

August 1974

# Rollins College Catalog 1974-1975

Rollins College

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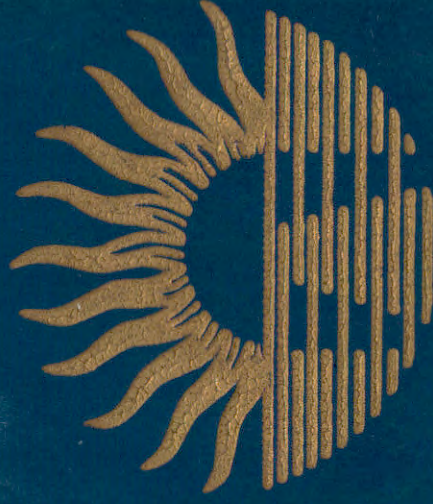
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## Recommended Citation

Rollins College, "Rollins College Catalog 1974-1975" (1974). *College of Liberal Arts Catalogs*. 39.  
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# Rollins College



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ROLLINS COLLEGE BULLETIN

Vol. LXIX

August, 1974

No. 3

Issued six times per year: July, 2 issues; August, 2 issues; September, 1 issue; October, 1 issue. Second-class postage paid at Winter Park, Florida, Post Office, under Act of Congress of July, 1894.

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

Rollins College prohibits and rejects any discrimination based on race, sex, color, creed, national origin, and religion in the selection and admission of students. Applicants can be fully assured of admission solely on the basis of their academic achievements and qualifications.

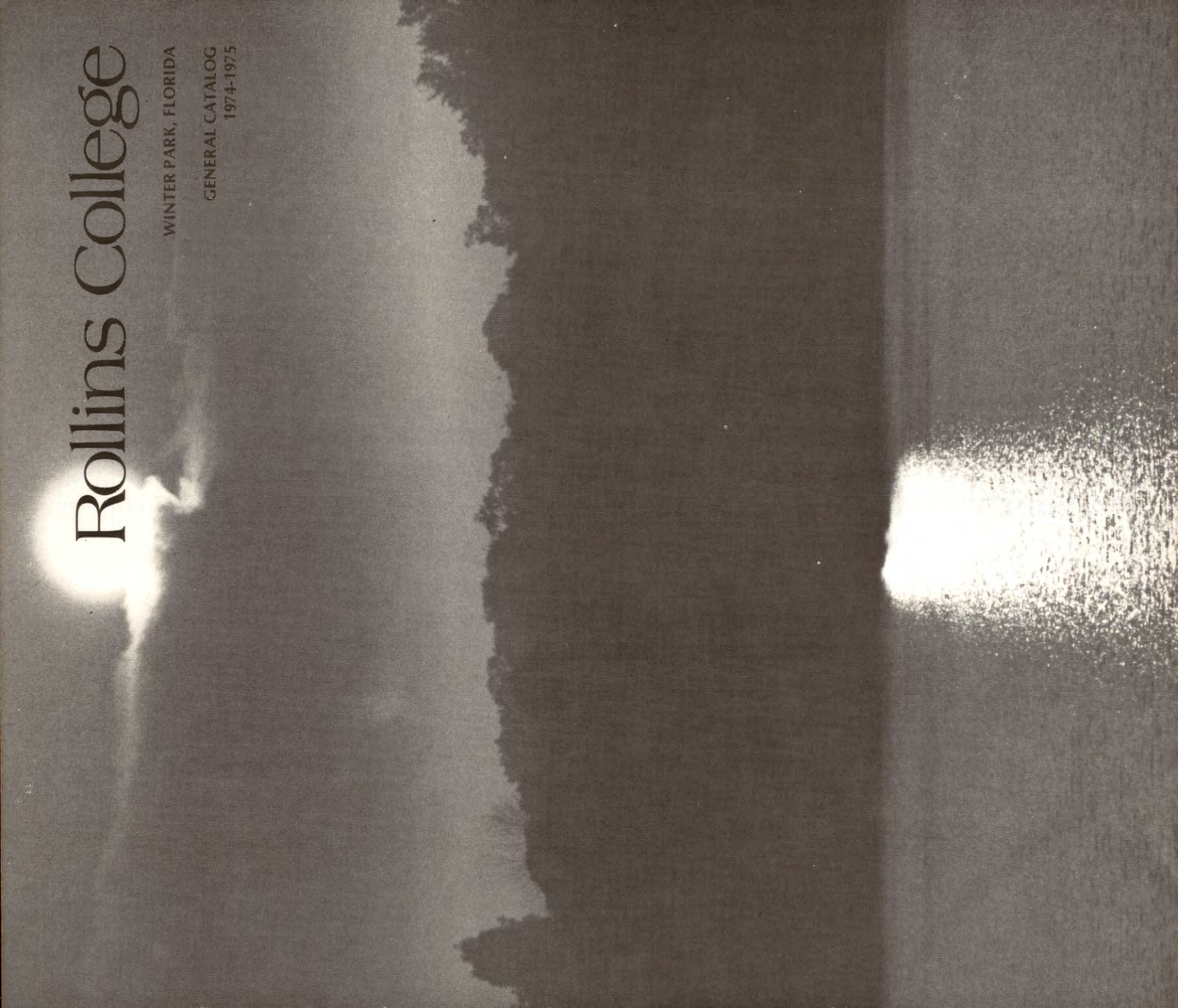
Further, the practice of discrimination of the basis of race, color, creed, national origin, and religion is prohibited in all programs and activities at Rollins College.



# Rollins College

WINTER PARK, FLORIDA

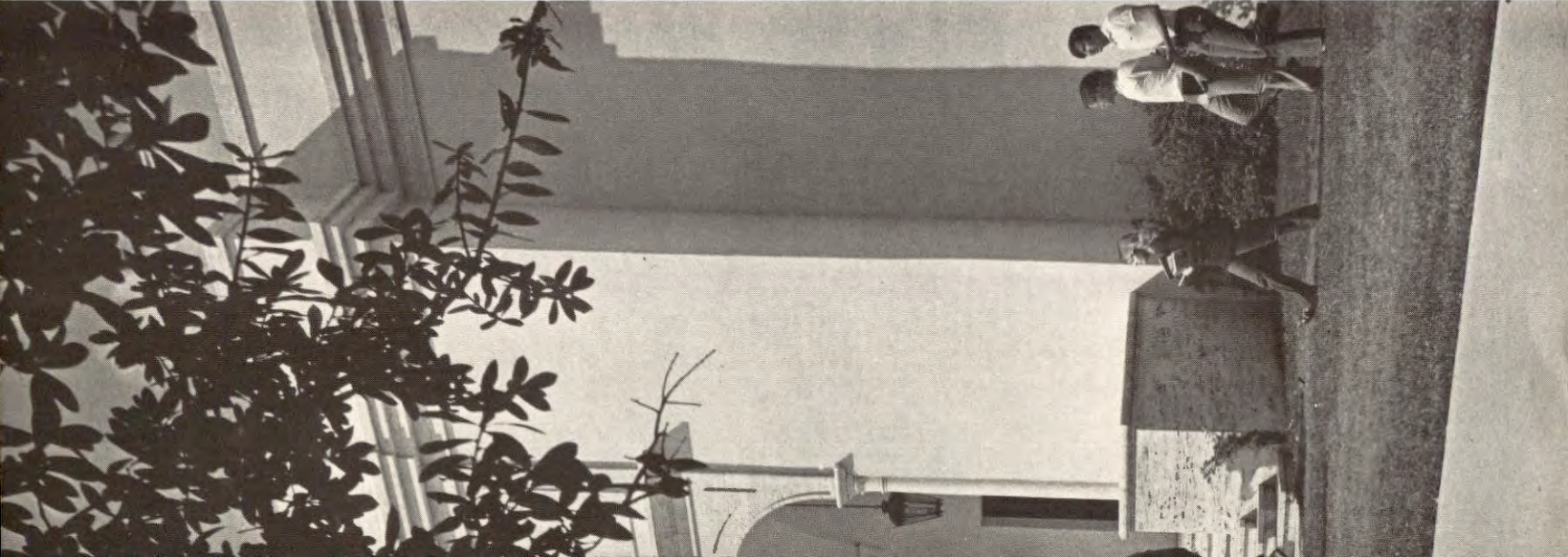
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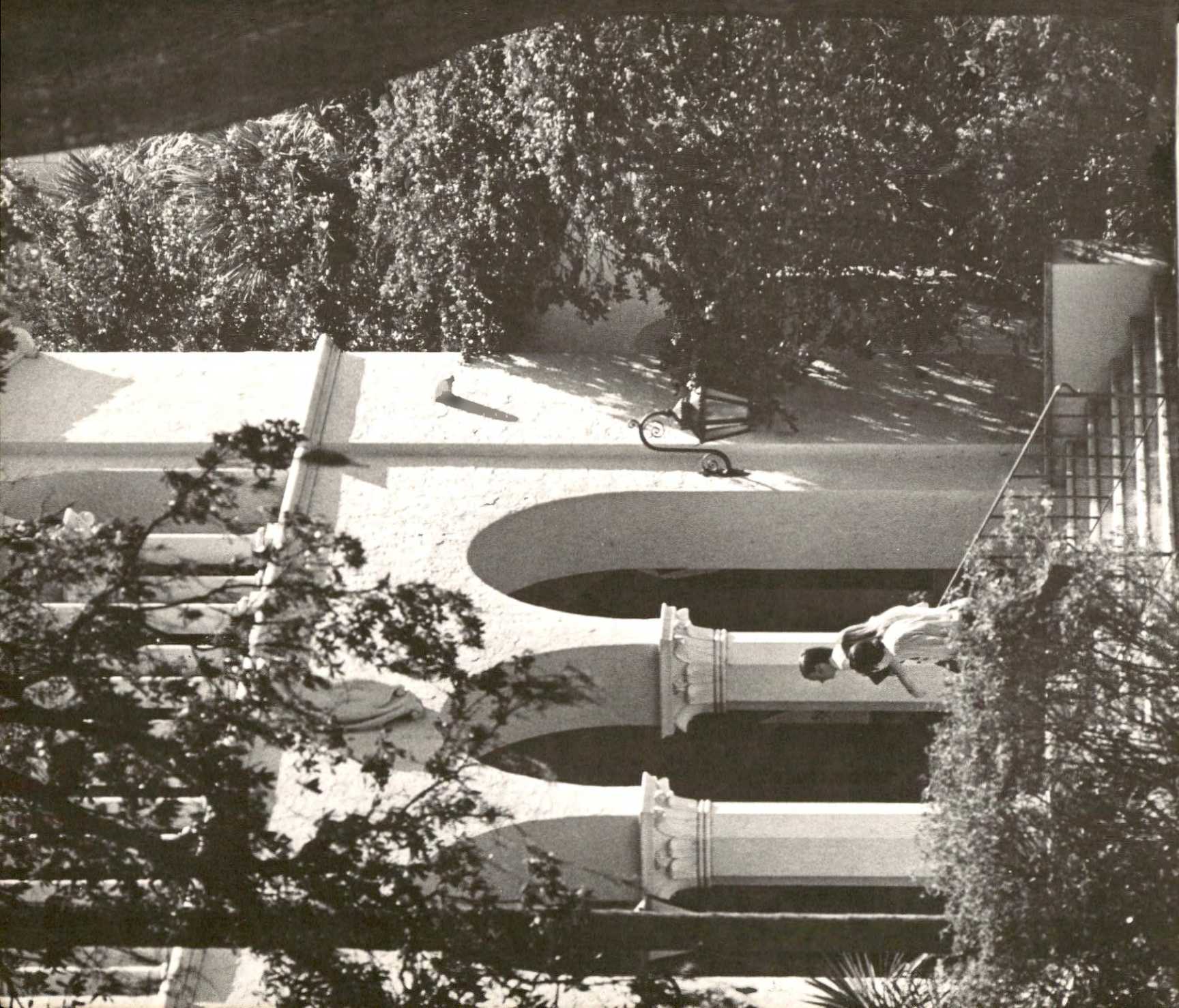




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# Introduction

## BACKGROUND AND MISSION

Rollins College, founded in 1885, offered the first college level work in Florida. Established under the auspices of the Congregational Church, 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 Roy E. Crummer School of Finance and Business Administration and in certain special programs.

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 is to offer education which emphasizes a maximum effort and commitment to innovative excellence by each student.

## COMMUNITY AND CAMPUS

The College is located in one of the nation's most beautiful communities. The Central Florida area, noted for its natural beauty and emphasis on culture, is an important center of industry, science, and technology. In response to the needs of this fast growing area, the College provides undergraduate degree programs through its School of Continuing Education, Patrick Air Force Base Branch, and evening graduate programs in criminal justice, business administration, and education. Community courses in creative arts for children and adults and special non-credit courses are offered under the School of Creative Arts.

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. The campus is beautifully landscaped and its physical plant emphasizes a traditional Spanish-Mediterranean architecture. Value of the buildings and facilities is approximately \$32,000,000.

## ACCREDITATION

Rollins College is an accredited member of the Southern Association of Colleges and Schools and of the National Association of Schools of Music. Rollins is also a member of the Association of American Colleges, the American Council on Education, the Florida Association of Colleges and Universities, 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 and the Honors Bachelor of Arts degrees in the residential College.

Majors are offered in the following: Art, Behavioral Science, Biology, Business Administration, Chemistry, Economics, Elementary Education, English, Environmental Studies, French, German, History and Political Science, Mathematics, Music, Philosophy, Pre-Forestry, and Religion, Physics, Pre-Engineering, Pre-Forestry, Pre-Medicine, Spanish, and Theatre Arts.

A strength of the Rollins curriculum is the opportunity provided for students to select interdisciplinary majors. The major in Behavioral Science includes anthropology, sociology, and psychology. Environmental Studies, Pre-Engineering, Pre-Forestry, and Pre-Medicine majors are also interdisciplinary in content. In addition, a student may propose an area studies major.

The student who selects an interdisciplinary major chooses a field of concentration within that major and explores it in depth, gaining an appreciation of its relation to other fields through the interdisciplinary approach.

By the end of the sophomore year students should have completed successfully two courses in each of the following: humanities, social science, and natural science and/or mathematics. These courses are chosen by the student from an approved list of courses. Courses





which have broad liberal arts objectives rather than an introduction to a discipline are designed to fulfill these requirements in general education.

At the end of the freshman year, students select their major and satisfy most of the major department requirements during their sophomore and junior years. Senior departmental and independent study courses may be required by the major department during the senior year.

#### **ENROLLMENT**

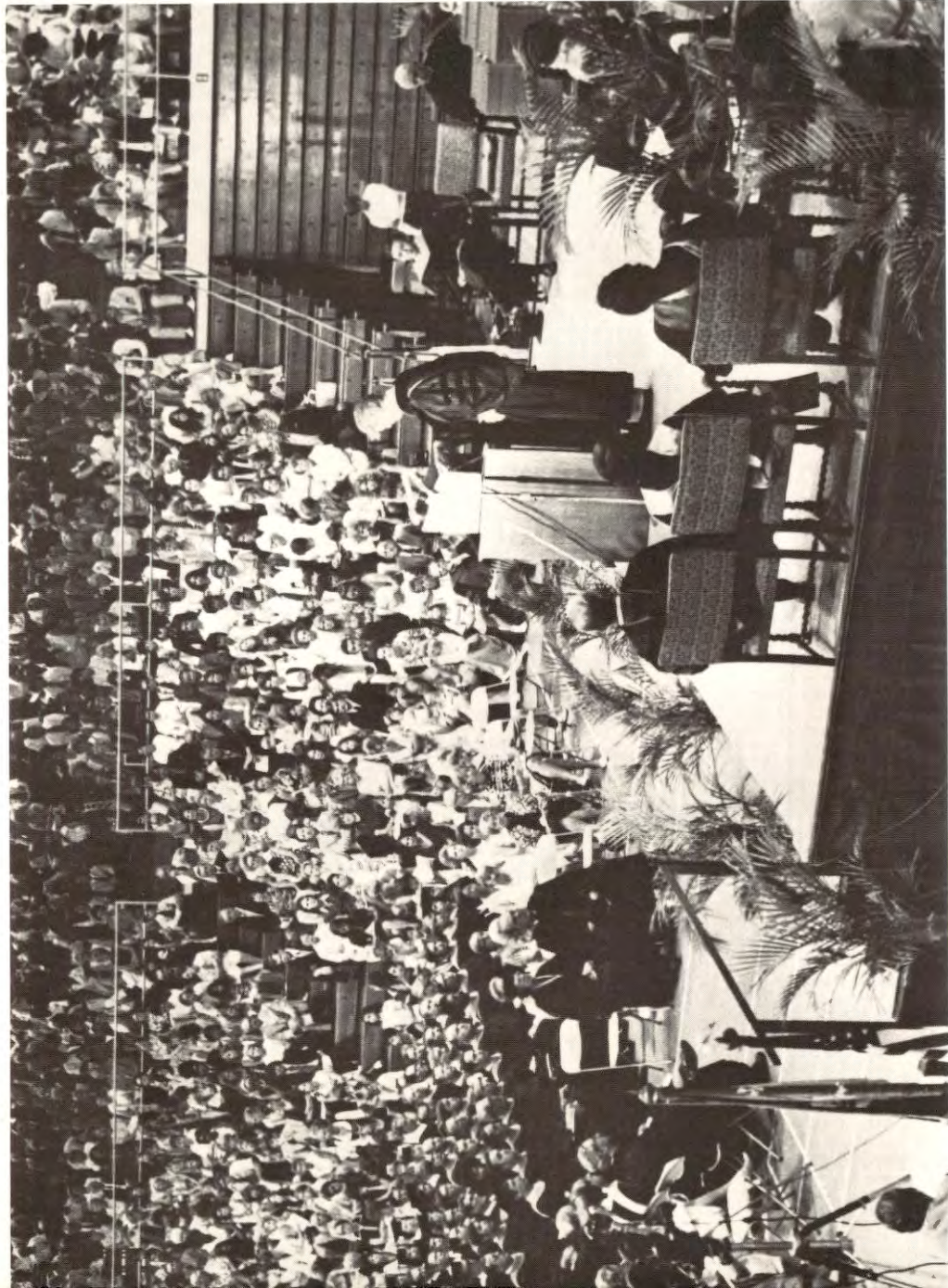
The undergraduate student body numbers approximately 1275.

Rollins is international in scope: 37 states, the District of Columbia, and 16 foreign countries are represented in its student body.

#### **ADMISSION**

Students are carefully selected on the basis of academic





preparation and qualities of leadership. Scholarship help, loans, and work-aid are available for many students of proven ability and financial need.

#### **ACTIVITIES**

There are honorary, social, religious, philosophical, athletic, dramatic, musical, literary, linguistic, and scientific organizations on campus. Included are

fraternity and sorority chapters of national Greek letter societies.

Rollins has excellent instruction in sports, but does not offer courses for credit in physical education. Inter-collegiate varsity teams compete in seven fields and intramural sports include a wide range of activities.







# The College

## PURPOSE

Rollins College stands among the small, coeducational, independent liberal arts institutions which distinctively contribute to the vitality and diversity of American Higher Education. The purpose of Rollins is to offer a liberal education rather than a wide diversification in specialized training.

At Rollins, we believe the college fulfills its purpose when the encounter of the person with the world is kept at the center of the College's concern. So that the student may comprehend and fulfill his task in shaping the future, Rollins seeks to broaden his understanding of influences that have shaped the present and to develop intellectual competence, personal effectiveness, and methods by which knowledge can be discovered and applied. Through studies in both the arts and sciences, the College intends to challenge and inspire the student to think with precision and imagination. Further, the student learns to recognize how various disciplines, both independently and together, arrive at and evaluate answers to significant questions. The student is encouraged to develop perspectives for understanding the present and for coping with problems yet unknown.

Realizing that intellectual capacities are best developed through the interaction of people and ideas, Rollins seeks to establish a community of learning in which instructors and students are colleagues in educational endeavor. Within this setting the College hopes to enlarge the individual's awareness of his capabilities and limitations, stimulate his alertness to contemporary issues and events, deepen his sensitivity to beauty, and contribute to his physical well-being. This environment provides opportunity for students, faculty, and administrators to discover and accept responsibilities of membership in a learning community. Rollins fosters the free exploration of the contemplative and creative adventures of the mind, and encourages the individual's openness to the ideas of others and the development of his confidence in

articulating his own views with the integrity that the search for truth demands.

The objectives of our College are not directed solely towards today's young people but to all persons who wish to enrich their lives through higher education. Therefore, Rollins provides continuing education and graduate degree programs which enable the pursuit of either part-time or full-time study in areas related to a variety of expressed needs and interests.

Through the total educational programs of the College we wish to stimulate each other toward the development of personal values and commitments. We want the members of the College's community to appreciate the values of various cultures and institutions and, as responsible participants, to identify and correct deficiencies in social structures.

Our central goal at Rollins is the development of the intellectual maturity desired by persons not simply seeking for ways to get along, but for ways to realize more of the human potential.

## HERITAGE

Founded in 1885 by Congregational churches in Florida, Rollins is no longer specifically identified with the Church. Out of this heritage, however, the College has preserved, cherished, and enhanced a quality of aggressive independence. Nevertheless, it is a young institution—young in thought, action and purpose, taking the best from its traditions of independence and service to the community and nation. As a pioneer in co-education in the southeastern United States, the College has been and continues to be a national institution, with students, alumni, and support throughout the country.

The College has enjoyed a succession of dedicated and able presidents. Edward Payson Hooker (1885-1892), George Morgan Ward (1896-1902), William Fremont Blackman (1902-1915), Hamilton Holt (1925-1949), and Hugh F. McKean (1951-1969) all contributed to the advancement of high standards of



scholarship, close student-teacher relationships, and innovation in education.

During the administration of Dr. Hamilton Holt, Rollins College established the Conference Plan, which emphasized close teacher-student contact. Under this plan, teachers and students evoked oral and written expression from each other, an activity which led the student to develop clear standards by which he or she could judge his or her own work. The College retains this method but not to the exclusion of other significant approaches to teaching. Dr. Holt, through his experimental approaches to higher education, brought national renown and distinction to Rollins College.

