of the instructor. *3 credits.* Welsh

### 304w. PRODUCTION MANAGEMENT

A study of the principles of management applied to the productive processes. Topics include plant location and layout; material flow, storage, and control; standardization of operations through quantity and quality control systems; basic time and motion methods; development, diversification, and obsolescence of productive capacity; relation of the production function to other areas of management. *5 credits.* Welsh

### 307f. BUSINESS FINANCE

Financial problems of the business firm. A survey of information and control; capitalization; long term and short term sources of funds; expansions, combination, and reorganization. Prerequisite: one course in economics or Business 205. *5 credits.* Evans

### 308s. FUNDAMENTALS OF INVESTMENTS

Investment problems from the investor's viewpoint. The securities markets and their regulation. Evaluation of forecasting methods. Analysis of securities. *5 credits.*

### 311f; 311w. PRINCIPLES OF MARKETING

A basic course in principles and methods of marketing and analysis of the market structure. A study of the problems and policies involved in the development, distribution and sale, promotion, and pricing of goods and services based on the concept of the consumer as the focal point of competitive marketing effort. Prerequisite: Economics 109 or 212, or consent of the instructor. *5 credits.* Hill, MacPherson, Welsh

### 314s. MANAGERIAL ACCOUNTING

A study of the principles underlying the basic concepts of accounting, and the measurement of income, expenses, and valuation of assets. Accounting as a "tool" of management. Analysis and interpretation of financial reports from the viewpoint of management and investors. Prerequisite: Business 205. *5 credits.* Evans

### 317f-318w-319s. BUSINESS ENGLISH

Methods and mechanics of effective communication in business letters and reports; extensive practice. (Knowl-



edge of typing advisable.) Business 319 will be open to Economics majors with the consent of the instructor. 2 credits. Magoun

#### 322f-323w. BUSINESS LAW

Basic principles of law relating to contracts, agency, bankruptcy, negotiable instruments, business organizations, personal and real property, labor relations, security for credit transactions, and trade regulations. 5 credits. McDonnell

#### 325w-326s. PERSONNEL MANAGEMENT

Selection and training of employees; job analysis; work standards and labor productivity; merit rating and promotion procedures; wage determination; handling of employee grievances; worker morale; health and pen-

sion plans. Prerequisite: one course in Economics. 2 credits. MacPherson

#### 335w. FEDERAL TAXATION

A study of federal taxes: income, estate, gift, social security, and excise taxes. Emphasis is on income taxes. Prerequisite: Business 205 or consent of the instructor. 5 credits. Evans

#### 336w. COST ACCOUNTING

A study of cost systems: job costs, process costs, etc. The nature and purpose of cost accounting in relation to management. Budgets, standard costs, preparation and analysis of cost reports. Prerequisite: Business 205. 5 credits. Evans

#### 401f. PRINCIPLES OF MERCHANDISING

The organization and operation of wholesale and retail establishments; trends in merchandising; management problems, and technique of merchandise control. Prerequisite: Business 311 or consent of the instructor. 5 credits. Hill, MacPherson

#### 409s. BUSINESS MANAGEMENT

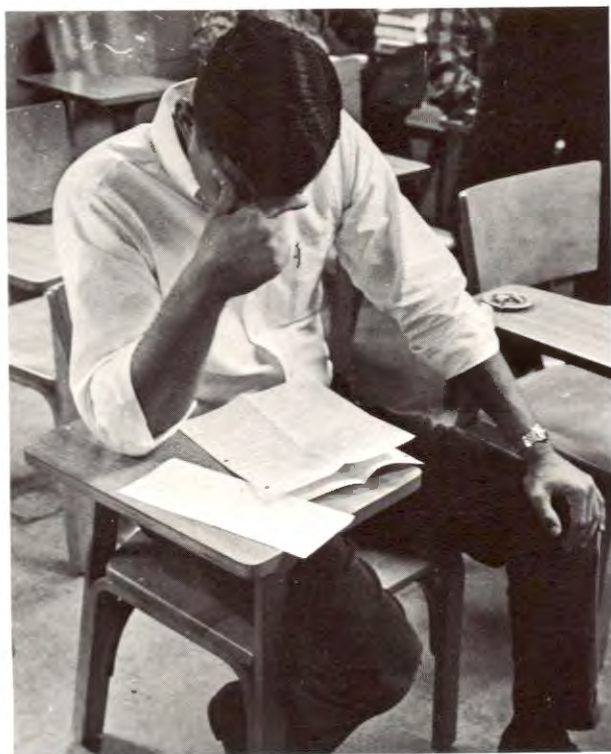
Methods and problems of the business world presented from the viewpoint of the businessman at work. This course emphasizes the continuity and unity of the problems of the business manager. It is useful to both women and men who contemplate working in the field of executive management. Prerequisite: Economics 212, Business 314. 5 credits. Evans

#### 421s. MARKET RESEARCH AND CONSUMER RELATIONS

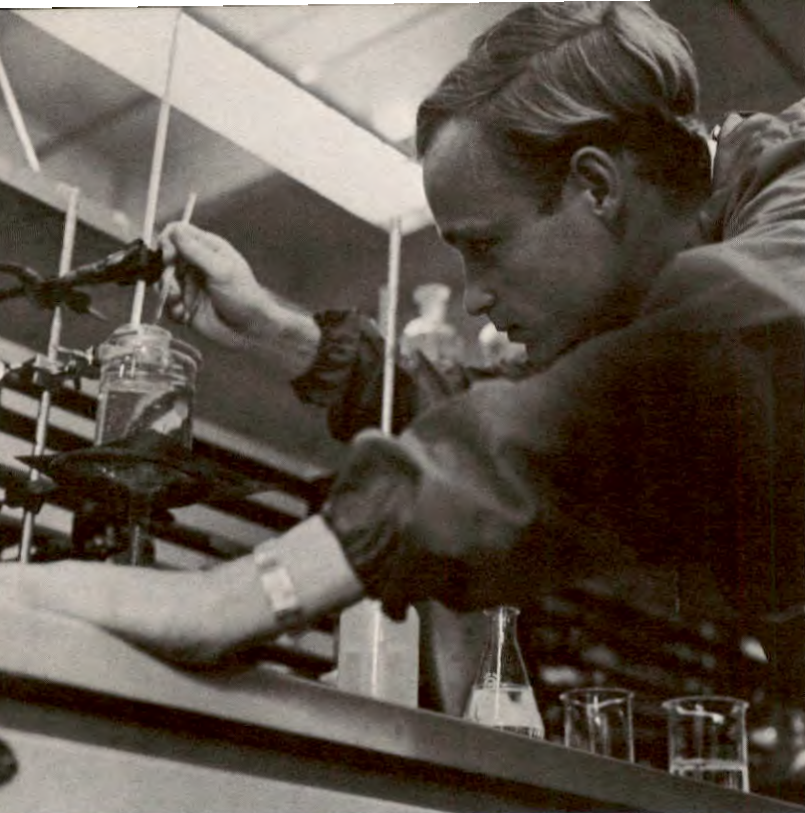
The systematic gathering, recording, analyzing, and reporting of data relating to the development, distribution, promotion, and pricing of goods and services focused on consumer needs and wants. The application of the scientific method as an aid in the solution of marketing problems. Prerequisite: Business 311 or consent of the instructor. 3 credits. Hill, MacPherson

#### 491f, 492w, 493s. RESEARCH PROJECTS IN ECONOMICS AND BUSINESS

Independent research and reports on assigned topics. Open to juniors and seniors majoring in Business Administration or Economics. Prerequisite: consent of the instructor. 1 or 2 credits. Staff







## Chemistry

Blossey, Hellwege

For a major in Chemistry, the following courses are required:

General Chemistry (105-106-107) or Principles of Chemistry (205-206-207)

Analytical Chemistry (211, 212-213)

Organic Chemistry (311-312-313)

Physical Chemistry (405, 406, 407)

Chemistry electives: at least four hours in advanced courses in Chemistry or in Molecular and Cellular Biology (Biology 451, 452, 453).

Recommended courses:

General Biology (Biology 104-105-106)

Mathematics through Differential Equations (Mathematics 313)

If graduate work is contemplated, one or two years of German is essential.

### 105f-106w-107s. GENERAL CHEMISTRY

A course designed for all students desiring an introduction to chemistry, consisting of theory, laws, descriptive material, and laboratory practice relating to the composition and behavior of matter. A working knowledge of arithmetic and algebra is essential. *5 credits.*

Staff

### 205f-206w-207s. PRINCIPLES OF CHEMISTRY

An introduction to the study of the fundamental principles and laws of chemistry with emphasis on the nature of the chemical bond, classification of elements and compounds, the behavior of gases, liquids, solids, and solutions. Application of principles to a discussion of the descriptive chemistry of some typical elements. Designed for students intending to major in science. Corequisite: Physics 205 and Math 211. *4 credits.*

Staff

### 211f. QUALITATIVE ANALYSIS

Principles of chemical equilibria as applied to reactions in solutions. Separation and identification of the common anions and cations by semi-micro methods. Prerequisite: Chemistry 107 or 207. Two class hours and two laboratory periods per week. *4 credits.*

Hellwege

### 212w-213s. QUANTITATIVE ANALYSIS

Theory and technique of volumetry and gravimetry. Principles of instrumental analysis. Prerequisite: Chemistry 211. Two class hours and two laboratory periods per week. *4 credits.*

Hellwege



311f-312w-313s. ORGANIC CHEMISTRY

One year course in the basic chemical principles and theories of the hydrocarbons and their derivatives. Qualitative organic analysis is included in the treatment of both subject matter and laboratory work. Three class hours and two laboratory periods per week. Prerequisite: Chemistry 107 or Chemistry 207. 5 credits.

Blossey

321f-322w. INORGANIC CHEMISTRY

A descriptive and theoretical course based on the periodic classification of the elements, with emphasis on inorganic reactions and structure. Prerequisite: Chemistry 107 or 207. 2 credits.

Staff

381s. RADIOCHEMISTRY AND ITS APPLICATIONS

A course designed to introduce the fundamentals of radioactivity and the uses of radioactive materials in tracer and therapeutic applications. Topics to be covered are radioactivity, detection apparatus, detection techniques, radiotracer procedure, safety precautions, and applications in the fields of science. Open to science majors. Prerequisite: Chemistry 212 or approval of instructor. Two class hours and one laboratory period per week. 3 credits.

Hellwege

405f, 406w, 407s. PHYSICAL CHEMISTRY

A quantitative elaboration of the principles of chemical behavior. Prerequisite: Physics 203 or 207, Calculus, and Chemistry 213 (or third year standing). 4 credits.

Hellwege

413. PROBLEMS IN CHEMISTRY

Study of individual problems or special topics, depending upon the interests and preparations of the students. Use of chemical literature, experimental work, and preparation of reports are required. Prerequisite: consent of the instructor. 1 to 5 credits. May be repeated for credit.

Staff

417. ORGANIC PREPARATIONS

Selected syntheses to illustrate useful methods of preparative organic chemistry. Prerequisite: Chemistry 313. 1 to 3 credits.

Blossey

418. INORGANIC PREPARATIONS

Selected syntheses to illustrate useful methods of preparative inorganic chemistry. Prerequisite: Chemistry 322. 1 to 3 credits.

Staff

451f, 452w, 453s. INTRODUCTION TO MOLECULAR AND CELLULAR BIOLOGY

Molecular biology will consider problems of biology open to definition and investigation by chemical and physical methods with particular emphasis on the biological significance such as cellular structure, cellular processes, and differentiation. This course will consist of isolation, analysis, synthesis, and reactivity of biological substances; kinetics of biological reactions; diffusion; study of structure and behavior of cells and subcellular components. A broad background in science courses and consent of the instructor required. 3 to 5 credits.

## Communications

Frutchey

241f. FUNDAMENTALS OF BROADCASTING

This course is designed to present a complete, although rudimentary, approach to all phases of radio broadcasting. Four hours of operating work in the radio station per week and one hour of class are required. 3 credits.

Frutchey

242w. ANNOUNCING

This is a course in announcing for broadcast and film. One-hour class period and four hours of announcing per week in radio station are required. 3 credits.

243s. BROADCAST PRODUCTION

A course in the production of programs for broadcast, including documentary, dramatic, and musical. Four hours of work in radio station and one hour of class work are required. Prerequisite: Communications 241 or equivalent, or consent of instructor. 3 credits.

Frutchey

341f, 342w, 343s. APPLIED RADIO PRODUCTION

In the fall term students produce programs that consist of records and transcriptions. During the winter term students produce live studio programs. During the spring term emphasis is placed on producing special feature programs originating outside the radio station. Prerequisite: Communications 241, 242, 243, or their equivalent, and the consent of the instructor. 3 credits.

Frutchey



## Economics

Arnold, Costello, Hill, MacPherson, Nelson, Ragan, Welsh

The program for majors in Economics includes the following:

- Principles of Economics (Econ. 211-212)
- Introduction to Statistical Methods (Bus. 208)
- Economic Analysis (Econ. 303)
- Money and Banking (Econ. 309)
- Public Finance (Econ. 306)
- Labor Economics (Econ. 321)
- International Economic Relations (Econ. 305)

Twenty term hours of course work from the following group:

- Economic Development of the United States (Econ. 243)
- History of Economic Thought (Econ. 327, 328)
- Current Economic Problems (Econ. 331, 332)
- Economic Projects (Econ. 491, 492, 493)
- Report Writing (Bus. 319)
- Comparative Economic Systems (Econ. 422)
- Business Fluctuations (Econ. 431)
- Principles of Accounting (Bus. 204-205)
- Calculus (Math. 211-212-213)
- Applied Statistics (Bus. 301)

### 109f. CONSUMER PROBLEMS OF THE FAMILY

A study of the principles and conceptual foundations of economics as they apply to consumers in our economy. Consumer demand, the consumer in the marketplace, and the consumer interest in the political economy are emphasized to develop an understanding of the decision-making processes involved in consumption. *5 credits.* Arnold, Hill, MacPherson

### 211f-212w; 211w-212s. PRINCIPLES OF ECONOMICS

A study of the fundamental concepts of micro and macro economics; theory of prices and markets, government and the market economy, income and employment, and economic growth. The foundation course for Economics and Business Administration subjects. *5 credits.* Staff

### 243f; 243s. ECONOMIC DEVELOPMENT OF THE UNITED STATES

A survey of economic growth since the Colonial times. Economic effects of the westward movement, immigration, and changes in population. The rise of mass production and large-scale corporate enterprise. Evolving economic position of the United States in relation to other nations. *5 credits.*

Arnold, Hill, MacPherson, Nelson

### 303f; 303s. ECONOMIC ANALYSIS

An elaboration of the basic principles of price theory as an analytic and predictive tool using graphic analysis and techniques; market price analysis, product pricing and output, and resource pricing and output. Prerequisite: Economics 211-212. *5 credits.* Hill

### 305s. INTERNATIONAL ECONOMIC RELATIONS

A study of the general principles of international trade, promotion of foreign trade, trading organizations and methods, and various international practices in use throughout the world. Emphasis is given to the general background of international economic relations and the leading role of the United States. Prerequisite: Economics 211-212. *5 credits.* Nelson

### 306s. PUBLIC FINANCE

Revenues and expenditures of the federal, state, and local governments. Repercussions of governmental expenditure and taxes upon individuals, business firms,





and the entire economy. Implications of the national debt. Prerequisite: Economics 211-212. 5 credits.

Arnold, MacPherson, Nelson, Welsh

#### 309w. MONEY AND BANKING

A study of money, types of currency, modern banking operations, and the nature and use of credit. Monetary and financial theory applied to business and government. Prerequisite: Economics 211-212. 5 credits.

Nelson

#### 321f. LABOR ECONOMICS

The labor force, trends in employment, problems of unemployment, wages and hours, labor unions, labor disputes and methods of settlement, and the theory and practice of collective bargaining. Prerequisite: Economics 211-212. 5 credits. Hill, MacPherson, Nelson

#### 327w, 328s. HISTORY OF ECONOMIC THOUGHT

The development of economic thought, based upon reading and interpretation of standard works in economics. Prerequisite: Economics 211-212. 2 credits.

Nelson

#### 331f, 332s. CURRENT ECONOMIC PROBLEMS

The application of economic concepts to problems of contemporary interest. Prerequisite: Economics 211-212. 2 credits. Staff

#### 422s. COMPARATIVE ECONOMIC SYSTEMS

The basic problems faced by all economic systems, and the special problems of authoritarian, competitive, and mixed economies. Prerequisite: Economics 211-212 and one additional course in Economics, or consent of the instructor. 5 credits. Nelson

#### 431f. BUSINESS FLUCTUATIONS

A study of business prosperity and depression. Theories accounting for changes in the level of business activity. Prerequisite: Economics 211-212 and one additional course in Economics, or consent of the instructor. 5 credits. Nelson, Welsh

#### 491f, 492w, 493s. RESEARCH PROJECTS IN ECONOMICS AND BUSINESS

Independent research and reports on assigned topics. Open to juniors and seniors majoring in Business Administration or Economics. Prerequisite: consent of instructor. 1 or 2 credits. Staff



*Teacher training internship.*

## Education

Anderson, Edwards, Griswold, Heiss, Mack, Packham, Webber

### ELEMENTARY EDUCATION

Students majoring in Elementary Education should, in their first or second year, take the following courses:

Social Basis of Education (233)

Child Development (204)

In the third or fourth years, the following courses are required for all Elementary Education majors:

Curriculum and School Organization (324)

Teaching in Elementary Schools (406)

Reading in the Elementary School (409)

Tests and Measurements (404)

Elementary School Internship (424)

Specialization Requirements (Minimum of 32 credits selected from 310, 316, 317, 318, 319, 320, 325, 401, Geog. 201, or Biol. 363)

### SECONDARY SCHOOL CERTIFICATION

A student desiring to be certified for secondary school teaching should major in the academic area of his chosen teaching field. In addition, he should enroll in the following courses before his senior year:



Social Basis of Education (233)  
Curriculum and School Organization (324)  
Adolescent Development (351)

The senior year of study for secondary school teaching certification should include:

Teaching in Secondary Schools (407)  
Secondary School Internship (425)  
Special Methods (427)

### PROFESSIONAL COURSES FOR ELEMENTARY AND SECONDARY SCHOOL TEACHING

#### 204w. CHILD DEVELOPMENT

The physical and psychological growth and development of the child from birth to adolescence, with emphasis on the school-age child's adjustment in school and home. Practical experience with children. To be taken in the first or second year. Prerequisite: Psychology 201. *5 credits.*

Packham

#### 233f; 233s. SOCIAL BASIS OF EDUCATION

Education in its relation to society, introduces the most significant problems in the schools today, explores the history of the philosophy and principles of education, and studies teaching as a profession. To be taken in the first or second year. *5 credits.*

Packham

#### 324f. CURRICULUM AND SCHOOL ORGANIZATION

Basic principles of K12 educational programs, including effect of psychological, philosophical and sociological factors on the curriculum and implications of research for program planning and teaching in Kindergarten through grade twelve. Prerequisite: Education 233. *5 credits.*

Griswold

#### 351w. ADOLESCENT DEVELOPMENT

A study of the growth and development of adolescents in the school, the home, and the community. To be taken in the third or fourth year. Prerequisite: Psychology 201. *5 credits.*

Packham

#### 404s. TESTS AND MEASUREMENTS

The interpretation and use of evaluative techniques



for use in classrooms and schools. To be taken in the third or fourth year. *5 credits.*

Packham

#### 406f. TEACHING IN ELEMENTARY SCHOOLS

Exploration of the application of learning principles to educational problems, procedures, and methods in the elementary grades; includes participation and observation in public school classrooms. To be taken in fourth year prior to internship (424). Prerequisite: approval of the department. *3 credits.*

