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ROLLINS RECORD

VOL. XI

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

No. 4

JUNE, 1938

Memos

ONE of Rollins' great needs, a Student Union Building, promises to be met as the result of a spontaneous movement among the student body. Plans for such a building have already been drawn and approved by the Trustees, and in a three-weeks drive the students have raised more than \$11,000 toward the building.

Two notable dramatic productions of the Spring Term have been "The Perfect Alibi" by A. A. Milne, directed by Professor Donald S. Allen, and "The Third Floor Back" by Jerome K. Jerome, directed by Professor Harry R. Pierce. Another delightful event was the Annual May-Day Fiesta on the shore of Lake Virginia, directed by Mrs. John Rae.

The outstanding work done by Rollins students in play production, under the direction of Donald S. Allen, has won the recognition of Theta Alpha Phi, the national honorary dramatic fraternity. The local chapter was recently installed with interesting ceremonies in the Annie Russell Theater. Twelve members of the Rollins Student Players were charter members of the local chapter.

Rollins Commencement Program

ROLLINS graduated this year the largest class in its fifty-three years of history. Degrees were awarded to 88 seniors representing twenty states and four foreign countries. Seventy-two per cent of the graduates came *from outside Florida*.

The Baccalaureate sermon on Sunday, May twenty-ninth was delivered by Reverend Kenneth C. MacArthur of the Federated Church, Sterling, Mass. whose son was a member of the graduating class. The Commencement Address on June second was given by Dr. Glenn Frank, former President of the University of Wisconsin.

Other events of Commencement Week were the Class Day exercises held in the Annie Russell Theater and the dedication of the Constance Fenimore Woolson English Lodge recently presented to the College by Miss Claire Benedict of Rome, Italy in honor of her aunt Miss Woolson.

Constance Fenimore Woolson in whose honor the building is given has been often called "The Laureate of Florida both in prose and verse". She spent several winters in Florida and some of her best remembered novels have their setting in this state. She was the first author of nation-wide recognition to depict Florida life and history in her novels.

The English Lodge is dedicated to the encouragement of Creative Writing on the part of Rollins students. The lounge is beautifully furnished and there is an alcove containing books, pictures and other memorabilia from Miss Woolson's private library.

Intelligence of Rollins Freshmen

WITH Rollins drawing its student body from thirty-two states and seven foreign countries it is interesting to note how its students compare in intelligence with those of other colleges.

The American Council of Education each year asks the leading colleges and universities to give their entering Freshmen identical psychological tests, and the comparative results are always significant.

This year 323 colleges and universities representing all parts of the country gave their Freshmen these identical tests. Altogether 68,899 students participated. The results showed that Freshmen students entering Rollins rank *far above the average* in general intelligence. The median or average score of the 323 colleges was 167. Rollins median score was 184. More significant still is the fact that 25% of Rollins Freshmen made scores of better than 220.

The highest score made by any student in any of the 323 institutions was 384. The highest score by a Rollins Freshman was 347.

Among the 35 colleges in the United States participating in the test and having approximately the same number of students as Rollins, *Rollins ranked sixth*.

In other words there were 264 colleges and universities in the United States whose Freshmen students showed an average intelligence score *below that of Rollins*. Rollins "selective process" naturally attracts students of high intelligence rating. The Conference Plan of teaching and the Achievement Plan of promotion stimulate the student in scholarship, self-reliance and independent thinking.

From the Commencement Address Delivered at Rollins College June 2, 1938

By GLENN FRANK, LITT.D.,L.H.D., LL.D.

Formerly President of the University of Wisconsin

ALMOST unique among the colleges of this continent, Rollins has refused to be seduced by the false gods that lurk in the temples of American education, but instead, has brought its processes consciously to bear on the development of those godlike gifts of insight and understanding, of which the world of affairs today stands in such imperative need. I would not miss the privilege, so graciously given me by your distinguished president, of even this momentary share in an enterprise so significant.

On this campus the nation has witnessed a reincarnation of the Great Tradition of liberal learning, by methods that have sometimes disturbed the little Traditionalists of higher education. While the little Traditionalists have clung to the *shadow*, the directing genius of Rollins College has gone gunning for the *substance* of liberal learning. And I hope Rollins will never dip its standard to any conception of education less genuine. For the end of all truly great education *is* insight and understanding. And the glory of Rollins is that it is built around this fact.

In the years since 1929, with the chill and arrest that then fell upon American life and enterprise, it has not been easy to speak to youth in words winged with authority and assurance. The winds of economic disaster have slammed shut too many doors of opportunity that youth has the right to expect to be open. Youth has neither lost its nerve nor gone sullen, but with a new insistence it is looking for the reality back of our rhetoric.

The temptation will be strong in your generation to lean on government, to look to others to pull your weight, to nurse your grievances in a mood of self-pity and sullen-

ness, and to wait for some logical leadership to come along and hand you a ready-made living. Flee from that temptation as from the plague. Give yourselves without counting the cost, to making the American social order a more congenial home for the human spirit.