During the recent administration of Dr. Hugh F. McKean, the College developed the Honors Degree Program for exceptionally well prepared and qualified students. Graduate programs were established in physics, education, and business, as were the School for Continuing Education, located in Winter Park, and a separate branch of the College at Patrick Air Force Base, which together provide evening education programs for nearly 2,500 adults. Although President McKean was a student and professor of art, it was during his administration that significant advances and a general strengthening of the College programs in business administration, economics, and the sciences occurred. First building a strong faculty, he then secured two outstanding facilities of the College: The Roy E. Crummer School of Finance and Business Administration and The Archibald Granville Bush Science Center. Other facilities added during the McKean administration included the Charles A. DuBois Health Center, the Envyart-Alumni Field House, and three major student residence halls.

Dr. Jack B. Critchfield was elected President of Rollins College in 1969. Under his leadership the College has moved in new directions by establishing programs in environmental studies and further innovations in interdisciplinary studies. Continuing to build a strong faculty, and seeking those students who will most profit by the personalized education provided at Rollins College, Dr. Critchfield has generated new support from all facets of the community for the College.

New facilities added during the Critchfield presidency include an addition to the Knowles Memorial Chapel; the Alford Swimming Pool complex; the Frederick A.

Hauck Hall, housing the language department; R.D. Keene Hall, housing the music department; and a physical plant building.

Specific planned additions in the next three-to-five year period include academic facilities for theater arts, speech, and art; a new College Center Building; an addition to the Mills Memorial Library; and a crew boathouse. These additions will give the College one of the finest physical plants in the southeastern United States.

The President with the able assistance of trustees, students, faculty, and administrative staff, has charted a new course for Rollins College, building upon the heritage of the past. In this endeavor, a broad commitment and dedication have been fostered within the Rollins academic community throughout the first five years of the Critchfield administration.

## **BUILDINGS AND EQUIPMENT**

The newer buildings on the campus are similar in architectural design, marked by a strong Mediterranean influence.

The College has a continuing program of renovating older buildings on campus to make sure all dormitories meet the highest building codes for safety.

### **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. On April 1, 1974 the library contained 149,748 cataloged volumes (books and bound periodicals) and 7,901 maps. It receives 547 current periodicals (including 18 newspapers), is a selective depository for U.S. Government publications, and has extensive holdings of recordings, pamphlets, microfilm and microcard materials, and mounted art plates.

The library has two main floors in the public area; a large basement housing the broadcasting studios of Station WPRK, a projection studio for the presentation of instructional films, slides and film strips, and a six-level book stack with a capacity of 170,000 volumes. Five levels are open stacks; the sixth level houses the College Archives, the government documents, gifts, duplicates and exchanges. Reading rooms, study carrels, and loggias seat approximately 350. The reference room opens onto a shaded patio. Adjacent to the reference room are a newspaper and periodical lounge and a map



and atlas room.

The reserve reading room, the browsing room, and two listening rooms are located on the second floor. The Jessie Rittenhouse, Walt Whitman, Benjamin Franklin, and Constance Fenimore Woolson special collections, the library of the Hispanic Institute, the art reference picture collection, and the phonograph records collection are also on this floor. The Hamilton Holt papers are housed in a special area.

The Floridiana collection is noted for its extensive and rare items. The Union Catalog of Floridiana, in the public catalog area, is a most valuable research tool. The Rare Books Room has valuable manuscripts and scarce and rare books.

The facilities of the Mills Memorial Library are open to residents and visiting scholars and writers in Winter Park.

Income from endowments is supplemented by an annual appropriation from the general fund 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 memberships or memorials of \$150 each 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.

#### **THE CRUMMER SCHOOL LIBRARY**

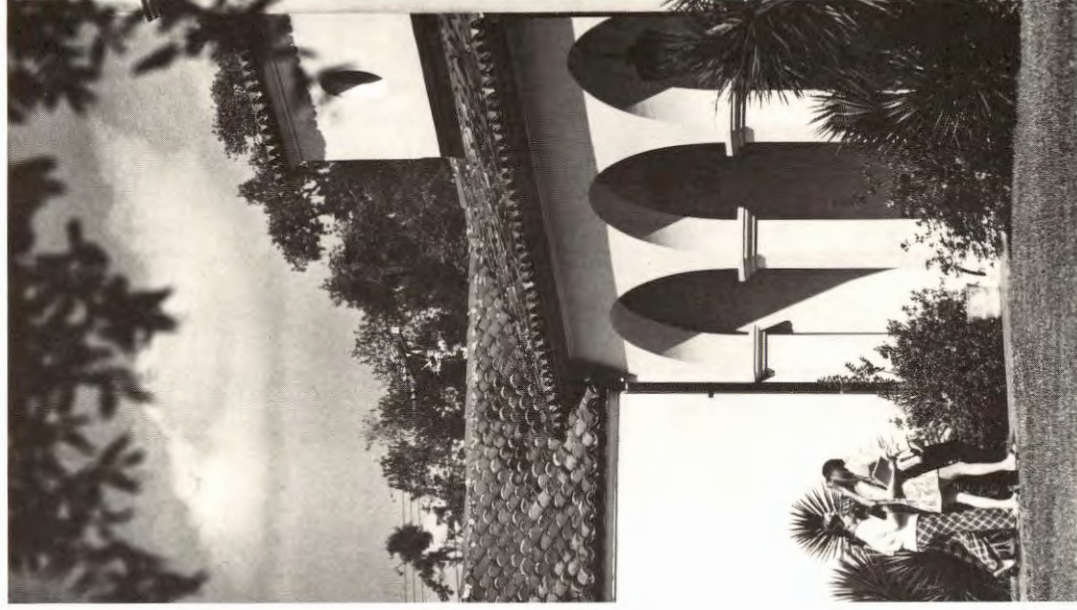
The Crummer School departmental library, located in the Roy E. Crummer School of Finance and Business Administration, contains 10,493 cataloged books, 302 periodical and newspaper subscriptions (including gifts), and more than 1,000 uncataloged reports, and pamphlets.

#### **BUSH SCIENCE CENTER LIBRARY**

The Bush Science Center Library, located on the second floor of the Archibald Granville Bush Science Center, was opened in January 1969. This library contained 10,304 books and bound periodicals on April 1, 1974. It has 114 current periodical subscriptions.

#### **THE ROLLINS MUSEUMS**

The Beal-Maltbie Shell Museum with its famous collection of shells, occupies a specially designed building on the campus. Many of the shells are extremely rare.



The Morse Gallery of Art contains probably the finest exhibition in the world of Louis Comfort Tiffany's various art works. The recently remodeled Gallery, first opened in 1942 by Mrs. Hugh F. McKean as a memorial to her grandfather, Chicago industrialist Charles H. Morse, includes windows in which Tiffany experimented with new techniques. The permanent exhibition includes examples of his paintings and work in pottery, silver, and jewelry.



The Rollins Museum of Art, to be constructed, has an outstanding collection of art treasures. Among paintings in the permanent College collection are works by Sir Anthony Van Dyck, Tintoretto, Gilbert Stuart, Francesco de Mura, Madame Vigee LeBrun, Lamar Dodd, Anna Mary Robertson (Grandma) Moses, George Inness, Lavinia Fontana, Childe Hassam, and William Hogarth. Many of these are on loan to the Loch Haven Art Center.

The Museum of Living Art, a collection of art of all periods, is dispersed and shown in various buildings of the College. The Smith Watch Key Collection, one of the most extensive of its kind, presenting 400 years of history in this aspect of jewelry making, is on display in the Archibald Granville Bush Science Center.

### THE ROY E. CRUMMER SCHOOL OF FINANCE AND BUSINESS ADMINISTRATION

The Roy E. Crummer School of Finance and Business Administration of Rollins College was established through the interest of the late Mr. Roy E. Crummer, who donated \$1 million for the purpose of providing the highest quality professional preparation for future business men based upon a solid background of liberal education. The School offers to Rollins students, and to graduates of other regionally-accredited colleges, training for careers in Finance and Management.

### SCHOLARSHIPS IN CRUMMER SCHOOL

Students graduating from Rollins College and seeking to





enter the MBA Program of the Crummer School may apply for scholarship assistance. Applications for these scholarships should be made through the Office of Student Aid and Placement.

### **THE SCHOOL OF CONTINUING EDUCATION**

#### **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. In 1972, the name was changed to the Rollins College School of Continuing Education.

Open primarily to qualified adults, the School provides a liberal arts program leading to an Associate of Arts degree and three different bachelor's degrees. Concentrations are offered in business administration and economics, the humanities, mathematics and science, preparation for teaching, the social sciences and criminal justice. The latest addition, criminal justice, is specifically addressed to the task of raising the educational level as well as the prestige of law enforcement officials and typifies the responsiveness of the school to social needs. The recent increase in numbers of students registered for non-credit courses indicates a growing community need for this type of continuing education.

#### **PATRICK AIR FORCE BASE BRANCH**

At Patrick Air Force Base, Rollins College maintains a Branch whose student body comprises primarily military, civil service, and missile range contractor personnel, their dependents, and active teachers in the Brevard County Schools. A recent ruling allows all qualified individuals from the civilian community to enroll on a space available basis. Students follow individualized programs leading to an Associate of Arts, the Bachelor of Science, or the Bachelor of General Studies degree.

Information about admission and a descriptive brochure may be obtained by writing to the Director, P.O. Box 4393, Patrick Air Force Base, Florida 32925

### **THE ROLLINS COLLEGE SCHOOL OF CREATIVE ARTS**

The Rollins College School of Creative Arts is a division

of the College which provides noncredit classes in piano, organ, languages, drama, voice, musicianship, guitar, banjo, weaving, art, ceramics, tennis, swimming and water skiing. Students accommodated range from pre-schoolers to adults. During the summer, the School of Creative Arts uniquely combines studies in the humanities with sports.

This program is designed to assist in fulfilling the cultural needs of the rapidly growing central Florida area.

### **THE GRADUATE PROGRAMS OF ROLLINS COLLEGE**

Rollins College offers graduate degree programs in the areas of business administration, criminal justice and education. These programs are supervised by a





Graduate Council composed of deans and directors, professors and students of the programs, working with the Provost and Vice Provost.

Admission to the programs is arranged through the Admissions Office.

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

#### a. *The Crummer Program*

The Roy E. Crummer School of Finance and Business Administration offers a curriculum leading to the degree of Master of Business Administration. Depending upon the undergraduate preparation of the student the Crummer Program may require either one or two years of study. The curriculum incorporates modern concepts of financial administration, data processing, and management sciences.

Further information concerning the Crummer Program is set forth on pages 25-6.

#### b. *Master of Science in Management*

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 Science in Management degree include optional concentration in the fields of General Management, Engineering Management, and Accounting. The Accounting major is designed to prepare the student, assuming other requirements are met, for a professional accounting career.

The program is accredited by state and regional authorities, and accepted for the training of veterans. Entrance requirements appear in the *Bulletin* of the graduate programs.

### 2. MASTER OF SCIENCE IN CRIMINAL JUSTICE

The Master of Science in Criminal Justice degree program was authorized in the Rollins College School of Continuing Education effective with the 1974 Fall Semester. Classes are offered during evening and late afternoon hours and taught by outstanding academicians and practitioners.

Thirty-six semester hours of course work are required from such courses as Philosophy of Justice, Advanced

Criminology, Comparative Legal Systems, Advanced Trial Techniques, Emerging Correctional Systems, Public Administration, Economics of Law Enforcement, and Research in Criminal Justice. Six semester hours of designated study in Education or Business may be substituted for six semester hours of Criminal Justice subjects. Six semester hours of thesis may be substituted for six semester hours of course work.

Additional information may be obtained from the Director of Criminal Justice Programs, Box 235, Rollins College, Winter Park, Florida 32789.

### 3. GRADUATE PROGRAM IN EDUCATION

This program offers to qualified graduates of accredited colleges curricula leading to either the Master of Arts in Teaching or the Master of Education degree. In addition, a Specialist in Education degree in school administration and supervision is available.

#### a. *Master of Arts in Teaching*

This degree is available to the liberal arts graduate who as a part of his undergraduate study did not complete a teacher education program sufficient to enable full certification. The plan of study will include courses in professional education, student teaching and depth study in the area of teaching specialty.

#### b. *Master of Education*

This degree is available to the graduate who has completed a teacher education program sufficient to enable full certification. The plan of study will include a major in a professional specialty area and courses in the teaching specialty.

#### c. *Specialist in Education*

This degree is available to the graduate who has completed a Master's degree and is eligible for the Post Graduate Certificate in public school Administration/Supervision. The plan of study will include a major in Administration/Supervision and courses in the teaching specialty.

Specific admission requirements and procedures are set forth in the *Bulletin* of the Graduate Program in Education.

### HONORS PROGRAMS

Rollins College offers three distinct honors programs, each of which satisfies the needs of a particular category of students.



# 1. THE HONORS DEGREE PROGRAM

A revised version of this six-year old program was introduced in 1972. It allows academically superior students, by satisfying stringent admissions criteria, to be excused from all general education requirements, and so enables them to graduate in three years with a special Honors Bachelor of Arts degree.

Students who are interested in this program and satisfy the following criteria may apply for admission:

- Combined verbal and mathematics S.A.T. score of 1300 or above;
- CEEB English Achievement score of 600 or above;
- Three years of mathematics;
- Two years of laboratory science.

The Honors Committee, on receiving an application for admission, determines the applicant's eligibility to enter the program on the basis of performance in Foreign Language, Humanities, Social Studies, high school record, and teacher recommendations. All applicants are also required to be interviewed by a college representative either at the student's high school or on the college campus.

The Honors B.A. degree is offered in the following fields: art history, behavioral science, biology, chemistry, economics, English, French, German, history and political science, mathematics, philosophy, philosophy and religion, physics, Spanish, and theatre arts. The program has its own graduation requirements, a distinctive curriculum, and specialist academic advisers. Successful candidates graduate with a pass, *cum laude*, *magna cum laude*, or *summa cum laude*.

## Curriculum

The curriculum is designed:

- to provide an intensive liberal arts education; and
- to ensure a solid preparation for graduate school.

These objectives are attained by stressing genuine depth in the major field and ability to work independently. All students are required, in addition to satisfying the major field requirements for the normal degree, to take an extra graduate-level course in the field, pass a comprehensive examination, and complete a research project with its associated thesis. They are also required to follow a planned independent study sequence having a systematically increasing level of difficulty and

freedom to choose the topic of study combined with a decreasing level of supervision.

## Graduation Requirements

To graduate from the honors degree program, candidates must satisfy course, credit, grade, examination, and residence requirements.

### A. Course and Credit Requirements

No. of Courses

1. Major Field	
a. Courses	10
b. Senior Seminar	1
2. Independent Study	
a. Directed Study (sophomore)	1
b. Independent Study	1
c. Research Project	2*
3. Electives	12**
	Total 27

\*This project is done during the Fall, Winter, and one half of the Spring term of the senior year.

\*\*Honors students who wish to may substitute an independent study for an elective.

### B. Grade and Examination Requirements

The following table lists the grades students must achieve to earn the honors degree and to graduate *cum laude*. Graduation *magna cum laude* and *summa cum laude* are at the discretion of the student's Research Project Committee.

Requirement Areas	Cum Laude	Pass
1. Major Field Average	11.00	9.50
2. Elective Average	10.00	8.00
3. Comprehensive Examination	B+	B-

Students who drop out of the honors degree program into the regular program are re-evaluated and may be required to take additional courses.

### 2. THE HONORS AT GRADUATION PROGRAM

The degree of Bachelor of Arts with distinction will be awarded at graduation to students whose academic records give evidence of particular merit. Such an honor may be awarded *With Distinction*, *With High Distinction*, or *With Highest Distinction*, according to the student's level of achievement. All degrees with distinction will be noted on the diploma, the student's transcript, and the commencement program.

The award with distinction is made by the Faculty of the College. In making such awards the Faculty will take



into account the following criteria:

- a. the candidate's grade point average:  
Graduation *With Distinction*: 10.50 to 11.00  
Graduation *With High Distinction*: 11.01 to 11.50  
Graduation *With Highest Distinction*: 11.51 to 12.00

- b. the candidate must receive for any one of these awards the endorsement from the department in which he has done his major work. The chairman of the department will notify the Registrar of the College about departmental approval.

In exceptional cases, and upon the recommendation of the department in which the candidate has done his major work, the Committee on Academic Standards may recommend to the Provost that a student be awarded a degree *With Distinction* for which he does not have the required cumulative grade point average.

### 3. THE HONORS IN THE MAJOR FIELD PROGRAM

*The Honors in the Major Field Program* provides for students who have shown excellence in their major field to be eligible for independent research or special study during their senior year, under the supervision of a three member committee in the student's major department and selected by that department.

In order to be eligible for participation in this program the student will have to fulfill the following requirements:

- a. have achieved an overall grade point average of C+ (7.00) (or better) for all courses while enrolled at Rollins.
  - b. have achieved a minimal overall grade point average of B+ (10.00) for all courses taken in the major field while at Rollins.
  - c. have received the endorsement from his committee for participation in this program.
- Satisfactory performance in an approved thesis or individual project, an oral examination, and maintenance of the above averages will qualify a student for *Honors in the Major Field*, which will be shown on the student's transcript.

### ORIENTATION AND GUIDANCE

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

All entering students arrive at the College several days in advance of the upperclassmen. Freshmen meet with

upperclassmen and faculty members for small group discussions throughout College Preparation Week. The small group discussions serve to acquaint the students with the academic, social, and co-curricular aspects of the Rollins community.

Each freshman student is assigned to a faculty adviser who meets with him or her during this week to arrange a course schedule for the Fall term. This faculty member is available for conferences with his student advisees throughout the year on matters of academic and personal importance.

Shortly before the end of his freshman year at Rollins, the student chooses a major. The student then selects a professor in the major department to serve as his adviser.

The Office of Student Affairs and the Student Health Service provide counseling for students throughout their college career. In addition, a number of undergraduate students serve on the housing staff of the Dean of Student Affairs with the responsibility of helping the freshmen make a successful adjustment to college life.

### THE ROLLINS STANDARD

#### GENERAL POLICIES OF THE ROLLINS CODE OF STUDENT CONDUCT

A. Rollins College is dedicated to the kind of liberal arts education which fosters all aspects of the student's personal, social, and intellectual achievement. It is therefore a basic aim of the College to provide an environment which will help students develop in understanding and maturity.

B. The College expects all students to obey the laws of the local community, the state, and the nation, as well as the College law. In case a student violates a community, state, or national law, the College will not request special consideration for him because of his status as a student. Violators of College law are liable to disciplinary action by the Student Court.

C. A Student charged for violating a community, state or national law will not be tried by the Student Court unless a violation of a College law is involved. If he is convicted by a civil court he may be fined subsequently by the Student Court.

D. No officer or member of any recognized campus group may use his (or her) official position in any way to aid or encourage the members of his (or her) group to



violate any local, community, state, or national law.

E. All student conduct should adhere to the basic principles of responsibility inherent in membership in the campus community.

#### CONDUCT OF STUDENTS

It is a part of the Rollins concept that the learning which takes place on the campus through our classroom instruction, religious activities, social functions, and all other opportunities for interpersonal and intellectual relations is of utmost concern to the College.

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 certain of these responsibilities to the Provost, the Dean of Student Affairs, the Rollins Student Association, and the Student Court.

Possession or use of marijuana, LSD, or any stimulant, depressant, narcotic, or hallucinogenic drug, except on the prescription of a physician or dentist as prescribed by law, is expressly forbidden on the Rollins College campus.

No firearms of any kind are allowed on campus.

As part of the over-all educational program on the campus, students assume responsibility for group and individual behavior. Any student who makes himself an undesirable citizen of the campus or community as a result of irresponsible behavior may be warned, placed on social probation, advised to withdraw, suspended, or dismissed from college. This action can be taken by the faculty, the Dean of Student Affairs, or the Student Court.

#### STUDENT ASSOCIATION

All regularly enrolled undergraduate and Crummer students pay the Student Association fee and become members of that Association.

The purpose of the Student Association is to increase campus-wide communication and promote leadership for participation in developing creative ideas and diverse activities.

A system of governance provides students the opportunity to be representative and active participants

in College and Student Association governance. Students help make decisions that concern curriculum change, social regulations, food service, faculty evaluations, co-curricular activities, and Constitution and Bylaw changes.

Students serve on four college committees: College Activities Committee, Professional Standards and Ethics Committee, Academic Objectives Committee, and Academic Standards Committee. Student representatives are elected at large to serve on the College Senate, the governing body of the College.

Student participation in implementing change has resulted in a coed visitation policy in residence halls, with a committee which oversees and evaluates the policy, a self-regulatory curfew policy, and recommendations or proposals arising out of various committee work.

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

#### MARRIAGE

Students planning to be married should give indication of these plans to their parents prior to the impending marriage and notify the Dean of Student Affairs. The College 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 FOOD SERVICE REGULATIONS

The Board of Trustees has adopted the following requirements for College residence halls and the dining hall:

1. Every regularly enrolled undergraduate student, not living with parents or relatives, is required to live in one of the College residence halls and to board at the College dining hall unless specific approval for an exception to this policy is obtained from the Dean of Student Affairs.
2. Consumption of alcoholic beverages is permitted only in approved designated areas set forth in current College regulations.
3. The College residence halls and dining hall will be closed during the Christmas holidays.





Treasurer of the College.

2. Completion and return of the Housing Agreement form to the Office of Student Affairs. Students under 21 years of age must have a parent or guardian sign the Agreement.

3. Completion of the Housing Preference Form and filing of it in the Office of Student Affairs. Roommates will be assigned according to the student's request on the Housing Preference Form in so far as possible.