Griswold

#### 407f. TEACHING IN SECONDARY SCHOOLS

The nature of learning and the application of learning principles to educational procedures; includes participation and observation in public junior and senior high school classrooms. To be taken in fourth year prior to internship (425). Prerequisite: approval of the department. *5 credits.*

Griswold

#### 409f. READING IN THE ELEMENTARY SCHOOL

Objectives of a reading program for the elementary grades, with techniques of developing reading skills. To be taken in the fourth year. *5 credits.*

Packham

#### 412-413. (FALL, WINTER, OR SPRING) PRACTICE TEACHING

A minimum of 160 clock hours of observation, and practice teaching in elementary or secondary public school, distributed for sixteen weeks of two hours per day or eight weeks of four hours a day. To be taken concurrently with Education 427 in the fourth year. Prerequisite: Education 406 or 407, and consent of the instructor. *10 credits.*

Griswold



424. (WINTER OR SPRING) ELEMENTARY SCHOOL  
INTERNSHIP

Ten weeks of all-day experience in an elementary school classroom under the guidance of a public school directing teacher. To be taken in the fourth year. Prerequisite: Education 406 and approval of the department. 12 credits. Griswold

425. (WINTER OR SPRING) SECONDARY SCHOOL  
INTERNSHIP

Eight weeks of all-day experience in a secondary school classroom under the guidance of a public school directing teacher and three weeks of planning in the special field (subject area) of certification. To be taken in the fourth year. Prerequisite: Education 407, recommendation of subject area adviser, and approval of education department. 12 credits. Griswold

427. (FALL, WINTER, OR SPRING) SPECIAL METHODS

Teaching materials, content, and techniques in the special field (subject area) of certification in secondary schools. To be taken during student teaching. 3 credits. Packham

*SPECIALIZATION FOR ELEMENTARY  
SCHOOL TEACHING*

310w. HEALTH AND PHYSICAL EDUCATION IN THE  
ELEMENTARY SCHOOL

Organizing and conducting physical education programs in the elementary grades, including the principles of health education, healthful school living, health services, and health instruction. 5 credits. Mack

316s. INSTRUCTIONAL MATERIALS

Selection and use of instructional materials including audio-visual and graphic materials, and children's literature. 5 credits. Griswold

317f. MUSIC IN THE ELEMENTARY SCHOOL

Basic concepts, literature and procedures relative to the teaching of music in the elementary grades. 5 credits. Webber

318s. ART IN THE ELEMENTARY SCHOOL

Fundamental concepts of color and design and the process of teaching art in the elementary grades. 5 credits. Anderson

319w. SCIENCE IN THE ELEMENTARY SCHOOL

Basic concepts of biological and physical sciences and procedures for presenting to elementary school students. 5 credits. Heiss

320f. MATHEMATICS IN THE ELEMENTARY SCHOOL

Basic quantitative concepts, symbols, and processes with procedures for teaching mathematics in the elementary grades. (not offered 1965-66). 5 credits.

325w. SOCIAL STUDIES IN THE ELEMENTARY SCHOOL

Concepts of the subjects included in social studies and procedures for teaching in the elementary school. To be taken during student teaching (424). 3 credits. Griswold

401s. DIRECTED INDIVIDUAL STUDY

Extending competencies in a teaching specialization (subject field) through planned independent study and conferences. Open to seniors in elementary education with consent of instructor. 3, 4 or 5 credits. Griswold

*Student Room, New Hall, Freshman Residence Hall.*





## English

Brackney, Dean, Dewart, Dorsett, Folsom,  
Granberry, Hamilton, Koontz, Mendell,  
Stock\*, Tillinghast, Williams

In their second year all English majors should take the following courses:

- Old English and Middle English Periods (203)
- Elizabethan and Cavalier Periods (204)
- Milton and the Restoration (205)

In the third and fourth years the following courses are required of all English majors:

- Eighteenth Century (301)
- Nineteenth Century (332, and either 333 or 356)
- Plays of Shakespeare (317, 318)
- American Literature (403, 404)

In addition, each English major must take a minimum of three courses in one of the following fields of study:

- Development of the Drama (351, 352, and 363 or 364)
- The English Novel (355, 356, 365)
- Twentieth Century Literature (363, 364, 365, 366)
- Creative Writing (367, 368, 369)

### 101f-102w-103s. COMPOSITION AND LITERATURE

A course in the basic principles of correct and effective expository writing and in the basic literary forms: essays, fiction, poetry, and drama. Must be taken in the first year. 5 credits.

### 111f-112w-113s. ENGLISH COMPOSITION AND LITERATURE

Composition and Literature open only to freshmen who demonstrate superior ability in composition. 5 credits.

\*On leave, 1965-1966

### 203f. LITERATURE OF THE OLD ENGLISH AND MIDDLE ENGLISH PERIODS

*Iliad, Beowulf, Sir Gawain*, selections from Chaucer's *Canterbury Tales* and *Troilus and Criseyde*, and selections from Malory, the ballads, the plays. 5 credits.

Brackney, Dean

### 204w. LITERATURE OF THE ELIZABETHAN PERIOD

Poetry of the Elizabethan and Cavalier Poets. 5 credits.

Dewart

### 205s. MILTON AND THE WRITERS OF THE RESTORATION

5 credits.

Dean, Dewart

### 281f, 282w, 283s. TYPES OF LITERATURE

An advanced critical study of fiction, drama, and poetry, selected from the literature of various countries and various periods. The genre presented in each course will be selected at the discretion of the instructor. Open to first year students with the approval of the instructor. 5 credits.

Brackney, Dewart, Koontz

### 301f. EIGHTEENTH CENTURY

English literature from Swift to Burns, with special emphasis on the beginnings of the Romantic Movement and the ideas that have shaped the thinking of modern times. Prerequisite: two courses in literature. 5 credits.

Mendell

### 317f, 318w. SHAKESPEARE

A study of the major plays and sonnets of Shakespeare.

5 credits.

Dean, Dorsett

### 332w. NINETEENTH CENTURY, PART I

A study of the literature and the leading ideas of the English Romantic Movement, with special emphasis on the poetry of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. 5 credits

Williams

### 333s. NINETEENTH CENTURY, PART II

A study of the literature of England from 1850 to 1900. Special attention is given to the leading ideas of the period and to the work of Carlyle, Tennyson, Browning, Ruskin, and Arnold. 5 credits.

Williams



351w, 352s. DEVELOPMENT OF THE DRAMA

A survey of important plays from the Greeks to the mid-nineteenth century. In English 351 Greek drama is emphasized; in English 352, English and French. Emphasis on dramatic principles as an aid to enjoying the theatre. 5 credits.

Mendell, Folsom

355w, 356s. ENGLISH NOVEL

The development of the novel in England into a major literary medium interpreting man's experience in life, both as an individual and as a member of human society. Winter—Fielding, Smollett, Sterne, Austen, Scott; spring—Dickens, Thackeray, Trollope, Meredith, Hardy. 5 credits.

Mendell

363s. TWENTIETH CENTURY DRAMA: EUROPEAN

From Ibsen to Ionesco, including Strindberg, Chekhov, Rostand, Lorca, Pirandello, and others. 5 credits.

Dorsett

364w. TWENTIETH CENTURY DRAMA: BRITISH AND AMERICAN

From Shaw to Tennessee Williams, including Wilde, Galsworthy, Barrie, Coward, Fry, Yeats, Synge, O'Casey, O'Neill, Maxwell Anderson, Thornton Wilder, Odets, and others. 5 credits.

Dean

365f. THE TWENTIETH CENTURY ENGLISH AND AMERICAN NOVEL

A study of twentieth century English and American fiction, including its roots in the nineteenth century, and a detailed analysis of the work of eight representative contemporary novelists. Critical papers and oral reports. 5 credits.

Brackney

366f. TWENTIETH CENTURY BRITISH AND AMERICAN POETRY

A study of British and American poets of the twentieth century, with emphasis upon Yeats, Frost, and Eliot. 5 credits.

Folsom

367f, 368w, 369s. CREATIVE WRITING

A course in creative writing, conducted on the workshop plan. Weekly reading and criticism of manuscripts that are written outside class. 5 credits.

Granberry



Main Lounge, New Hall.

403w, 404s. AMERICAN LITERATURE

A critical, historical survey of the forms and ideas shaping—and produced by—American writers and of the unique contributions of American literature as related to the literature of other countries. The course is designed to make the student a more critical and mature reader of American literature both past and present. It is strongly recommended that the course be taken no earlier than the senior year. Open to advanced non-majors by consent of the instructor. Winter—from the Colonial period to Whitman; spring—from Whitman to the present. 5 credits.

Hamilton

467f, 468w, 469s. ADVANCED CREATIVE WRITING

Prerequisite: English 367, 368, 369. Consent of the instructor is required. 5 credits.

Granberry



## Foreign Languages

Bonnell, W. Bradley, Carrera, Filosof, Fischer,  
L. Gleason, Holman, Sedwick

The department serves the needs of those who wish to achieve a modicum of acquaintance with a given language, its literature, and its culture. On a more advanced level, the department serves those who plan to teach, those who anticipate graduate study and research, and those who are preparing to use the language as an important second skill in various professional and governmental fields. Every effort is made to give the first- and second-year courses a practical and conversational approach without neglecting the substance of grammar and reading.

A student majoring in French, German, or Spanish must take 45 credits of 300- or 400-level courses in the major field and complete two years or their equivalent of a second foreign language. Not required, but recommended, for the language major: a basic knowledge of Latin; appropriate related courses in English, history, and geography.

**PLACEMENT OF FRESHMEN:** Incoming freshmen are expected to have taken the Language Achievement Test of the College Board Examination (see Requirement 2, Foreign Language, page 51), because it is expected that all incoming students will have been exposed to some previous language study. A student who scores 550 or better in this examination is considered to have met the Rollins language requirement and, if he wishes further language study, to be eligible for 300-numbered courses in the given language. (See Admission with Advanced Standing, page 57.) Students who score lower than 550 will be placed at the discretion of the department; in general, such students with two years of a given language in

secondary school are placed in the 200-level Rollins language courses. A few students who fail to qualify for the 200-level must either begin the language again (101-102-103) for no credit, or start a new language for full credit.

### FRENCH

#### 101f-102w-103s. ELEMENTARY FRENCH

Grammar, readings, cultural material, maximum of oral practice. *5 credits.* Staff

#### 201f, 202w, 203s. INTERMEDIATE FRENCH

A reading and conversation course which stresses vocabulary building. Intensive grammar review during the first part of the first term; required use of the language laboratory throughout all three terms. Prerequisite: French 103 or placement examination. *3 credits.* Staff

#### 204f, 205w, 206s. INTERMEDIATE CONVERSATION AND COMPOSITION

Frequent themes written in French; daily conversation. Not a reading or literature course. Recommended (1) as advanced practice work for the general student, and (2) as a course to be taken by prospective French majors concurrently with the 201, 202, 203 sequence. Prerequisite: French 103 or placement examination. *2 credits.* Filosof

#### 311f, 312w, 313s. SURVEY OF FRENCH LITERATURE

A panoramic view of French literature from the earliest times to the present. Required of French majors, this is the gateway course to all 400-numbered French literature courses. Prerequisite: French 203 or placement examination. *5 credits.* Filosof

#### 321f, 322w, 323s. ADVANCED COMPOSITION AND CONVERSATION

Advanced version of the 204, 205, 206 sequence. Especially recommended for French majors. Prerequisite: French 206 or placement examination. *3 credits.* Filosof

#### 401f, 402w, 403s. EIGHTEENTH-CENTURY LITERATURE

Representative movements, authors, and works of the eighteenth century. Prerequisite: French 311, 312, 313. *5 credits.* Holman



405f, 406w, 407s. NINETEENTH-CENTURY LITERATURE  
Representative movements, authors, and works of the  
nineteenth century. Prerequisite: French 311, 312, 313.  
5 credits. W. Bradley

409f, 410w, 411s. TWENTIETH-CENTURY LITERATURE  
Representative movements, authors, and works of the  
contemporary period. Prerequisite: French 311, 312,  
313. 5 credits. W. Bradley

413f, 414w, 415s. SEMINAR  
Individual or small-group study of literary or linguistic  
topics of special interest or importance. Prerequisite:  
French 311, 312, 313. 1 to 3 credits. Staff

421f, 422w, 423s. SEVENTEENTH-CENTURY  
LITERATURE  
Representative movements, authors, and works of the  
seventeenth century. Prerequisite: French 311, 312,  
313. 5 credits. Holman

427f. METHODS IN TEACHING FOREIGN LANGUAGES  
(See Education 427. The credits received are in Educa-  
tion.) 3 credits. L. Gleason

## GERMAN

101f-102w-103s. ELEMENTARY GERMAN  
Beginners' course. Phonetics, elementary grammar,  
reading, translations, vocabulary building, and simple  
conversation. Students should acquire good reading  
ability and fair speaking and writing knowledge of the  
language. 5 credits. Bonnell, Fischer

201f, 202w, 203s. INTERMEDIATE GERMAN  
Review of grammar and syntax; composition; conver-  
sation about everyday topics; reading of German mas-  
terpieces; special consideration of the economy, geog-  
raphy, and history of Germany and German-speaking  
countries. Prerequisite: German 103 or placement ex-  
amination. 3 credits. Fischer

204f, 205w, 206s. INTERMEDIATE CONVERSATION  
AND COMPOSITION  
Intensive oral-aural training and composition. Designed  
primarily for students in German who intend to take

courses beyond the 200-level. Prerequisite: German  
103 or its equivalent. 2 credits. Fischer

251f, 252w, 253s. SCIENTIFIC GERMAN  
Prerequisite: German 103. 2 credits. Fischer

301f, 302w, 303s. ADVANCED GERMAN  
Systematic study of German history and civilization,  
combined with a study of the outstanding masterpieces  
of German literature. Composition and conversation.  
Students are expected to acquire reasonable fluency in  
speaking and writing German. Course conducted in  
German. Prerequisite: German 203 or its equivalent.  
5 credits. Fischer

401f, 402w, 403s. GERMAN CIVILIZATION AND  
LITERATURE: MIDDLE AGES AND CLASSICS  
A study of the civilization and literature of German-  
speaking countries: Sagen und Dichtung des Mittelal-  
ters, die deutschen Klassiker. The course is conducted  
in German. Prerequisite: German 303 or its equivalent.  
2 to 5 credits. Fischer

404f, 405w, 406s. GERMAN CIVILIZATION AND  
LITERATURE: ROMANTIC AND MODERN  
A study of the civilization and literature of German-  
speaking countries: Romantik und Neuzeit, das deutsche  
Drama. The course is conducted in German. Prerequi-  
site: German 303 or its equivalent. 2 to 5 credits.  
Fischer

## RUSSIAN

101f-102w-103s. ELEMENTARY RUSSIAN  
The basic grammatical structure of the language. Pho-  
netics, together with intensive oral-aural drill.  
5 credits. Bonnell

201f, 202w, 203s. INTERMEDIATE RUSSIAN  
Grammar review, conversation, and intensive reading.  
Prerequisite: Russian 103 or placement examination. 3  
credits. Bonnell

301f, 302w, 303s. INTRODUCTION TO RUSSIAN  
LITERATURE AND CULTURE  
A survey of the main cultural, intellectual, and literary



trends. Masterworks of Russian literature in English translation; no knowledge of Russian required. No prerequisite, except not open to freshmen. 3 credits.

Bonnell

## SPANISH

### 101f-102w-103s. ELEMENTARY SPANISH

Grammar, readings, cultural material, maximum of oral practice. 5 credits.

Staff

### 201f, 202w, 203s. INTERMEDIATE SPANISH

A reading and conversation course which stresses vocabulary building. Intensive grammar review during the first part of the first term; required use of language laboratory throughout all three terms. Prerequisite: Spanish 103 or placement examination. 3 credits.

Staff

### 204f, 205w, 206s. INTERMEDIATE COMPOSITION AND CONVERSATION

Frequent themes written in Spanish, daily conversation. Not a reading or literature course. Recommended (1) as advanced practice work for the general student, and (2) as a course to be taken by prospective Spanish majors concurrently with the 201, 202, 203 sequence. Prerequisite: Spanish 103 or placement examination. 2 credits.

Carrera

### 321f, 322w, 323s. ADVANCED COMPOSITION AND CONVERSATION

Advanced version of the 204, 205, 206 sequence. Especially recommended for Spanish majors. Prerequisite: Spanish 206 or placement examination. 3 credits.

L. Gleason

### 331f, 332w, 333s. PANORAMA OF THE LITERATURE OF SPAIN

A panoramic view of the literature of Spain from the earliest times to the present. Fall term: twelfth to seventeenth centuries. Winter term: continuation of seventeenth century through early part of nineteenth century. Spring term: nineteenth and twentieth centuries. Required of Spanish majors, this is the gateway course to all 400-numbered Spanish literature courses. Prerequisite: Spanish 203 or placement examination. 5 credits.

Carrera

### 341f, 342w, 343s. PANORAMA OF SPANISH-AMERICAN LITERATURE

A panoramic view of the literature of Spanish America from the earliest times to the present. Fall term: Colonial period. Winter term: post-Colonial period. Spring term: "Modernismo." Recommended for Spanish majors. Prerequisite: Spanish 203 or placement examination. 5 credits.

Holman

### 401f, 402w. THE GOLDEN AGE

Representative authors and works of the sixteenth and seventeenth centuries in Spain. Fall term: drama. Winter term: prose (except *Don Quixote*). Prerequisite: Spanish 331, 332, 333. 5 credits.

Sedwick

### 403s. DON QUIJOTE

Conducted in English in order to accommodate non-Spanish students, who may read *Don Quixote* in translation and who are exempt from the Spanish prerequisite for this course. Prerequisite for Spanish students: Spanish 331, 332, 333. 5 credits.

Sedwick

### 405f, 406w, 407s. NINETEENTH-CENTURY LITERATURE OF SPAIN

Representative authors and works of realism, romanticism, naturalism. Prerequisite: Spanish 331, 332, 333. 5 credits.

L. Gleason

### 409f, 410w, 411s. TWENTIETH-CENTURY LITERATURE OF SPAIN

Fall term: The "Generation of 1898." Winter and spring terms: The Spanish Republic and Civil War to the present, including works by the Spanish exiles. Prerequisite: Spanish 331, 332, 333. 5 credits.

Sedwick

### 413f, 414w, 415s. SEMINAR

Individual or small-group study of literary or linguistic topics of special interest or importance. Prerequisite: Spanish 331, 332, 333. 1 to 3 credits.

Staff

### 427f. METHODS IN TEACHING FOREIGN LANGUAGES

(See Education 427. The credits received are in Education.) 3 credits.