Believe, with a belief that dominates you, that self-disciplined living and self-disciplined action are imperative in this time of confusion and challenge. Remember always that neither a self-centered life, nor a self-centered enterprise, can long endure, that every right you claim implies a duty that you owe, that no man is worth his bed and board who forever gets from society without returning to society a productive service.

We are not going to hand America back to the unbridled individualism of pioneer days. We are not going to deliver America, soul and body, into the hands of any succession of pressure groups which manage to accumulate transient political power, whether it be our farm organizations, our labor organizations or the trade associations of our business men, our industrialists, or our financiers. And we are not going to sell ourselves into slavery to the State.

We want an America that progressively lowers the cost, and lifts the living standard of its people, an America that by a policy of more goods at lower prices secures for its people the utmost that our economy of science, technology, and power production is so clearly equipped to bring them, in comfort, convenience, and liberation of spirit;—not an America that sabotages its productive genius by a policy of fewer goods at higher prices and so raises the cost, and lowers the standard of living of its people. . . .

For this imperative task we need leadership that can call nations to repentance without taking hope from their hearts, that can condemn dead policies without deadening the spirit of living enterprise, and that can create confidence without cultivating illusions.

Heads or Headstones?

SOMEONE has said, "*When a man leaves money to a College it proves that he is more interested in heads than in headstones. A bequest to a College is the nearest you can come to finding the Fountain of Youth. It can be founded—but it cannot be found.*"

More than four centuries ago the Spaniards came to Florida in search of the Fountain of Youth. They sought it selfishly—and in vain. They came and went, and left few traces of their almost three hundred years of sojourn.

They brought no gifts. They established no system of public schools. They founded no colleges, and thereby they missed the Fountain of Youth. Imagine what it would have meant to Florida and the nation, if when the Spaniards founded St. Augustine in 1565 they had established an institution of higher learning to endure until the present day.

If they had left behind them a single college or university, Florida might not now rank thirty-ninth among the forty-eight states in its per capita expenditure for education.

It was not until 1885 that a group of idealists established Rollins College, the first institution of higher education in the State of Florida. For fifty-three years Rollins has been making its contribution to the young manhood and womanhood of the state and the nation. They have been years of struggle and achievement.

Rollins most urgent need today is for increased general endowment, *the income of which is used exclusively for scholarships to aid worthy students* who promise to become leaders in their chosen field.

What more glorious "memorial" for yourself or friend than a scholarship fund which will project your name and your ideals into the distant future.

Rollins Acquires Shell Island

AMONG the many interesting geological phenomena in the State of Florida are the subterranean rivers that rise to the surface in boiling springs, flow hundreds of thousands of gallons a minute, and become the fountain-heads of navigable rivers.

One of these is Wekiwa Springs which forms the headwaters of the Wekiwa River and flows through the center of a great cypress swamp fifteen miles wide, to the St. Johns River and the sea. Three miles down the Wekiwa River lies Shell Island an acre or more in extent which is composed almost entirely of oyster, clam and other shells brought there by prehistoric Florida Indians. The island is believed to have been used by the Indians as a rendezvous for their many annual feasts.

For ten years Rollins College has had the use of a lumber company shack on the island, and groups of students with chaperons have made week-end excursions to this jungle retreat, under the guidance of Fleetwood Peoples, Director of Aquatic Sports at Rollins.

Through the generosity of C. Russ Macpherson whose daughter graduated from Rollins last year, the College has received a deed to Shell Island and will now be in a position to improve the cabin and other camping facilities.

The acquisition of Shell Island will add greatly to Rollins equipment as "an outdoor college", which includes a large two-story structure known as "The Pelican" accommodating forty people, at Coronado Beach.

Rollins Foreign Study Plan

THROUGH the cooperation of *Fondation des Etats-Unis* of Paris, France, Rollins will inaugurate a Foreign Study Plan in January, 1939. The Plan provides for six months of study in France for undergraduate students of exceptional merit. The first group of students to take advantage of this plan will be limited to twenty.

This Rollins Plan of Foreign Study is outstanding in that it involves *no additional cost to the student*. Under Rollins Unit-Cost Fee, transportation to and from Europe, living expenses while in France, and the cost of instruction will be provided by the college.

In order that students may get the full benefit of their study abroad, adequate preparation in the French language, literature and civilization will be a requisite.

In conformity with the Rollins plan of *individualized instruction*, a flexible course of studies will be developed to fit the particular interest of the student. For example, a student interested in government may take special courses at the *Ecole des Sciences Politique*; a student interested in history or literature may take courses at the *Sorbonne*. A student interested in the sciences may take courses at the *Faculte des Sciences*, and a student interested in the fine arts may take courses at one of the leading Academies of Art. Students will be under the personal supervision and guidance of one or more members of the Rollins faculty, and will reside at *Fondation des Etats-Unis*, 15 Boulevard Jourdan, Paris.

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