#### *Freshman Housing Assignment Policy*

Elizabeth Hall and McKean Hall have been designated as Freshman Residence Halls. Freshmen will receive their room assignments during the month of August.

The practice of discrimination on the basis of race, color, creed, national origin, and religion is prohibited in all programs and activities at Rollins College.

All rooms, the majority being designated for double occupancy, are furnished with single beds, dressers, study desks, 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. Damages or expenses are assessed to the students responsible.

The general fee for boarding students includes linens. The boarding student is issued two sheets, one pillow case, three bath towels, and one face cloth each week.

#### AUTOMOBILE REGULATIONS

Motor vehicles may be owned and operated at Rollins College under the following regulations:

1. All motor vehicles of attending Rollins College students, faculty, staff, and support personnel must be registered with the College and have a current Rollins decal displayed on the lower right corner of the rear window. If the vehicle is a convertible, the decal will be affixed to the top center of the windshield, behind the rear view mirror.

2. Fees for parking decals shall be \$3.00 for Resident and Day Students and \$1.00 for Evening Students. Faculty, staff and support personnel will be exempted from payment of fees since the use of a privately owned vehicle is considered necessary to fulfill responsibilities assigned. Fees are payable to the College at the Office of the Director, Physical Plant, at the time of registration and issuing of parking decals.

Freshmen boarding students are prohibited from parking on campus at any time and are discouraged

4. Several residence halls will remain open during Thanksgiving and spring vacations. Students planning to remain on campus during these periods will be assigned rooms in one of these halls. The dining hall will be open during Thanksgiving but not during spring vacation.

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

6. Graduate students may reside off campus.

7. All students enjoy the privilege of self-regulated curfew. Women's residence halls are closed at 12 midnight on weekdays and at 2:00 a.m. on weekends. A special combination lock system provides access to the halls after these hours.

8. The Rollins Visitation Program provides for each living unit to submit to the Community Life Committee a proposal for self-regulation including standards under which students may entertain guests of the opposite sex in the residence unit. The Community Life Committee, made up of six students and two representatives from the Office of Student Affairs, will approve, review and evaluate proposals. All proposals will be considered in view of the all-campus residence hall visitation regulations and implementation procedures.

9. All social rules and regulations of the College are subject to continual study and evaluation by the Student Association, the Community Life Committee, the Office of Student Affairs, and the Rollins College Faculty.

#### RESERVATION OF ROOMS

##### *Upperclass Housing Assignment Policy*

Housing assignments will be made only after the individual student has completed the following steps:

1. Payment of the \$250 room reservation fee in the Cashier's Office on or before the date specified by the



from bringing vehicles to Winter Park inasmuch as there is no city parking available within close proximity to the campus.

3. Motor scooters, motorcycles and motor bikes may be operated on the College campus under restricted conditions as outlined in the Campus Parking Regulations.

4. The maximum speed limit on campus is 20 miles per hour. Excessive speed and reckless driving are prohibited and will result in fines and/or punitive action.

5. Campus parking regulations, distributed at registration (and as amended through the year), will be strictly enforced by the Office of Campus Safety. Penalties and fines shall be assessed for violations of traffic regulations on the campus.

6. Every resident student's automobile must carry personal liability and property damage insurance. All accidents and cases of reckless driving must be reported to the Campus Safety Office.

7. The Director of Physical Plant has the authority to revoke any student's privilege of having an automobile on campus, upon recommendation of the Office of Student Affairs.

8. Students receiving financial aid through the College should check page 39.

9. Students on probation should check page 61.

### TRUSTEE HONORS

The Trustees of Rollins College have established the five following awards, of which three honor former presidents of the College:

*The Rollins Decoration of Honor*, established in 1935, "to be given only in recognition of distinguished and eminent service to Rollins College and to be awarded only to alumni, trustees, members of the faculty or administrative staff, or friends of the College."

*The Hamilton Holt Medal*, established 1956, which "can be given to the famous or the unknown ... It must, however, always be given to those who have in some way shown that any man anywhere, guided by truth and armed with honesty, can find his own true destiny."

*The William Fremont Blackman Medal*, established 1958, "To be awarded alumni, trustees, faculty, administration, students, or friends of Rollins in recognition of distinguished achievement which advances (President Blackman's) ideals."

*The George Morgan Ward Medal*, first given 1959, "to be awarded to those who have exemplified the ideals for which President Ward stood and the sacrifices which he made in the cause of Christian education."

*The Roy Edwin Crummer Medal*, first given 1968, "to memorialize the rare qualities demonstrated in Mr. Crummer's life and to honor fine qualities in others."

### OTHER AWARDS AND PRIZES

*The Academy of American Poets Poetry Prize* of \$100 may be awarded annually for the best poem or group of poems submitted during the year by a Rollins undergraduate. The award, which is administered by the English Department, is made possible by a bequest from Mrs. Mary Cummings Eudy, a former member of The Academy of American Poets.

*The Alpha Phi Sportsmanship Award* is made annually to the women's organization that displays the best sportsmanship during the intramural season.

*The Thomas R. Baker Memorial Prize* may be awarded to the junior student who has maintained the highest scholarship record in the study of chemistry.

*The Ralph Lyman Baldwin Award* of \$50 and a medallion may be given to the graduating major in organ or composition who is deemed worthy by the music faculty to receive this honor.

*The J. Gordon Clerk Trophy* was donated in 1945 by Mrs. J. Gordon Clerk in memory of her husband, killed in action in World War II. A cup is awarded to the men's group with the greatest number of points in athletics at the end of the sports year. Permanent possession is granted to any group winning the trophy for three consecutive years.

*The William Abbott Constable Award*, established in 1970, may be awarded annually to a Rollins scholarship student in English for an essay on Elizabethan drama and permits the winner to study in England. The award consists of income from a fund established for this purpose.

*The Nina O. Dean Libra Group Leadership Award* is presented annually by the Order of the Libra, women's honorary group, to the women's social group that is outstanding in campus leadership as it exemplifies Libra's balanced life ideal. This award has been perpetuated through an endowment established by William Longstreth, class of 1956, "a student who remembers."



The *Lucy Decourcy Memorial Award* of \$100, established in 1965 by Mr. and Mrs. William E. Decourcy as the Decourcy Music Prize and renamed in 1970 by Mr. Decourcy in memory of his wife, may be awarded annually to the outstanding student, preferably a senior, in the Department of Music.

The *Howard Fox Literary Prize* is furnished from the income of a \$5,000 fund given by Howard Fox of New York City in honor of his lifelong friend and former Rollins College president, Hamilton Holt. This prize is offered for the best piece of literature produced by a student at Rollins College, considered on the basis of originality, human interest, and craftsmanship.

The *Barbara S. Goldner Scholarship Awards* are awarded annually on the basis of the best overall academic average of the pledge classes for the academic year in which they were pledged. Separate awards are presented to the best men's and women's pledge class. These awards were created by the class of 1962 in memory of Barbara S. Goldner.

The *Edwin Granberry Prize for Creative Writing*, established 1971, may be awarded to that sophomore or junior who shows the most talent and promise as a creative writer. Given by a grateful former student "to encourage the recipient not to postpone his literary commitment but to write now," this award honors the distinguished author and Irving Bacheller Professor Emeritus of Creative Writing, Edwin Phillips Granberry.

The *Arthur Knowles Hutchins Music Award* of \$100 was established in 1957 by James O. Hardee for the encouragement of and assistance to scholarship students majoring in music who have shown outstanding personal and musical development, achievement, and promise.

The *Intramural Trophy* is awarded annually to the men's group with the greatest number of points in intramural competition. This trophy becomes the permanent possession of any group winning it for three consecutive years.

The *George Chandler Holt Scholarship Trophy*, established 1958, is awarded annually at an all-College convocation to the fraternity that maintained the highest academic average during the preceding school year.

*Women's Intramural Trophies* are awarded annually. Permanent possession is granted to any group that wins a trophy for three consecutive years.

Archery—presented by Women's Physical Education Department.

Badminton—presented by Women's Physical Education Department.

Basketball—presented by Alpha Phi.

Bowling—presented by Women's "R" Club.

Golf—Kappa Alpha Theta.

Sailing—presented by Women's Physical Education Department.

Softball—presented by Women's Physical Education Department.

Swimming—presented by Chi Omega.

Table Tennis—presented by Women's Physical Education Department.

Tennis—presented by Kappa Kappa Gamma.

Volleyball—presented by Women's Physical Education Department.

The *Walter B. Johnston Memorial Award* of \$50, established 1959 by the Student Council, and now awarded by the Rollins Student Association, may be given annually to an outstanding pre-medical graduating student whose record and character indicate his life will be devoted to the ideals of the former Rollins College physician.

The *Kappa Kappa Gamma Scholarship Trophy*, established 1959, is awarded annually at an all-College convocation to the sorority that maintained the highest academic average during the preceding school year.

The *Peter MacNeil Memorial Award* was established in 1964 by the Chapel Choir as a result of a gift from Mr. and Mrs. John MacNeil in memory of their son. The award in the form of a medallion may be presented annually to a freshman student in the choir who best exemplifies Peter's character, idealism, and devotion to music, particularly to church music.

The *John C. Myers Award*, established 1971, is given to a candidate for the M.B.A. degree in the Roy E. Crummer School of Finance and Business Administration, for scholarship and leadership during the program. Criteria include: "Character, initiative, and contribution by example and spirit of service to classmates, to the development of creative and responsible business leadership and to the highest aims of management and enterprise."

The *O'Brien Intramural Trophy*, donated by Mr. Neil O'Brien of Winter Park in 1946, is awarded to the women's group that has the greatest number of points at



the completion of the intramural sports season. Permanent possession is granted if the trophy is won three consecutive years.

*The ODK Leadership Trophy* is awarded by the Rollins College Circle of Omicron Delta Kappa, honorary fraternity, to the men's group that has the best composite record of achievement and leadership in scholarship, student government, social and religious affairs, athletics, publications, speech, music, drama, and other arts.

*The S. Truman Olin, Jr. Scholastic Award* is presented annually to an outstanding student in the field of Economics, to be designated by the faculty of the Department of Economics.

*The Phi Mu Athletic Award* may be presented annually by the Phi Mu Fraternity to the outstanding senior woman athlete.

*The Pi Gamma Mu Honor Medal*, established 1956 by Florida Delta Chapter of Pi Gamma Mu, may be awarded annually to an outstanding senior in the social science field.

*The Pi Kappa Lambda Award*, established in 1970 by Xi Chapter, Pi Kappa Lambda, National Honor Music Society, is to be awarded to an outstanding student of music, who will bear the name of an honored contributor to the ideals of the Society.

*The Rollins Players Honor Plaque* is awarded to the Rollins Player who has contributed the most to the theatre during his or her years at Rollins.

*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*. \$50 is available for annual presentation to a Rollins student outstanding in creative writing.

*The Women's "R" Club Awards* are presented annually to those senior women who have been elected to a minimum of nine intramural varsity teams.

*The Marie Rackensperger Prize for Excellence in Spanish*, established 1966, is a dictionary, "Pequeño Larousse Ilustrado," which may be presented annually to an outstanding junior Spanish major recommended

by the Spanish Department.

*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 Sigma Xi Research Fund*, established 1971, makes modest grants for undergraduate research in any science or in mathematics. Any interested student should make application in writing to the Sigma Xi Club of Rollins College, describing briefly the proposed research or study and stating the amount of money needed for books and/or equipment not otherwise available in the College. Applications, which must have the approval of a supervising professor, will be acted upon on March 15 for spring term projects, on May 15 for summer term projects, and on October 15 for fall term projects.

*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 Algernon Sydney Sullivan Award*. In 1925 the New York Southern Society established the Algernon Sydney Sullivan Award. This award, 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 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 Theta Alpha Phi Freshman Award* is a prize given by the Rollins chapter of this national honorary



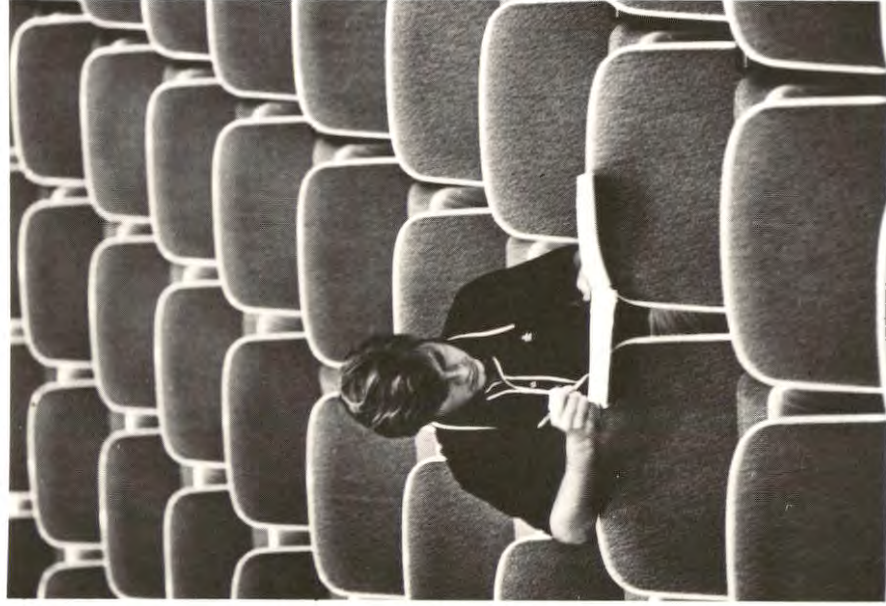
fraternity to the first-year man and woman doing outstanding work as actors or technicians in the Theatre Arts Department.

*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 showing outstanding achievement and progress in the fine arts.

*The John Tiedtke Sailing Award* is given annually to the fraternity making the best showing in the Intramural Sailing Regatta.

*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.

## DIVISIONS OF THE COLLEGE

For administrative purposes the academic departments of the College are organized in four divisions:

**HUMANITIES:** English, Foreign Languages, Philosophy and Religion

**EXPRESSIVE ARTS:** Art, Music, Theatre Arts and Speech  
**SCIENCE AND MATHEMATICS:** Biology, Chemistry, Mathematics, Physics

**SOCIAL SCIENCES:** Behavioral Science (Anthropology, Psychology, Sociology), Economics and Business Administration, Education, History and Political Science.

## GENERAL SUMMARY

### Fall Term 1973-1974

Men Students	618
Women Students	637
Total Enrollment Regular Students	1255

Students Enrolled in the School of Continuing Education and Patrick Air Force Base Branch Program for Fall of 1973

Men	1069
Women	528
Total	1597

Students Enrolled in Evening Graduate Programs in Business Administration, Physics, and Education for Fall of 1973

Men	609
Women	395
Total	1004



## SUMMARY OF ENROLLMENT

### Fall Term 1973-1974

#### Geographical Distribution of Regular Students

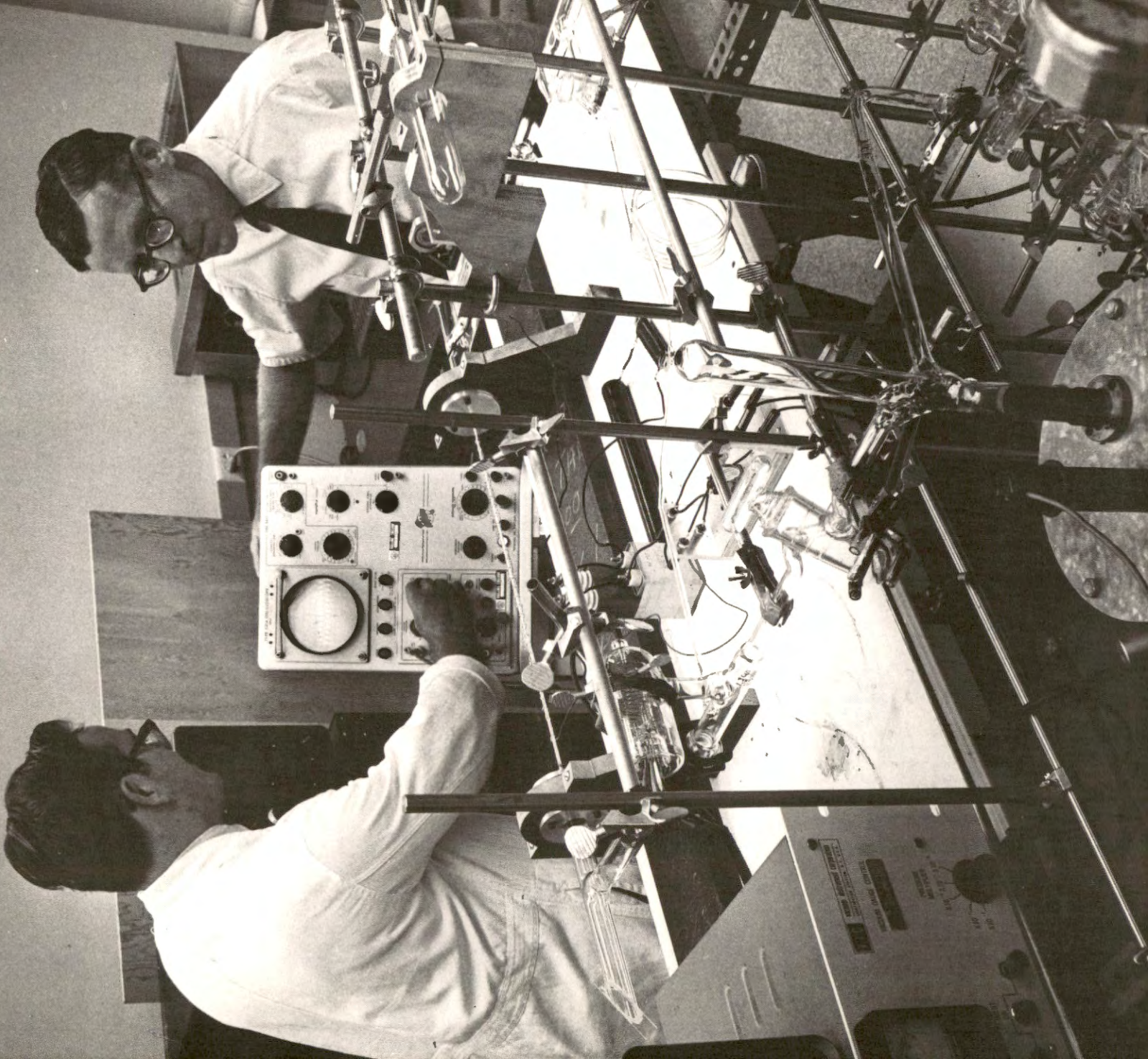
Alabama	4	Indiana	10
Arizona	1	Iowa	3
Arkansas	3	Kentucky	18
California	6	Maine	7
Colorado	3	Maryland	49
Connecticut	79	Massachusetts	55
Delaware	3	Michigan	12
District of Columbia	14	Minnesota	5
Florida	392	Mississippi	3
Georgia	32	Missouri	15
Hawaii	1	New Hampshire	7
Illinois	35	New Jersey	86
		New York	135

North Carolina	
Ohio	
Oklahoma	
Pennsylvania	
Rhode Island	
South Carolina	
South Dakota	
Tennessee	
Texas	
Vermont	
Virginia	
West Virginia	
Wisconsin	
Canal Zone	
Puerto Rico	
Virgin Islands	

12	Foreign Countries	
67	Bahamas	4
4	Belgium	1
64	Bermuda	3
3	Brazil	5
10	Canada	3
1	Dominican Republic	1
13	England	1
20	Iran	1
1	Italy	1
33	Hong Kong	1
2	Mexico	1
6	Nicaragua	2
4	Republic of Panama	1
5	Peru	1
1	Saudi Arabia	1
1	Venezuela	4









# Careers through Rollins

An excellent foundation for advanced study may be acquired at Rollins College in behavioral science, biology, chemistry, economics, English, foreign languages, history, mathematics, philosophy, physics, and political science. 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 wished 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.

## **BUSINESS ADMINISTRATION**

### **THE ROY E. CRUMMER SCHOOL OF FINANCE AND BUSINESS ADMINISTRATION**

To Rollins students interested in business careers, The Roy E. Crummer School of Finance and Business Administration offers unique opportunities to combine liberal arts education and training in modern management. An undergraduate who has majored in Economics throughout his four year program or has completed the major in Business Administration or has taken a combined program in these fields may be eligible to enter directly into the fifth or Master's year of graduate study. Seniors graduating from Rollins or from regionally-accredited institutions who seek to pursue graduate training in business but who have not majored in economics or business administration may require two years to obtain the MBA degree. Each applicant is evaluated individually, based upon academic record and the score obtained on the Admissions Test for Graduate Study in Business.

The combination of undergraduate and graduate work thus maximizes the recognized career values of

both liberal arts education and management training for the student seeking to enter finance, industry, or other fields, such as public administration, in which executive skills are essential.

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 whether in large or small organizations. 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. 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 are developed by the programs offered.

To ensure that the business administration student is exposed to a realistic educational experience, the various combined curricula of the Crummer School are organized around certain dominant goals, using the most modern methods available. These goals and their means of realization include:

- a. Emphasis upon managerial techniques in finance and administration, including data processing, in modern corporate and industrial systems and their impact on business organizations and society.
- b. Emphasis upon human behavior and values in business, economic, professional, and governmental organizations in the conduct of economic affairs and the relations of such organizations to 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 through the case method provides valuable insight to the student of



management and finance.

**Admission:** Applicants for admission to the MBA program of the Crummer School are advised to complete all necessary arrangements before the end of the spring term of their senior year. Applicants for the MBA degree are admitted only once each year, at the beginning of the fall term in September. All applicants must take the Admission Test for Graduate Study in Business before entering the Master's year of work.

Applicants for admission to the MSM Program are admitted at the beginning of the fall or the spring semester, or the summer session. All applicants must take the Admission Test for Graduate Study in Business or the Graduate Record Examination (Verbal and Quantitative Aptitude section) either before admission or on the first test date following acceptance into MSM studies.