L. Gleason



#### 431. SPANISH CIVILIZATION

A cultural course relating Spanish art, music, history, literature, and customs into a meaningful analysis of the Spanish society. No prerequisite. Offered only in the summer program in Madrid. 5 credits. Staff

ROLLINS SUMMER PROGRAM IN MADRID, annually, mid-June to early August. The student may choose up to 13 credits among the following Spanish courses: 201, 321, 333, 413, 414, 431. See description of the program under Study Abroad. (Page 43)

ROLLINS SEMESTER IN COLOMBIA AT THE UNIVERSITY OF THE ANDES, BOGOTÁ, annually, early February to early June. B average in Spanish required for enrollment. See description of the program under Study Abroad. (Page 42)

JUNIOR YEAR IN GERMANY, FRANCE, OR SPAIN, sponsored by the Associated Mid-Florida Colleges. See description of the program under Study Abroad. (Page 43)

## Geography

Becker

#### 201f; 201w; 201s. WORLD REGIONAL GEOGRAPHY

An introduction to the major countries and geographic regions of the world. 5 credits. Becker

#### 303f, 304w. GEOGRAPHY OF LATIN AMERICA

A study of the countries of Latin America: their economic, political, and social activities and geographic regions. 303 deals with the countries of South America; 304 with Middle America (including the Antilles). Prerequisite: Geography 201 or Latin America Studies 211, 212, 213. 4 credits. Becker

#### 321s. GEOGRAPHY AND WORLD AFFAIRS

An examination of world political and economic patterns in the light of the natural environment, cultural

differences, and spatial relations. Particular emphasis is placed on the respective roles of the Western, Communist, and uncommitted national blocs. Prerequisite: at least one prior geography course, or consent of the instructor. 5 credits. Becker

#### 352-353. GEOGRAPHIC MAPPING AND TECHNIQUES

This course is designed for advanced students in either the physical or social sciences who may wish to gain a basic theoretical and practical knowledge of geographic work. Laboratory periods will be devoted to map making, airphoto interpretation, and field trips, culminating in a research project to be prepared by each student. Prerequisite: consent of the instructor. 3 credits.

Given only on demand

#### 405f, 406w, 407s. DIRECTED INDIVIDUAL STUDY IN GEOGRAPHY

Investigation and discussion of selected geographic regions and problems. Written reports required. Prerequisite: previous work in geography and the consent of the instructor. 2-5 hours credit. Staff

#### 414f, 415w, 416s. GEOGRAPHY SEMINAR

Consideration and research of selected areas, problems, and major concepts in geography. Open to juniors and seniors only. 3 credits. Staff

## Government and History

U. T. Bradley, Douglass, Herrick, Hicks, J. Lane, Smith, Summers

Students majoring in Government and History must take a minimum of 60 credits in their major field, at least 15 of which will be 100-level courses. It is recommended that majors elect their courses in the following sequence: History 112, 113, 114; 371, 372, 373 or 381, 382, 383 or 341, 342, 343, electing the remaining courses in Government or History. Those specializing in Government must take at least 30 credits in Government and the remaining 30 in the field of History.



## GOVERNMENT

### 201f; 201s. PRINCIPLES OF GOVERNMENT

An introduction to the nature of the state and the behavior of political man with emphasis on responsible citizenship, approached through the study of classics from Plato through Jefferson and the major thinkers of the American democratic tradition. Value systems as articulated through the political process. Emphasis on principles and concepts. Prerequisite for further studies in government. 5 credits.

Douglass

### 337w. COMPARATIVE GOVERNMENT

Representative types of political institutions in major national states are studied. Prerequisite: Government 201. Offered in alternate years. (1965-1966). 5 credits.

Summers

### 347f. AMERICAN NATIONAL GOVERNMENT

Study of the constitutional structure, functioning, interstate relationships, and value issues in the federal system. Prerequisite: Government 201. 5 credits.

Douglass

### 348w. STATE AND LOCAL GOVERNMENT

Organization and functioning of state, county, and municipal government with emphasis on effective citizen participation. Special attention to evolving regionalism and the government and politics of Florida. Prerequisite: Government 201. 5 credits.

Douglass

### 361f. AMERICAN DIPLOMATIC HISTORY

The history of American diplomacy and the development of the Foreign Service from the origin to World War II. Offered 1966-1967. 5 credits.

Summers

### 362w. CURRENT PROBLEMS IN FOREIGN RELATIONS

An analysis of the problems confronting the United States in foreign policy in the post-war era, such as the cold war, air programs, and economic relations. Offered 1966-1967. 5 credits.

Summers

### 381s. POLITICAL THEORY

Ideas about the purpose and structure of political society as expressed by representative thinkers from Greece to the present time with comparative attention to the patterns of society developed to realize values. Prerequisite: Government 201. 5 credits.

Douglass

### 390f, 391w, 392s, and 393 (SUMMER). PRACTICUM IN POLITICS

Combined seminar, laboratory, and field work program designed to develop a mature understanding of the political process and skill in the exercise of responsible citizenship through activity in political parties. Supervised summer projects and internships. *Summer credits determined by nature of project.* Program conducted under a grant from the Maurice and Laura Falk Foundation. Prerequisite: Government 201. (1965-1966). 2 credits.

Douglass and Staff

### 457s. INTERNATIONAL ORGANIZATION

Practical and institutional arrangements among sovereign states for carrying out their national interests, for the pursuit of welfare, and for national security. At-





tention to regional arrangements, functional agencies, and the United Nations. Prerequisite: Government 201. Offered in alternate years. (1966-1967). *5 credits.* Summers

#### 458s. INTERNATIONAL LAW

The rights, obligations, and relationships of national states in their intercourse with one another. Prerequisite: Government 457 or consent of the instructor. Offered in alternate years. *5 credits.* Summers

#### 459w. THE DEVELOPING NATIONS

A study of the politics, economy, and social conditions in the emerging nations and the interrelations between Asia, Africa, and Latin-America. *5 credits.* Summers

#### 499. INDEPENDENT PROGRAM

An offering to enable especially competent students to carry forward independently, but under close faculty inspection, projects involving research and original inquiry. *Credits determined by nature of project.*

Douglass and Staff

### HISTORY

#### 112f, 113w, 114s. HISTORY OF WESTERN CIVILIZATION

History of western civilization from prehistoric times to the present. The first term is devoted to a survey of the civilizations of the ancient Near East, Greece and Rome. The second term covers the period from the fall of Rome to 1660. The third term is a survey of the history of European civilization from 1660 to the present day. *5 credits.*

U. T. Bradley, Herrick, Hicks, J. Lane

#### 225f, 226w. HISTORY OF ENGLAND AND THE EMPIRE-COMMONWEALTH

During the fall term, the course deals with the development of England as a national state from the Roman occupation to the end of Sir Robert Walpole's ministry in 1739. The coverage of the winter term begins here and follows the history of England and the Empire through World War II. Constitutional aspects of the British development are stressed throughout.

*5 credits.*

Herrick



#### 341f, 342w, 343s; 342f, 343w. HISTORY OF THE UNITED STATES

History of the United States from the discovery of America to the present day. The first term is devoted to a study of the colonial period, 1492-1783. The second term is a study of the period before the Civil War, 1783-1861. The third term is devoted to recent American history, since 1861. Prerequisite: History 114. Open by special permission for graduate study.

*5 credits.*

U. T. Bradley, Herrick



359w, 360s. SPAIN AND THE SPANISH EMPIRE

Spain and the Spanish Empire from prehistoric times to the present. The first term covers the period of ancient and medieval Spanish history through the modern period to the decline of the Spanish Hapsburgs. The second term covers the period of modern history from the accession of Philip V to the present. Prerequisite: History 112, 113, 114. Alternating—given 1965-66. 5 credits. Smith

371f, 372w, 373s. MODERN EUROPEAN HISTORY, 1492-1815

Each term covers approximately a century of European History, from the sixteenth to the eighteenth centuries. The course emphasizes political, economic, religious, cultural, and international developments. Prerequisite: History 114. Open by special permission for graduate study. 372w, 373s given 1966-67. 5 credits. Smith

381f, 382w, 383s. MODERN EUROPEAN HISTORY SINCE 1815

The first term concentrates on the reactionary and revolutionary activities to 1870. The second term concentrates on nationalist and imperialist tendencies to 1919. The third term stresses the efforts to maintain collective security, World War II, and the Cold War. Prerequisite: History 114. Open by special permission for graduate study. 5 credits. Smith

401f-402w-403s. HISTORY SEMINAR

An individualized course in any era or any area in which the student may be interested in working for three continuous terms. Admission extended with the approval of the department to those seniors having a "B" average and who have completed History 112, 113, 114; 331, 332, 333 and 341, 342, 343. 2 credits. Staff

412s. GREAT ISSUES IN RECENT AMERICAN HISTORY

A study of great issues in American History as interpreted by historians of opposed views, from Reconstruction Confederation to the present. The course emphasizes the development of a critical approach to research and writing, through reading, class discussion and written projects. Prerequisite: History 341, 342, 343. Open to qualified juniors and seniors majoring in

history and by special permission for graduate study. 5 credits. Herrick

421w. AMERICA'S GILDED AGE, 1877-1914

A study in depth of the political and diplomatic developments of the era, and their influence on American life. Emphasis on contemporary imperialism, industrialization, and commercial expansion, together with analysis of the role of sea power, the spoils system, and political machines. Open to junior and senior History majors with a limit of 15. Prerequisite: History 343. Alternating with History 464; given 1965-1966. 5 credits. Herrick

423f. THE GREAT DEPRESSION AND THE NEW DEAL, 1919-1945

After an introductory study of the Republican ascendancy, this course focuses on the impending economic crisis and the subsequent New Deal reform movement. Emphasis is given to the continuing interpretation of Roosevelt and the New Deal through reading, class discussions, and written projects. Open to junior and senior History majors or by special permission of instructor. Prerequisite: History 343. 5 credits. Lane

431s. WAR IN THE MODERN WORLD

This course is concerned with war as a major force in modern history. Emphasis is placed on the influence of war on social, economic and political conditions, on concepts and theories about war, and on the origin and development of the military profession. Special consideration is given to the impact of war on the United States and the evolution of American Civil-Military relations. Open to junior and senior History majors or by permission of the instructor. Prerequisite: History 114 and History 343. 5 credits. Lane

461w. CONTEMPORARY ASIA

A historical study of contemporary developments in Asia after 1919. Emphasis is placed on the growth of Asian self-consciousness following the extension of World War II to the Pacific in 1941; geographical, cultural, demographic, economic, and political factors; the development of independent states; communist penetration; and the involvement of the United States. 5 credits. Douglass



464. THE IMPACT OF WESTERN IDEAS ON INDIA, 1601-1947

Lectures and discussions arranged in topical sequence to cover the effects of British innovations on the principal political, social, and economic institutions of India. Students will be required to undertake research projects in related topics and present their findings orally to the class. Class enrollment limited to 12 History majors or by permission of the instructor. Prerequisite: History 114 and History 226. Alternating with History 421; given 1966-1967. 5 credits. Herrick

## Human Relations

U. T. Bradley, Burnett, Darrah, Douglass, Gray, Hanna, Herrick, Hill, Packham, Smith, Stone, Summers, Thomas, Waite, Wavell

The Human Relations major provides a group program in the related departments of Sociology and Anthropology, Economics, History and Government, Education, Psychology, Philosophy, and Religion. It is intended for the student who wishes to avoid early concentration in any one field while exploring new areas of knowledge, or who desires a broader perspective on human relations studies as a whole than is offered by a departmental major, or who needs time before making a decision that will affect his future life. Transfers from this group program to departmental majors or joint majors involving two departments are encouraged. With careful planning such transfers may be made without any loss of time.

This program requires that the student study during his first two years Sociology and Anthropology 201 and 202, Psychology 201, a 200-level course in economics, a course in history or government, and one in philosophy or religion.

For the third and fourth years the student should plan a program that will include a minimum of fifty-five term hours in the departments participating in

this program. This plan should include within these fifty-five hours a minimum of four courses in one department plus an independent reading and/or research project in the department of concentration. In connection with this independent project the student must take, either previously or concomitantly, the course in Methods of Social Research.

To provide encouragement toward understanding the basic concepts of social science and human values and as a guide to the student and his major professor, a written integrating examination is required of a Human Relations major at the end of his junior year. On the basis of the results of this examination, the work of the student during the senior year is planned in the best interest of his education.

## Latin American Studies

Fletcher, Mitchell

Students planning to major either in Latin American Studies or in the combined major of Latin American Studies and Spanish must select Spanish to fulfill the general college requirement for foreign language.

The major in Latin American Studies includes courses in economics, geography, history, literature, sociology and anthropology, and related courses.

Students interested in a combined major of Latin American Studies and Spanish must take approximately 60 credit hours between the two fields. Since this is not a straight Spanish major, the requirement of another language is waived, the Latin American Studies taking its place.

Students electing this major must take, in addition to the introductory course 211f-212w-213s, between





45 and 60 credit hours selected from the courses listed below.

#### 211f-212w-213s. THE LATIN AMERICAN AREA

A survey of the geographic, economic, social, racial and ethnic, ideological, and political factors which condition the destinies and potential of Latin American countries. After broad surveys of the area, historical development and contemporary problems are analyzed in light of the operation of these factors. Open as an elective to all students who wish an introductory course on Latin America; required of majors in Latin American Studies. 5 credits. Fletcher

#### 233f, 234w, 235s. REPUBLICS OF LATIN AMERICA

Fall—The Caribbean and Central America. Winter—The Bolivarian Republics: Bolivia, Colombia, Ecuador, Peru, Venezuela. Spring—The Republics or ABC countries: Argentina, Chile, Brazil. Prerequisite: 211f-212w-213s. Required of majors in Latin American Studies. Not offered in 1965-1966. To be offered in 1966-1967. 5 credits. Fletcher

#### 311f. THE UNITED STATES AND LATIN AMERICA

A survey of the historical development of U.S. relations with Latin America, emphasizing the goals of national policies, conditions affecting them, problems of conflict, and areas of common interests. Open as an elective to all students; required of majors in Latin American Studies. 5 credits. Fletcher

#### 321w, 322s. EUROPE AND THE AMERICAS, 1492 TO THE PRESENT

A study of the impact and influence of European political and intellectual traditions, economic, political, and ideological aims and conflicts on the Western Hemisphere. 321 prerequisite to 322. Permission of the instructor required. 5 credits. Fletcher

#### 332f, 333w, 334s. HISTORY OF LATIN AMERICA

In the fall term, a survey of Spanish and Portuguese colonial systems and institutions, with emphasis upon their long-range influence on the Latin Americas. Winter and spring terms offer a study of the growth of the



Latin American republics from the Wars of Independence to the present. Open as an elective to all students; required of majors in Latin American Studies. *3 credits.*  
Fletcher

#### 350. FIELD TRIPS TO LATIN AMERICA

Field trips and field study projects may be available in vacation periods, under direction of staff members. To be arranged. *2 to 5 credits, according to the nature of the project.*

#### 404f, 405w, 406s. DIRECTED INDEPENDENT STUDY

An offering to enable advanced students to carry out specific study and research programs involving original inquiry. *2 to 5 credits, according to the nature of the project.*  
Staff

#### 414f, 415w, 416s. SEMINAR ON CONTEMPORARY LATIN AMERICAN PROBLEMS

Permission of the instructor required. *3 credits.*  
Fletcher

#### GEOGRAPHY OF LATIN AMERICA

(See Geography 303, 304) *4 credits.*

#### INTERNATIONAL ECONOMIC RELATIONS (with emphasis on Latin America).

(See Economics 305) *5 credits.*

#### DIRECTED STUDY IN GEOGRAPHY

(See Geography 405f, 406w, 407s) *2-5 credits.*

#### GEOGRAPHY SEMINAR

(See Geography 414f, 415w, 416s) *3 credits.*

#### RESEARCH PROJECTS IN ECONOMICS

(See Economics 491, 492, 493) *1 or 2 credits.*

#### COMPARATIVE GOVERNMENT

(See Government 337) *5 credits.*

#### SOCIOLOGY AND ANTHROPOLOGY SEMINAR

(See Sociology and Anthropology 414f, 415w, 416s) *3 credits.*

#### PANORAMA OF SPANISH-AMERICAN LITERATURE

(See Spanish 341f, 342w, 343s) *5 credits.*

## Mathematics

Bowers, Lupkiewicz, Sauté, Skidmore, Wolfe

A student majoring in Mathematics must take Mathematics 211-212-213, 303, 311, 313. In addition, he must earn at least 17 credits in the 300- and 400-level courses, including a minimum of 10 credits in the 400-level courses.

It is recommended that a major complete at least one course beyond the introductory course in one of the physical sciences. If graduate school is contemplated, German, French, or Russian should be elected.

#### 104s. ALGEBRA AND TRIGONOMETRY

Traditional algebra and trigonometry. Primarily for those with inadequate high school background who want to major in science or mathematics, or who want to attain competence in algebra for other fields. *5 credits.*  
Lupkiewicz

#### 111f-112w. PRINCIPLES OF MATHEMATICS

Primarily for non-science majors. A modern approach to a wide range of mathematical topics, stressing the nature of mathematics rather than its computational aspects. *5 credits.*  
Lupkiewicz

#### 201f, 202w, 203s. MATHEMATICS FOR THE BIOLOGICAL, MANAGEMENT, AND SOCIAL SCIENCES

Finite sample spaces, probability, law of large numbers. Calculus of functions of one variable. Infinite sample spaces, continuous distributions such as uniform and normal. *3 credits.*  
Skidmore

#### 211f-212w-213s. CALCULUS WITH PLANE

##### ANALYTIC GEOMETRY

Functions of one variable and their geometric representations. Differentiation and integration of the elementary functions. Prerequisite: Mathematics 104 or four years of high school mathematics. *5 credits.*  
Lupkiewicz

#### 303s. LINEAR ALGEBRA

Vectors and vector spaces, simultaneous linear equa-



tions, matrices, and determinants. Prerequisite: Mathematics 213 or consent of instructor. 5 credits. Bowers

311f. CALCULUS WITH SOLID ANALYTIC GEOMETRY  
Functions of more than one variable and their geometric representations, partial derivatives, multiple integrals, infinite series. Prerequisite: Mathematics 213. 5 credits. Skidmore

313w. ORDINARY DIFFERENTIAL EQUATIONS  
Special methods for solving certain first order equations; linear equations including operator methods; series solutions and approximate solutions. Prerequisite: Mathematics 311. 5 credits. Skidmore

321f-322w. PROBABILITY AND STATISTICS  
Probabilistic models, discrete and continuous distribution functions; sampling and statistical inference. Prerequisite: Mathematics 213 or consent of instructor. 5 credits. Skidmore

331f-332w. INTRODUCTION TO NUMERICAL ANALYSIS  
Compiler languages such as Gotran and Fortran, use of 1620 digital computer, flow charting; numerical techniques in interpolation, integration, algebraic and differential equations, and curve fitting. Prerequisite: Mathematics 313 or consent of instructor. 3 credits. Lupkiewicz

351f, 352w, 353s. SEMINAR IN MATHEMATICS  
Mathematical topics of interest to the members of the class. Open to students having at least 15 hours of college mathematics. 2 credits. Bowers

421f-422w. MODERN ALGEBRA  
Number systems, groups, rings, fields, Boolean algebras, lattices. Prerequisite: Mathematics 303. (1966-1967). 5 credits. Bowers

431f-432w. ADVANCED CALCULUS  
Real variable function theory. Fourier series, vector analysis. Prerequisite: Mathematics 313. (1965-1966). 5 credits. Bowers

434s. FOURIER SERIES AND PARTIAL DIFFERENTIAL EQUATIONS  
Fourier methods for solving certain equations of mathematical physics. Prerequisite: Mathematics 313. (1966-1967). 5 credits.

438s. FUNCTIONS OF A COMPLEX VARIABLE  
Cauchy-Riemann equations, analytic functions, complex series and integrals, conformal mapping. Prerequisite: Mathematics 432 or consent of instructor. (1965-1966). 5 credits. Bowers

441s. INTRODUCTION TO TOPOLOGY  
Set theory, topological spaces, compactness, connectedness, continuity; metric spaces. Prerequisite: Mathematics 303. (1965-1966). 5 credits. Skidmore

## Music

Brockman, A. Carlo, Carter, C. Gleason,  
Horszowski, Hufstader, Rappeport, Rosazza, Webber

For the Bachelor of Arts candidate with a major in Music approximately two-thirds of the work taken will be in courses other than 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 to the College. A definite amount of prerequisite work is necessary in one field of applied music. This varies with the major subjects (voice, choral conducting, piano, violin, organ, etc.).

