

Rollins College

## Rollins Scholarship Online

---

Rollins College Record

College Publications and Reports

---

11-1935

### Rollins Record, Vol 9, No 1, Nov 1935

Rollins College

Follow this and additional works at: <https://scholarship.rollins.edu/r-record>

---

#### Recommended Citation

Rollins College, "Rollins Record, Vol 9, No 1, Nov 1935" (1935). *Rollins College Record*. 30.  
<https://scholarship.rollins.edu/r-record/30>

This Newsletter is brought to you for free and open access by the College Publications and Reports at Rollins Scholarship Online. It has been accepted for inclusion in Rollins College Record by an authorized administrator of Rollins Scholarship Online. For more information, please contact [rwalton@rollins.edu](mailto:rwalton@rollins.edu).

# ROLLINS RECORD

VOL. IX

Rollins, the oldest College in Florida,  
yet with its future all before it.

No. 1

NOVEMBER, 1935

## MEMOS

**T**HE July issue of The Golden Book magazine contains a story entitled "The Key," by Frances Perpente, now a third-year student at Rollins. This story won the first prize in The Golden Book's story contest open to college students throughout the United States. The Forum magazine recently accepted a poem entitled "Darky Boy Fishing in Heaven," written by Alice Howey Booth, now a first-year student at Rollins. Watch for it.

—•—

Miss Anny Rutz, of Oberammergau, has joined her sister Mia, who is a second-year student at Rollins. Miss Anny Rutz is the only person to be twice honored—as in 1930 and again in 1934—by being chosen to play the part of "Mary" in the Passion Play.

—•—

The FLAMINGO, the undergraduate literary magazine, has just appeared in a new format. It is convincing evidence that creative work in the various arts is one of the major indoor sports at Rollins. Twenty-five cents will bring you a copy.

## TEN MEMORABLE YEARS

**T**EN years ago Irving Bacheller, the distinguished novelist, and a Trustee of Rollins College, persuaded the other trustees to call to the presidency of the College one who was known as an editor, business man, leader of civic, national and international movements—but who had never been inside a classroom except as a student. That man was Hamilton Holt, for more than twenty-five years an editor of *The Independent*.

Ten years have passed since his coming. They have been strenuous years for him, and exciting and achieving years for Rollins. During these memorable years Rollins has acquired a national reputation. You cannot “tote” a suitcase bearing a Rollins sticker, or drive a car with a Rollins license tag in most northern cities, without someone stopping you and asking:

“Rollins? Tell me all about it. I have heard so much about the College!”

During the same ten years Rollins has inaugurated three notable new ideas which have attracted the attention of the leading educators of the country.

*First.* The Conference Plan of teaching which brings the student and the teacher together on a co-operative basis and helps to *humanize* the work of the classroom.

*Second.* The Achievement Plan which enables the student to measure his progress by his own ability, and helps to *individualize* the curriculum.

*Third.* The Unit Cost Plan under which the student who can afford to do so is asked to pay

the actual cost of a year's education at Rollins. This releases the entire income from the general endowment fund of the College for use as financial aid to exceptional students who cannot pay the full cost of their education.

Thus every door of opportunity is open to every student at Rollins, rich and poor alike.

The cosmopolitan character of the present student body is indicated by such facts as these. Last year seventy-seven students left New York state to come 1,500 miles to Rollins. New England, “The Mother of American Colleges,” sent fifty-seven students to Rollins last year; Pennsylvania, nineteen; Ohio, twenty-six; and Illinois, twenty-one. The Rollins student body of four hundred included students from thirty-two states and five foreign countries. Rollins is in a real sense a national institution.

In addition to the educational achievements of the past ten years, the financial and material progress of the college has been equally noteworthy. Three beautiful new dormitories have been added to the campus, and *five more* are now in the process of construction. The majestic Knowles Memorial Chapel and the beautiful Annie Russell Theatre with the cloister-enclosed Chapel Garden constitute one of the beauty spots of the South.

E. O. G.

## THE COMING YEAR

**L**AST year the college celebrated the fiftieth anniversary of its *organization*. On November 3rd, 4th and 5th, Rollins celebrated with appropriate ceremonies the fiftieth anniversary of its *opening* on November 4, 1885. More than one hundred and fifty universities, colleges and learned societies sent delegates in honor of the occasion. Among the outstanding addresses of the rich program were those by:

DR. CHARLES K. EDMUNDS, *President of Pomona College.*

DR. WILLIAM A. SHIMER, *Secretary of the United Chapters of Phi Beta Kappa.*

DR. KATHERINE ROGERS ADAMS, *of the American Association of University Women.*

DR. DANIEL L. MARSH, *President of Boston University.*

DR. WILLIAM L. POTEAT, *President Emeritus of Wake Forest College.*

DR. CHARLES F. THWING, *President Emeritus of Western Reserve University.*

DR. EVERETT C. HERRICK, *President of Andover Theological School.*

DR. SPRIGHT DOWELL, *President of Mercer University.*

DR. FRANK L. MCVEY, *President of the University of Kentucky.*

DR. ROBERT L. KELLY, *Secretary of the Association of American Colleges.*

DR. THOMAS V. NEAL, *President of Howard College.*

HIS EXCELLENCY DAVID SHOLTZ, *Governor of Florida.*

During the celebration five historic markers were unveiled indicating important events connected with the opening of the College.

## PASSING THE TORCH

**T**HE ancient Greeks used a torch as a symbol of the gift of one generation to another. On one side stood a runner with a flaming torch, on the other side stood a youth with outstretched hand eager to grasp the flambeau and carry it in his turn to the end of the race.