Applications for either MBA or MSM programs should be made to the Crummer School through the Admissions Office of Rollins College. All successful applicants for either program will receive formal notice of acceptance from the Admissions Office.

## ENGINEERING

### COLUMBIA UNIVERSITY SCHOOL OF ENGINEERING AND APPLIED SCIENCE

A student wishing to obtain a Bachelor of Science degree in Engineering from the Columbia University School of Engineering and Applied Science in addition to a Bachelor's degree 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.

### GEORGIA INSTITUTE OF TECHNOLOGY

Rollins College has entered into a Dual Degree Agreement with Georgia Institute of Technology. Under this program a student attends Rollins for three years and Georgia Tech for two years. He earns two degrees, a Bachelor of Arts from Rollins College, normally at the end of his fourth year, and the appropriate engineering degree from Georgia Tech at the end of his fifth year. 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 is eligible

to seek at Georgia Tech a Bachelor of Engineering Degree in the Engineering College, or a Bachelor of Science degree in the General College or in the College of Industrial Management.

## FORESTRY

### DUKE UNIVERSITY SCHOOL OF FORESTRY

Professional and scientific programs of study in forestry for men and women are offered in cooperation with the School of Forestry, Duke University. The student spends three years in residence at Rollins College and an additional five semesters at Duke. Upon satisfactory completion of two semesters at Duke the student will have earned the A.B. degree from Rollins, and upon completing the remainder of the program will be awarded either the M.F. or M.S. degree from Duke, depending upon the nature of the program.

Candidates should indicate to the Admissions Office that they wish to enroll in the Forestry program. At the end of the first term of the third year, Rollins College will recommend qualified students for admission to the Duke School of Forestry. No application need be made to the School of Forestry before that time.

Students with interests in *Forest Resource Administration* are advised to elect a concentration in biology, business management, economics, mathematics, computer science, statistics, or sociology. Individuals planning careers in *Forest Science* should strengthen their backgrounds in biology, chemistry, mathematics, and physics. Typical programs in fields offered at Duke are available upon request from the Dean of the School of Forestry, Duke University, Durham, North Carolina 27706

### UNIVERSITY OF FLORIDA

A similar 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

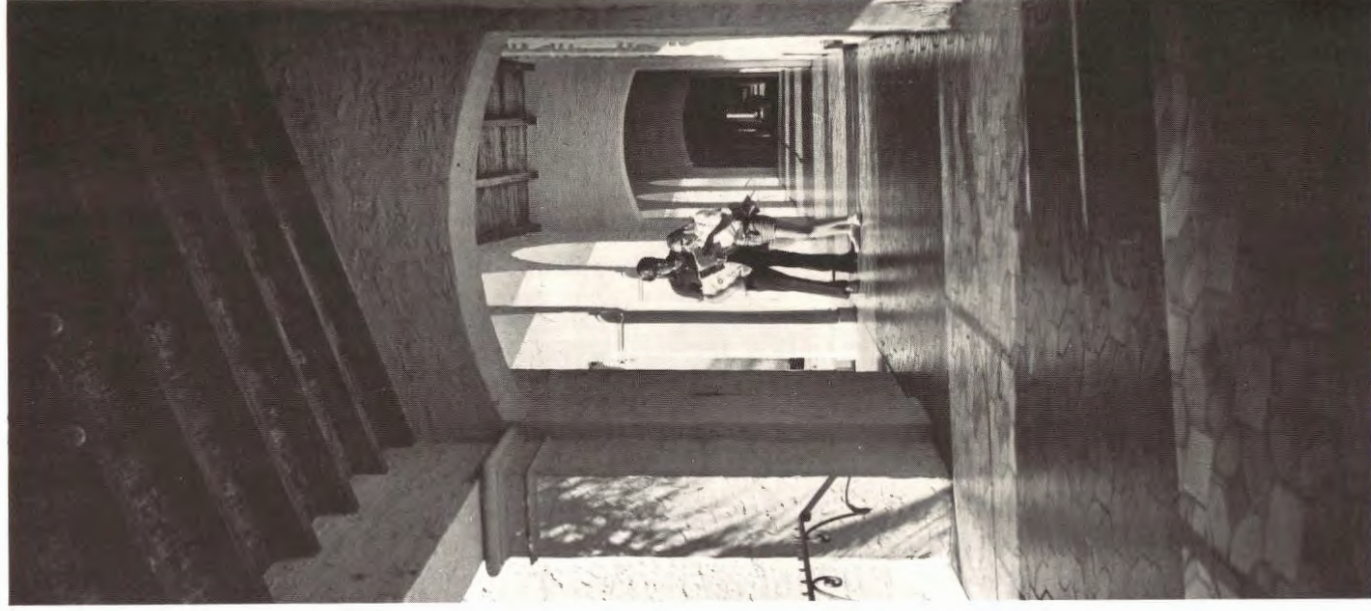
Rollins College enjoys a distinguished record in the preparation of students for admission to major law schools. Students planning for the bar are counseled by the Committee on Pre-Law Advisement and Liaison with Law Schools. During the academic year deans and



professors from a number of law schools meet with the group. To provide association with practicing lawyers, pre-law students meet informally as The Barristers. Law schools closely related to Rollins are Columbia, Duke, Florida, Florida State, George Washington, Georgetown, Rutgers, Stetson, Tulane, Vanderbilt, and Western Reserve.

#### 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.







## MEDICINE, DENTISTRY AND HEALTH RELATED PROFESSIONS

Rollins College offers a program which satisfies the requirements for admission to most American medical, dental and health related professional schools. This program is supervised by a faculty advisory committee.

Professional schools have varying requirements. Most medical school requirements are listed in *Medical School Admission Requirements*, an annual volume published by the Association of American Medical Colleges. Students planning to seek admission to a particular school should consult this volume and plan their premedical studies to satisfy any special requirements of the school.

In dentistry, a similar document exists: *Admission Requirements of American Dental Schools*, published by the American Association of Dental Schools in

cooperation with the Council on Dental Education.

For admission requirements of professional schools in other health related fields no such comprehensive documents exist. These requirements should be obtained from the particular schools offering the professional study program elected.

Most medical schools require applicants to take the Medical College Admission Test, which is given twice each year, in spring and fall. Students are advised to take the test in the spring of the calendar year **before** they enter medical school. Application for the examination must be made about a month before scheduled date. Application forms are available from the advisers.

Every dental school in the United States requires each applicant to take the Dental Aptitude Test. Generally, the examination is given three times a year, in October, January and April. Applications may be secured from



the members of the pre-med committee.

Two trends should be noted in pre-professional medical education. First, most successful medical school applicants have completed a four-year liberal arts program with a B.A. or B.S. degree. Some medical schools, however, will admit exceptional students after three years of undergraduate education. (A Rollins student in this situation would receive his Rollins B.A. degree upon his successful completion of the first year of study in the professional school.) The second trend is that more students enter medical, dental or health related professional schools with majors in science. Although it is possible to enter the professional school with a degree in a non-science area, the requirements of the schools have increased in the basic science area.

Students planning a professional career in medicine, dentistry or in a related health profession may select a departmental major or the pre-medicine major.

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

The Merrill-Palmer Institute of Human Development and Family Life is probably 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 is a participant in the Merrill-Palmer Institute Cooperating Colleges Program. Under this program, Rollins selects and recommends the undergraduate student or students it desires to send to Merrill-Palmer and also assumes the responsibility of crediting the student's Merrill-Palmer courses toward his degree. Confirmation of these student appointments is made by the Institute. Junior or Senior students may be assigned to the Institute for one or two semesters. During this period of residence at Merrill-Palmer, students engage in an intensive educational experience involving class work, research projects, and involvement in community agency work.

#### **TEACHER PREPARATION**

The curriculum of Rollins College leading to Florida State Teacher Certification is designed for students wishing to enter either elementary or secondary

teaching. The department focus is on developing skills and attitudes of students in line with personal growth and current changes in Educational philosophy.

A major in Elementary Education, including student teaching, is available for students interested in teaching in the elementary school. Students desiring to teach at the secondary school level will major in the academic subject and complete a Secondary sequence of courses in professional education, including student teaching. (See additional information, pages 73-74.)

The Rollins College Graduate Program in Education is also available for the student who wishes to continue his study in education for a Master of Arts in Teaching, a Master of Education, or a Specialist in Education degree.

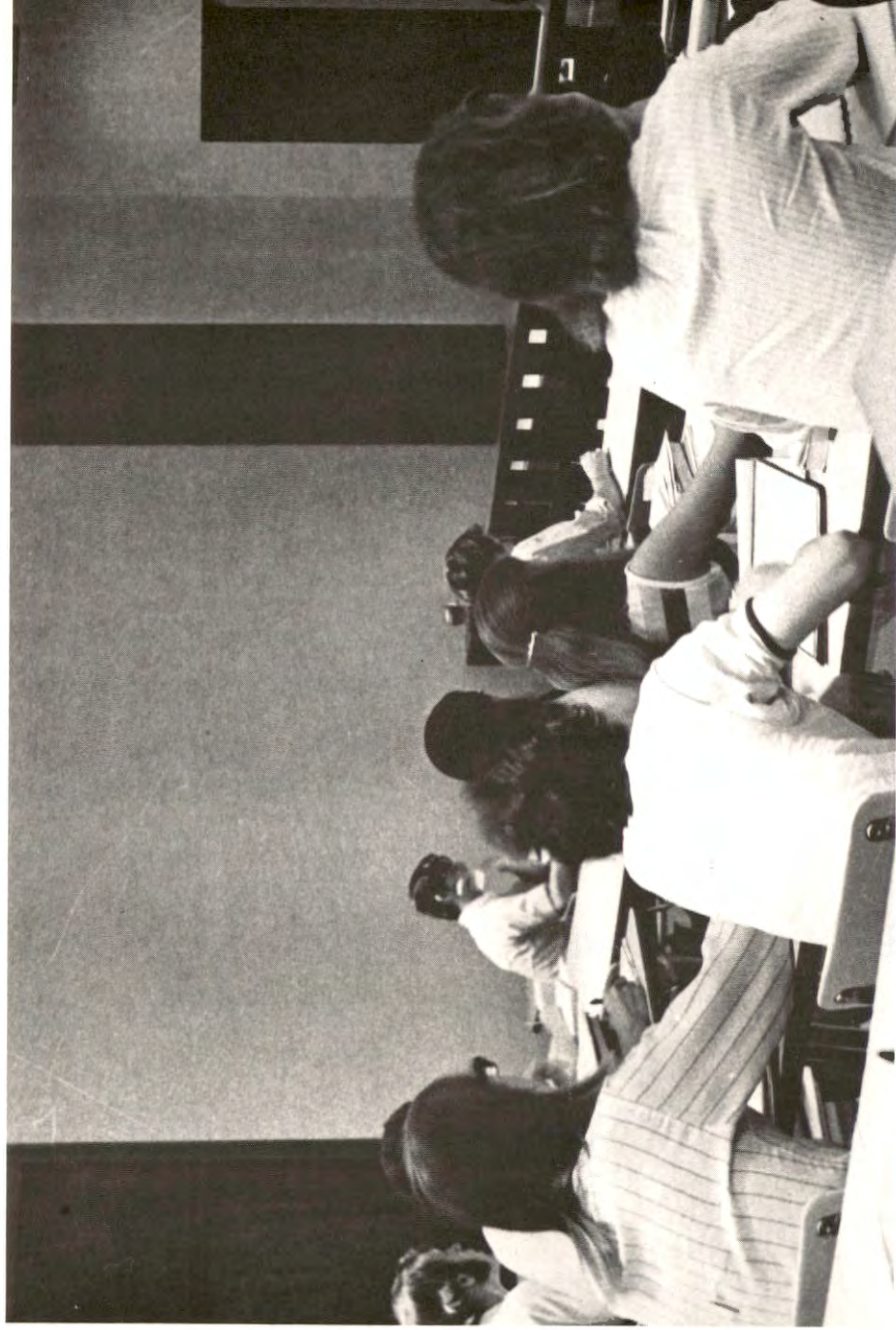
#### **STUDY ABROAD**

Qualified Rollins students may take a year or part thereof *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 four 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.

Rollins administers four overseas programs, two in Spanish-speaking countries and two in French-speaking countries.

The Rollins Semester-in-Colombia program is conducted annually January 28 - May 28 at the University of the Andes, Bogota, 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 last week of the winter term and all of the spring term, but his academic-year's prepaid room, board, and tuition fee at Rollins exempts him from any further costs for the Semester-in-Colombia. Included in the Colombian program are round-trip jet between Miami and Bogota, four months' room and board in a private home in Bogota, tuition at the University of the Andes, an extensive orientation program, excursions, social





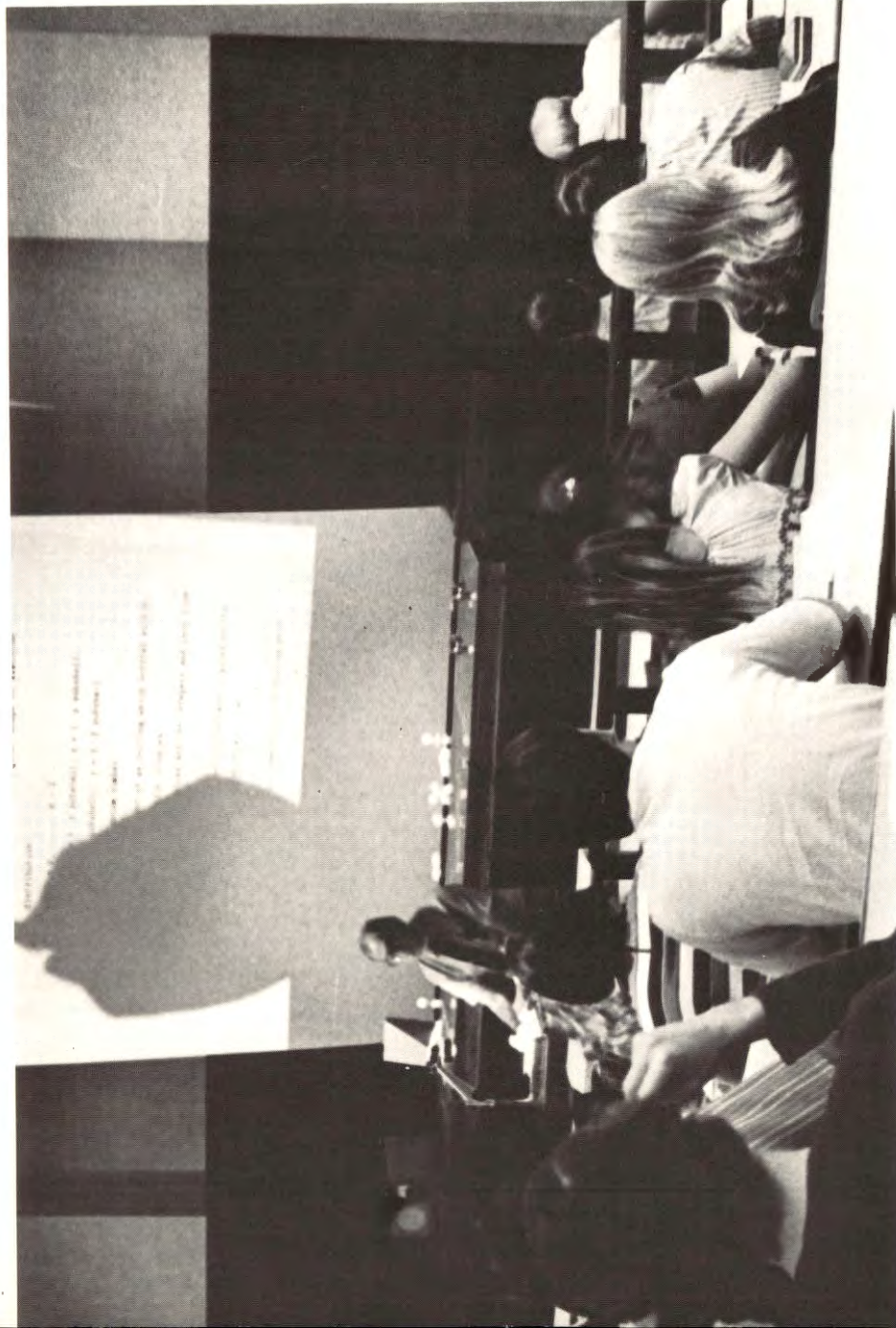
affairs, the assistance of a full-time resident director with the group in Bogota, and all expenses of a trip by air to the Amazon during Easter vacation week. Descriptive literature and applications are available from the coordinator, Dr. Frank Sedwick, Box 4, Rollins College. Applications close December 1.

Another program administered directly by Rollins is a summer study-tour to Spain, annually June 20 to August 12 in which the student may take up to three courses in Spanish language and literature. Classes are privately taught by an all-Spanish staff in Rollins' own quarters in Madrid. The prerequisite for this study-tour is one year of Spanish and an overall C average. The fee of \$1025

includes full room and board in a private home in Madrid, tuition and books, round-trip jet New York-Madrid, and weekly excursions to the main cities and sights of Castile. There is also an optional weeks' tour of Spain. See or write to Dr. Frank Sedwick, as above, for descriptive literature and applications. Applications close May 10.

Similar to the Spain summer program in dates, fees (and what they include), and prerequisites, is the Rollins summer study-tour to France, held annually in the city of Tours, south of Paris, in affiliation with the Institut de Touraine. The round-trip jet is between New York and Paris, classes are offered both at the Institut





and also privately by Rollins' own all-French faculty; the excursions include an initial brief stay in Paris, a tour of Normandy, and weekly visits to the chateaux of the Loire. Applications close April 30; the person to address for information is Dr. Elinor S. Miller of the Foreign Language Department.

Every other year the College offers a winter-term program in Fort-de-France, island of Martinique, where we offer French 201 as well as independent study for advanced students in French. The approximate \$550 cost includes round-trip jet transportation, room and board in a private home, excursions, and everything except books. This program is the only one of its kind

in the U.S.A. The professor in charge and resident director is Dr. Elinor S. Miller of the Foreign Language Department, to whom inquiries should be addressed. Deadline for applications is November 15.

As this goes to press, Rollins is initiating two new overseas programs for the fall-term of the 1974-75 academic year, with departure in early September and return before Christmas, one program located in Sydney, Australia, and the other in Dublin, Ireland. Details will be available from Dr. Frank Sedwick as above.







# Admission and expenses

## ADMISSION FROM SECONDARY SCHOOLS

Admission to Rollins is highly selective. Favorable consideration is given to the student who possesses 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 \$15 application fee, the secondary school record, and the results of either the Scholastic Aptitude Test of the College Entrance Examination Board or the American College Testing Program. Students who graduate from Florida secondary schools must submit either of the above examinations or the Florida 12th Grade Test. All applicants for admission are required to sit for one of these tests, preferably in the fall of their senior year. Registration forms may be obtained by writing to the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540, or the American College Testing Program, Box 451, Iowa City, Iowa 52240.

Applicants who have been accepted must also present the results of the C.E.B.'s Achievement Test in English composition. The result of this examination is used for placement purposes only.

The candidate for admission to Rollins should present four years of English, three years of mathematics, two years of a foreign language, a minimum of one year 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 standard 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 15; candidates will be notified by December 1 of their senior year. A non-refundable reservation fee of \$250 is due and payable by January 1.

If the Early Decision candidate is not granted admission, his application will be reconsidered after January 1, when regular applications are reviewed.

Rollins College prohibits and rejects any discrimination based on race, sex, color, creed, national origin or religion in the selection and admission of students. Applicants can be fully assured of admission solely on the basis of their academic achievements and qualifications.

Further, the practice of discrimination on the basis of race, color, creed, national origin, or religion is prohibited in all programs and activities at Rollins College.

## 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 Standards 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.

In addition, entering students may obtain course credit by scoring 550 or better on the C.E.B.'s College Level Examination Program. Credit will be awarded only for work done on the General Examinations, which



include Humanities, Social Science, Natural Science, Mathematics, and English Composition. Students who pass all or part of this examination battery may receive up to 40 quarter hours of college credit. Those interested in receiving additional information should contact the College Entrance Examination Board.

#### **ADMISSION FROM OTHER COLLEGES**

Rollins accepts students who wish to transfer from other colleges. 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.

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.

#### **AUDITIONS FOR MUSIC MAJORS**

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. [See page 86.]

#### **APPLICATION PROCEDURE**

To apply for admission to Rollins College, request an Application for Admission and return this form with the application fee of \$15.00, which is non-refundable. One small photograph is 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 Scholastic Aptitude Test, the American College Test, and the Florida 12th Grade Test.
  3. The Parent Questionnaire, which the candidate is asked to have his parent or guardian complete.
- It is the applicant's responsibility to make certain that the required S.A.T., A.C.T., or Florida 12th Grade Test is taken and the results reported to Rollins College.
- Applications should be submitted before April 15, 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 1975 is May 1. Payment of the reservation fee automatically reserves dormitory space for the accepted boarding candidate.

Accepted applicants are asked to read carefully pages 16 through 19 of this Bulletin and are required to comply with regulations regarding health, as outlined on pages 45 and 46.

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 tuition charged. The difference is covered by other revenue such as gifts and endowment income.

Fees:  
(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) . . . . . \$ 15

Tuition . . . . . 2,600

Includes laboratory fees, instruction in music for music majors.

Room . . . . . 700

Board, Basic Plan (19 meals per week) . . . . . 540

Alternate Plan (12 meals per week) . . . . . 475

Required fees, boarders . . . . . 150

Required fees, day . . . . . 125

The above includes the following:

Student Association Fee - \$70.00  
Weekly issuance of linen (boarders) — two sheets,  
one pillow case, three bath towels, and one face cloth.  
— \$25.00



College Health Service — This includes service of DuBois Health Center and hospitalization and major medical insurance (automatic), (deductible for federal income tax purposes as health insurance.) — \$55.00.