In the freshman and sophomore years the student must complete satisfactorily two years of theoretical music. In addition, the student receives two private lessons a week, with a minimum of two hours a day practice, in his chosen field of applied music (voice, piano, etc.). Examinations of technical and musical progress will be given at the end of the freshman and sophomore years.

The candidate for the degree must have made satisfactory achievement in the study of the history of music, solfeggio, and ear training, and have participated in ensemble and repertoire groups. Participation in and attendance at student recitals is required, and one full recital program must be given, to which the public is invited.



In addition to the applied and theoretical music in the junior and senior years, a student may elect two correlated subjects each term.

The courses for Music majors are listed under Conservatory of Music. (See page 123.)

101f, 102w, 103s. **INTRODUCTION TO MUSIC LITERATURE**  
A course designed to introduce the student to the widely varying styles, forms, and compositional techniques in the history and development of the art of music. Required of all music majors in the freshman year. Open to non-major students with consent of instructor. 1 credit.

A. Carlo

104f, 105w, 106s. **HARMONY**

Presentation of the elements of music and their combination in simple and complex melodic and chordal structures; dissonance, diatonic, and chromatic, together with simple formal organization. Special emphasis on chorale style of J. S. Bach. Consent of the instructor is required. 3 credits.

Carter

107f, 108w, 109s. **SIGHT-SINGING AND DICTATION**

The singing of progressively graded material stressing melodic and harmonic values. Study of meter. Development of skill in rhythmic and melodic dictation, with special emphasis on harmonic and contrapuntal hearing. Aural analysis of music literature selected from examples of the eighteenth century to the present. Consent of the instructor required. 2 credits.

Hufstader

111f-112w; 111w-112s. **FUNDAMENTALS OF MUSIC**

A course in rudiments, terminology, and knowledge of the keyboard. 1 credit.

Rappeport

127f-128w-129s. **VOCAL WORKSHOP**

A laboratory workshop dealing with the fundamentals of voice production and the basic principles of singing. Required of all major voice students in the first year. Prerequisite for Music 181-182-183 in voice. Students not majoring in voice must obtain consent of instructor. 1 credit.

Rosazza

147f, 148w, 149s. **A SURVEY OF RECORDED MUSIC**

A course designed to acquaint the student with the

finest of recorded music. Emphasis is placed upon listening. 1 credit.

Carter

184f, 185w, 186s. **STRING CLASS INSTRUCTION**

A course designed to provide elementary training in playing stringed instruments. Emphasis is placed upon ensemble experience, leading to the benefits and enjoyment of group participation. 1 credit.

A. Carlo

191f, 192w, 193s. **INSTRUMENTAL ENSEMBLE**

Study and performance of chamber music literature for various small combinations of instruments, including strings, keyboard, and woodwinds. 1 credit.

A. Carlo

214f-215w-216s. **ADVANCED HARMONY**

Advanced study of the materials of 104, 105, 106. Consent of the instructor is required. 3 credits.

Carter

217f-218w-219s. **ADVANCED SIGHT-SINGING AND DICTATION**

Advanced study of the materials of 107, 108, 109. Consent of the instructor is required. 3 credits.

A. Carlo

227f-228w-229s. **SONG REPERTOIRE**

A studio course designed to enrich the voice student's repertoire and to stimulate his progress through research, analysis, and performance. Required of all majors. Prerequisite: Music 127-128-129. 1 credit.

Rosazza

324f-325w-326s. **HISTORY OF MUSIC**

The study of the development of music from primitive times to the present. Correlation with general history; recordings, illustrative materials, and supplementary outside reading. Consent of the instructor is required. 3 credits.

A. Carlo

327f. **SURVEY OF GERMAN LIEDER**

Consent of the instructor is required. 1 credit.

Carter

328w. **SURVEY OF PIANO LITERATURE OF THE VIENNESE CLASSICAL PERIOD**

Development of the piano sonata and piano concerto: Haydn, Mozart, and Beethoven. Consent of the instructor is required. 1 credit.

Brockman



329w. SURVEY OF BEETHOVEN PIANO SONATAS

A comprehensive study from the earliest sonatas through those of the last period. Consent of the instructor is required. 1 credit.

Brockman

339s. SURVEY OF CHAMBER MUSIC

Consent of the instructor is required. 1 credit.

A. Carlo

347f, 348w, 349s. SURVEY OF RECORDED MUSIC

A course designed to acquaint the student with the finest of recorded music in various media. Emphasis is placed on listening. Prerequisite: Music 147, 148, 149. Consent of the instructor is required. 1 credit.

Carter

357f, 358w, 359s. CHORAL MUSIC SURVEY

Fall—Gregorian chant and liturgy; winter—medieval music up to 1500; spring—Renaissance music. Consent of the instructor is required. 1 credit.

Hufstader

377s. SURVEY OF PIANO LITERATURE OF THE NINETEENTH CENTURY

The Romantic Era: From Schubert to Fauré. Consent of the instructor is required. 1 credit.

Brockman

378s. PIANO LITERATURE OF THE TWENTIETH CENTURY

A survey of piano literature from Debussy to the latest contemporary works by American and European composers. Consent of the instructor is required. 1 credit.

Brockman

379f. THE KEYBOARD WORKS OF J. S. BACH

Analysis of the polyphonic forms for the keyboard, including the *Two-Part Inventions*, *Three-Part Sonatas*, *The Well-Tempered Clavichord*, and large works in suite form. Consent of the instructor is required. 1 credit.

Carter

457f, 458w, 459s. CHORAL MUSIC SURVEY

Fall—eighteenth century (Bach, Handel, and contemporaries); winter—nineteenth century (Brahms, Schubert, Mozart, etc.); spring—contemporary choral music. Consent of the instructor is required. 1 credit.

Hufstader

181f-182w, 183s. APPLIED MUSIC (PRIVATE INSTRUCTION)

Students not majoring in music may register for private instruction in applied music. Simultaneously with, or previous to, such private instruction, students must register for Music 111-112, except those with sufficient background who may be excused from this requirement by the Director of the Conservatory after an examination. 1 or 2 credits with permission of the instructor.

Staff

281f, 282w, 283s. APPLIED MUSIC (PRIVATE INSTRUCTION)

1 or 2 credits.

381f, 382w, 383s. APPLIED MUSIC (PRIVATE INSTRUCTION)

1 or 2 credits.

481f, 482w, 483s. APPLIED MUSIC (PRIVATE INSTRUCTION)

1 or 2 credits.

ROLLINS CHAPEL CHOIR

The Rollins Chapel Choir is open to all qualified students after an audition. 2 credits.

Hufstader

THE ROLLINS SINGERS

This singing group is open to all qualified students after an audition. 1 credit.

Hufstader





## Philosophy

Conway, Darrah, Stone, Wavell

A student majoring in Philosophy should study in the freshman and sophomore years:

Introduction to Philosophy (101-102)

Introduction to Logic (223 or 224-225)

History of Ancient Philosophy (211)

History of Modern Philosophy (214, 215)

Ethics (106)

In the third and fourth years he should take 25 credits of 300- or 400-level courses in philosophy.

The Philosophy major is urged to make as wide a selection in related courses as possible in consultation with the adviser. The specific courses he chooses will depend upon the area of his special interest in philosophy.

### 101f-102w; 101w-102s. INTRODUCTION TO PHILOSOPHY

A comparison of several points of view in philosophy in terms of issues of continuing importance. Emphasis is placed upon methods for unifying individual beliefs. 3 credits.

Stone

### 106w; 106s. ETHICS

A study of various insights into the nature of wisdom and goodness and their effectiveness as guides for human attitudes and actions. 5 credits.

Conway

### 211f. HISTORY OF ANCIENT PHILOSOPHY

The development of philosophy in ancient Greece. Special emphasis will be given to the concepts which have molded Western thinking in Democritus, Socrates, Plato, Aristotle, and the Stoics. 5 credits.

Stone

### 214f. HISTORY OF MODERN PHILOSOPHY I

The development of empiricism in the 17th and 18th centuries. Emphasis will be placed upon the philosophies of Bacon, Hobbes, Locke, Berkeley, and Hume. 5 credits.

Wavell



### 215f. HISTORY OF MODERN PHILOSOPHY II

The development of European rationalism. The philosophies chosen for special emphasis are Descartes, Spinoza, Leibnitz, and Kant. 5 credits.

Conway

### 223f; 224w-225s. INTRODUCTION TO LOGIC

A course in the theory of logic. Emphasis is placed upon contemporary developments that promote analytical habits of reasoning. 223, 5 credits; 224-225, 3 credits.

Wavell

### 305s. PLATO

A study and discussion of the principal Platonic dialogues and their influence upon Western thought. Alternates with Philosophy 308. (1966-1967). 5 credits.

Stone

### 307f. PHILOSOPHY OF RELIGION

A study of the philosophical problems posed by religious experience, values and claims to knowledge. This will include an examination of the arguments for and against the existence of God and of the main theories of God's nature. Prerequisite: one course in philosophy. 5 credits.

Conway



### 308s. PHILOSOPHY OF SCIENCE

A non-technical study of the development of scientific concepts from Galileo to the present day. Emphasis is placed on the philosophical and cultural consequences of these ideas. *5 credits.* Stone

### 310w-311s. SCIENTIFIC CONCEPTS AND METHODS

A critical discussion of the presuppositions, methods, and principal concepts employed in science. Except for science majors, a preliminary course in philosophy is advised. Alternates with Philosophy 345. *3 credits.* Wavell

### 312w-313s. AESTHETICS

A study of the philosophical problems posed by art. This course is recommended for art majors. *3 credits.* Conway

### 315s. SOCIAL AND POLITICAL PHILOSOPHY

An examination of social contract theory, natural rights, punishment, the nature of freedom and of justice. Readings will be chosen from the "classical" authors (Hobbes, Locke and Hume) as well as from those of the contemporary "analytic" school. Prerequisite: one course in Philosophy or consent of the instructor. *5 credits.* Conway

### 341f-342w. CONTEMPORARY PHILOSOPHY

A study of the more important contemporary philosophical movements. Primary emphasis will be given to Philosophical Analysis, Pragmatism, Phenomenology, Logical Positivism, and Modern Realism. Prerequisite: one course in Philosophy or consent of the instructor. *3 credits.* Wavell

### 343f. PHILOSOPHY OF THE RECENT PAST

A study of selected philosophers of the 19th and 20th centuries. Special attention will be given to Hegel, Kierkegaard, Nietzsche, and the contemporary existentialists. Prerequisite: one course in Philosophy or consent of the instructor. *5 credits.* Conway

### 345s. MATHEMATICAL LOGIC

A course of modern symbolic logic, providing an exact foundation of mathematical reasoning. Prerequisite: Mathematics 213 or Introduction to Logic. *5 credits.* Wavell

### 401f, 402w, 403s. SEMINAR IN PHILOSOPHY

Special topics for study are chosen in consultation with the class. For majors and students having had at least three courses in Philosophy. *2 credits.* Stone, Wavell

### 404f, 405w, 406s. DIRECTED INDIVIDUAL STUDY

Study and discussion of selected topics in Philosophy. The program of study is planned by the instructor with each student. *1, 2, or 3 credits.* Stone, Wavell

### 491f-492w-493s. (SENIOR COURSE) SYNTHESIS AND VALUE VECTORS

A study of the methods of inquiry appropriate to the basic facts in each of the fields of knowledge with the object of unifying the diverse elements of the student's education. With this as a base the student is expected to construct his own philosophy and to test it in terms of its capacity to help solve the practical problems of everyday life. (Admission by nomination of a faculty member in his major field). Open only to Seniors. *3 credits.* Darrah, Stone

## Physical Education

Coffie, Copeland, Justice, Mack, Meisel, Peeples, Robertson, Varner

Students enrolled in Physical Education classes and those participating in intramural sports should have a physical examination each year. No student may enter any activity for which he is not physically fit.

The Directors of Men's and Women's Physical Education and the College Physicians have daily office hours when they may be seen for consultation.

The following courses are vocational in nature; only those students planning to coach and teach should register for them.

### 262f. PRINCIPLES OF PHYSICAL EDUCATION

Designed to give the student an understanding of the basic principles and objectives underlying physical edu-



cation activities. The course is intended to prepare the student to evaluate methods and practices in light of valid principles. Alternates with P.E. 372. (1965-1966). 5 credits. Meisel

363f, 364w, 365s. COACHING OF FOOTBALL (FALL), BASKETBALL (WINTER), AND BASEBALL (SPRING) Fundamentals in theory and practice of coaching. A survey is made of the principal offensive and defensive team maneuvers. Alternates with P.E. 374. (1965-1966). 3 credits. Staff

372f. TEACHING PHYSICAL EDUCATION IN THE SECONDARY SCHOOL Methods and material, with opportunities for observation and practice teaching. Prerequisite: P.E. 262. (1966-1967). 5 credits. Meisel

374s. ADMINISTRATION OF INTERSCHOLASTIC ATHLETICS (JUNIOR AND SENIOR HIGH SCHOOL) A study of the problems involved in the administration in inter-school athletic competition, including tournaments, facilities, office management, personnel problems, finances, and public relations. (1966-1967). 5 credits. Meisel

## PHYSICAL EDUCATION FOR MEN

Men students are required to register for six terms of Physical Education and must participate satisfactorily in P.E. 101, 102, and 103. It is strongly recommended that the required program be completed during the freshman year. Students who have not fulfilled their six terms of Physical Education satisfactorily by the end of the winter term of their junior year will be placed on regular probation or dismissed. The program required for transfer students to Rollins College is adjusted on an individual basis by the Director of Men's Physical Education. All freshmen and transfer students must take and pass the Rollins College swimming test at the beginning of the Fall term, or register for swimming instruction.

The physical education requirement may be waived or altered for individual students for any of the following reasons:

1. Upon recommendation of the College Physician.
2. For inability to meet the standards of selected courses after regular attendance and conscientious effort, upon the recommendation of the Director of Men's Physical Education and with the approval of the Dean of the College.
3. For transfer students who enter Rollins College with six hours credit or a portion thereof.
4. Men over the age of 26 are exempt.
5. For other exceptional cases, upon recommendation of the Director of Men's Physical Education and with approval of the Dean of the College.

Regular attendance is necessary to meet attendance requirements of the College. It is the policy of the department that irregular attendance automatically results in "failure" for the term.





## THE CURRICULUM FOR MEN:

### 1. Required Program

A. P.E. 101Mf, 101Mw, 101Ms: Physical Fitness

To be taken in the freshman year, fall, winter, or spring term. Consists of conditioning, isometrics, and rugged games.

B. P.E. 102Mf, 102Mw, 102Ms: Team Sport  
To be taken any term during the freshman or sophomore year. Choice of flag football, basketball, volleyball, or softball. A Varsity or Junior Varsity team sport (baseball, basketball, crew, soccer) will satisfy this requirement.

C. P.E. 103Mf, 103Mw, 103Ms: Individual or Dual Sport

To be taken any term during the freshman or sophomore year. Choice of archery, bowling, canoeing, golf, handball, life-saving, paddleball, riding, sailing, swimming, water safety instructor, and water-skiing.

### 2. Elective Program

A. P.E. 201Mf, Fall Term: Choice of any one of the following: archery, basketball, bowling, crew, golf, life-saving, riding, sailing, soccer, swimming, diving, tennis, and water-skiing.

B. P.E. 202Mw, Winter Term: Choice of any one of the following: archery, basketball, bowling, baseball, canoeing, crew, golf, riding, sailing, handball, paddleball, tennis, volleyball, and water-skiing.

C. P.E. 203Ms, Spring Term: Choice of any one of the following: archery, baseball, bowling, crew, diving, golf, life-saving, riding, sailing, swimming, softball, tennis, water safety instructor, and water-skiing.

Activities in the Elective Program may be added or withdrawn at the discretion of the Director of Physical Education and the Dean of the College.

## INTRAMURAL ATHLETICS

The Rollins College intramural program affords an opportunity for all students to participate voluntarily in competitive sports of their choosing. Teams representing fraternities, faculty, and independents compete, and a trophy is awarded to the team receiving the greatest number of points during the college year. Sports include basketball, bowling, flag football, golf, paddleball, sailing, soccer, softball, swimming, tennis, table tennis, track and volleyball.

### EQUIPMENT

The College will furnish all necessary playing equipment for physical education and intramural sports with the exception of golf and tennis. Uniforms for physical education class may be purchased at the Physical Education Office.

## PHYSICAL EDUCATION FOR WOMEN

### EQUIPMENT

Each entering woman is required to purchase regulation college uniforms and such equipment as may be needed. The College will furnish all necessary equipment for intramural activities except tennis and golf.

### 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—  
Elective

401Wf, 402Ww, 403Ws. Fourth-Year Course—  
Elective

### ACTIVITIES FOR WOMEN

The following activities are open to women students whose physical examinations show that their health





permits participation. Activities may be added or withdrawn at the discretion of the Director of Physical Education and the Dean of the College.

Fall term: aquatics (sailing, swimming, life-saving, water skiing), archery, basketball, bowling, golf, tennis, dance, and riding.

Winter term: aquatics (canoeing, sailing), archery, bowling, dancing, golf, tennis, field hockey, and riding.

Spring term: aquatics (diving, sailing, swimming, and water skiing), archery, bowling, golf, tennis, dance, Red Cross life-saving and Instructors' Course, softball, and riding.

Freshmen and sophomores must take part each term in at least one of these activities and are expected to show accomplishment in:

1. One individual sport: choice of bowling, tennis, golf, archery, water-skiing.
2. One team sport: choice of basketball, volleyball, softball.
3. One term's work in dancing: choice of folk and square dancing, or modern dancing.
4. Swimming. All freshmen and transfer students must pass the Rollins swim test during the fall term of their freshman year or register for swimming instruction.

Juniors and seniors may elect activities after freshmen and sophomores have completed their registration each term.

## Physics

Mulson, Pearce, Ross

A student majoring in Physics must take Physics 307-308-309, 311, 314-315-316 and 317-318, and Chemistry 105-106-107 or 205-206-207. He should complete Mathematics 211-212-213 early in his program. Physics majors should have at least 3 credits of 400-level physics or chemistry courses during the senior year.

Students expecting to enter graduate schools are advised to take courses in advanced mathematics, physical chemistry, and German.