Someone handed you the "Flaming Torch" when you were young. It may have been by inspiration, by opening the door of opportunity, or by enabling you to secure an education.

You still have in your hands the Flaming Torch. You have run a good race. But you must soon relinquish the Torch. What will you do with it? Will you let it fall to the ground to be extinguished forever? Or will you before it is too late pass it on to some eager youth who is struggling for his chance to prepare to run *victoriously* the Race of Life? There is only one answer possible to a thoughtful man or woman.

But you ask—How? Where? When? could I do this thing which I so much desire to do?

One very simple way is to join the "Book-a-Year-Club" of the Rollins College Library. The Life Membership fee is only \$50.00. The College at once invests your money in a Trust Fund and uses the *annual income from it* to place a book bearing your name upon the College Library shelves. Thus year by year your contribution increases to build a growing Memorial in your name—or in the name of some loved one. Each book so purchased is a little Torch of Learning passed on by you to succeeding generations of Rollins students.

Perhaps you would like the satisfaction of knowing that you were passing on a larger Torch. There is no limit to the number of "memberships" you may endow.

Another way to achieve this happy result would be to designate Rollins College Library as a beneficiary when you make final disposition of your estate.

## EDUCATING A COLLEGE PRESIDENT

HAMILTON HOLT

I came to Rollins ten years ago, after serving twenty-five years as a magazine editor in New York City. I came with but one unalterable conviction, namely, that the realities abound in life more than in the colleges, and that, therefore, life has more to teach the colleges than the colleges have to teach life. If ever there was an amateur college president, evidently I was such. I do not presume to say what education others may have obtained at Rollins during the past decade, but if I were asked what I have learned, I should include the following:

*First.* Nothing worth while comes easily. Half effort does not produce half results. It produces no results. Work, continuous work and hard work is the only way to accomplish results that last.

*Second.* One must not expect things to happen too quickly. Patience may well be the watchword of every college president. Ten years ago, I thought Rollins would be much farther advanced than it is today, but I have found that many people whom I assumed would help me could not, or would not. My greatest help often has come from unexpected sources at unexpected times.

*Third.* Age has as much to learn from youth as youth from age. Age has wisdom. Youth has idealism. The youth of today think they are the sophisticated and we the innocents. Of course, it is just the reverse. Young men and young women of today, as of yesterday, believe they will succeed in their chosen careers. They believe they

*NOTE—An extract from an address in the Knowles Memorial Chapel on the tenth anniversary of Dr. Holt's Presidency.*

will be happily married. They believe they will be healthy, wealthy and wise. The fact that they so believe tends to make their dreams come true. But as we of the older generation pass through the decades, and as our future turns into the past, the vicissitudes of life inevitably leave their scars. Ideals dim. Yet it is as we grow older that we most need ideals. The surest way to regain them, I believe, is association with youth. Youth, however, needs wisdom. But wisdom, alas, seems only to come with experience. We cannot blame youth for not having wisdom. But surely we can blame ourselves for losing idealism.

*Fourth.* By treating students with sympathy, understanding and respect anything can be done with them. We have tried to treat our students as responsible adults. We have given them large liberty. We find that only about four out of a hundred mistake liberty for license. If, however, we hedge them about with rules, regulations and prohibitions, more likely forty per cent. than four per cent. would break the restrictions.

*Fifth.* Any subject can be made interesting, first, if taught by a good teacher, and, second, if the student is not permitted to go faster than is justified by his ability to master the subject. If a student is permitted to smear and smatter, if he is forced to progress faster than he can consolidate the ground under his feet, he flounders and soon becomes lost. He hates the teacher, he hates the course and he hates the college. The lock-step system of instruction that permits the fast student to shirk and loaf, and which kicks, cuffs, cudgels and flunks the slow student, is as unfair to the one as to the other.

*Sixth.* No educational institution can educate anybody. All education is self-education. A college can aid, clarify, elucidate, stimulate and point the way, but the work must be done and the path must be trod by the individual. How can the student be inspired to assume the direction of his own future? The wisest way, I believe, is first to provide him with teachers he can respect, admire, love and therefore emulate, and, second, to

help him to acquire a philosophy of life or a religion, for upon philosophy and religion depends conduct, and upon conduct depends success in life.

We are often told that personality is the product of three elements—the physical, the mental and the moral. Homer, I suppose, more than any man who ever lived, represents the physical at its best. His limpid and flowing verse, vibrant with the nobility of life and the heroism of death, pulsating with the romance of love and adventure, conquest and contest, valor and victory, has never been surpassed in the annals of literature. Students are at the age where they ever respond to the Homeric appeal. Glowing with health, tingling with exuberant spirits and the urge to action, they glorify the delights and activities of the body, as they should.

Socrates is the master mind of the ages. He is perhaps the wisest man that ever lived. Professors past the spontaneity and flush of youth often exalt the cultivation of knowledge as the aim and end of education. To be intelligent is the summum bonum of life.

Jesus is the supreme master of morals, the ineffable teacher of service through faith and love. If the past ten years have taught me anything, they have taught me that greater than the cultivation of the body and greater than the cultivation of the mind is the cultivation of the human heart for human service. To me the supreme task of education is to exalt the ideas personified by Homer, Socrates and Jesus.

Forever abideth Homer, Socrates and Jesus — these three — but the greatest of these is Jesus.

{ Published November; January; March; June, during the school year by Rollins College. Entered as second-class matter November 23, 1927, at the post office at Winter Park, Florida, under the act of August 24, 1912. Shall we add your name to our mailing list? }