An application for continuation of this insurance for the summer will be sent to parents on May 15. The application and check should be returned to the Cashier's Office by June 1 or the student will not have coverage for the summer vacation period.

Central Florida Scholarship — Commuting day students who are permanent local residents of this area will receive an automatic remission of \$500. This will not require a College Scholarship Service form. This remission is granted to local residents because the community has given fine, enthusiastic support to Rollins College.

#### SCHEDULE OF PAYMENT OF FEES

Incoming Boarding Students	
Payable upon acceptance (non-refundable after May 1)	\$250
Returning Boarding Students	
Payable April 15 (non-refundable)	\$250
Incoming Day Students	
Payable upon acceptance (non-refundable after May 1)	\$100
Returning Day Students	
Payable April 15 (non-refundable)	\$100

The reservation fee must be paid by April 15 to assure a reservation in the College. The balance of tuition and fees remaining after payment of the reservation fee will be payable in two installments — 60 percent on or before July 15, 1974 and 40 percent on or before January 1, 1975.

Payment of all fees must be in accordance with the above requirements. In cases where the student may anticipate completion of requirements at the end of the fall term, the 60 percent payment is still required at July 15. Adjustment and remission of charges, if any, will be made after the business office has received official notification of such completion of requirements.

Physical Education courses do not have a fee unless the student elects one of the following courses. If so, the fee must be paid at the time of registration:

Bowling, Horseback Riding, Water Skiing.

All financial obligations must be fulfilled on or before July 15 and January 1 as indicated, and refunds after







these dates will be made in accordance with the regulations shown in this section.

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.

#### **THE TUITION PLAN, INC. AND EDUCATION FUNDS, INC.**

We have agreements with The Tuition Plan, Inc., and E.F.I.-Fund Management to finance the fees for one year or for multiple years covering periods up to 72 months. Such contracts may be covered by life insurance. Contracts commence at varying dates. Literature is furnished to the parents by the finance companies each year or you may contact them directly:

The Tuition Plan, Inc.  
Concord, New Hampshire 03301

E.F.I.-Fund Management  
Suite 3600  
Prudential Plaza  
Chicago, Illinois 60601

#### **NO DEFERRED PAYMENT PLAN IS AVAILABLE THROUGH THE COLLEGE.**

#### **INSURANCE FOR PERSONAL BELONGINGS**

The College does not carry insurance on students' personal belongings and is not responsible for loss 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 safekeeping of money or valuables. Banks located a few blocks off campus have such services available.

#### **SPECIAL CHARGE**

**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 fees from all accepted students, refunds 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 will cancel 75 percent of any unused portion of the fees exclusive of the reservation fee, which is non-refundable.

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 College will cancel 75 percent of any unused portion of the fees exclusive of the reservation fee, which is non-refundable.

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 the 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 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 Student Affairs by the parent or guardian, or until he has been dismissed for academic or social reasons.









# Student Aid and Placement

## STUDENT AID

The program of student aid at Rollins is designed to assist students to attend the college regardless of their financial need. Rollins assumes that the primary responsibility of financing the education of students belongs to the student and his family. It is the task of the Office of Student Aid to work with the family and student in preparing a reasonable and realistic financial program considering not only the costs of tuition, room, and board but additional costs of books, clothing, transportation, etc. The college must also assume that the family will make long-range preparation for the financing of the student's education.

Student aid consists of three basic types: scholarships or grants, various loan programs, and the opportunity for employment. Most aid awards at Rollins usually consist of two or more of these forms. Students must demonstrate financial need in order to qualify (except for Achievement Grants-In-Aid) and the Parents' Confidential Statement of the College Scholarship Service is the document normally required.

### *Making Application for Aid*

In order to apply for all types of student aid, the following steps must be taken:

1. Apply for admission to Rollins College.
2. File an Application for Student Aid. Forms are available from either the Admissions or Student Aid offices.
3. File a copy of Parents' Confidential Statement with the College Scholarship Service and request that an analysis be sent to Rollins.

While Rollins has no deadline for aid applications, there is a priority date of April 15. Students may apply after that date but available funds may have been committed.

Once a student is accepted and his Parents' Confidential Statement has been analyzed by College Scholarship Service and returned to Rollins, the College will act on the aid award. There are no separate

applications for different scholarships, loans, and work. The steps mentioned above include a single application for aid that covers any and all forms available through the College.

A special effort is made by Rollins to seek out students from lower income families, especially those of various minority groups. No discrimination is made because of race, creed, religious affiliation, or sex. Rollins College is an equal opportunity employer.

Probation, social or academic, may result in the cancellation of any award at any time during the year. Likewise, the falsification of any information regarding student aid may cause cancellation of an award and the student will forfeit all rights to apply for aid in the future.

Students who receive any form of financial aid through the College are not allowed to own or operate an automobile. Under certain circumstances exceptions are made to this regulation. In order to have such an exception, a student must file an Application for an Automobile with the Director of Student Aid prior to August 1 each year.

## RENEWAL OF STUDENT AID

Student Aid Programs are renewable annually if the student meets the requirements of each program and remains in good standing academically and socially. Renewal of aid requires that the family file a Parents' Confidential Statement annually for the purpose of up-dating the estimate of the student's need. **The total award will be adjusted on the basis of any differences in need that result from this information.** Forms will be available from the Office of Student Aid after November of each year. **Renewal students should have this form on file at the College no later than February 1 of each year.**

## SCHOLARSHIPS AND GRANTS

*Academic Grant-In-Aid*—The College awards a limited number of Academic Grants-In-Aid to outstanding students with superior records and test scores. The



grants vary in amount and are available for both boarding and day students. To retain one of these awards, a student must maintain a cumulative grade average of 8.0 (B-), or better. Such awards are usually "packaged" with loans and some form of work opportunity on campus.

*Achievement Grant-In-Aid*—These awards are made on a limited basis to students in athletics. To qualify, the student must have a good academic record and an outstanding achievement in athletics. The holder agrees to continue his special activity at Rollins and must maintain no less than a 6.0 (C) average. These are renewable annually.

*Grant-In-Aid*—A very limited number of these awards are made to students of outstanding potential who, for one reason or another, may not qualify for one of the above programs. The awards require a 6.0 (C) average for renewal.

*Basic Educational Opportunity Grant*—This new aid program was established by the Higher Education Amendments of 1972 and will be available to freshmen and sophomores attending college in the fall of 1974. It is anticipated that the program will be expanded for the 1975-76 academic year. The student must obtain forms for this program and initiate his own application. It is expected that students applying for aid will initiate applications for the BEOG. Forms are available from high schools, U.S. Post Offices, colleges, public libraries and other locations. The law establishes the maximum grant at \$1,400.

*Supplementary Educational Opportunity Grant*—These grants are made available from the United States Government. They are designated for undergraduates with exceptional financial need.

*Florida Student Assistance Grant*—A new program created by the Florida State Legislative in 1972 allows a student with proven need and academic potential to receive up to \$1,200 annually. Applications for this program may be obtained from high schools, colleges and directly from the Division of Scholarships and Loans, Department of Education, Tallahassee, Florida, 32304. All Florida aid applicants must apply for this award. A copy of the Parents' Confidential Statement should be sent to Tallahassee as well as to Rollins in applying for this grant.

*Central Florida Remission*—See Central Florida Scholarship, page 35.

## LOANS

Rollins has no provision for time-payment plans through the College. Through state and federal funds, however, the following loans are available as part of a total student aid package.

*The National Defense Student Loan Program*—This is a student deferred-payment loan which accrues no interest and requires no repayment until the student graduates or withdraws from school. Thereafter, it carries a 3 percent simple interest rate. This loan is limited by law to \$2,500 over each two year period for undergraduates. These funds come from the federal government.

*The Federally Insured Loan*—This loan, insured by the federal government, is negotiated through banks, savings and loan associations, credit unions, some insurance companies, and other lending agencies. Undergraduates and graduates may borrow up to \$2,500 per academic year. The College must certify that the student is enrolled "in good standing." Many states have similar state programs calling for the College's certification. Since March 1, 1973 a need evaluation is required for these loans. A copy of the Parents' Confidential Statement must now be on file at Rollins before a loan application can be evaluated and certified.

*Florida Student Insured Loan*—In 1972 the State of Florida became a lender under the Federally Insured Loan Program. Students with a least one year's residency may apply for this loan by obtaining the proper forms from the Division of Scholarships and Loans, Department of Education, Tallahassee, Florida, 32304. A copy of the Parent's Confidential Statement must be on file with Rollins before an application can be evaluated.

All loan applications should be sent to the Office of Student Aid for certification.

## WORK OPPORTUNITIES

*The College Work-Study Program*—This work opportunity is made available through payment by the federal government of 80 percent of the student's earnings and by the College of the remainder. Jobs under this program are primarily on-campus but a limited number of community service opportunities are available off-campus.

*Rollins Employment*—A limited number of student



jobs are available each year on-campus. Priority goes to students with proven financial need.

*Off-Campus Employment*—Central Florida firms often contact the Office of Student Aid and Placement when part-time employees are needed. Lists of available jobs are maintained in this office and posted on bulletin boards in Carnegie Hall and the Student Center.

The College recommends that a student work no more than 15 to 20 hours per week. Studies indicate that employment beyond that amount may be harmful to academic work. On-campus employees are not allowed to average more than 15 hours weekly. Off-campus opportunities range from \$1.00 per hour upward. Average wages in the immediate Winter Park area are about \$1.80 for part-time employees.

The Student Aid Office also cooperates with Walt Disney World, Sea World, and other area attractions in obtaining part-time and vacation period jobs at the entertainment centers near Orlando. A student must have his own transportation. Most Disney positions begin at \$2.50 per hour.

#### **SPECIAL FUNDS AVAILABLE ENDOWED SCHOLARSHIPS**

The Committee on Scholarships is able to award scholarships through the generosity of past donors. All scholarships are awarded on the basis of the above procedures and are made possible in part by the following endowments:

*Alfond Scholarship*—Income from this fund is available for a scholarship for worthy athletes.

*Barnett Bank Scholarships*—The Barnett First National Bank of Winter Park has provided funds for several partial scholarships for the MBA Program of the Roy E. Crummer School of Finance and Business Administration. These scholarships are awarded on the basis of merit and faculty recommendation.

*Carolyn Hulbert Bassett Scholarship Fund*—Income from this fund is available for scholarships for needy students, through the generosity of the late Carolyn Hulbert Bassett.

*Will Paul Bateman Scholarships*—The Bateman Foundation of Miami has made available \$4,000 for scholarship grants to young men with proven need and outstanding academic potential.

*Rex Beach-Rollins College Student Aid Fund*—A scholarship fund created by the Rex Beach estate.

*Edward J. Buell Scholarships*—Mr. Edward J. Buell has provided several partial scholarships to be awarded to exceptional Rollins graduates entering the second year of the MBA Program of the Roy E. Crummer School of Finance and Business Administration.

*Anna G. Burt Scholarship*—This scholarship is available to female residents of Florida and amounts to approximately \$400 annually.

*Bush Science Scholars*—Through a generous endowment established by the late Mrs. Archibald G. Bush, scholarships are provided for worthy young men and women with demonstrated capabilities in the areas of science and mathematics.

*John Carter Achievement Scholarship in Music*—This grant was established in 1974 by graduates of Rollins College and friends of John Carter to establish a permanent music scholarship in his honor.

*Gertrude Cole Memorial Fund*—The fund is available for graduate scholarships and/or fellowships for students who are British citizens, who were born in, and at the time of application are residents of, England, Wales, Scotland, or Northern Ireland. Applicants should be teachers, or planning to be teachers, in Great Britain. This is to cover their expenses while at Rollins. The College is co-operating with the English Speaking Union in selecting students.

*J. Roy and Mabel R. Dickie Scholarship Fund*—Income from funds granted Rollins from the estate of J. Roy Dickie is used for scholarships for worthy, needy students.

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

*Jack Eckerd Scholarship*—Funds granted by Mr. Eckerd create an income for worthy students requiring aid to secure an education.

*Mrs. Davis E. Fishback, Sr. - Mrs. John T. Galey Scholarship Fund*—The income from this fund is for an outstanding and needy student in fine arts. This scholarship was established in 1958.

*Charlotte Gero Scholarship*—The sum of \$1,000 per year is awarded to a worthy, talented student of music. This scholarship was established in 1967.

*Hamilton Holt Scholarships*—Established by donations in honor of Hamilton Holt, former president of Rollins College, these scholarships are awarded to



outstanding students, up to \$1,000 annually.

*Arthur Knowles Hutchins Scholarship Fund*—The recipients of this fund, established by James O. Hardee in 1957, are selected from among scholarship students who are majoring in music.

*Blanche Mallett Scholarship Fund*—The income is awarded as a grant to a woman student studying business and economics. This scholarship was established in 1956 by Mrs. Blanche W. Mallett.

*Charles B. and Florence N. McCullough Achievement Scholarship in Music*—Established by Mrs. McCollough in 1974, this award may be made to a student currently enrolled or to an applicant for entrance. The principal criterion is that of outstanding musical potential.

*Jack McDowall Scholarships*—Established by friends and students of Jack McDowall, this endowment provides scholarships for worthy young men with demonstrated capabilities of leadership. Mr. McDowall served the College with distinction from 1929 to 1953 as a faculty member and coach.

*Edward S. Meyer Scholarship*—Available for an outstanding student, preferably majoring in modern languages, this scholarship was established in 1941 through the generosity of the late Professor Edward Stockton Meyer.

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

*Charles A. and Jessie W. Noone Scholarship Fund*—Created in 1961 by a bequest of 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.

*S. Truman Olin, Jr. Scholarship*—This grant in Economics was established by Mr. S. Truman Olin, Jr. For 1974-75 the scholarship will have the value of \$1,000.

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

*The Orlando Sentinel Star Scholarship*—Scholarship awards to outstanding day students with need from the Central Florida Area are made from generous funds provided by the Sentinel Star Community Association,

Inc.

*The Howard W. Showalter, Jr. Memorial Scholarship Fund*—Established in 1973 by the Showalter family, this fund is given in memory of an outstanding alumnus and trustee of Rollins College.

*Rose Skillman Scholarship Fund*—Established to aid worthy, needy students.

*Louise Capen Smith Scholarship Fund*—Established by Louise Capen Smith as an endowment, the income from this fund supports scholarships for exceptional and needy students with demonstrated capabilities in the field of music.

*Alice H. Southworth Fund*—The income from this fund, established in 1957, is for worthy students.

*Elizabeth Strubing Scholarship*—Granted to an outstanding applicant, this scholarship may be renewed for the four undergraduate years provided the student continues to meet the standards required. Students receiving this scholarship for four years will be presented a certificate upon graduation designating them as Elizabeth Strubing Scholars. Annual stipend is approximately \$2,000.

*Chester Warren Trowbridge and Dustin Cowles Trowbridge Memorial Fund*—The income from this fund, established in 1971, is to be used for loans or scholarships with preference to premedical students.

*Union Carbide Fund*—Established 1973 by the Union Carbide Corporation, this fund supports annually seven \$500 scholarships for students in the science programs with exceptional talent and financial need. Recipients will be known as Union Carbide Scholars.

*The University Club of Orlando Scholarship*—This grant award is for students from the Central Florida Area. It requires proven need and academic achievement.

*The University Club of Winter Park Scholarship*—This grant award usually goes to three or four students annually, based on need and academic achievement.

*Myra Gray Williams Scholarship*—Awarded to a native and resident of Florida, this scholarship is available to freshmen and is renewable for four years. The amount available is \$400 annually.

*Winter Park Federal Savings and Loan Association Trust Fund for Scholarships in the Roy E. Crummer School of Finance and Business Administration*—These are endowed scholarships with an annual award of approximately \$1,000.



### OTHER SPECIAL SCHOLARSHIPS

*The Edwin B. Carrigues Foundation Scholarships*—Funds have been made available by the Carrigues Foundation for scholarship awards to students majoring in the study and practice of applied music.

*Stella and Charles Guttman Foundation Scholarships*—Preference is given to students of recognized ability who have completed two academic years of college and are contemplating later graduate or professional study. Awards may be renewed for a second year.

*Ward-Hart-Hurrey Honor Scholarships Endowment for Latin Americans*—A scholarship is offered annually to one or two students from Latin America for one year of study. This scholarship is renewable and covers full cost of expenses for one year of residence on campus. The scholarship is derived from the Ward-Hart-Hurrey Endowment Fund.

*National Merit Scholarships*—Three scholarships are awarded each year to National Merit Scholarship winners. Awards ranging from \$250 to \$1,500 are granted on the basis of need. For more information write the National Merit Scholarship Corporation, 990 Grove Street, Evanston, Illinois, 60201, or the Director of Student Aid at Rollins.

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

*Rotary Club Scholarship*—Local Florida Rotary Clubs and Florida International Students, Inc., have cooperated with Rollins College to award full scholarships to foreign students on a matching basis. The students are chosen by Rotary International and must be academically qualified.

*The Hattie M. Strong Foundation Scholarship*—This scholarship has been provided annually by Mr. and Mrs. L. Corrin Strong and is being continued by Mrs. Strong through the Foundation. This provides a scholarship of \$800 for two Rollins students to study each summer in Oslo, Norway, and is part of an exchange program of St. Olaf College in Northfield, Minnesota and the University of Oslo.

### GRADUATE SCHOLARSHIPS AND FELLOWSHIPS

The Committee on Academic Standards has as one of its

responsibilities the promotion of graduate study for Rollins graduates. Many scholarships and fellowships for graduate study are available. The Committee brings these opportunities to the attention of all students 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. The Placement Office also has information on graduate programs and financial aid for graduate work.

### LOAN FUNDS

Della Clifford McManus Loan Fund

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

Fred A. and Alice Mundis Scholarship Fund

Dr. P. Phillips Loan Fund

Hattie M. Stong Foundation Scholarship Fund

Strong Hall Loan Fund

George Hammond Sullivan Loan Fund

Milton J. Warner Student Aid Fund

### PLACEMENT SERVICE

As part of the Office of Student Affairs, Rollins maintains a Placement Service which is a member of the Southern College Placement Association and the College Placement Council.

The basic function of the Service is to aid graduating students as well as alumni of the College in locating employment opportunities in areas of business, industry, government, education, etc. A Placement Library is maintained for use by students and alumni in the Placement Office. Potential employers schedule interviews on campus throughout the year. Information regarding these interviews is sent to seniors and graduate students and posted in several buildings.

In conjunction with the Office of Student Aid, part-time employment, as well as summer jobs, is listed and up-dated through the year. Most on-campus jobs go to those on some form of student aid but many opportunities for part-time work off-campus arise during the year. Interested students should contact the Placement Office.







# Activities and Services

## STUDENT HEALTH SERVICE

Rollins College maintains a Student Health Center staffed by the College Physician, a counseling psychologist, a psychiatric consultant, and a registered nurse. The Physician holds regular office hours in the morning and in the late afternoon, and can be seen at other times by appointment. Arrangements are made by the College Physician to provide medical services on a twenty-four hour per day, seven day per week basis except for established vacation and recess periods.

Serious emergencies and patients requiring hospitalization are treated at the Winter Park Hospital by the College Physician or by consulting physicians.

The Health Center maintains laboratory and X-ray facilities for usual illnesses or accidents, and accredited laboratories are available either in the Winter Park Hospital or elsewhere in the community should more intricate tests be required.

The services of the College Physician and Nurse are provided without charge. The health insurance plan described below covers partial costs arising from hospitalization and/or referrals to specialists as a result of illness or accidents.

The College provides health insurance known as Students' Medical Reimbursement Insurance. This coverage provides for reimbursement, within specified limits, for surgery, medical, and hospital expenses due to illness and accident.

The basic plan provides for medical expense reimbursement for illness or accident only if there is hospital confinement or surgery, except that there is provided a blanket coverage of \$200 for accidents which do not require hospital confinement. Surgical benefits are provided under a schedule with maximum payment of \$400. The maximum total benefit payable under the basic plan, including surgical benefits, is \$500.

In addition to the basic plan, there is provided Major Medical Insurance with a maximum benefit of \$10,000 per illness or accident. This is subject to a deductible of

\$100 (or the amount payable from the basic plan if greater) with 80 percent reimbursement of eligible expenses. Expenses resulting from accidents due to participation in intercollegiate athletics are not covered under the Students' Medical Reimbursement Insurance but are covered under special insurance policies provided by the College.

Descriptive brochures outlining the benefits, limitations, and exclusions of health and accident insurance are available at the DuBois Health Center. The insurance coverage is in effect 24 hours a day both on and off campus throughout the academic year and includes college-year vacation periods as well as a reasonable time at the beginning and end of the college year for travel to and from the College. It is the practice to offer coverage for the summer months for a nominal premium, payable before the close of the spring term.

All students are automatically covered in this medical reimbursement plan. The premium is included in the general fee.

Certain regulations must be met by all entering students. A medical examination form provided by the Student Health Service must be completed by the applicant, his family, and his family physician and forwarded to the Health Center prior to entering Rollins College. Failure to comply with this request leaves the College in a position whereby it cannot legally offer medical care to the incoming student, and the student will not be allowed to register. As part of this health report certification of immunization against tetanus, poliomyelitis, rubella, rubeola, and parotitis are also requested. An X-ray of the chest or a report of a tuberculin test within six months prior to entry to the College is required, as well as evidence of negative serological tests for syphilis.

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 allergies, 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 Director, Rollins College Health Service. Any student who becomes ill when absent from the College must notify the Office of Student Affairs immediately. A student absent from the College due to health reasons should report to the Health Center upon his return to school with a note from his attending physician.

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

Students who are required to leave the College for one or more days to recuperate for medical reasons shall have a recommendation from the Health Service. Any student who withdraws from College for health reasons will be readmitted to the College through readmission procedures which require evidence that the condition which necessitated the withdrawal no longer exists.