### 101f-102w-103s. ASTRONOMY

A scientific approach to the understanding of nature through the study of the solar system, physical characteristics of stars, and systems of stars. Laboratory work required. Prerequisite: a working knowledge of algebra and geometry. 5 credits. Staff

### 201f-202w-203s. GENERAL PHYSICS

Methods and principles of physics. Selected topics from the fields of atomic physics, mechanics, electricity, heat, sound, and optics. Laboratory work required. Prerequisite: a working knowledge of algebra and plane geometry. 5 credits. Staff

### 205f-206w-207s. PRINCIPLES OF PHYSICS

Foundation course for science majors, covering basic concepts and conservation principles in mechanics, electricity, and modern physics. Corequisites: Chemistry 205 and Mathematics 211. 4 credits. Staff

### 307f-308w-309s. MECHANICS

Fundamentals of mechanics, including kinematics, Newton's laws of motion, energy, gravitation, harmonic oscillations, rigid bodies, elasticity, and wave motion. Mathematical and vector analysis developed as needed. Prerequisite: Physics 203 or 207 and Mathematics 313. 3 credits. Mulson

### 311f. OPTICS

An introductory course in geometrical and physical



optics, including reflection, refraction, diffraction, interference, and polarization. Laboratory experiments correlated with theory. Prerequisite: Physics 203 or 207 and Mathematics 213. 4 credits. Ross

#### 314f-315w-316s. ELECTRICITY

The fundamental principles of direct and alternating circuits, electronics, electro-statics, electric potential, dielectrics, magnetic properties of materials, electro-magnetic radiation. Vector methods are utilized. Theory, problems, and laboratory experiments. Prerequisite: Physics 203 or 207 and Mathematics 213. 4 credits. Pearce

#### 317w-318s. MODERN PHYSICS

The elements of atomic and nuclear physics: electron interactions, theory of atomic structure, radioactivity, nuclear reactions and fundamental particles. Individual laboratory experiments correlated with theory. Prerequisite: Physics 316. 3 credits. Ross

#### 401f, 402w, 403s. ADVANCED LABORATORY PRACTICE

Work may be chosen to suit the requirements of individual students. Arrangements should be made with the instructor. 1 credit. Staff

#### 441f, 442w, 443s. SELECTED TOPICS

Selected topics from the areas of special relativity, quantum mechanics and solid state phenomena. Consent of the instructor is required. 3 credits. Staff

## Pre-Medical

A student who intends to study medicine should take as broad training in scientific and general cultural courses as possible in college besides the specific courses that are required for medical study. The minimum requirements of most medical schools of this country include:

General Biology (Biology 104-105-106)

Comparative Anatomy of Vertebrates (Biology 323-324)

Embryology of Vertebrates (Biology 327)

General Chemistry (Chemistry 105-106-107 or 205-206-207)

Organic Chemistry (Chemistry 311-312-313)

General Physics (Physics 201-202-203)

The student should also have an understanding of college calculus as well as at least one year of English, and a reading knowledge of either French or German. For a Bachelor of Science degree from Rollins, the student must, in addition, complete a major in biology, or chemistry, or have a minimum of 30 credits in advanced courses in science that, in the opinion of his major professor, would be useful as preliminary training for medical school. A choice of the following may be suggested:

Genetics (Biology 308-309-310)

Bacteriology (Biology 328)

Molecular and Cellular Biology (Biology 451, 452, 453)

Analytical Chemistry (Chemistry 211, 212-213)

Physical Chemistry (Chemistry 405, 406, 407)

Radiochemistry (Chemistry 381)

Analytical Geometry and the Calculus (Mathematics 211-212-213)

*Experimenting with a laser.*





## Psychology

Burnett, Likely, Packham, Thomas, Waite

Since psychology is based on both the biological and social sciences, and is in turn basic to the study of human problems, the student who elects to major in Psychology may select an emphasis either in biological sciences or in social relations.

During the first two years, the student should take General Psychology (201 and 202), and one or two other lower division courses in psychology.

In the last two years the student should take a minimum of 40 credits in 300- and 400-level courses in Psychology, including Experimental Psychology (331-332-333) in the junior year, Statistical Methods for the Behavioral Sciences (312) in the junior year, and Research Methods in the Behavioral Sciences (411, 412, 413) in the senior year. In addition, his program should include four advanced courses either in biological science or in the social science fields. The specific courses selected in psychology and in the related field depend on the student's special interests. Included in the program may be one or two terms of directed individual study that covers topics not developed specifically in the regular courses of instruction and planned by the student and approved by the department.

### 201f; 201w; 201s. GENERAL PSYCHOLOGY

An introduction to the field of psychology with emphasis on basic psychological processes and methodology in the behavioral sciences. 5 credits. Staff

### 202w; 202s. GENERAL PSYCHOLOGY

A course emphasizing the applied areas of psychology with attention to related theoretical concepts. Required for majors, suitable for non-majors. Prerequisite: General Psychology 201. 5 credits. Staff

### 204f. CHILD DEVELOPMENT

The physical and psychological growth and development of the child from birth to adolescence, with emphasis on the school-age child's adjustment in school and home. Practical experience with children. To be taken in the first or second year. Prerequisite: General Psychology. 5 credits. Packham

### 208s. PHYSIOLOGICAL BASIS OF BEHAVIOR

A study of physiological mechanisms underlying behavior with attention to the nervous and endocrine systems. Designed primarily for majors and students interested in the biological sciences. Prerequisite: General Psychology. 3 credits. Thomas

### 231f-232w-233s. PSYCHOLOGY OF ABILITY

A treatment of basic statistical methods necessary for test analysis and test construction. The last two terms include the administration of widely used tests of ability and personality and the interpretation of these test results. Prerequisite: Psychology 201. 2 credits. Thomas

### 303w. PSYCHOLOGY OF ADJUSTMENT

A study of adjustment problems and methods of meeting them as related to personality development. Prerequisite: General Psychology. 5 credits.

### 310s. ABNORMAL PSYCHOLOGY

A study of behavior disorders in relation to normal behavior and mental health; survey of methods of classification, diagnosis, treatment and prevention of psychopathology. Prerequisite: General Psychology. 5 credits. Likely

### 312w. STATISTICAL METHODS FOR THE BEHAVIORAL SCIENCES

An examination of the descriptive and analytical quantitative techniques used in analyzing social phenomena. A consideration of measures of central tendency and measures of deviation, parametric and non-parametric correlation techniques, and hypothesis testing concepts. Prerequisite: General Psychology. 5 credits. Staff

### 331f-332w-333s. EXPERIMENTAL PSYCHOLOGY

An introduction to experimental psychology, emphasizing the nature of scientific inquiry and investigation



in psychology; formulation of experimental problems, design of experiments, interpretation, and written reports. Prerequisite: General Psychology and concurrent registration in Psychology 312. 3 credits.

Thomas

#### 351w. ADOLESCENT DEVELOPMENT

A study of the growth and development of adolescents in the school, the home, and the community. To be taken in the third or fourth year. Prerequisite: General Psychology. 5 credits.

Packham

#### 354s. PSYCHOLOGY OF PERSONALITY

A study of early and recent attempts to understand the nature of human personality. Various current theories of personality are examined. Prerequisite: 2 courses in psychology. 5 credits.

Waite

#### 361f-362w-363s. LEARNING THEORIES

The contributions of experimental and theoretical psychology to the problem of learning; antecedents and interpretations of the major theories. Prerequisite: 2 courses in psychology. 2 credits.

Waite

#### 373f. PSYCHOLOGY APPLIED TO BUSINESS AND INDUSTRY

A study of the application of the principles and methods of psychology to problems in business and industry such as personnel selection, human engineering, job analysis, effect of conditions and methods of work on productivity, and studies of morale. Prerequisite: General Psychology. 5 credits.

Likely

#### 401f-402w-403s. READING IN THE HISTORY OF PSYCHOLOGY

Prerequisite: consent of the instructor. 2 credits.

#### 404s. TESTS AND MEASUREMENTS

The interpretation and use of evaluative techniques for use in classrooms and schools. To be taken in the third or fourth year. 5 credits.

Packham

#### 405, 406. DIRECTED INDIVIDUAL STUDY

For advanced students. Project to be planned by the student and approved by the department. Prerequisite: 15 hours in psychology. 5 credits.

Staff

#### 408. SOCIAL PSYCHOLOGY

A study of behavior in the context of group processes and social factors. Field experience with local social agencies as sampled. Prerequisite: 15 hours in psychology and junior standing. 5 credits.

Burnett

#### 411f, 412w, 413s. SENIOR RESEARCH IN THE BEHAVIORAL SCIENCES

A senior thesis course designed to provide the student with the opportunity to engage in an independent research project, under the supervision of a faculty thesis adviser. Prerequisite: approval of the Department. 2 credits.

Staff

#### 414s. CLINICAL PSYCHOLOGY

Survey of the area of clinical psychology with reference to diagnostic methods, therapeutic procedures, and research content. A period will be assigned for student sampling of methods used in clinical evaluations. Prerequisite: Psychology 310. A background in tests and measurements is desirable. 5 credits.

Likely

#### 420f. PSYCHOLOGY OF PERCEPTION

A more intensive study of perception, with special emphasis on experimental methods and findings. Prerequisite: 15 hours in Psychology. 5 credits.

Waite

#### 421w. PSYCHOLOGY OF THINKING

A more intensive study of thinking, with special emphasis on experimental methods and findings. Prerequisite: 15 hours in Psychology. 5 credits.

Waite

#### 454f-455w-456s. PSYCHOLOGICAL THEORY

A study of the fundamental ideas, concepts, theories, and problems of the chief areas in the field of psychology, with special emphasis on theory construction. Prerequisite: 15 hours in Psychology. 2 credits.

## Religion

Darrah

#### 227f. THE OLD TESTAMENT

A study of the literature and religion of the Old Testament. 5 credits.

Darrah



#### 229s. THE NEW TESTAMENT

A study of the content, character, hope and promise of the New Testament. *5 credits.* Darrah

#### 327w. CONTEMPORARY RELIGIOUS THOUGHT

An examination of criticisms of theistic belief as developed by contemporary philosophers; followed by discussion of three or four twentieth century theologians. Emphasis will be on considering to what extent the theologians' views escape the objections put forth by the philosophers. Such theologians as Buber, Barth, Bultmann, Niebuhr, Bonhoeffer, and Tillich may be discussed. Conway

### Secretarial Courses

Magoun

Thirty credits are offered and may be taken in secretarial courses. Grades will be given and full credit shown in transcripts for all work so selected. No student, however, may count more than fifteen credits of secretarial courses toward a Rollins College degree.

#### 161f-162w-163s. ELEMENTARY TYPING

Mastery of the keyboard and application of typewriting skill to the preparation of letters and simple manuscripts. Development of speed, accuracy, and correct typing habits. *2 credits.* Magoun

#### 164f-165w-166s. FUNDAMENTALS OF SHORTHAND

The principles of Gregg shorthand, development of proficiency in writing shorthand from dictation, some practice in transcription, complete coverage of shorthand theory. Prerequisite: demonstration of typing ability equivalent to secretarial courses 161-162-163, or enrollment in those courses. *3 credits; with typing, 5 credits.* Magoun

#### 261f-262w. ADVANCED TYPING

Improvement in typewriting habits and techniques, development of speed and accuracy in sustained typing, application of typing skills to tabular and statistical materials. Prerequisite: secretarial courses 161-162-163. *2 credits.* Magoun

#### 263s. OFFICE PRACTICE

Development of facility in taking dictation directly on typewriter, preparation of contracts, financial reports, and other business forms. Typing of manuscripts, plays, scenarios, and radio sequences. Observation and some use of various office machines. Prerequisite: secretarial courses 261-262 or equivalent. *2 credits; with secretarial course 266, 5 credits.* Magoun

#### 264f-265w. ADVANCED SHORTHAND

Review of shorthand theory, intensive practice for speed and accuracy in taking dictation and in transcription. Prerequisite: secretarial course, 164-165-166. *3 credits; with typing, 5 credits.* Magoun

#### 266s. SECRETARIAL PRACTICE

Training in a wide variety of techniques, and sampling of specific secretarial duties that are encountered in typical business establishments. Some advanced dictation and transcription. Prerequisite: secretarial courses 264-265 or equivalent. *3 credits; with secretarial course 263, 5 credits.* Magoun

### Sociology and Anthropology

Burdell, Gettys, Gray

The student majoring in Sociology and Anthropology must take in his first two years, Sociology and Anthropology 201 and 202.

In the junior and senior years the student must take Sociology and Anthropology 311, 312, 411-412-413. The student must elect an additional 20 hours in the department in order to fulfill his requirements for a major. Strongly recommended courses in related fields in the last two years are to be elected in consultation with the major adviser in as many of the following areas as possible: psychology, philosophy, history and government, and economics. These courses in the last two years should be 300- or 400-level courses. In certain exceptional cases, one or more of the specific requirements may be modified



by the student's major adviser in the Department of Sociology and Anthropology.

Students considering graduate work in Sociology and/or Anthropology should develop a reading knowledge of French or German, or preferably both. Such knowledge, while desirable, is not essential for the graduate student in social work.

#### 201f; 201w. INTRODUCTION TO ANTHROPOLOGY

An introduction to the field of anthropology. Human origins and evolution, the development of human racial types, and the prehistoric development of human cultures. Particular attention is paid to the analysis of human behavior in a cross-cultural context. *5 credits.*

#### 202f; 202w; 202s. INTRODUCTION TO SOCIOLOGY

An introduction to the field of sociology. The major concepts utilized by sociologists in analyzing socio-cultural behavior, are considered. Human groups, their structure and functioning, and the significance of group phenomena for understanding human behavior are particularly emphasized. *5 credits.*

Gray, Staff

#### 208s. MARRIAGE AND THE FAMILY

Study of the family as a social system, including the functions of the family, parent-child relationship, courtship, love, marriage in American society. Some attention is given to family disorganization. Prerequisite: Sociology and Anthropology 201 or 202. *5 credits.*

#### 301w. ADVANCED GENERAL ANTHROPOLOGY— PHYSICAL ANTHROPOLOGY

An intensive study of the following areas: Human origins and evolution, the development and characteristics of human races, and the significance for understanding man's social behavior of his biological endowments. Open only to juniors and seniors. Prerequisite: Sociology and Anthropology 201 or 202. *5 credits.*

#### 302s. ADVANCED GENERAL ANTHROPOLOGY— CULTURAL ANTHROPOLOGY

An intensive study of the main archeological concepts and methods, and the concepts, methods, and materials of cultural anthropology. Open to juniors and seniors

or on consent of the instructor. Prerequisite: Sociology and Anthropology 201 or 202. *5 credits.*

#### 309f. OCCUPATIONS AND PROFESSIONS

An analysis of the social nature of work and of the occupational structures and work organizations within which it occurs. Use is made of such concepts as the institutional system, the status and authority system, the career, the work group and the profession in gaining a more sophisticated insight into the world of work. Special consideration is given to the ethical codes, work norms, personnel recruitment, education and training, career patterns, social values, and personality characteristics of selected occupations and professions. Prerequisite: Sociology and Anthropology 201 or 202 or consent of instructor. *5 credits.*

#### 311f. METHODS OF SOCIAL RESEARCH

Study of the research methods that are common to the behavioral sciences, and practice in their use. Attention is given to the formulation of research problems, specific techniques of data-gathering and analysis, and the formation of scientific generalizations. The student is instructed in the design and use of the interview, questionnaire, and case study approaches to sociological analysis. Prerequisite: Sociology and Anthropology 201 and 202. *5 credits.*

Staff

#### 312w. STATISTICAL METHODS FOR THE BEHAVIORAL SCIENCES

An examination of the descriptive and analytical quantitative techniques used in analyzing social phenomena. A consideration of measures of central tendency and measures of dispersion, parametric and non-parametric correlation techniques, and hypothesis testing concepts. Prerequisite: Sociology and Anthropology 201, 202 and 311, or consent of instructor. *5 credits.*

Staff

#### 318w. ETHNIC GROUP RELATIONS

A study of the position in society of selected ethnic groups. Historical and cultural factors contributing to the difficulties that persist are considered, and some attention is given to the effect upon human personality of ethnic group status. Prerequisite: Sociology and Anthropology 201 or 202. *5 credits.*

Gray



### 325f. CURRENT SOCIAL PROBLEMS

An examination of persistent and emergent situations of social concern. Not an encyclopedic survey, emphasis will be on deeper understanding of problems of greatest interest and the development of an appropriate framework for evaluating causes, consequences, remedial approaches and public policy in present and future problem situations. Suitable for non-majors with some social sciences background. 5 credits.

Gray

### 331s. CRIMINOLOGY

An investigation of what is scientifically known about crime and criminal behavior. The extent and types of criminal behavior are analyzed. Causative theories are examined and related to penological and rehabilitative programs as these have developed historically and as they operate today. 5 credits.

### 404f, 405w, 406s. DIRECTED INDIVIDUAL STUDY

Study, research and discussion of selected topics in Sociology and Anthropology. Prerequisite: 15 hours in Sociology and Anthropology and approval of the department. 2 to 5 hours credit.

Staff

### 407f. SOCIAL ORGANIZATION

Sociological analysis of the structural and functional characteristics of large, complex, formal organizations and their major role in shaping human behavior and personality in modern society. Special emphasis will be placed upon such characteristics as size, specialization, peer group and hierarchical relationships, impersonal mechanisms of social control, processes of communication and centralized authority. Also included is an analysis of social stratification subcultures in modern society, and their determination of status and role both in society at large and within the bureaucratic structure. Prerequisite: Sociology and Anthropology 201 or 202, or consent of instructor. 5 credits.

Gray

### 408w. COMPARATIVE SOCIAL STRUCTURE

A study of the variations in social structure that are characteristic of human societies. Included is an analysis of American social structure, plus such other societies as those of China, modern Russia, the Eskimo, Navaho, and Nuer. Prerequisite: Sociology and Anthro-

pology 201 or 202. Open only to juniors and seniors. 5 credits.

Staff

### 409w. CULTURE PATTERNS AND PERSONALITY

The distinctive anthropological contributions to an understanding of the development of human personality are studied. Topics include variations in personality as associated with variations in culture, "natural character" and its implications, and the range of personality differences within various modern and non-literate cultures. Prerequisite: Sociology and Anthropology 201 or 202, or Psychology 201. 5 credits.

### 410f. SOCIOLOGICAL THEORY

An analysis of the important literature in the development of sociological thought from early times to the present. Characteristics of schools of sociological theory and their contributions to research will be emphasized. Prerequisite: open to Sociology majors or by consent of the instructor. 5 credits.

Gray

### 411f-412w-413s. SENIOR RESEARCH IN THE BEHAVIORAL SCIENCES

A senior thesis course designed to provide the student with the opportunity to engage in an independent research project, under the supervision of a faculty thesis adviser. Prerequisite: Sociology and Anthropology 311 and 312, or consent of the department. 2 credits.

Staff





414f, 415w, 416s. SOCIOLOGY AND ANTHROPOLOGY  
SEMINAR

A consideration of major problems, concepts and research in selected areas within the fields of Sociology and Anthropology. Open only to juniors and seniors. Prerequisite: Sociology and Anthropology 201 and 202, or the consent of the instructor. 3 credits. Staff

## Speech

Allen, Drabik

101f; 101w; 101s. FUNDAMENTALS OF SPEECH

A practical course in the fundamentals of public speaking: principles, actual practice, and constructive criticism. Open to all students. 5 credits. Allen, Drabik

110f-111w-112s. FUNDAMENTALS OF SPEECH

A practical course in the fundamentals of public speaking: principles, actual practice, and constructive criticism. Open to all students. 2 credits. Drabik

201s. VOICE AND DICTION

A course designed to improve the speech of the student through an understanding and practical application of principles of breath control, voice production, articulation, and pronunciation. Presentation of acceptable speech patterns and improvement in auditory discrimination is made through the study of the English sounds of the International Phonetics Alphabet. Oral and written exercises along with recordings provide the basis for analysis and improvement of voice and diction. Open to all students. 5 credits. Drabik

202f. DISCUSSION AND DEBATE

An introduction to discussion and debate as methods of inquiry and advocacy, as means of social and political action in a democratic society. Skill in these activities is developed through participation in actual discussion and debates. Prerequisite: Speech 101 or equivalent, or consent of the instructor. 5 credits. Drabik

212s. ORAL INTERPRETATION OF LITERATURE

Oral re-creation of literature for an audience, and principles and practice in comprehension, appreciation, and

skill in projecting literary material of various kinds. Prerequisite: Speech 101 or consent of the instructor. 5 credits. Allen

322w. ADVANCED PUBLIC SPEAKING

An advanced study and practice of the various forms of public address emphasizing organization and delivery. Prerequisite: Speech 101 or Speech 110-111-112 or consent of the instructor. 5 credits. Drabik

323s. PERSUASION

A study of audience psychology, attitudes, semantics, logic, and language as applied to various forms of persuasive speaking. Prerequisite: Speech 110-111-112 and Speech 322 or consent of the instructor. 5 credits. Drabik

## Theatre Arts

Allen, Crickard, Juergens, Nisbet

A student who majors in Theatre Arts should be able to demonstrate, through performance, a high degree of proficiency in the acting, directing, designing, and production of all types and styles of plays. To achieve this proficiency, every student is expected to take certain specified courses of his major field, and to participate in at least two major dramatic events in this field each year.