### **COUNSELING AND TESTING SERVICES**

The Office of Student Affairs, located in Carnegie Hall, offers assistance to Rollins students in their academic, co-curricular, and personal life. The Dean of Student Affairs, Associate Dean of Student Affairs, Director of Housing, Director of Placement and Financial Aid, the Counseling Psychologist at the Health Center and the Consulting Psychiatrist offer such help to individuals involved in decision making, college adjustment, and conflict situations. A student may also consult his academic adviser or the Dean of the Chapel for guidance in specific areas of concern. The professional staff also works with student groups desiring aid in establishing and carrying on student activities and programs.

The focus of this service is directed toward helping the student to know himself and his societal situation. The student's competence in making successful and

realistic decisions and choosing appropriate routes for attaining selected goals is the primary objective of this service.

The Rollins Counseling Psychologist administers group tests at intervals during the student's undergraduate years. Appropriate information from the results are made available to the student and his advisers as needed, so that he may arrive at more meaningful decisions about his educational and vocational goals. Other testing may be arranged on an individual basis as indicated.

### **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 has a console and booths with listening devices, tape recorders, and electronic facilities for both individual practice and group learning. Systematic use of the laboratory is a required part of first- and second-year language courses in French, German, Russian and Spanish. The laboratory, used also by students in speech courses, and for study or note-taking purposes, is available to the college at large for practicing readings, lectures, dramatic performances, or studying musical selections. The laboratory is open days and evenings throughout the school year.

### **RELIGIOUS ACTIVITIES**

Services of worship are held in The Knowles Memorial Chapel on Sunday mornings and on special days and seasons of the Christian year. In the services students participate in the conduct of worship as readers, as ushers, or as members of the Rollins Chapel Choir. The Chapel Service Program is supervised by the Chapel Staff and the Community Service Committee.



The over-all religious program on the campus is directed by the Dean of the Chapel and the Chapel Staff. This 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 personal or religious problems.

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

#### **MUSIC ACTIVITIES**

*The Fortieth 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 Dr. Ward Woodbury, includes selected singers from Central Florida communities, and qualified Rollins students.

*Rollins Concert Series.* Programs throughout the year feature internationally known soloists and chamber groups along with recitals by artist faculty members of the College and the Rollins Chamber Orchestra—a fully professional group of thirty-two players from the Florida Symphony Orchestra.

*Music in the Chapel Series.* Sunday evening programs of music for organ, choir, and instruments are presented throughout the year.







*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.

*Florida Youth Symphony.* Sponsored jointly by Rollins College and the Florida Symphony Society, this organization is open to qualified students of the College.

*Baroque Ensemble.* The Baroque Ensemble is composed of outstanding string players from the student body and performs appropriate music for this medium.

*Wind Ensembles.* These organizations afford opportunity for wind instrument players to pursue their musical training in the finest literature in this field.

*The Rollins Music Guild.* The Music Guild 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, lectures, and other activities of musical worth.

*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.

#### **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.

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



## ATHLETIC ACTIVITIES

Because of the 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.

*Intercollegiate*—Rollins men compete in the following intercollegiate sports: baseball, basketball, crew, golf, soccer, swimming (dependent upon competition available and student interest) and tennis. Rollins is a member of the National Collegiate Athletic Association.

For the women, an intercollegiate basketball, golf, softball, swimming, tennis, and volleyball varsity program is available for the highly skilled students.

*Intramural*—A full schedule of intramural sports for men and women, conducted under expert direction, is described on pages 91-92.

## 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 Publication Union:

BRUSHING, the literary magazine, provides an avenue through which the creative talents of students and faculty may be expressed to the campus community. THE TOMOKAN, financed by the Student Association and issued annually, gives a pictorial resume of the activities, organizations, and events of interest to the students and faculty of Rollins. THE SANDSPUR, a weekly student newspaper, provides campus and local news, and involves Rollins students in the preparation of the editorial, social, news, and sports columns.

## THE ROLLINS STUDENT CENTER

The Rollins Student Center serves as the center of extracurricular student life. It is the one organization on campus specifically charged with serving as an official center of student life; with unifying student activities; and with sponsoring a broad co-curricular program of education, recreation, and entertainment for the Rollins community.

Many students learn leadership and various administrative skills through active service on the

Center's committees. The six committees are the core and actual planning vehicles for every event to which the Center lends its name.

*Educational Entertainment*—Stirs awareness and interest in current events by providing the campus with visiting political, social, and specialized speakers, debates, and forums.

*Films*—Hosts a full schedule of recent, award-winning American and foreign films, and weekend film festivals.

*Special Projects*—Prepares the student directory, operates the game machines, and directs the "teach me" student crafts program.





*Social Entertainment*—Famous for its major rock, folk, and pop concerts; also sponsors all-campus dances and soc hops.

*Coffee House*—Presents individuals, and groups of musicians in two evening "coffee house" programs per month.

*Publicity*—Handles publicity for all Student Center-sponsored events, and a weekly article in the Sandspur.

*Board of Directors*, the policy-making group consisting of students, faculty, and staff members headed by the President of the Rollins Student Center—each year welcomes new programs and new members in a continual endeavor to fulfill its ambitious purpose.

#### **ALUMNI ACTIVITIES**

Founded in 1898, the Rollins College Alumni Association today includes over 12,000 graduates and former students. Students who spend one academic year or more at Rollins are automatically eligible for membership.

An alumni affairs staff coordinates alumni activities and provides services from campus offices at the Alumni House. The Director of Alumni Affairs serves as a liaison between the Alumni and the College administration.

Alumni Clubs exist in major metropolitan areas throughout the country, from Los Angeles to Boston to Miami.

#### **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 cooperation of the public schools and social agencies.

#### **SPEAKERS BUREAU**

The purpose of the Rollins Speakers Bureau is to provide a student organization through which undergraduates who have ability and interest in public speaking may gain further effectiveness and experience. The Speakers

Bureau affords its members this opportunity to improve all aspects of their speaking skill by means of two major programs:

1. Speeches, debates and discussions for the campus and public groups throughout Central Florida;
2. Participation in the Model United Nations and in conferences on international problems.

A brochure is published by the Bureau explaining the availability of its services. This publication is widely circulated in Central Florida.

#### **SOCIETIES AND ORGANIZATIONS**

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

*The Women's Athletic Association* is composed of all of the women students at Rollins. This organization's primary purpose is to promote and foster the highest spirit of sportsmanship and cooperation. The Women's Intramural Board is the governing body of this organization.

*The Black Student Union* seeks to create a relevant social and academic atmosphere for Black students while fostering a unity between the students on the campus and the surrounding community. The organization plans activities emphasizing the cultural achievements of Black people, and strives to provide Blacks with a set of positive symbols and values essential to the development of the wholeness of the individual.

*Campus Guides* is a service organization of selected students who serve the College as official guides for campus visitors to Rollins College, including prospective students and their parents.

*Delta Sigma Rho-Tau Kappa Alpha* is the national forensic honor society. The society is organized and operated exclusively for educational purposes: to promote interest in, and award recognition for, excellence in forensics and original speaking; and to foster respect for, and appreciation of, freedom of speech as a vital element of democracy. To qualify for membership a student must be in the top 35 percent of his class, participate in debate and forensic events during two academic years, and be a member of the Speakers Bureau.

*Greek Letter Organizations*. The Interfraternity Council is composed of chapters of the following men's



national fraternities:

Kappa Alpha Order                      Sigma Phi Epsilon  
Phi Delta Theta                        Tau Kappa Epsilon  
and the following local fraternities:  
The Guild                                X Club  
Lambda

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

Alpha Phi                                Kappa Kappa Gamma  
Chi Omega                                Phi Mu  
Kappa Alpha Theta                    N'CM, a local fraternity  
Hazing and the practice of discrimination on the basis of race, color, creed, national origin, and religion in membership determination is prohibited in the Greek Letter organizations.

Kappa Delta Pi, an honor society in education, installed the Lambda Kappa Chapter at Rollins College in 1967. It invites to membership both qualified undergraduate and graduate men and women who exhibit scholarship and potential to become teachers and other school personnel of high quality.

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 leadership 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. This group's aim is to create, preserve, and foster the traditions and ideals of Rollins; to promote respect for the customs of the College; and to develop a spirit of leadership and cooperation in the student body.

The *Philosophy and Religion Club* was organized in

1973 to bring together students interested in considering and discussing questions in philosophy and religion. Members present their own papers, listen to invited guests and reflect upon topics chosen by the group.

Phi Sigma Iota, Romance Language National Honor Society, installed the Sigma Epsilon Chapter at Rollins College in 1961. It recognizes for membership students of academic distinction who have outstanding ability and attainments in Romance languages and literature.

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 rank in the upper 10 percent of the class.

Pi Gamma Mu, National Social Science Honor Society, 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, with no academic failure in any of the above and with an average grade therein of not less than B.

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.

The "Real World" Program, a campus-based community service program, directs the unique skills, ingenuity, vocational interests, and concerns of the students and faculty to the growing needs of the community, while expanding the student's educational experience.

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 in 1942, has



as its purpose the bringing together of students interested in discussing and hearing about advancements within all fields of science. Membership in the society is open to sophomores, juniors, and seniors who have had one year of science.

*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 projects in science.

*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.

### THE MCCULLOUGH LECTURES

Through the generosity of Mrs. Charles B. McCollough and the late Mr. McCollough, an endowment is available for the purpose of bringing lecturers to the campus. Each academic year selected lecturers are invited to speak on topics pertinent to student academic concerns and community interests. These lectures are known officially as The McCollough Lectures of Rollins College.

### WRITERS' CONFERENCE

The annual Rollins College Writers' Conference is held in January. Its purpose is to provide an opportunity for aspiring authors to hear leading authorities discuss the writing, editing and publishing of manuscripts in non-fiction, fiction, and poetry. The enrollment includes students, teachers, business and professional people, and homemakers from many parts of the United States and several foreign countries. The conference consists of workshops, lectures, seminars, and panel discussions.

### MILITARY ACTIVITIES

The 479th Military Intelligence Detachment (Strategic) Lt. Col. Frederick C. Bealke, Jr., 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.

### LATIN AMERICAN PROGRAM

The Latin American Program is one of the oldest in the United States. Foundations for it were laid in the middle 1890's, when Cuban students whose education was being seriously impaired by the struggle for independence in that island came to Rollins.

During the administration of President George Morgan Ward, 1896-1902, students came to Rollins from various parts of the Hispanic-American world. In the next decade under the administration of President William Fremont Blackman, the Latin American program was considerably broadened. In the long administration of President Hamilton Holt, 1925-1949, courses relating to Spain, Portugal, and Latin America were introduced. Lecturers of national and world distinction came frequently to the campus.

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

During World War II, the United States government extended financial aid to the Rollins program as part of





the national effort toward Western Hemisphere solidarity. Two endowments were established during this period, one for the administration of the Casa Iberia, Inter-American Center, and one for a history professorship.

Two additional endowments were established during the administration of Hugh F. McKean—namely, the Bowers Fund for the purchase of books, and a Latin American Scholarship Fund, for the purpose of aiding students from Latin American countries to study at Rollins.

The Latin American Studies concentration was established in 1957 in the History Department and is now a part of the Area Studies Major. (See page 56.) This area major in Latin American Studies is interdisciplinary and is coordinated with courses offered by behavioral science, economics, foreign languages, history and political science, music, and other departments. Since 1970, Dr. Luis Valdés

(political science) has been resource person of the Latin American Program.

The Rollins Latin American Studies area major is at present a complementary offering of academic courses within the broader Latin American Program.

Students majoring in departments who wish to supplement their major with related course work in Latin American Studies are invited to discuss their program with Dr. Valdés and with their major adviser.

Through teaching, research, study abroad, lecture series, symposia, exhibitions, and exchange programs, the College seeks to enhance the impact of this exposure to another culture.

Other aspects of Rollins' Latin American Program are frequent forums at which outstanding speakers discuss contemporary problems, the Cafézinho Book Reviews on certain Saturday mornings during the academic year, and annual opportunities for field studies.







# Curriculum

## CURRICULUM

The faculty of Rollins College has adopted a curriculum based upon a liberal arts educational pattern from the freshman year to graduation, designed to assure broadly educated graduates, well-prepared in a field of concentration. The curriculum takes into account the preparation of entering students and builds upon their educational background in a systematic way, providing courses to integrate knowledge students have acquired and to initiate new academic interests and directions for learning.

Courses to meet the distribution requirements are designed to stress a general liberal arts approach rather than simply a disciplinary one. The freshman/sophomore student may select from courses which are interdisciplinary or interdepartmental in content and organization or from departmental courses structured to emphasize how a discipline relates to the broader areas of the humanities, the social sciences, or the natural sciences and mathematics. A sound basis is provided upon which each student may choose his major field of interest through early introduction to most areas of disciplinary study.

The student decides during the freshman or sophomore year what his major will be, and he then concentrates in a particular discipline or interdisciplinary area of study. One also takes courses in related and other fields and engages in directed and independent study. In most majors a coordinating senior departmental course and, in some fields, a comprehensive examination are vital parts of the final year.

The College, through this curriculum, is assuming a dual obligation—to prepare students for graduate schools and appropriate jobs, and to educate them more broadly as human beings. Inherent in the curriculum plan is the philosophy that each student should move from a passive absorption of knowledge to self-motivated learning, and that each student must gain a perspective which can relate his own special field to much wider areas of human knowledge.

*The Holt House Program*, an innovative curriculum concept, is based on the belief that the most fulfilling educational experience generally takes place when the learner not only is gaining the knowledge that he personally believes he needs, but is, at the same time, going about the learning process using methods of his own choosing. The mechanism that Holt House employs, by which students can personally tailor and pursue their academic programs and objectives, is known as contract learning.

There are two dimensions to the contract concept—course contracts and graduation contracts. Students admitted into Holt House are permitted to contract any course they wish, except those which are being used to satisfy general education requirements. A course may be already established or be completely original. All that is required is that the student get with an appropriately qualified faculty member or administrator and negotiate the details of what will be expected from the student during the term. During the term of study the faculty member serves as a facilitator to the learning process and as an evaluator of the student's progress.

The graduation contract serves as a personalized educational road map to guide a Holt House student through his college curriculum. In a sense it is analogous to an insurance contract in that it specifies, in as much detail as possible, the course installments that the student must successfully complete in order to receive his degree. At the same time the "agency member" of the contract, Rollins College, has a written commitment from the student which protects the institution from being academically compromised.

Students are eligible to apply for the Holt House Program at any time during their sophomore and junior years or during the spring term of their freshman year. Acceptance into the program is based to a considerable extent on the justification a student can give for needing the non-traditional approach for achieving his educational goals. Good grades are important, but average grades are rarely the single obstacle to one's acceptance. All application portfolios are carefully



examined by the Holt House Steering Committee, which is comprised of six faculty members, one administrator, and two Holt House students. The application procedure requires a personal interview with the student by the members of the Steering Committee.

Details on the policies and procedures of all aspects of the program can be obtained in the academic office.

The College has an *experimental program* which makes it possible for courses to be taught on an experimental basis before they are introduced into the regular curriculum. If the courses are successful, they are then listed in the catalog as an approved part of the academic program. This program is administered by the Provost.

### THE ACADEMIC CALENDAR

The academic calendar consists of a 14-week fall term, a 5-week winter term, and a 14-week spring term. The longer terms are devoted, for the most part, to regular classroom instruction and seminars in all subject matter areas offered by the College. The winter term has been adopted to place emphasis on directed and independent study, discussion seminars on topics not generally explored in depth in the longer terms, and projects proposed by students for approval by an adviser and a review committee. There are also off-campus group studies available for the interested student. These group studies usually involve foreign travel and require supplemental funds.

### MAJORS

Rollins College offers the Bachelor of Arts and the Honors Bachelor of Arts degrees in the undergraduate college in the following major fields:

Art	Environmental Studies
Behavioral Science	Foreign Language
(Anthropology,	French
Psychology,	German
Sociology)	Spanish
Biology	History and
Business Administration	Political Science
Chemistry	Mathematics
Economics	Music
Elementary Education	Philosophy
English	Philosophy and Religion

Physics	Pre-Medicine
Pre-Engineering*	Theatre Arts
Pre-Forestry*	

\*3-2 Programs (see page 26)

### COMBINED MAJOR

A combined major in two departments may be earned if approved by a student's adviser, the departments concerned, and the Vice Provost. Such majors must have coherence and depth, and be deemed better to meet the needs of the individual student than the normal majors offered.

Combined majors require the completion of 8 of the courses required in the regular major of each department concerned, and will reduce proportionately the number of courses in other areas.

When one of the majors is music, four years of applied music and four years of ensemble participation will be required.

### AREA STUDIES MAJOR

An area studies major may be proposed by a student seeking interdisciplinary concentration in an area not available in a single department or two departments combined. For instance, two area majors already clearly identified are Communications and Latin American Studies. The following guidelines and procedures are applicable to these areas and to any other proposals:

1. An area major must involve at least three academic departments and involve a minimum of sixteen courses. Half of these courses must be at the upper division level, and at least two of these upper level courses must be in one department, excluding independent study and the senior project or senior seminar requirement. Of the sixteen courses, the student will complete a project or seminar which will be equivalent to two courses.
2. A student wishing to enroll in the program must obtain the consent of two faculty members in different departments within his area to act as his advisers. Together they will construct the student's proposal which will be submitted to the Vice Provost. All



applications must be approved by the Vice Provost and a small faculty committee on area majors appointed by him. It is the responsibility of the advisers and the committee to ascertain that each area major is academically strong and projected through graduation. Any changes from the approved program will require consent from the Vice Provost.

## REQUIREMENTS FOR GRADUATION

To be eligible for the Bachelor of Arts degree, the following general requirements are stipulated:

1. Residence Requirements. The entire senior year (i.e., the last 9 courses leading to the Bachelor's degree) must be taken at Rollins College. For special requirements in cooperative programs with other colleges or universities, see page 26.
2. Grade Requirement. The 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 pages 58-59.
3. Credit Requirement. Total Courses: completion of 36 courses of academic work (180 quarter hours) and 4 terms of physical education. The following specific requirements must be observed:

- a. Satisfactory completion of the foreign language/foreign culture requirement.
- b. Satisfactory accomplishment in English Composition.
- c. Six courses designated in official course schedules as satisfying distributional requirements. Two courses must be taken in different departments in each of the following areas:

### *Humanities and Expressive Arts*

English  
Foreign Languages  
Philosophy and Religion  
Art  
Music  
Theatre Arts and Speech

### *Science and Mathematics*

Biology  
Chemistry  
Mathematics  
Physics

### *Social Sciences*

Behavioral Science  
Economics and Business Administration  
Education

### *History and Political Science*

The same course may not be used to satisfy a distribution requirement and the foreign language/foreign culture requirement.

Requirements (a), (b), and (c) should be completed by the end of the second academic year.

d. Twelve courses in a major field including the senior departmental course and the senior independent study where required. Additional course credits are required in Elementary Education, Environmental Studies, and Music.

e. A total of 11 to 15 unrestricted courses may be elected, depending upon other requirements.

f. Freshmen may take only 100- and 200-level courses except in unusual cases.

g. Four terms (fall and spring) of physical education to be completed by the end of the fall term of the junior year. (See page 91.)

Graduating seniors are expected to participate in the annual Commencement unless excused for a valid reason by the Vice Provost.

## EXPLANATION OF COLLEGE ACADEMIC REQUIREMENTS

*Foreign Language/Foreign Culture.* The College believes that each of its graduates should have some exposure to a language and culture other than his own. In conformity with this principle, the following policies are in effect:

1. All students must complete a course designated as foreign culture.
2. A student is exempt from foreign language study Rollins by:
  - a. having successfully completed two years of a foreign language (ancient or modern) at the high school level, or
  - b. having received a minimum score of 550 on a foreign language achievement test of the CEEB.

All other students must complete a 102 course in any foreign language; however, a student may place himself in, and receive credit for, the 101 course first.

*English Composition.* All entering students must give



evidence to the faculty of their ability to write correctly, clearly, and effectively. This evidence may be in the form of a sufficiently high score on the English Composition Achievement Test of the College Entrance Examination Board. Those students whose writing falls below the standards of acceptable freshman writing must enroll in English 101 (Freshman Rhetoric and Composition) during the freshman year. Students failing in this course will find it necessary to be tutored until they can meet freshman writing standards.

*Physical Education.* Four terms of physical education (fall and spring terms), unless excused for medical reasons, are required of all students for graduation. A satisfactory grade must be achieved. This requirement should be satisfied before the end of the fall term of the junior year.

*Senior Comprehensive Examinations.* All Seniors are required to take at a scheduled time during the academic year the Aptitude Test of Undergraduate Program for Counseling and Evaluation (Educational Testing Service), measuring verbal and quantitative abilities. In addition to the Aptitude Test, seniors will take the Field Test of the Undergraduate Program for Counseling and Evaluation applicable to the major department.

## COURSE LOAD

A full academic load is defined as 4 courses during the fall and spring terms and 1 course during the winter term. A course is considered equal to five quarter hours for accounting and transfer purposes. Any student registering for more than 4 courses in the fall or spring terms must have the program approved by his adviser and by the Vice Provost or the Registrar. Only one course may be taken in the winter term.

## EVALUATION OF THE STUDENT'S WORK

The grade report is based on the following principles:

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 average required for graduation. It assumes regular attendance at class, punctuality, consistent daily preparation, and completion in a satisfactory manner of all work required in the course.

Grade D is the lowest passing grade. It is below the average necessary for meeting graduation requirements and usually is not accepted for transfer to other institutions.

Grade F is failing.

For each course 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 circumstances 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. A student receiving a grade of I in the fall term or in the winter term must complete the work of the course no later than mid-term of the succeeding spring term. A student receiving a grade of I in the spring term must complete the work of the course no later than mid-term of the following fall term. Failure to complete the course in the designated time will result in the assignment of a grade of F.

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

A student may elect (no later than two weeks after the beginning of a fall or spring term, in writing to the Registrar and the instructor) to take a course outside his major field on Credit/No Credit basis. The grade of Credit will not be assessed on the grade-point average but will be given academic credit. No more than one course per term may be so designated and a maximum



of four such courses will count for graduation. The Credit/No Credit option does not apply to required courses.