Required courses during first two years: (Emphasis in Acting and Directing)

Voice and Diction (Speech 201)

Introduction to the Theatre and History of the Theatre (121, 122)

Beginning Acting (251-252)

Intermediate Acting (253)

Stagecraft (161)

Required courses during the last two years:

Theatre Arts:

Advanced Acting (304-305)

Directing (401)



English:

Shakespeare 317, 318

Two terms of the following:

Development of the Drama (351, 352)

Twentieth Century Drama (363, 364)

Required courses during the first two years: (Emphasis in Technical Theatre)

Art:

Principles of Art (131)

Theatre Arts:

Fundamentals of Speech, Speech 101 or Speech 110-111-112

Introduction to the Theatre and History of the Theatre (121, 122)

Beginning Acting (251-252)

Stagecraft (161)

Required courses during the last two years:

Art:

Design (one term of 271 or 272)

Theatre Arts:

Stage Lighting (271)

Design (307)

Directing (401)

English:

Shakespeare (one term of 317, 318)

Two terms of the following:

Development of the Drama (351, 352)

Twentieth Century Drama (363, 364)

114f. STAGE MAKEUP

Basic principles in the art of makeup for the stage. Open to all students. 1 credit. Juergens

121f, 122w; 121w, 122s. INTRODUCTION TO THE THEATRE AND HISTORY OF THE THEATRE

The first term includes an analysis of the play scripts, the fundamentals of acting, directing, and design of the production, and an approach to dramatic criticism from the standpoint of increasing the understanding, critical capacity, and enjoyment of the student as a playgoer. The second term is designed to give the student an opportunity to study the important historical periods, methods, and personalities in the theatre from the Greek theatre through contemporary theatre. Backstage participation in one major production is required. Both

*Ascot scene from "My Fair Lady."*







*Backstage in the Annie Russell Theatre.*

terms are required of majors, and are open to all students. 5 credits. Juergens, Allen

#### 161f; 161w. STAGECRAFT

Theory and practice in the technical aspects of the design, construction, painting, and lighting of scenery, with some consideration of the historical development of the art of stagecraft. Open to all students, but required of majors. 5 credits. Crickard

#### 251f-252w. BEGINNING ACTING

A course in the fundamentals of acting technique. Included are exercises in concentration, observation, imagination, sense and emotion memory, actions, and objectives. The second term is spent in the preparation of scenes. Required of majors, but open to other students. Not open to Freshmen. 5 credits.

#### 253s. INTERMEDIATE ACTING

Emphasis in this course is placed upon a study of text-analysis: the interpretation of the sub-text and the proper selection of specific actions and objectives. The course of study is supplemented with the preparation of scenes for analysis and criticism. Prerequisite: Theatre Arts 251-252. 5 credits.

#### 271w. STAGE LIGHTING

An introductory course covering the fundamental elements of stage lighting. Special emphasis on the function of light on the stage for the purpose of illumination and as a form-giving element in design. Survey of various approaches to lighting drama, musical comedy, arena staging, etc. Prerequisite: Theatre Arts 161. Two one-hour sessions a week. 2 credits. Crickard

#### 304w-305s. ADVANCED ACTING

Preparation of scenes from Shakespeare, Chekov, Shaw, Williams, Miller, etc., with special emphasis on building a character with the use of both inner and outer technique. Prerequisite: Theatre Arts 253. 5 credits. Juergens

#### 307s. STAGE DESIGN

A course designed primarily for advanced Theatre Arts and Art majors who desire further studies in the theories and practice of modern stage design and lighting. Lectures, work on models, and design and execution of the set for the one-act play. Prerequisite: Theatre Arts 161. 5 credits. Crickard

#### 308f. COSTUME DESIGN

A history of costume design from the Greeks through 1900; weekly sketches presented for criticism; practical work on the major of that particular term, involving work in all phases of costume construction. Life drawing recommended as a prerequisite. 2 hours lecture, 1 hour criticism, 4 hours workshop. (Offered in alternate years) (1966-1967) 5 credits. Crickard

#### 321s. HISTORY OF THE AMERICAN THEATRE

A study of the theatre in America from colonial days to the present. This course will give students an opportunity to learn about the theatre of the United States by studying significant developments: play production methods, playwrights, managers, directors, and actors. Open to juniors and seniors. Sophomores may take by permission of instructor. 5 credits. Allen

#### 322. TRENDS IN CONTEMPORARY THEATRE

A study of the most avant garde movements in the theatre today. Not only are contemporary dramas studied in depth, but also the ways and means of producing these plays on the stage. Among the playwrights studied are Beckett, Ionesco, Arrabel, as well as directors such as Brecht, Joan Littlewood, Judith Malina, and others connected with the avant garde movements. Open to all students of junior or senior standing. 5 credits.



#### 401s. DIRECTING

A course designed to acquaint the student with the principles of directing. Each student directs one one-act play, which is presented in public performance. Required of all majors, and open to others. Prerequisite: Theatre Arts 251-252 or permission of instructor. 5 credits. Juergens

#### 407. ADVANCED SET DESIGN

A course to follow introduction to stage design in order that the student may develop his rendering techniques and learn basic theatre drafting, and construction of models. 1 hour criticism, 4 hours studio. Prerequisite: Theatre Arts 307 (Offered in alternate years) 5 credits. Crickard

#### 411f, 412w, 413s. SENIOR WORKSHOP

This workshop is designed for senior Theatre Arts majors who are not registered for any other course in the department. Scenes and one act plays to be acted, directed, and designed by members of the workshop for presentation in public performance at the end of each term. Prerequisite: (Acting and Directing majors) Theatre Arts 304-305 and 401. (Technical Theatre majors) Theatre Arts 307. 2 credits. Staff

## Conservatory of Music

Brockman, A. Carlo, Carter, C. Gleason,  
Horszowski, Hufstader, Rappeport, Rosazza, Webber

The courses of study in the Conservatory of Music, which is a department of Rollins College, are arranged in accordance with the general aims and program of the College. The requirements for entrance and for graduation, as set forth in this catalog, are also in accordance with the published regulations of the National Association of Schools of Music, in which the Rollins Conservatory of Music has full membership.

Students in music may matriculate toward the Bachelor of Music degree, or toward the Bachelor of Arts degree with a major in Music. With additional study, a student may secure both the Bachelor of Arts and the Bachelor of Music degrees. All regularly enrolled students of the College, whether pursuing work leading to the Bachelor of Arts or the Bachelor of Music degree, are entitled to instruction in music, without additional fees, which permits the use of the conservatory library and practice room facilities.

### COURSE LEADING TO BACHELOR OF MUSIC DEGREE

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

In the first two years, the student in the Conservatory of Music acquires broad fundamental training, while in the third and fourth years he pursues specialized work. Approximately two-thirds of the work is in music and one-third in courses other than music. All students majoring in music must meet the requirements for graduation listed on pages 50 to 53.

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

Students who wish to qualify for the Bachelor of Arts degree with a major in Music must complete the first and second year requirements for both the Bachelor of Arts and the Bachelor of Music courses. The proportion of work required for this degree in fields other than music is greater than that required for the Bachelor of Music degree. See page 106.



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

Students who expect to qualify for both degrees should indicate their intention at the time they complete the first- and second-year 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 may take at least five years. The actual time required depends upon the qualifications of the individual student.

### *ENTRANCE REQUIREMENTS*

The musical preparation required for the degree courses, whether or not expressed in units accepted for high school graduation, includes a knowledge of notation, and keys and scale construction. Upon entrance, the student selects a major subject in consultation with the Director of the Conservatory.

An audition or conference will be given by the Conservatory faculty to all entering students majoring in Music.

**CHORAL CONDUCTING.** To enter the four-year degree course in choral conducting the student must show marked musical talent and definite qualities of leadership.

**MUSIC EDUCATION.** To enter the four-year degree course in music education the student must possess satisfactory performance proficiency on one instrument which will become his principal instrument of study. Also he should be able to sing in tune and should possess personal qualities that are desirable in a teacher.



**ORGAN.** To enter the four-year degree course in organ the student should have completed sufficient piano study to enable him to perform some of the Bach Inventions, the Mozart Sonatas, and the easier Beethoven Sonatas or works of comparable difficulty.

**PIANO.** To enter the four-year degree course in piano the student should possess a reliable technique. He should be prepared to play all major and minor scales correctly in moderately rapid tempo, as well as arpeggios in all keys, and should have acquired systematic methods of practice.

The student should be prepared to play three compositions chosen from the following list:

1. A Two-Part Invention or one of the Little Preludes of Bach
2. One of the easier Sonatas of Haydn, Mozart, or Beethoven
3. A Nocturne of Chopin or one of the Fantasy pieces of Schumann



**VIOLIN.** To enter the four-year degree course in violin the student should play satisfactorily the major and minor scales and arpeggios in three octaves, and études of the difficulty of Kreutzer *Etudes Nos. 1 to 32*. In addition the student should be able to perform satisfactorily a sonata by Corelli, Tartini, or Vivaldi and the first movement of a concerto by Haydn, Mozart, or Viotti. An elementary knowledge of the pianoforte is urgently recommended.

**VOICE.** To enter the four-year degree course in voice the student should be able to sing with musical intelligence standard songs in English (the simpler classics are recommended). He should also demonstrate his ability to read a simple song at sight. Elementary training in piano is urgently recommended.

#### **MAJOR REQUIREMENTS FOR THE DEGREE OF BACHELOR OF MUSIC**

A student must complete a course of study in his major field as outlined in departmental listings. Students majoring in applied music must meet the minimum requirement of a half-recital from memory in the junior year, and in the senior year they must give a complete solo recital from memory. Composition majors must present a program of original works before graduation. Students majoring in music education are expected to demonstrate proficiency in a principal performance medium before graduation, and to study secondary instruments as listed in the course of study for the music education major. All performing students are expected to participate in student recitals, and may appear in other public performances with the approval of the faculty. A specified number of hours of recital attendance by all majors is mandatory for graduation.

Examinations in performance will be given at the end of each term to students majoring in applied music. Students majoring in organ will also be examined in piano performance at the end of each term. Students majoring in music education will be examined in their principal performing medium at the end of each term.

#### **CHORAL CONDUCTING:**

##### **1. Freshman and sophomore years:**

The student must meet the requirements of the choral conducting major as outlined on pages 126 and 127.

##### **2. Junior and senior years:**

The student must pursue the program outlined for the choral conducting major and he must conduct a junior and senior recital.

#### **COMPOSITION:**

##### **1. Freshman and sophomore years:**

The student must show unusual aptitude in theoretical courses and must possess marked creative ability. The student must meet the requirements of the composition major as outlined on page 127.

##### **2. Junior and senior years:**

The student must be able to compose in the larger forms of the sonata, fugue, etc., as well as in the lyric forms of the song and the instrumental piece. The scoring of a composition for full orchestra is required.

#### **MUSIC EDUCATION:**

##### **1. Freshman and sophomore years:**

The student must meet the requirements of the music education major as outlined on pages 128 and 129.

##### **2. Junior and senior years:**

The student must pursue the program outlined for



the music education major and demonstrate proficiency in a principal performing medium through public performance before graduation.

#### ORGAN:

##### 1. Freshman and sophomore years:

The student must show technical and musical development in the performance of the easier Organ Chorales and Preludes and Fugues of Bach, the works of pre-Bach composers, the Chorale Preludes of Brahms, and selected works by composers of the romantic and contemporary periods.

##### 2. Junior and senior years:

The student must be able to perform compositions selected from the larger works of Bach and Franck, and compositions by Hindemith, Sowerby, Alain, Langlais, Messiaen, and others.

#### PIANO:

##### 1. Freshman and sophomore years:

The student must show technical proficiency in scales and arpeggios, and in the performance of advanced technical materials. The student must be able to perform works that are equivalent in musical and technical difficulty to the following:

Bach, *3-Part Inventions, French or English Suites*

Mozart, *Sonata in D major, K284*

Beethoven, *Sonata Opus 10, Nos. 2 and 3*

Schumann, *Fantasiestuecke*

Chopin, *Mazurkas and Nocturnes*

Representative modern works

##### 2. Junior and senior years:

The student must be able to perform compositions selected from the larger keyboard works of Bach, the later sonatas of Beethoven, or a concerto of equal difficulty; shorter pieces from the works of Brahms, Chopin, Schumann, Debussy, and some modern works.

#### VOICE:

##### 1. Freshman and sophomore years:

The student must exhibit command of breathing, phrasing, and musical style as well as the ability to sing satisfactorily such works as songs from the earlier Italian composers, and lieder, and oratorio and operatic arias.

##### 2. Junior and senior years:

Performance of the more difficult arias from oratorios and operas in Italian, French, German, and English is required. Emphasis will be given to the art songs of contemporary literature.

#### VIOLIN:

##### 1. Freshman and sophomore years:

The student must be able to play satisfactorily major and minor scales in three octaves; studies by Kreutzer, Fiorillo, etc.; standard concerti by Bach, Vivaldi, and Mozart; sonatas by Handel and Mozart; and shorter representative pieces.

##### 2. Junior and senior years:

The student must be able to perform satisfactorily studies equal in difficulty to those of Rode, Gavini, Paganini; Bach sonatas for violin alone; advanced concerti and sonatas from the classic, romantic, and modern repertoire. Two years of ensemble, and study of the viola as a secondary instrument are required.

### OUTLINE OF COURSES OF STUDY

#### BACHELOR OF MUSIC DEGREE WITH CHORAL CONDUCTING MAJOR

The courses include the following studies:

##### 1. Freshman and sophomore years:

Introduction to Music Literature (101, 102, 103)

Harmony (104, 105, 106)

Sight-singing and Dictation (107, 108, 109)



Advanced Harmony (214-215-216)  
Advanced Sight-singing and Dictation (217-218-219)  
History of Music (324-325-326)  
Selected survey courses (3 credits)  
Applied Music (Piano and Voice)

2. Junior and senior years:

Counterpoint of the Sixteenth Century (301-302)  
Form and Analysis (303)  
Instrumentation and Orchestration (307-308-309)  
Canon and Fugue (401)  
Conducting (314-315-316)  
Advanced Conducting (414, 415, 416)  
Conducting—Private Instruction (317-318-319)  
Advanced Conducting—Private Instruction (417-418-419)  
Choral Music Surveys (357, 358, 359) (457, 458, 459)  
Score Analysis and Advanced Dictation (427-428-429)  
Selected survey courses (3 credits)

3. Academic Courses:

Approximately one-third of the total scheduled hours of the student's course of study is devoted to subjects of general cultural value, including a course in the study of poetry as well as two full years of foreign language, one of which is taken in the first two years. Entrance credit in language is not counted.

BACHELOR OF MUSIC DEGREE WITH COMPOSITION MAJOR

The courses include the following studies:

1. Theoretical Music:

Freshman and sophomore years:  
Introduction to Music Literature (101, 102, 103)  
Harmony (104, 105, 106)  
Sight-singing and Dictation (107, 108, 109)

Advanced Harmony (214-215-216)  
Advanced Sight-singing and Dictation (217-218-219)  
History of Music (324-325-326)  
Selected survey courses (3 credits)

Junior and senior years:

Counterpoint of the Sixteenth Century (301-302)  
Form and Analysis (303)  
Instrumentation and Orchestration (307-308-309)  
Canon and Fugue (401)  
Composition (391-392-393)  
Advanced Composition (491-492-493)  
Selected survey courses (3 credits)

2. Music Electives:

314-315-316; 327; 328; 329; 339; 357, 358, 359; 377; 378; 414, 415, 416; 457, 458, 459

3. Applied Music:

The student will continue the study of applied music throughout the four years of his course, whether or not the piano is the major instrument. A thorough knowledge of the pianoforte should be acquired and, if possible, the student should spend one term each in the study of three orchestral instruments, including one from each section of the orchestra: strings, woodwinds, and brass.

4. Academic Courses:

Approximately one-third of the total scheduled hours of the student's course of study is devoted to subjects of general cultural value, and is selected in consultation with the student's adviser.

BACHELOR OF MUSIC DEGREE WITH INSTRUMENTAL MAJOR

PIANO, VIOLIN, 'CELLO, ETC.

The courses include the following studies:

1. The study of applied music, consisting of two private lessons a week, during each of the years of residence.



## 2. Theoretical Music:

Freshman and sophomore years:

Introduction to Music Literature (101, 102, 103)

Harmony (104, 105, 106)

Sight-singing and Dictation (107, 108, 109)

Advanced Harmony (214-215-216)

Advanced Sight-singing and Dictation (217-218-219)

History of Music (324-325-326)

Selected survey courses (3 credits)

Junior and senior years:

Counterpoint of the Sixteenth Century (301-302)

Form and Analysis (303)

Instrumentation and Orchestration (307-308-309)

Canon and Fugue (401)

Composition (405)

Selected survey courses (3 credits)

## 3. Music Electives:

314-315-316; 327; 328; 329; 334, 335; 336; 339; 357, 358, 359; 377; 378; 414, 415, 416; 457, 458, 459

## 4. Minor Subject:

Applied music in a minor field may be taken by the piano major at the discretion of the adviser. Students majoring in string or wind instruments are expected to have, or to acquire, sufficient skill at the piano to enable them to perform music of moderate difficulty.

## 5. Academic Courses:

Approximately one-third of the total scheduled hours of the student's course of study is devoted to subjects of general cultural value, and is selected in consultation with the student's adviser.

## BACHELOR OF MUSIC DEGREE WITH MUSIC EDUCATION MAJOR

The courses include the following studies:

### 1. Musical Performance

The study of:

a. A principal instrument during each year of residence.

b. Piano until a desirable proficiency is reached. Music education majors are expected to be able to sight-read community songs, simple accompaniments, and simple compositions suitable for rhythmic activities; to harmonize at sight, improvising a simple piano accompaniment for songs found in school music books, and to transpose these to other keys.

c. Voice (127-128-129)

d. Orchestral instruments in classes as determined after consultation with the adviser

e. Conducting (314-315-316)

Participation in choir and/or ensemble

## 2. Theoretical Music

Freshman and sophomore years:

Introduction to Music Literature (101, 102, 103)

Harmony (104, 105, 106)

Sight-singing and Dictation (107, 108, 109)

Advanced Harmony (214-215-216)

Advanced Sight-singing and Dictation (217-218-219)

Junior and senior years:

History of Music (324-325-326)

Choral and/or Instrumental Arranging (407, 408)

Form and Analysis (303)

Selected survey courses

## 3. Professional Education

Music in the Elementary School (311-312)

Music in the Junior High School (313)

Music in the Senior High School (411-412)

Social Bases of Education (Education 233)

Child Development (Education 204) and/or Adolescent Development (Education 351)

School Organization and Programs (Education 324)



Teaching in Elementary Schools (Education 406) or  
Teaching in Secondary Schools (Education 407)  
Internship and Special Methods (Education 424 or  
425)

4. Music Electives:

301-302; 324, 325; 334, 335; any of the survey  
courses.

5. Academic Courses:

Approximately one-third of the total scheduled  
hours of the student's course of study is devoted to  
subjects of general and cultural value selected in  
consultation with the student's adviser. For Florida  
certification requirements and those of other states,  
the student should consult his adviser.