Winter term grading: With the exception of off-campus group studies, all courses offered during the winter term are on a regular graded basis. However, if both the instructor and the student agree, the course may be taken as Credit/No Credit, provided the student notifies the Registrar in writing by the end of the first week of the winter term. Off-campus group studies are on a Credit/No Credit basis; however, if both the student and the instructor agree, the course may be taken for a letter grade. In this case the instructor simply forwards the letter grade to the Registrar at the end of the term, with prior notification not required. A winter term course taken on a Credit/No Credit basis is not counted toward the four such courses which may be taken in the fall or spring terms; however, the same restriction that it must be an elective does apply, with the exception that an off-campus group study to a foreign country, taken as Credit/No Credit, may be used to meet the foreign culture requirement.

#### 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	9 courses
Junior standing	18 courses
Senior standing	27 courses

#### 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 \$5 fine.

#### 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 Vice Provost 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. In the evaluation of transfer credit  $3\frac{1}{2}$  semester hours or 5 quarter hours are equated to one Rollins course. (See page 34 for details.)

#### CLASS ATTENDANCE

Rollins employs a variety of instructional methods with a corresponding variety of class attendance requirements.

In view of this variety, the College makes a distinction between *absence from class* and *overnight absence from the College*. Permission to be absent from the College must be obtained from the Office of Student Affairs. Permission to be absent from a specific class must be obtained from the professor responsible for that class. Hence, student who wishes to be absent from the College must obtain permission both from the Office of Student Affairs and from his professor.









A student who is absent from the College without permission from the Office of Student Affairs, will be subject to appropriate disciplinary action, which may include dismissal from the College. A student who is absent from any class without permission of his instructor may be penalized by the lowering of his grade for the course or, in extreme cases, he may be referred to the Academic Standards Committee, which may place him on academic probation or require him to withdraw from the College.

Each student will be held responsible for all absences from class. 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 for any reason, he is considered absent.*

Violations of the foregoing attendance policy immediately before or after a holiday or vacation will be treated more severely than violations at other times.

#### ACADEMIC PROBATION AND DISMISSAL

Academic probation is not to be considered as punishment, but is intended to give the student opportunity and encouragement to achieve and maintain good academic standing.

Since a cumulative average of 6.00 (C) is a requirement for graduation, it is in the best interests of the student that he maintain a reasonable progress. With this in mind, and in order to uphold the academic standards of the College, policies of academic probation and dismissal have been established, as shown below.

Because of its special nature, the winter term is not considered separately in applying these standards. Winter term grades are averaged together with spring term grades.

#### Academic Probation

A student will be placed on academic probation if his cumulative average is less than that shown below at the end of the indicated term:

	Fall	Spring
Freshman	4.00	4.50
Sophomore	5.00	5.40
Junior	5.60	5.80
Senior	6.00	

A cumulative academic average of 6.00 for the spring semester of the senior year is required for graduation.

A student on academic probation is not in good standing and may not own or maintain a motor vehicle or hold a scholarship. The student may be asked to abide by additional regulations determined by the Academic Standards Committee.

#### 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 raises his cumulative average to the required level.

#### Academic Dismissal

A student will be dismissed from the College under the following conditions:

1. If his term average is 1.00 or less.
2. If his cumulative average is less than 4.00 at the end of his freshman year.
3. If, at the end of the spring term of the 2nd, 3rd, or 4th year, he has not attained the appropriate cumulative average shown above after having been on academic probation for the entire academic year.

If the student believes there are extenuating circumstances which justify an appeal of academic probation or dismissal, such appeal must be made in writing by the student to the Provost of the College.

#### 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 Vice Provost or the 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 and recommended by the Office of Student Affairs.







# Courses of Instruction

## NUMBERING OF COURSES

The following system is used in the numbering of courses: courses open to freshmen are numbered from 100 to 199; courses open to sophomores are numbered from 200 to 299 (200-level foreign language courses are open to qualified freshmen); courses open primarily to juniors and seniors are numbered 300 and above. An official course schedule is printed before the opening of each term.

## PREREQUISITES

Course prerequisites apply to all students in their major area of concentration. They exist to ensure that the student receives exposure to the fundamental concepts of his major and to ensure that subject matter is introduced in a logical sequence with advanced studies built upon a foundation of selected required courses.

Students may elect courses outside of their chosen area of specialty without regard to prerequisites provided they receive the consent of the instructor and realize that extra effort will be needed on their part. Such students cannot expect a lowering of academic standards to compensate for their lack of background.

## CREDIT AND ACADEMIC LOAD

A course credit is equivalent to five quarter-hours (three and one-third semester-hours) credit. The normal academic load is four courses during the fall and spring terms, and one course in the five-week winter term.

## ART

Peterson (Head), Hallam, Larned, Lemon

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.

The student may choose a program emphasizing studio art or history of art. For studio concentration the student should schedule two courses, Principles of Art 131 and Art Structure 132 (to be taken in the freshman year) and the two courses, Introduction to Art History 201 and 202.

For art history concentration he should schedule Introduction to Art History, either Principles of Art or Art Structure, and one intermediate level studio course.

### Studio Concentration

Principles of Art (131)  
 Art Structure (132)  
 Introduction to Art History (201, 202)  
 Drawing and Composition (221)  
 Intermediate Studio 3 courses  
 Advanced Studio (should include painting and sculpture) 4 courses  
 Major Discipline Seminar 1 course  
 Independent Study 1 course

### Art History Concentration

Principles of Art (131)  
 or  
 Art Structure (132)  
 Intermediate Studio 1 course  
 Introduction to Art History (201, 202)  
 Period Concentration (classes or directed study) 5 courses  
 Major Discipline Seminar 1 course  
 Independent Study 1 course

### Related Courses

To achieve breadth in his college program, the student majoring in Art should select at least four from the following group of associated courses:

1. Aesthetics
2. World Literature
3. Old Testament
4. Technical Theatre
5. Masterpieces of Music Literature
6. European History
7. 20th-Century Drama
8. 20th-Century Poetry



All senior art majors will take part in the Senior Seminar. Studio majors will be required to participate in the Senior Art Exhibition at the end of their senior year. Art history majors may participate in the senior Art Exhibition or must meet a suitable equivalent requirement.

#### 101, 102. Introduction to Art and Artists

Illustrated lectures, readings, and discussions intended to introduce the non-art major to the field of the visual arts.

#### 104. Comparative Arts

This course will operate on the premise that art, architecture, literature, music and the affiliated arts share a common aesthetic in the given age in which they are generated. In this course the student will be given critical tools to make a comparative study of twentieth-century arts. Will replace Art 102, Spring Term 1975.

#### 131. Principles of Art

Theory and application of drawing and design fundamentals. Work in this course involves orientation to basic studio methods. Required of majors.

#### 132. Art Structure

This course is intended to provide a foundation of history, theory and technical information relating primarily to the study of two-dimensional art forms. Course work will consist of directed study and execution of projects related to the areas of study. Required of majors.

#### 201, 202. Introduction to Art History

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 reports. Required of majors. High school credit in survey of art history accepted.

#### 220. Nineteenth Century Art

This course traces the succession of styles in nineteenth-century painting, highlighting of the leadership of France, and showing in the pictures of the nineteenth century the basis for abstract art of the present time. Prerequisite: Sophomore standing or consent of instructor.

#### 221. Drawing and Composition

Various forms and drawing media will be explored. Drawing will be approached as an aid to visualization of two- and three-dimensional form through studies in perspective, the human figure, and non-representational form.

#### 222. Two- and Three-Dimensional Design

Exploration of two- and three dimensional form, leading to studies in sculpture, ceramics, painting, and graphics.

#### 223. Twentieth Century Art

A study of the origins and trends in painting, sculpture, and architecture since Realist-Impressionist movements of the 1860's. Artistic problems and ideas studied in context of social and political life and as symptoms of crises and deep changes in modern

civilization. Prerequisite: Sophomore standing or consent of instructor.

#### 231. Painting I

Intermediate level studies in painting, collage, and construction, employing oil, acrylic, and various mixed media. Prerequisite: Principles of Art or consent of instructor.

#### 232, 332. Special Studies in Painting and Graphics, I and II

Intermediate and advanced level studies in the related fields of painting and graphic arts. Special attention will be given to the development of individual points of view, drawing from the student's prior experience in design, painting, and graphics.

#### 241, 242. Sculpture I

Exploration of several sculptural modes and techniques, traditional and contemporary. This course is intended to give the beginning sculpture student a broad training from which to go on to specialized work. Prerequisite: Art 222 or consent of instructor.

#### 309. Medieval Art and Architecture

A study of architecture, sculpture, and painting. Lectures consider decline of classical art, emergence of Early Christian and Byzantine art, the interrelationships between arts of the East and those of the West. Special attention is given to sources and development of Romanesque and Gothic styles, examined as symbols of human life, belief, and ideas. Prerequisite: Sophomore standing.

#### 310. Northern Renaissance Art

Northern Renaissance art concentrates on the development of painting techniques, the variances of styles, and the iconology of 15th- and 16th-century Flanders, France, Germany, England, and Spain. Prerequisite: Sophomore standing.

#### 311. Italian Renaissance Art

The development of Renaissance art in Italy from the 14th to the early 17th century. Analogies between visual arts and contemporary humanist ideas are explored. Prerequisite: Sophomore standing or consent of instructor.

#### 313. Mannerist and Baroque Art

Sources of Italian Baroque style are examined in context with the Reformation and Counter-Reformation. Dutch, Flemish, French, and Spanish 17th-century art considered. Prerequisite: Art 311 or consent of instructor.

#### 319. Arts of Ancient Civilizations

This course concentrates on Egypt, Mesopotamia, Anatolia, Crete, Greece, and Rome, tracing the intermingling of influences in architecture, sculpture, painting, and the minor arts. Prerequisite: Sophomore standing or Art 202.

#### 322. American Art

A study of architecture, sculpture, and painting in America from the founding of the colonies to the present time. The course traces America's emergence from a reflection of European influence to contemporary leadership in the arts. Prerequisite: Sophomore standing or consent of instructor.

#### 324. Movements in Contemporary Art

A selected study of significant art works since World War II, stressing their interrelationship and the sociological trends which



they represent. Prerequisite: Junior standing and Art 223 or consent of instructor.

### 325. Art of Spain

The development of Spanish culture reflected in architecture, sculpture, painting, and the minor arts is traced through slides and lectures from Altamira (20,000 B.C.) to contemporary painters. Emphasis is given to outside influences (Romans, Moors, etc.) and how they affected Spanish art. Sophomore standing or consent of instructor.

### 331. Painting II

Studies in several media, concentrating on the student's individual development. Prerequisite: two courses in painting and consent of instructor.

### 340. Watercolor

Studies in the handling of transparent watercolor, treating still life, landscape, and the figure. For majors and non-majors. Taught in alternate years.

### 341, 342. Sculpture II

Additional studies in sculpture, emphasizing contemporary forms and materials and concentrating on the student's individual development. Prerequisite: Art 241 or consent of instructor.

### 343. The Human Figure

Studies in drawing and painting. Anatomy studies, study of master drawings, and work from figure and portrait models will be included. Taught in alternate years.

### 380. Special Categories in Art History

Surveys of selected areas of art history not encompassed by the departmental sequence of period courses. Included will be Art Nouveau, Latin American Art, and Near Eastern Art.

### 399. Senior Independent Study

#### 401. Senior Seminar

Departmental studies designed to integrate different aspects of the art curriculum through lectures, papers, panels, and individual studio and art history projects.

## BEHAVIORAL SCIENCE

Weiss (head), Burnett, Gregory, Harblin, Jones, Pequeño, Ray, Upson, Williams  
Behavioral Science explores man's experience and behavior at three conceptual levels: person, society, and culture. An emphasis is placed when possible, on integration and continuity among psychology, sociology, and anthropology.

The Department offers a major in Behavioral Science in which the student may pursue a general program of studies or choose to concentrate in one of the specific areas of anthropology, psychology, or sociology.

All students wishing to major in Behavioral Science should plan to complete one of the core programs listed below before the end of the junior year. During the

senior year all students must complete two terms of Senior Independent Study.

### Core Courses in Anthropology

333 Paleoanthropology

341 Nature of Language

351 Cultural and Social Anthropology

358 Theories of Culture

### Core Courses in Psychology

238 Developmental Psychology

254 Personality

263 Experimental Analysis of Behavior

### Core Courses in Sociology

201 The Sociological Perspective

203 Methodology

343 Social Stratification

345 Development of Social Thought

At the time a student chooses to major in Behavioral Science, an adviser will be assigned to him. The adviser will work with the student until graduation.

### 201. The Sociological Perspective

Study of the concepts, assumptions, attitudes, and methods used by the sociologist as he analyzes the nature and rules of the social order. Attention will be given to problem identification and analysis as they prepare the sociologist to design change and gain control over the social environment.

### 203. Methodology

Emphasis is placed on the actual gathering of social science data, primarily from the part of the sociologist. Issues are the philosophy of science, the development of research strategies, and ethical/political problems of research are examined in this course.

### 211. Sociology of Religion

The interrelation of religion and cultures in various societies and the relationship between groups of diverse religious orientations.

### 212. The Family

A study of the human family as a social system including an analysis of its structure and functioning, and an examination of courtship sexual behavior, love, marriage, and husband-wife and parent-child relationships.

### 215. Behavior Modification

An introduction to basic techniques for changing personal and social behaviors. The course reviews the basic behavioral control principles as well as the various areas of application of behavior modification. A review of the moral implications of human control is included.

### 221. Perspectives in Psychology

This course reviews a particular topic which will serve as a vehicle for the presentation of the psychological perspective. An attempt is made to address the topic under consideration in such a manner as



to make it most appropriate for non-majors and students having no prior background in Psychology

### 238. Developmental Psychology

Studies the physiological, psychological development of children with emphasis on those factors which promoted optimum growth. Laboratory required

### 251. Anthropology

A survey of general anthropology, including an inquiry into the origin of man, prehistory, and a comparative analytic survey of cultural systems on a world-wide basis.

### 254. Personality

A study of major theorists' contributions to personality theory. An evaluation of the current status and research of each theory is part of the course content.

### 257. Area Studies in Anthropology

A single culture area of the world is selected for intensive analysis of the people and their cultures. Different areas will be selected for each term. Offerings will include, for example, Cultures of Africa, peoples of India, North American Indians, Peoples and Cultures of South America, etc. May be repeated for credit.

### 263. Experimental Analysis of Behavior

This course explores the basic operant and respondent principles of behavioral control and applies them to the questions of behavior change. Both behavior theory and research are explored within the context of human personality and social dynamics.

### 265. Physiological Psychology

An introduction to research and methods in physiological contributions to an understanding of behavior.

### 271. Deviant Behavior

A sociological analysis of current patterns of behavior which our society labels "deviant". To be discussed are topics such as drug usage, protests directed against the war, sexual deviations, etc., with emphasis on how these deviant patterns may be changing the value and normative structure of our society.

### 275. Population

An introduction to the basic principles of demography. This course will include the important contributions of population analysis and of the trends in population changes to the understanding of society.

### 281. Organizational Behavior

A behavioral science survey of organizational structures, group processes, and leadership and management skills as they relate to problem solving, decision making, and the process of change in the psycho-social systems of private and governmental institutions.

### 295. Origins of Civilization

An examination of man's culture during the period 40,000 B.C., the beginning of written history, including his prehistoric migrations into North and South America, Australia, and the Pacific Islands from his original base of population in Africa, Asia, and Europe. Analysis of the ways of life practiced during this time period: hunting and gathering, agriculture, herding of animals, and urbanized civilizations.

### 310. Psychopathology

This course is intended to combine a survey of the types of

pathology, their etiology, dynamics, and treatment with a field experience. Students must be of junior standing and obtain permission of the instructor.

### 318. Urban Sociology

This course looks at the city in a historical perspective and attempts to ascertain how population, technology, and environment have contributed to urban growth and change. The latter part of the course is involved with the examination of urban social problems.

### 320. Social Change and the Future

An examination of the factors that have produced modern social organization with an emphasis on the understanding of the future.

### 325. Motivation

A survey and analysis of a wide variety of research areas which address the question of motivation. An operational analysis is made of research derived from ethology, comparative and physiological, activation studies, social and personality dimensions. A synthesis of this material based on an operational point of view is attempted. Prerequisite: Core program.

### 332. History and Systematic Psychology

Current major concepts of psychology evaluated through the perspective of their histories.

### 333. Paleoanthropology

An examination of the fossil evidence for human evolution. The relationships between evolutionary processes and physical changes are considered in the context of culture as man's primary means of adaptation.

### 340. Introduction to Archaeology

General inquiry into the anthropological sub-discipline of archaeology. Primarily concerned with field work, laboratory analysis, and archaeological theory. Associates the actual process of doing archaeology to the interpretation of past human behavior.

### 341. Nature of Language

An introduction to the structure of language and to linguistics. The course will look at the description, analysis, and explanation of human language with an emphasis on what linguists do and the application of linguistics to current language problems.

### 343. Social Stratification

Examination of theories and problems of measurement of social stratification. Analysis and comparison (Asian, European, North American) of stratification systems. Functions of stratification for social institutions, social problems, and social change.

### 345. Development of Social Thought

An examination of the development of the sociological perspective, both in terms of the men who were founders of the discipline of sociology and in terms of the way concepts within sociology have developed and have been modified.

### 347. Social Structure

Analysis of the patterning of human behavior in terms of social role, status, group, complex organization, and social institutions.

### 351. Cultural and Social Anthropology

A comparative analysis of cultural systems of preliterate societies with special focus upon the interrelationships of cultural adaptation and human behavior.



**352. Racial and Ethnic Group Relations**

Social cohesion and subcultures in America and in other societies are considered.

**353. Culture and Personality**

Anthropological contributions to an understanding of personality on a cross-cultural basis are examined. Emphasis is upon the interrelationships of culture, society, and personality.

**355. Dynamics of Culture Change**

This course will deal with approaches to theory of sociocultural change (evolution, diffusion, ecology, historical materialism, technological determinism, cultural determinism, etc.) and their applications in recent research on tribal and peasant peoples, and on modern industrial society.

**356. Culture and Biological Man**

An analysis of behavioral aspects of the interaction between culture and man as an animal.

**358. Theories of Culture**

Survey of the history of anthropological thought. The student will be introduced to the structure of anthropological inquiry through the study of historical and contemporary trends in theory and the application of anthropological methods.

**361. Experimental Psychology**

An introduction to laboratory techniques and procedures in psychology. Laboratory required.

**364. Behavioral Genetics**

An introductory course concerning the genetic basis of animal and human behavior based on analytic rather than anecdotal reports. Emphasis placed on evolution and the continuity of certain behavioral patterns along the phylo-genetic scale. The role played by genetics in such human problems as mental dysfunction and disease, alcoholism, and personality disorders will also be a prime topic of discussion.

**366. Sensation-Perception**

This course attempts to develop an understanding of how the sensory mechanisms are constructed and how they mediate the sensations of light, sound, touch, taste, and the like. Perception is further discussed as a process which goes beyond the discrimination of single stimuli, and the organismic interpretation of patterned information provided by the environment is of major concern.

**380. Seminar in Anthropology**

A course designed to present different approaches within the field of anthropology which examine and analyze cultural, biological, and social interaction from a given point of view. Various topics are addressed each term.

**385. Language and Culture**

An exploration of the relationship between language and culture. The course will take a look at what linguistics has to offer the cultural anthropologist in terms of method and theory, and vice versa. Current questions in the field of linguistic anthropology (or anthropological linguistics) will be explored. Prerequisite: BH 341 or equivalent.



**410. Perspectives in Sociology**

A course designed to present different approaches within the field of sociology which examine and analyze social interaction from a given point of view. Various perspectives are addressed each term.

**415. Topics in Psychology**

An advanced exploration of theory and research in selected areas of psychology. Topics for consideration are at the discretion of the instructor.

**418. Advanced Topics in Linguistics**

A course which will cover a specific area of linguistics in depth. Some of the possible topics are phonology, syntax, semantics, the comparative method of historical linguistics, etc. Prerequisite: BH 341 or equivalent.

**420. Phenomenological Psychology**

American and European contributions to the emerging field of phenomenology are discussed with emphasis placed on relating phenomenology to other traditional psychological approaches.

**422. Field Methods in Linguistics**

A lecture-seminar course which covers the methods used by non-native speaking linguists when working with a new language. Procedures of linguistic transcription, elicitation, and analysis will be covered. A native speaker of a language other than English will be the source of data for this course. Prerequisite: BH 341 or equivalent.

**425. Advanced Physical Anthropology**

An in-depth study of the human skeleton, and analysis of human Mendelian and population genetics, followed by application of this knowledge in a laboratory context to human fossil remains, primate evolution and human biological variation.

**430. Comparative and Animal Behavior**

A review of ethology and comparative research in animal behavior.

**461. Learning**

This course acquaints the student with the various areas of concern in the study of behavior acquisition and modification. The course considers the philosophical and theoretical positions of workers in a variety of these areas. Both pure and applied research are reviewed, thus attempting to appreciate the continuity from the laboratory use of animals to the social-ecological understanding of humans.

**495. Senior Interdisciplinary Seminar in Behavioral Science**

A capstone interdisciplinary small group seminar taught by an anthropologist, psychologist, and sociologist jointly and simultaneously. A problem of relevance to the behavioral science



major will be selected and analyzed using the perspectives of the three represented disciplines. Instructors and students will be coparticipants.

499. Senior Independent Study and Colloquium

## BIOLOGY

Richard (Head). Henderson, Sandstrom, Scheer, Small, D. Smith

A student majoring in Biology must take a minimum of 12 courses in the field in addition to Physics 140 or 141, Chemistry 142, Chemistry 211, and Chemistry 311. Courses required within the Biology major are 101, 102, 210, 211 or 212, 316, 329, 408, 462, and independent research in the junior or senior year. The following courses are open to the Biology major; however, they do not count toward satisfying the 12-course requirement: Psychobiology, Human Ecology, Concepts of Biology, Economic Biology, and Oceanography.