**BACHELOR OF MUSIC DEGREE WITH ORGAN MAJOR**  
The courses include the following studies:

1. The study of applied music, consisting of two  
private lessons a week, during each year of resi-  
dence.

2. Theoretical Music:

Freshman and sophomore years:

Introduction to Music Literature (101, 102, 103)

Harmony (104, 105, 106)

Sight-singing and Dictation (107, 108, 109)

Advanced Harmony (214-215-216)

Advanced Sight-singing and Dictation (217-218-219)

History of Music (324-325-326)

Selected survey courses (3 credits)

Junior and senior years:

Counterpoint of the Sixteenth Century (301-302)

Form and Analysis (303)

Instrumentation and Orchestration (307-308-309)

Canon and Fugue (401)

Church Service Playing (367-368-369)

Conducting (314-315-316)

Selected survey courses (3 credits)

3. Music Electives:

327; 328; 329; 334, 335; 336; 339; 357, 358, 359;  
377; 378; 405; 457, 458, 459

Junior and senior years:

Students are expected to continue the study of piano,  
if necessary, to meet the requirements of the organ  
course.

4. Academic Courses:

Approximately one-third of the total scheduled hours  
of the student's course of study is devoted to subjects  
of general cultural value, and is selected in consulta-  
tion with the student's adviser.

**BACHELOR OF MUSIC DEGREE WITH VOICE MAJOR**

The courses include the following studies:

1. The study of voice, consisting of two private  
lessons a week, during each year of residence.

2. Theoretical Music:

Freshman and sophomore years:

Introduction to Music Literature (101, 102, 103)

Harmony (104, 105, 106)

Sight-singing and Dictation (107, 108, 109)

Vocal Workshop (127-128-129)

Advanced Harmony (214-215-216)

Advanced Sight-singing and Dictation (217-218-219)

History of Music (324-325-326)

Song Repertoire (227-228-229)

Selected survey courses (3 credits)

Junior and senior years:

Counterpoint of the Sixteenth Century (301-302)

Form and analysis (303)

Conducting (314-315-316)

Selected survey courses (3 credits)

3. Music Electives:

327; 328; 329; 339; 377; 378; 401; 405; 414, 415,  
416



#### 4. Minor Subject:

Applied music in a minor field may be taken by the voice major at the discretion of the adviser. Students are expected to have, or to acquire, sufficient skill at the piano to enable them to play accompaniments of moderate difficulty. At least two years of vocal ensemble singing is required, one year of which must be taken in the first two years as a member of Rollins Chapel Choir.

#### 5. Academic Courses:

Approximately one-third of the total scheduled hours of the student's course of study is devoted to subjects of general cultural value, including a course in the study of poetry as well as two full years of foreign language, one of which is taken in the first two years. Entrance credit in language is not counted.

### REQUIREMENTS FOR GRADUATION

Candidates for the Bachelor of Music degree or the Bachelor of Arts degree with a major in music will meet the requirements for graduation outlined on pages 50 to 53.

### Courses of Instruction

See page 81 for explanation of numbering of courses.

### Music History and Literature

These courses are for music majors and other students with sufficient background. The lives and works of great composers are studied and analyzed, and assigned readings are given.

#### 147f, 148w, 149s. SURVEY OF RECORDED MUSIC

A course designed to acquaint the student with the finest of recorded music. Emphasis is placed on listening. 1 credit.

Carter

#### 324f-325w-326s. HISTORY OF MUSIC

The study of the development of music from primitive times to the present. Correlation with general history; pictures, recordings, illustrative materials, and supplementary outside readings. 3 credits.

A. Carlo

#### 327f. SURVEY OF GERMAN LIEDER

1 credit.

Carter

#### 328w. SURVEY OF PIANO LITERATURE OF THE VIENNESE CLASSICAL PERIOD

Development of the piano sonata and piano concerto: Haydn, Mozart, and Beethoven. Consent of the instructor required. 1 credit.

Brockman

#### 329w. SURVEY OF BEETHOVEN PIANO SONATAS

A comprehensive study from the earliest sonatas through those of the last period. Consent of the instructor required. 1 credit.

Brockman

#### 339s. (PART I) SURVEY OF CHAMBER MUSIC

Development of chamber music from the early seventeenth century through the last quartets of Beethoven. Composers discussed are Corelli, Bach, Haydn, Mozart, and Beethoven. Trios, quartets, and quintets are listened to and analyzed. 1 credit.

A. Carlo

#### 339s. (PART II) SURVEY OF CHAMBER MUSIC

A continuation of Part I. German Romantic School: Chamber works of Schubert, Schumann, and Brahms; French Impressionistic School: Debussy and Ravel; contemporary composers: Bartok, Hindemith, etc. Prerequisite: Music 339, Part I. 1 credit.

A. Carlo

#### 347f, 348w, 349s. SURVEY OF RECORDED MUSIC

A course designed to acquaint the student with the finest recorded music in various media. Emphasis is placed on listening. Consent of the instructor is required. Prerequisite: Music 147, 148, 149. 1 credit.

Carter

#### 357f, 358w, 359s. CHORAL MUSIC SURVEY

Fall—Gregorian Chant and Liturgy; winter—Medieval music up to 1500; spring—Renaissance music. 1 credit.

Hufstader



377s. SURVEY OF PIANO LITERATURE OF THE NINETEENTH CENTURY

The Romantic Era: From Schubert to Fauré. Consent of the instructor required. 1 credit. Brockman

378s. PIANO LITERATURE OF THE TWENTIETH CENTURY

A survey of piano literature from Debussy to the latest contemporary works by American and European composers. Consent of the instructor required. 1 credit. Brockman

379f. THE KEYBOARD WORKS OF J. S. BACH

Analysis of the polyphonic forms for the keyboard. Included are Bach's *Two-Part Inventions*, *Three-Part Sinfonias*, *The Well-Tempered Clavichord*, and large works in suite form. 1 credit. Carter

457f, 458w, 459s. CHORAL MUSIC SURVEY

Fall—Eighteenth century (Bach, Handel, and contemporaries); winter—Nineteenth century (Brahms, Schubert, Mozart, etc.); spring—Contemporary choral music. 1 credit. Hufstader

## Theory

101f, 102w, 103s. INTRODUCTION TO MUSIC LITERATURE

A course designed to introduce the student to the widely varying styles, forms, and compositional techniques in the history and development of the art of music. Required of all majors in the freshman year. Open to non-major students with consent of the instructor. 1 credit. A. Carlo

104f, 105w, 106s. HARMONY

Presentation of the elements of music and their combination in simple and complex melodic and choral structures. The use of dissonance, diatonic, and chromatic, and the organization of simple musical forms. Special emphasis upon the chorale style of J. S. Bach. 3 credits. Carter

107f, 108w, 109s. SIGHT-SINGING AND DICTATION

The singing of progressively graded material stressing melodic and harmonic values. Study of meter. Development of skill in rhythmic and melodic dictation, with

special emphasis on harmonic and contrapuntal hearing. Aural analysis of music literature selected from examples of the eighteenth century to the present. 2 credits. Hufstader

111f-112w; 111w-112s. FUNDAMENTALS OF MUSIC

A course in rudiments, terminology, and knowledge of the keyboard. 1 credit. Rappeport

214f-215w-216s. ADVANCED HARMONY

Advanced study of the materials of Music Theory 104, 105, 106. 3 credits. Carter

217f-218w-219s. ADVANCED SIGHT-SINGING AND DICTATION

Advanced study of the materials of Music Theory 107, 108, 109. 3 credits. A. Carlo

301f-302w. COUNTERPOINT OF THE SIXTEENTH CENTURY

Study of the history, the evolution of style, and the aesthetic and musical materials of liturgical music of the sixteenth century, culminating in the music of Palestrina. Practical application through the five species of counterpoint preparatory to composition in small forms to Latin texts. 3 credits. Carter

303s. FORM AND ANALYSIS

Special reference to the solution of formal problems by the composer, and a survey of orchestral and harmonic techniques. 3 credits. Carter

304f, 305w, 306s. KEYBOARD HARMONY

A class designed to combine musical knowledge and understanding with keyboard skills. Included are vocabulary (scales, intervals, chords), figured harmony from a base line, cadences, part-writing applied to the keyboard, modulation, clef-reading, transposition, and score reading. 2 credits. Hufstader

307f-308w-309s. INSTRUMENTATION AND ORCHESTRATION

A study of the various orchestral instruments. Practical work in arranging music for the different orchestral choirs and for a full symphony orchestra. Training in reading scores of great symphonic composers. 2 credits. A. Carlo



#### 401f. CANON AND FUGUE

Practical application of contrapuntal devices and procedures of canon and fugue to original composition by the student. A survey of Bach's *The Well-Tempered Clavichord* is preparatory to the detailed analysis of his *Musical Offering* and *Art of Fugue*. 3 credits.

Carter

#### 407s. CHORAL ARRANGING

Designed to provide practical experience in writing, arranging, and editing music suitable for choral groups in the public schools. 2 credits.

Hufstader

#### 408s. INSTRUMENTAL ARRANGING

A practical study of the various band and orchestral instruments in terms of range, tone quality, technical possibilities, appropriate combination and use in scoring for public school instrumental groups. 2 credits.

A. Carlo

### Composition

Carter

The courses in composition evaluate traditional and contemporary practices in the use of harmonic color and melodic and formal organization. Discussion is based largely upon the problems arising from the manuscripts of students.

#### 391f-392w-393s. COMPOSITION

Private instruction. 5 credits.

Carter

#### 405w. COMPOSITION

1 credit.

Carter

#### 491f-492w-493s. ADVANCED COMPOSITION

Private instruction. 5 credits.

Carter

### Conducting

Hufstader

The elementary course is designed to prepare the student in the basic elements of the art of conducting, and to give him practical experience in leading group singing, and training and conducting small ensembles.



Robert Hufstader, Director of the Conservatory of Music, and student in conducting session.

The advanced course offers intensive, more advanced work and is designed to acquaint the student with a considerable repertoire of material that is useful in musical leadership in school, church, college, or community. Emphasis is placed on musicianship, score analysis, and baton technique.

#### 314f-315w-316s. CONDUCTING

2 credits.

Hufstader

#### 317f-318w-319s. CONDUCTING

Individual instruction. 2 credits.

Hufstader

#### 357f, 358w, 359s. CHORAL MUSIC SURVEY

Fall—Gregorian Chant and Liturgy; winter—Medieval music up to 1500; spring—Renaissance music.

1 credit.

Hufstader

#### 414f, 415w, 416s. ADVANCED CONDUCTING

2 credits.

Hufstader

#### 417f-418w-419s. ADVANCED CONDUCTING

Individual instruction. 2 credits.

Hufstader

#### 427f-428w-429s. SCORE ANALYSIS AND ADVANCED DICTATION

1 credit.

Hufstader

#### 457f, 458w, 459s. CHORAL MUSIC SURVEY

Fall—eighteenth century (Bach, Handel, and contemporaries); winter—nineteenth century (Brahms, Schubert, Mozart, etc.); spring—contemporary choral music.

1 credit.

Hufstader



## Music Education

Webber

The music education courses provide intensive study of the basic philosophies, methods, materials, and techniques for teaching and supervising music in the public schools. Observation and practice teaching are required.

### 311f-312w. MUSIC IN THE ELEMENTARY SCHOOL

Basic concepts and procedures for teaching music from kindergarten through grade six. Included is the study of child growth and development through singing, listening, rhythmic activities, playing instruments, creating, and reading. 3 credits.

Webber

### 313s. MUSIC IN THE JUNIOR HIGH SCHOOL

A study of the music program in junior high school with special attention to the musical needs of the adolescent, the boy's changing voice, the organization of choral, instrumental, and general music classes.

3 credits.

Webber

### 411f-412f. MUSIC IN THE SENIOR HIGH SCHOOL

The organization and implementation of formal and informal high school music activities, with attention to general and special music classes as well as to choral and instrumental groups. 3 credits.

Webber

### 413s. PROBLEMS IN SCHOOL MUSIC

Practical consideration of the total school music program in terms of curriculum, administration, supervision, scheduling, equipment and supplies, community relationships. 3 credits.

Webber

## Piano

Brockman, Carter, Horszowski\*, Rappeport, Webber

131f, 132w, 133s. FIRST YEAR PIANO  
5 credits.

231f, 232w, 233s. SECOND YEAR PIANO  
5 credits.

331f, 332w, 333s. THIRD YEAR PIANO  
5 credits.

431f, 432w, 433s. FOURTH YEAR PIANO  
5 credits.

\*Mieczslaw Horszowski, internationally distinguished pianist, visits the Conservatory at stated intervals. During each visit Mr. Horszowski holds daily master-classes for instruction to students majoring in piano. Private lessons are given by Mr. Horszowski to advanced students upon recommendation of the piano faculty.

Private piano instruction for students majoring in an area other than piano is provided. Please see page 108 for description and course numbering of this instruction.

## Piano Pedagogy

A course for piano majors, with special emphasis on the principles of learning as applied to private and group instruction. Included are a comparative analysis of various approaches for the beginner; intensive study of methods and materials for the development of reading skills, technique, and musicianship; analysis of problems in program building, memorization, and performance.

### 334f, 335w. PIANO METHODS AND MATERIALS

Observation of pre-college piano instruction is required. 2 credits.

Webber

### 336s. PIANO PRACTICE TEACHING

Prerequisite: Music 334 and Music 335. 2 credits.

## Violin and Viola

A. Carlo

In violin the student will cover material selected from such technical foundation work as Sevcik, Dounis, and Flesch; études from Kreutzer through Paganini; and the standard advanced solo repertoire



of concerti, sonatas, and shorter compositions selected from the works of composers from the eighteenth century to the present. Attention is given to solo, ensemble, and orchestral aspects of violin playing.

141f, 142w, 143s. FIRST YEAR VIOLIN  
5 credits.

241f, 242w, 243s. SECOND YEAR VIOLIN  
5 credits.

341f, 342w, 343s. THIRD YEAR VIOLIN  
5 credits.

441f, 442w, 443s. FOURTH YEAR VIOLIN  
5 credits.

144f, 145w, 146s. FIRST YEAR VIOLA  
5 credits.

244f, 245w, 246s. SECOND YEAR VIOLA  
5 credits.

344f, 345w, 346s. THIRD YEAR VIOLA  
5 credits.

444f, 445w, 446s. FOURTH YEAR VIOLA  
5 credits.

184f, 185w, 186s. STRING CLASS INSTRUCTION  
A course designed to provide elementary training in playing stringed instruments. Emphasis is placed on ensemble experience leading to the benefits and enjoyment of group participation. 1 credit. A. Carlo

191f, 192w, 193s. INSTRUMENTAL ENSEMBLE  
Study and performance of chamber music literature for various small combinations of instruments, including strings, keyboard, and woodwinds. 1 credit. A. Carlo

Private violin and viola instructions for students majoring in an area other than violin or viola is provided. Please see page 108 for description and course numbering of this instruction.

## Voice

Rosazza

In addition to frequent appearances in public recitals, the Voice Department offers its students the opportunity for occasional participation in music productions in the Annie Russell Theatre, as well as solo performances with the Chapel Choir and Rollins Singers, and participation on radio programs. The courses include the developing of vocal technique and musicianly style in singing. The literature includes opera, oratorio, and art songs of the great composers.

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

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

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

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

127f-128w-129s. VOCAL WORKSHOP  
A laboratory workshop dealing with the fundamentals of voice production and the basic principles of singing. Required of all major voice students in the first year. Prerequisite for Music 181-182-183 in voice. Students not majoring in voice must obtain consent of instructor. 1 credit. Rosazza

227f-228w-229s. SONG REPERTOIRE  
A studio course designed to enrich the voice student's repertoire and to stimulate his progress through research, analysis, and performance. Required of all voice majors. Prerequisite: Music 127-128-129. 1 credit. Rosazza

Private voice instruction for students majoring in an area other than voice is provided. Please see page 108 for description and course numbering of this instruction.



## Voice Pedagogy

### 334, 335. VOCAL PEDAGOGY

A course for voice majors with emphasis on fundamentals of breath control, tone production, diction and vocal analysis. Practice teaching is conducted under the guidance of Professor Rosazza and through observation and assistance in the vocal workshop. 2 credits.

Rosazza

## Woodwind and Brass Instruments

Private instruction in woodwind and brass instruments is offered primarily to music education majors. College students may, however, register for this instruction after consultation with the Director of the Conservatory. Please see page 108 for description and numbering of this instruction.

### 184f, 185w, 186s. BRASS CLASS INSTRUCTION

Elementary instruction in the fundamental principles of tone production and fingering. 1 credit.

### 184f, 185w, 186s. WOODWIND CLASS INSTRUCTION

Faculty for woodwind and brass instruction will be drawn from members of the Florida Symphony Orchestra, and from the Orange County Public Schools. 1 credit.

## Organ

C. Gleason

The courses are designed to develop the student musically and technically in the music of the baroque, romantic, and contemporary periods. Special emphasis is placed on the needs of the church organist, on registration, on history of the organ, and on style in performance.

171f, 172w, 173s. FIRST YEAR ORGAN  
5 credits.

271f, 272w, 273s. SECOND YEAR ORGAN  
5 credits.



*Catharine Crozier Gleason, Associate Professor of Organ and Organist of the Knowles Memorial Chapel.*

371f, 372w, 373s. THIRD YEAR ORGAN  
5 credits.

471f, 472w, 473s. FOURTH YEAR ORGAN  
5 credits.

Private organ instruction for students majoring in an area other than organ is provided. Prerequisite for such study is a sound piano technique, and registration for this study must be approved by Professor Catharine Crozier Gleason. Please see page 108 for course numbering of this instruction.

### 367f-368w-369s. CHURCH SERVICE PLAYING

A practical study of the church service, including hymn-playing; the accompaniment of solos, anthems, cantatas, and oratorios; and modulation and improvisation. Opportunity will be given to the student to play at rehearsals of the Chapel Choir and at Chapel services. Required of organ majors. Open to non-organ majors with the consent of the instructor. 1 credit

C. Gleason







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M.M., Eastman School of Music of the University of  
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Schiller Scroggs

*Consultant, (1958; 1963)*

A.B., Southeastern State; M.A., Columbia  
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Artist Diploma, Peabody Conservatory;

Graduate study with Isidor Philipp, Paris  
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B.A., Wesleyan University; M.S., Ph.D., Carnegie  
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Curtis Institute of Music; B.S., Juilliard School of  
Music; Pupil of Olga Samaroff; graduate study in  
Europe with Edwin Fischer, Nadia Boulanger, and  
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*Assistant Reference Librarian  
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B.A., Tusculum College; M.A. in L.S., George  
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B.S., Stout Institute; M.Ed., University of South  
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Angela Palomo Campbell

*Professor Emeritus of Spanish (Part-time  
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B.A., Instituto del Cardenal Cisneros, Madrid; A.M.,  
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*Associate Professor of Violin and Viola,  
(1942; 1944)  
Graduate, Teacher's Diploma, and post-graduate  
study, Juilliard School of Music; graduate, National  
Orchestral Association, New York City*

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*Assistant Professor of Spanish, (1963; 1963)  
B.A., University of Mexico; M.A., University of  
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B.S., M.S., Marshall College; Ph.D., University of  
Texas  
(Deceased, September 11, 1964)*

John Carter

*Professor of Theory, Composition, and Piano,  
(1938; 1949)  
B.M., Rollins College; graduate study, Juilliard  
School of Music; pupil of Roy Harris in composition  
and musicology; pupil in piano of Muriel Kerr,  
Alton Jones, James Friskin, coached in German  
Lieder by Coenraad Bos*

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*Instructor in Tennis, (1955; 1963)  
A.B., Rollins College*

Robert J. Costello

*Instructor in Economics and Business Administration,  
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*Instructor in Theatre Arts, (1963; 1963)  
A.B., College of William and Mary; M.F.A., Yale  
School of Drama*

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Columbia University*



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*Professor of Government; Director, Center for Practical Politics, (1956; 1956)*  
 A.B., Wesleyan University; A.M., Ph.D., University of Cincinnati; LL.D., Wesleyan University.
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 A.B., Louisiana State University; M.A., Bradley University; Ph.D., University of Illinois
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*Associate Professor of Latin American Studies; Director of Latin American Activities, (1964; 1965)*  
 A.B., Clark University; M.A., Ph.D., Yale University
- Marion Folsom, Jr.  
*Assistant Professor of English, (1961; 1961)*  
 A.B., Princeton University; M.A., University of Rochester; Certificat, Sorbonne, Université de Paris
- Marcus Peter Frutchey  
*Director of Radio Station WPRK; Instructor in Radio, (1954; 1954)*
- Warner E. Gettys  
*Professor of Sociology, (1964; 1965)*  
 B.A., Hiram College; M.A., Ph.D., Ohio State University
- Catharine Crozier Gleason  
*Associate Professor of Organ; Organist of the Knowles Memorial Chapel, (1955; 1962)*  
 B.M., Artist's Diploma; M.M., Eastman School of Music of the University of Rochester; studied organ with Harold Gleason and Joseph Bonnet; Mus.D.
- Lillian H. Gleason  
*Associate Professor of Spanish, (1960; 1960)*  
 B.A., University of Idaho; M.A., Ph.D., University of Illinois
- Barbara Daly Graham  
*Catalogue Librarian (Instructor), (1952; 1952)*  
 A.B., Rollins College; Graduate, University of Wisconsin Library School
- Edwin Phillips Granberry  
*Irving Bacheller Professor of Creative Writing, (1933; 1940)*  
 A.B., Columbia University; Litt.D.
- Judson C. Gray  
*Assistant Professor of Sociology, (1963; 1963)*  
 B.A., Antioch College; M.A., University of Chicago; Ph.D., University of Kentucky



- Kenneth E. Griswold  
*Associate Professor of Education; Assistant Director of Undergraduate Programs in Education; Coordinator of Student Teaching; (1961; 1964)*  
 B.S., North Dakota State University; M.Ed., College of William and Mary; Ed.D., Columbia University
- John Bowen Hamilton  
*Professor of English, (1957; 1963)*  
 A.B., Birmingham-Southern College; M.A., Ph.D., University of North Carolina
- Alfred Jackson Hanna  
*First Vice President of the College; Weddell Professor of History of the Americas, (1917; 1951)*  
 A.B., Rollins College; L.H.D.
- Alice McBride Hansen  
*Librarian (Professor), (1951; 1952)*  
 A.B., Vassar; B.L.S., Columbia University; Ed.M., Harvard University
- Elwood D. Heiss  
*Part-time Instructor in Education and Biology, (Winter term), (1962; 1962)*  
 A.B., Lebanon Valley College; M.A., Ph.D., Columbia University
- Herbert Elmore Hellwege  
*Professor of Chemistry, (1954; 1963); Chairman, Department of Chemistry*  
 Ph.D., University of Hamburg
- G. Rex Henrickson  
*Adjunct Professor of Economics and Business, (1964; 1964), Patrick Air Force Base Branch*  
 B.A., Ph.D., University of Michigan; M.A., University of California
- Walter R. Herrick, Jr.  
*Associate Professor of History, (1962; 1962)*  
 A.B., Yale University; A.M., Columbia University; Ph.D., University of Virginia
- Fred W. Hicks  
*Dean of Men, Assistant Professor of History, (1964; 1964)*  
 A.B., M.A., Ph.D., University of Michigan
- Donald W. Hill  
*Acting Dean of Administrative Affairs; Associate Professor of Economics, (1958; 1962)*  
 Wilkes College; B.S., Bucknell University; M.S., Cornell University; Ph.D., American University
- Alvin F. Holman  
*Assistant Professor in Language, (1964; 1964)*  
 B.A., Franklin and Marshall College; M.A., University of Illinois
- Sara H. Howden  
*Acting Dean of Women (1965; 1965)*  
 A.B., Rollins College
- Robert Hufstader  
*Director of the Conservatory of Music; Professor of Music; Choirmaster of the Knowles Memorial Chapel, (1953; 1953)*  
 B.M., Eastman School of Music of the University of Rochester; Diplôme avec Distinction, Conservatoire Americain, Fontainebleau; pupil of George Szell, Nadia Boulanger, and Harold Gleason
- Gerald D. Johnson  
*Instructor in English, (1964; 1964)*  
 B.A., Auburn University; M.A., University of Virginia
- Robert O. Juergens  
*Assistant Professor of Theatre Arts, Acting Director, Annie Russell Theatre (1963; 1963)*  
 B.A., Heidelberg College; M.A., Ohio State University; M.F.A., Yale School of Drama
- Joseph Justice  
*Associate Professor of Physical Education; Director of Athletics, (1946; 1957)*  
 A.B., Rollins College
- Leah Rice Koontz  
*Instructor in English, (1954; 1954)*  
 B.S., Western Michigan University; Certificate, University of Birmingham, England
- James David Kornwolf  
*Instructor in Art History, (1962; 1962)*  
 University of Chicago; B.F.A., University of Illinois; M.A., University of Wisconsin



- Jack C. Lane  
*Assistant Professor of History, (1963; 1963)*  
B.A., Oglethorpe University; M.A., Emory University; Ph.D., University of Georgia
- Spencer Lane  
*Dean of Admissions (Assistant Professor), (1963; 1963)*  
A.B., Missouri Valley College; M.A., University of Missouri
- Fred A. Likely  
*Part-time Assistant Professor of Psychology, (1957; 1959)*  
A.B., DePauw University; Ph.D., Indiana University
- John David Lindquist  
*Assistant Dean of Men; Instructor in English; Director, Rollins Union (1964; 1964)*  
A.B., M.A., University of Michigan
- Janina Lupkiewicz  
*Assistant Professor of Mathematics, (1965; 1965)*  
B.A., M.S., University of Florida
- Mary Virginia Mack  
*Instructor in Physical Education, (1962; 1962)*  
B.S., University of Missouri; M.P.H., University of Florida
- James Archibald MacPherson  
*Part-time Instructor in Business Administration, (1962; 1963)*  
A.B., Wesleyan University; M.S., University of Bridgeport
- Flora Lindsay Magoun  
*Assistant Professor of Business Education, (1935; 1946)*  
B.A., Wellesley College; A.M., Columbia University
- Miles Chapline McDonnell  
*Part-time Visiting Lecturer in Business Law (Fall and Winter Terms), (1962; 1962)*  
B.A., Rollins College; LL.B., Stetson University
- Harry J. Meisel  
*Director of Men's Physical Education, (1963; 1963)*  
B.S., Stetson University; M.A., Columbia University
- Charles Stetson Mendell, Jr.  
*Professor of English; Chairman, Department of English, (1936; 1946)*  
A.B., Dartmouth College; A.M., Harvard University
- Joseph F. Mulson  
*Assistant Professor of Physics, (1962; 1963)*  
B.S., Rollins College; M.S., Ph.D., Pennsylvania State University
- Wallace Martin Nelson  
*Assistant Professor of Economics and Business Administration, (1962; 1962)*  
B.S.E.E., United States Naval Academy at Annapolis; M.E.A., George Washington University; Ph.D., University of Florida
- Charles R. Nisbet III  
*Instructor in Theatre Arts, (1965; 1965)*  
B.A., M.A., University of North Carolina
- J. Allen Norris, Jr.  
*Associate Professor of Education; Assistant Director of Master of Arts in Teaching Program, (1964; 1964)*  
B.A., M.A.T., Ed.D., Duke University
- Robert Edward O'Brien  
*Assistant Professor of Biology, (1963; 1963)*  
B.S., M.S., Ph.D., Clemson University
- Constance Ortmayer  
*Professor of Sculpture, (1937; 1947); Chairman, Department of Art*  
Graduate, Royal Academy of Fine Arts, Vienna, and Royal Academy Master School
- Audrey Lillian Packham  
*Professor of Education; Director of Teacher Education, (1930; 1947)*  
B.S. in Edn., Florida State University; A.M., Columbia University
- Willard John Pearce  
*Associate Professor of Physics, (1964; 1964)*  
B.S., Florida Southern College; Ph.M., Ph.D., University of Wisconsin



- Alberta LuElla Pennington  
*Instructor in History (1963; 1963), Patrick Air Force Base Branch*  
 B.A., M.A., University of Oklahoma
- Nicholas Tate Perkins  
*Instructor in Mathematics and Science, (1964; 1964), Patrick Air Force Base Branch*  
 B.S., United States Military Academy at West Point; M.S., Trinity University
- Thomas Fales Peterson  
*Assistant Professor of Art, (1958; 1962)*  
 B.F.A., University of Georgia; M.F.A., Columbia University
- Philip H. Ragan  
*Professor of Business Administration and Economics, (1964; 1964)*  
 B.S., Wayne State University; M.A., Michigan State University; D.C.S., Harvard University
- Phyllis Rappeport  
*Instructor in Piano, (1964; 1964)*  
 B.A., Queens College (N.Y.); M.A., University of Illinois; Mannes College of Music, New York; Fulbright grant, Hamburg Hochschule für Musik
- Betty Starrett Richards  
*Instructor in Psychology, (1963; 1963), Patrick Air Force Base Branch*  
 A.B., West Virginia University; M.A., University of Houston
- Sandra T. Robertson  
*Instructor in Physical Education, (1965; 1965)*  
 B.S.P.E., University of Florida
- John Ross Rosazza  
*Associate Professor of Voice, (1950; 1952)*  
 B.M., Westminster Choir College; graduate study, Conservatoire Americain, Fontainebleau; Conservatoire National de Musique Paris; pupil of John F. Williamson, Martial Singher, Charles Panzera, Nadia Boulanger
- John Stoner Ross  
*Professor of Physics, (1953; 1963); Chairman, Department of Physics*  
 A.B., DePauw University; M.S., Ph.D., University of Wisconsin
- Carl J. Sandstrom  
*Visiting Professor of Biology, (1962; 1962)*  
 B.S., Ph.D., University of Chicago
- George Sauté  
*Director of Community Courses and of the Central Florida School for Continuing Studies; Professor of Mathematics, (1943; 1946)*  
 Ph.B., A.M., Brown University
- Edward W. Scheer, Jr.  
*Assistant Professor of Biology, (1965; 1965)*  
 B.S., Rollins College; M.A., Harvard University
- George F. Schlatter, Brig. Gen., USAF (Ret.)  
*Director of Patrick Air Force Base Branch of the Central Florida School for Continuing Studies; Instructor in Mathematics, (1961; 1961), Patrick Air Force Base Branch*  
 B.S., United States Military Academy at West Point; M.A.T., Duke University; Diploma, National War College
- Frank Sedwick  
*Professor of Spanish; Director of Foreign Language Studies; Director of Overseas Programs, (1963; 1963)*  
 B.A., Duke University; M.A., Stanford University; Ph.D., University of Southern California
- Bernice Catharine Shor  
*Associate Professor of Biology, (1926; 1944)*  
 B.S., M.S., Rollins College
- Alexandra Skidmore  
*Assistant Professor of Mathematics (1965; 1965)*  
 A.B., Western Reserve University
- Rhea Marsh Smith  
*Professor of History, (1930; 1942)*  
 A.B., Southern Methodist University; A.M., Princeton University; Ph.D., University of Pennsylvania
- \*Irvin Stock  
*Professor of English, (1952; 1957)*  
 B.A., New York University; M.A., Ph.D., Columbia University
- \*On Leave, 1965-1966



Wendell Cornell Stone

*Professor of Philosophy, (1933; 1941)*

A.B., Pomona College; Ph.D., Yale University;  
LL.D.

Lionel M. Summers

*Associate Professor of Political Science, (1962; 1962)*

B.S., Princeton University; LL.B., George  
Washington University; Certificat d'études, Institut  
des hautes études internationales, Paris

Wilbur A. Thomas

*Assistant Professor of Psychology, (1963; 1963)*

B.S., M.A., University of Florida

John Meyer Tiedtke

*Second Vice President and Treasurer of the College;*

*Professor of Business Administration, (1936; 1951)*

A.B., Dartmouth College; M.C.S., Amos Tuck  
School of Business Administration

David Tillinghast

*Instructor in English (1965; 1965)*

B.A., Louisiana Polytechnic Institute; M.A.,  
University of Wisconsin

Clarence L. Varner

*Instructor in Physical Education; Director of*  
*Intramural Sports, (1958; 1961)*

B.S., University of Minnesota

Paul Anthony Vestal

*Professor of Biology; Director of the Thomas R.*  
*Baker Museum of Natural Science and the Beal-*  
*Maltbie Shell Museum, (1942; 1949); Chairman,*  
*Department of Biology*

A.B., Colorado College; A.M., Ph.D., Harvard  
University

Alexander Waite

*Professor of Psychology, (1937; 1942)*

A.B., University of South Carolina; M.Ed., Ph.D.,  
Duke University

Bruce B. Wavell

*Associate Professor of Philosophy, (1959; 1962);*

*Director, Honors Degree Program*

B.Sc., Ph.D., University of London

Emily E. Webber

*Associate Professor of Music Education and Piano,*  
*(1960; 1960)*

B.S., College of Charleston; B.A., Winthrop College;  
M.A., Teachers College, Columbia University; Ph.D.  
in Music, Florida State University

Charles August Welsh

*Dean of Crummer School of Finance and Business*

*Administration; Professor of Business*

*Administration; Chairman, Department of Business*

*Administration; Director, Graduate Program in*

*Business Administration, (1955; 1962)*

B.S., M.A., Ph.D., New York University

Henry Robert Wier

*Instructor in Mathematics (1964; 1964), Patrick Air*  
*Force Base Branch*

B.S., United States Naval Academy at Annapolis;

M.S., Purdue University

Earl Melton Williams

*Assistant Professor of English, (1963; 1963)*

B.A., Mississippi College; M.A., University of  
Mississippi

Robert G. Willaman

*Part-time Instructor in Woodwinds, (1963; 1963)*

Damrosch Institute of Musical Art; Graduate pupil  
of Gustane Langenus

Richard Schuyler Wolfe

*Registrar; Assistant Professor of Mathematics,*  
*(1957; 1957)*

B.A., Intermountain Union College; M.A.,  
University of Washington

## *DIVISIONS OF THE COLLEGE*

For administrative purposes the departments of the Col-  
lege are organized in five divisions as follows:

COMMUNICATION AND LITERATURE: Communications,  
English, Foreign Languages, Speech

EXPRESSIVE ARTS: Art, Music, Theatre Arts

PERSONAL RELATIONS: Education, Library, Religion,  
Philosophy, Physical Education, Psychology

SCIENCE AND MATHEMATICS: Biology, Chemistry, Math-  
ematics, Physics

SOCIAL RELATIONS AND BUSINESS: Economics and Busi-  
ness Administration, History and Government, Soci-  
ology and Anthropology





## SUMMARY OF ENROLLMENT

Fall Term 1964-1965

### GEOGRAPHICAL DISTRIBUTION OF STUDENTS

Alabama	7	Nebraska	1
Arkansas	1	New Hampshire	4
California	11	New Jersey	49
Colorado	3	New Mexico	1
Connecticut	57	New York	80
Delaware	5	North Carolina	12
Dist. of Col.	10	North Dakota	1
Florida	356	Ohio	44
Georgia	15	Oklahoma	6
Illinois	44	Pennsylvania	49
Indiana	15	Rhode Island	4
Iowa	6	South Carolina	5
Kansas	8	Tennessee	13
Kentucky	20	Texas	7
Louisiana	7	Vermont	1
Maine	7	Virginia	19
Maryland	14	Washington	1
Massachusetts	42	West Virginia	2
Michigan	7	Wisconsin	3
Minnesota	4	Canal Zone	1
Mississippi	1	Puerto Rico	3
Missouri	15		

### FOREIGN COUNTRIES

Argentina	2	Netherlands Antilles	1
Bahamas	4	Nicaragua	1
Bermuda	1	Peru	1
Canada	2	Rep. of Panama	1
Dominican Republic	1	Saudi Arabia	1
Greece	3	Spain	1
Italy	2	Venezuela	1
Netherlands	1		



GENERAL SUMMARY FOR FALL TERM 1965-1966

Men Students ..... 551    Women Students ... 444  
TOTAL ENROLLMENT 995\*

STUDENTS ENROLLED IN GENERAL STUDIES  
PROGRAM FOR FALL OF 1965

Men ..... 937    Women ..... 274  
Total ..... 1211

STUDENTS ENROLLED IN GRADUATE COURSES IN  
BUSINESS ADMINISTRATION, PHYSICS AND EDUCATION  
FOR FALL OF 1965

Men ..... 468    Women ..... 172  
Total ..... 640

\*This includes 11 graduate, general studies, and unclassified students taking day courses for credit on the Rollins campus.





# ADMINISTRATION BUILDINGS AND CLASSROOMS

1. Administration Building
2. Knowles Memorial Chapel
3. Annie Russell Theatre
4. Fred Stone Theatre
5. Mills Memorial Library
6. Alumni House
7. Dyer Memorial
8. Dispensary
9. Casa Iberia
10. Beal-Maltbie Shell Museum
11. Rollins Student Union
12. Union Patio
13. Carnegie Hall
14. Sullivan House
15. Woolson English House
16. Orlando Hall
17. Athletic & Physical Education Bldgs.
18. Enyart House
19. French House—La Maison Provençale
20. Knowles Hall
21. Buildings and Grounds
22. Rose Skillman Dining Hall
23. Lyman Hall (Classroom)
24. Art Building
25. Senior Course House—Brown House
26. Morse Gallery of Art
- \*\*27. News Bureau
- \*\*28. Moore House
29. Reed House
30. Barrows Hall
- \*31. Bingham Hall
- \*32. Learning Lab.
- \*33. Ingersoll
- \*34. Trovillion
- \*35. Warne
- \*36. Barze
37. Sparrell
38. Parsonage
39. Comstock
40. Park Avenue Building
41. Guest House—Faculty Services Office

## DORMITORIES

42. Abbott House
43. Matthews House
44. O'Neal Hall—Tau Kappa Epsilon
45. Rex Beach—Kappa Alpha
46. Rollins Hall—Sigma Nu
47. Hooker Hall—Lambda Chi Alpha
48. Lyman Hall—Delta Chi
49. Gale Hall—X Club
50. Pinchurst Cottage—Independent Men
51. Chase Hall—Pi Rho Sigma
52. New Hall—Freshman Men
53. Lakeside Cottage
54. Cloverleaf Cottage
55. Elizabeth Hall—Freshman Women
56. Corrin Hall—Chi Omega
57. Fox Hall—Phi Mu
58. Strong Hall—Gamma Phi Beta
59. Lucy Cross Hall—Kappa Alpha Theta
60. Theta Lodge
61. Mayflower Hall—Pi Beta Phi
62. Pugsley Hall—Kappa Kappa Gamma
63. Kappa Lodge

## OTHER

64. Tennis Courts
65. Boating, Swimming and Diving Area
66. Boat House
67. Horseshoe and Walk of Fame
68. Sandspur Bowl—Athletic Field
69. Creative Arts Department
70. Lingerlong
71. Martin Hall (Conservatory of Music)
72. Rollins Museum
73. Harper-Shepherd Field

\*These buildings relocated summer 1965; Crummer School of Business Administration under construction on this location.

\*\*Relocated.













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# ROLLINS

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# COLLEGE

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