The curriculum in Biology is broadly based and exposes the major to a variety of meaningful laboratory and field experiences. Students of demonstrated abilities may receive the honor of being awarded a laboratory assistantship. If a career of research or teaching on the college level or above is contemplated, the student is strongly urged toward graduate work by acquiring mathematical skills, a reading knowledge of foreign languages, and additional courses in physics and chemistry. See Pre-Medicine.

### 101, 102. Biological Diversity

An evolutionary treatment of the plant and animal kingdoms, emphasizing practical approaches of the field and laboratory and theoretical aspects of the origins and ordering of biological diversity. Required of biology majors.

### 110. Concepts of Biology

A course in the principles of Biology for the non-science major, stressing the relationships among organisms including man.

### 113. Economic Biology

The origins of domesticated plants and animals; economics of food, clothing, disease, and spoilage; the quest for biological resources throughout history.

### 115. Oceanography

A study of the physical aspects of the oceans and seas of the world. Some major topics covered are: mapping the earth's surface; atmospheric circulation; effects of the oceans on world climate; currents, waves, and tides; form and change in the ocean floor. Certain aspects of marine biology will be covered.

### ES 189. Human Ecology

An introduction to the interactions of man in ecosystems. Emphases

are placed upon human population dynamics and the effects of expanding populations and technology upon the environment. Present environmental problems will be identified and defined and an appreciation gained for the complex interaction of factors which must be considered in analyzing the man-environment system. Alternative solutions will be sought within a framework of ecological theory. Required of all Environmental Studies majors in the freshman year.

### 191, 291; DS. Psychobiology

An introduction to the biological bases of behavior including physical, developmental, physiological, and hereditary determinants. Environmental and experimental modifications of behavior will be considered. Special topics include the study of social behavior, instinct, conditioning experiments, memory, and the effects of drugs on behavior. In odd years.

### 199, 299; DS. Paleontology

Reconstruction of life of past time through a study of fossils and the geological formations in which they occur. In odd years.

### 210. Cell Biology

An introduction to the basic structure and functional mechanisms of life at the cellular level. Topics considered include metabolism, cell reproduction, materials exchange, cellular organelles, and photosynthesis. Required of Biology and Pre-Medical majors. Prerequisite: Chemistry 142 recommended.

### 211. Plant Physiology

Principles of plant physiology at the organismal level. Emphasis is upon plant growth and development, regulation of physiological processes, plant nutrition, and water balance. Prerequisite: 210.

### 212. Animal Physiology

A course in the principles of animal physiology at the cellular and organismic levels. Function of the nervous, endocrine, muscle, excretory, circulatory, respiratory, and digestive systems is considered with emphasis given to the underlying mechanisms. Prerequisite: 210.

### 316. Ecology

A field-oriented course in ecology with an emphasis on population, community, and ecosystem studies in representative aquatic and terrestrial habitats of Florida. Required of biology majors. Prerequisite: 102.

### 323. Comparative Anatomy

History of vertebrate structure based upon a comparative study of the various classes of vertebrates. Laboratory dissection of the dogfish as a basic type.

### 325. Mammalian Anatomy

An in-depth analysis of the anatomy of mammals with particular emphasis on structural interrelations between various systems. Dissection of the mammal. In odd years.

### 328. Vertebrate Embryology

Embryological development of vertebrate forms, particularly the bird and mammal. Both descriptive and experimental aspects considered. Laboratory covers development of bird and mammal. In even years.

### 329. Microbiology

A course in general microbiology covering the aspects of microbial



diversity, physiology, and determinative techniques. Required of biology majors. Prerequisite: 102.

**340; IS. Advanced Taxonomy**

An independent in-depth systematic study of a selected group of organisms. Prerequisite: 102 and consent of instructor.

**351. Population Biology**

An investigation of the structure and dynamics of populations of living organisms. Aspects of biometry, simple models, and management techniques are included. In odd years.

**360. Developmental Biology**

Inquiry into the assembly of cells and organisms and into the nature of plant and animal development. Emphasis includes descriptive and experimental approaches to the time-related phenomena of division, growth, differentiation, and morphogenesis. In odd years.

**394; DS. Marine Biology**

An introduction to life in the sea. Directed field-oriented studies in the systematics, ecology, biogeography, and behavior of marine plankton, benthos, and nekton. Emphases on representative field areas along the South Florida coast and islands. Prerequisite: 102. In even years.

**397; DS. Tropical Biology**

Directed field-oriented studies in the systematics, ecology, biogeography, and behavior of terrestrial & aquatic organisms of the tropics. Emphasis is given to representative rain forest, freshwater, and marine coast ecosystems of Central America; conducted in part at selected field laboratories in British Honduras, Costa Rica, Jamaica, and the Smithsonian Tropical Research Institute in the Panama Canal Zone. Prerequisite: 102 or consent. In odd years.

**399, 499; IS. Research**

Special Topics will be selected. Consent of instructor.

**408. Genetics**

Course deals with the laws of variation and heredity. Required of biology majors. Prerequisite: Senior standing.

**431. Biochemistry**

An introduction to the principles of biochemistry, with emphasis on the chemical mechanisms by which living cells store and utilize energy and information. Includes structure and metabolism of fats, carbohydrates, proteins, and nucleic acids. An elective for premedical majors. With laboratory. Prerequisite: Chemistry 312 or consent.

**451. Molecular Biology**

Lectures and laboratory in fundamental cellular and molecular biology. Includes structure and function of cell organelles, biophysical effects of radiation on cells, and macro-molecular control mechanisms. Emphasis on nucleic acid and protein synthesis. An elective for premedical majors. Prerequisite: 431 and senior standing.

**462. Evolution**

Integrates those disciplines that contribute to present-day concepts of evolution with emphasis on genetic mechanisms and the theoretical relationships of phylogenies to modern taxonomic structure. Required of biology majors. Prerequisite: 408.

## CHEMISTRY

Blossey [Head], Cochran, Hellwege, Ridgway

A major in Chemistry provides the student with basic training for a professional career in chemistry and related areas of science. Many graduates continue their education in the various fields of chemistry, chemical physics, geochemistry, oceanography, and the sciences related to life, such as medicine, biochemistry, pharmacology, dentistry, etc., with support through fellowships and assistantships in graduate schools. Others pursue teaching careers on the secondary school level or find careers in the non-laboratory activities of science-based industry, such as information retrieval, sales and market research, and personnel.

Premedical students find that the courses required and strongly recommended by many medical schools can be advantageously met by a major in chemistry. The department recognizes this by allowing students to satisfy their major requirements with courses in physiology, biochemistry, molecular biology, comparative anatomy, and others beyond those required in the minimum basic program in chemistry. The newer trends in medical education are also complemented by the opportunities for independent studies in areas related to medicine.

Well-prepared students planning to major in chemistry should take Physics 141, Chemistry 142, and Mathematics 111, 112 in their freshman year. Students who have not had high school physics or those with deficiencies in mathematics normally should take Chemistry 141, 142, Physics 140, and Mathematics 100, 111. Unusually well-prepared entering freshman may be exempted from the theoretical portion of Chemistry 142 and/or Chemistry 211 by satisfactory performance on department-administered examinations.

Beyond these a minimum of nine additional courses and three elective courses in chemistry or related fields, on the 300- or 400-level, will satisfy the requirements for a major in chemistry. Courses taken outside the Science Division will only be accepted for satisfying the major requirements if these have been approved by the department.

Normally, a student will take Chemistry 211, 212, 305, 306, 311, 312, 400, 401, and 499. Chemistry 401, Inorganic Chemistry, and Chemistry 499, Independent Study, are required departmental courses for all seniors.



As supporting courses outside the department a chemistry major should take a minimum of two mathematics courses, one of which must be Mathematics 111, and either of two possible three-course sequences in physics: Physics 140, 141, 142, or Physics 141, 205, 206. Additional courses in mathematics are strongly recommended for students considering further study in chemistry.

Students who wish to emphasize biochemistry or pre-medicine are advised to include Biology 210, 212, 329 and 451, as well as Chemistry 431 in their study program.

Completion of the second year of college work in German or Russian is strongly recommended if graduate study in chemistry is contemplated.

#### 110. Chemistry and the Environment

A brief introduction to some of the concepts and methods of chemistry and their applications to the study and solution of environmental problems. No previous chemical knowledge on the part of the student is assumed. Laboratory exercises and field trips.

#### 141. Concepts of Chemistry

A course for science majors introducing the basic concepts of chemistry with emphasis on the description of chemical reactions, stoichiometry, atomic structure and chemical bonding, molecular-kinetic theory, and reactions in aqueous solutions. For students who have not had high school physics. With laboratory.

#### 142. Principles of Chemistry

An introductory course designed to be taken by students planning to major in any one of the laboratory sciences. Selected topics in descriptive chemistry, stoichiometry, atomic structure and chemical bonding, molecular-kinetic theory, and reactions in aqueous solutions. Taught by the personalized system of instruction. With laboratory. Prerequisite: Physics 141.

#### 211. Chemical Energetics and Dynamics

This course represents the second term of a one year introduction to chemistry for science majors. Topics covered include thermodynamics, chemical equilibria, oxidation-reduction processes, and chemical kinetics. Taught by the personalized system of instruction. With laboratory. Prerequisite: CH 142.

#### 212. Analytical Chemistry I

Studies in the theory of complex solution equilibria, nonaqueous solvent chemistry, solvent extraction, ion exchange, conductivity, potentiometry, and orbital theory and electronic transitions. With laboratory. Prerequisites: CH142 and 211 or their equivalent.

#### 305. Physical Chemistry I

Chemical applications of the laws of thermodynamics. Introduction to equations of state of matter, the laws of thermodynamics, thermochemistry, and the elements of quantum mechanics. With laboratory. Prerequisite: CH 211.

#### 306. Physical Chemistry II

Introduction to the study of molecular structure by spectroscopy,

diffraction, and determination of electrical and magnetic properties. Chemical kinetics. Introduction to the solid and liquid states of matters. Phase equilibria. With laboratory.

#### 311, 312. Organic Chemistry I and II

Basic study of the most important types of carbon compounds: their preparation, interrelations, and properties. Introduction to instrumental methods used in the separation and identification of organic compounds such as gas chromatography, nuclear-magnetic resonance spectroscopy, infrared and ultraviolet spectroscopy, and mass spectroscopy. With laboratory. Prerequisite: CH 211.

#### 399. Physical Chemistry Laboratory

Introduction to measurements of physical-chemical properties of chemical compounds and reactions in the laboratory. Emphasis will be on the use of modern chemical instrumentation.

#### 400. Analytical Chemistry II

An instrumentally oriented course dealing with the subjects of oscillography, polarography, amperometry, chemical microscopy, and radiochemistry. With laboratory. Prerequisites: CH 212, 311, 312 and P 206.

#### 401. Inorganic Chemistry

A faculty-student team-taught course dealing with the subjects of bonding, stereochemistry, coordination chemistry, organometallic chemistry, noble gas chemistry, and bioinorganic chemistry. A common text and the primary chemical literature will serve as resource material for the course presentations. With laboratory. Prerequisites: CH 212, 306, and 312.

#### 417. Advanced Organic Chemistry

Modern interpretation of molecular structure and reactivity related by means of organic reaction mechanisms. Both lecture and laboratory will stress independent use of primary chemical literature. Open only to seniors. Prerequisite: CH 312.

#### 431. Biochemistry

An introduction to the principles of modern biochemistry. Emphasis on the chemical nature and metabolism of fats, carbohydrates, proteins, and nucleic acids. With laboratory. Prerequisite: CH 312 or consent of instructor.

#### 460. Topics in Chemistry

Advanced course in special topics which can include: polymers, stereochemistry, nuclear and radiation chemistry, phase relationships, organometallics, photochemistry, natural products, special problems in chemical education, and current problems from the chemical literature. Team taught by the staff. Course assumes the student has some prior knowledge of the four basic areas of chemistry.

#### 499. Independent Study

Chemical Research

### ECONOMICS AND BUSINESS ADMINISTRATION

Welsh (Head), Evans, Hales, Hill, Jorgensen, Kenison, R.B. Smith, Taylor

The Department of Economics and Business Administration offers balanced programs in Economics and Business Operations.



### Major in Economics

The major in Economics comprises twelve (12) courses, including Senior Independent Study and the Senior Department Seminar, and either Introductory Calculus-Math 111 or Mathematics for Economic and Business Application-Math 105.

The standard group of required courses includes the following subjects:

Math for Economics & Business	-Math 105
Principles of Economics I (Macro)	-Econ 211
Principles of Economics II (Micro)	-Econ 212
Economic Analysis (Micro)	-Econ 303
Economic Analysis (Macro)	-Econ 304
Statistical Inference	-Econ 301
Senior Economic Seminar	-Econ 401
Senior Independent Study	-Econ 499

In addition, two courses must be selected from Economics at the 300-level or above.

The remaining two department courses may be selected from either Business Administration or Economics courses.

Students majoring in Economics or students choosing a sequence of subjects in preparation for entry into a graduate program in economics, business administration, or industrial management should consult with a member of the department concerning selection of courses.

The courses in directed study for freshmen, sophomores, and juniors, and the independent study courses for seniors permit the student to pursue areas of interest under the guidance of members of the department in a wide range of economic and business subjects. At the junior and senior level, directed or independent study may be taken in fields such as cost accounting, taxation, investments, operations research, mathematical economics, industrial history, public finance, or similar aspects of economics and business.

#### 101. The American Economy

A survey of the growth and development of the American economic system. Historical factors, the rise of mass production, the development of corporate enterprise, and the position of the United States in the world economy. Open to non-majors. This course may not be taken for major credit after the student has taken Economics 211.

#### 105. Economics of Social Issues

This course is especially designed for the freshman non-major. There is little of the usual stress on mathematics and graphics. The approach is, however, rigorous and employs topics of current interest as a means of introducing economic principles that will be valuable in a student's general education.

#### 211. Principles of Economics I (Macro)

A fundamental course devoted to development and application of the basic analytical tools and principles required for an understanding of major economic problems and policy alternatives available for their solution. Areas covered include introduction to American capitalism, markets and prices, national income analysis, money and banking, and economic growth. Particular emphasis on macroeconomic analysis. Prerequisite: NONE

#### 212. Principles of Economics II (Micro)

A fundamental course devoted to development and application of the basic analytical tools and principles required for an understanding of major economic problems and policy alternatives available for their solution. Areas covered include the study of markets, the theory of price and resource allocation, the economics of the firm, government and the economy, and international economic relationships. Particular emphasis on micro-economic analysis. The second course of a two-course sequence. Prerequisite: Economics 211 or consent of instructor.

#### 241. Economics of the Environment

Problems of economic control, costs, and measurement of alternative systems of managing the quality of man's environment. Open to non-majors. May be taken for major credit.

#### 298. Directed Study for Sophomores

##### 301. Statistical Inference

Introduction to modern standard statistical methods as utilized in economics. Sources and methods for collecting and organizing data. Probability distributions and analysis in economics and other fields. Measures of concentration and dispersion. Correlation methods. Sampling and experiment. Time series. Presentation and interpretation of results. Statistical systems. Prerequisite: Sophomore status.

##### 303. Economic Analysis (Micro)

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: Econ 211, 212; Math 105 or 111.

##### 304. Economic Analysis (Macro)

An intensive analysis of the behavior and relationship of the broad aggregates of economic activity, such as national income, the price level, savings, investment, consumption, government expenditures, taxes, money, and credit. Consideration is given to economic fluctuations and factors influencing economic growth. Prerequisite: Economics 211, 212; Math 105 or 111 or consent of instructor.

##### 306. Money and Banking

A study of money and banking as prelude to consideration of alternative monetary theories and policies. Special attention to interrelationship of monetary, fiscal, and income policies in stabilization and development of U.S. economy. International



aspects also examined. Prerequisite: Econ 211, 212, 304 or consent of instructor

### 307. International Economic Relations

A study of principles of international trade and related commercial policies. Equivalent emphasis to balance of payments problems and methods of adjustment. World financial institutions and regional arrangements considered with special reference to worldwide economic development. Prerequisite: Econ 211, 212, 305 or consent of instructor

### 321. 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: Econ 211, 303 or consent of instructor.

### 327. Comparative Economic Systems

The basic problems faced by all economic systems, and the special problems of authoritarian, competitive, and mixed economies. Prerequisite: Economics 211 and 212 or consent of instructor

### 332. Industrial Organization

A study of American industries with an objective of evaluating industrial structure and public policy towards business. Prerequisites: Econ 211, 212 or consent of instructor.

### 335. Public Finance

This course explores the impact of the taxing and spending policies of federal, state, and local governmental units on resource allocation in the economy. The incidence of taxation, the burden of public debt, the distribution of incomes, and the costs and benefits of public programs are a few of the topics that are covered. Prerequisites: Econ 211, 212, 303 or 304 or consent of instructor.

### 351. Economic Development

Theory and empirical data related to economic development and growth of less-developed areas of the world economy. Area studies. Open to non-majors. May be taken for major credit. Prerequisite: Econ 211, 212 or consent of instructor.

### 398. Directed Study for Juniors

### 401, 402. Major Discipline Seminar

### 499. Independent Study for Seniors

### *Major in Business Administration*

The major in Business Administration provides excellent foundation for either direct entry into business careers or for further graduate work in Business Administration, Economics, or related fields.

The undergraduate major in Business Administration requires the completion of twelve (12) courses including Senior Independent Study and Senior Discipline Seminar and either Introductory Calculus - Math 111 or Mathematics for Economics & Business Applications - Math 105.

The standard group of required courses includes the following subjects:

Math 105 Math for Economics & Business Applications  
Econ 211 Principles of Economics I (Macro)

Econ 212 Principles of Economics II (Micro)

BA 225 Financial Accounting

Econ 301 Statistical Inference

BA 401 Senior Seminar

BA 499 Senior Independent Study

Two courses must be selected from Business Administration at the 300 - level or above. The remaining two department courses may be selected from either Business Administration or Economic courses.

The courses in directed study for sophomores and juniors and the independent study courses for seniors permit the student to pursue areas of interest under the guidance of members of the department in a wide range of economic and business subjects. At the junior and senior level, directed and independent study may be taken in fields such as cost accounting, taxation, investments, operations research, mathematical economics, industrial history, public finance, or similar aspects of economics and business.

For course descriptions of required subjects in Economics and Mathematics, refer to the appropriate listing under the Departmental course number.

Math 105. Mathematics for Economics and Business Application

(See listing under Mathematics.)

Econ 211. Principles of Economics I (Macro)

(See listing under Economics.)

BA 225. Financial Accounting

The theory, methods, and uses of accounting information in solving business problems. The development and role of accounting standards in economic and corporate decisions and behavior. Prerequisite: Sophomore status.

BA 226. Managerial Accounting

A study of accounting reports in identifying issues, analysis of their sources, and applied solutions by use of accounting and economic data from management viewpoint. The effects of cost on prices, profits, revenues, asset values, capital asset decisions, and other financial policies are examined as to their impact on private business and the economy. Prerequisite: BA 225.

Econ 301. Statistical Inference

(See listing under Economics.)



**BA 314, 315. Intermediate Accounting I & II**

A study in depth of the nature and uses of the accounting processes in financial statements. Working capital. Non-current assets and liability. Equity. Analytical processes. Prerequisite: Econ 326 or equivalent. Unless otherwise indicated on class schedules this subject will be offered only in evening hours.

**BA 322. Legal factors in Business Organizations**

The basic principles of law as applied to business organizations, including contracts, tort law, business liability, the Uniform Commercial Code. Case Study System. Prerequisite: Junior status or consent of instructor.

**BA 323. Economics and the Law**

An analysis of the major legal factors affecting economic life. Legal criteria involved in the general regulation of industry and trade by various levels of government. Property, secure transactions, commercial paper, corporate law. The development and structure of government participation in economic decisions. Prerequisite: Econ 322.

**BA 336. Management Organization Theory**

The structure and functioning of groups in organizational settings. The nature of communication and interaction. Leadership, morale, motivation, interpersonal relations. Effective skills and attitudes. Decision making. Group patterns in decision. Prerequisite: Econ 211, 212 or consent of instructor.

**BA 337. Marketing Management**

A study of the decision-making process involved in the design, promotion, distribution and pricing of a new product or service. Students will be required to make written and oral presentations on the product or service that they introduce. Prerequisite: Econ 211, 212.

**BA 338. Corporation Finance**

An analysis of corporate financial structure, capital management, and long-term investment evaluations. Prerequisite: BA 225, 226.

**BA 414, 415. Advanced Accounting I & II**

Partnerships, combined corporate entities, consolidated statements, fiduciary accounting. Institutional and social accounting. Prerequisite: Intermediate Accounting I & II. This course will be offered only in the evening program.

**BA 436. Managerial Economics**

Appraisal of major economics forces such as cyclical fluctuations, trends in production, labor force, wages, prices, technological developments, productivity, federal and local taxes, competitive behavior, public policy. The economic theory of policy decisions. Prerequisite: Econ 303.

**BA 499. Senior Independent Study**

Seniors who have completed satisfactorily all other requirements may register with written permission from the Head of the Department for the evening graduate course in Data Processing for Management BA 649.

**EDUCATION**

March [Head], Blamick, Cotanche (Director of Teacher Education), Kahn (Director of Student Teaching),

McAleer, McCarthy, Stevens, Wilson (Director of the Graduate Program in Education).

The members of the Department of Education are committed to providing academic and field experiences in the liberal arts setting for potential teachers preparing for Florida Teacher Certification and a satisfying teaching career. Florida Teacher Certification is honored by 26 other states having reciprocal licensing agreements with Florida.

Students completing ED 271 and ED 272 or their equivalents, or receiving Education Department consent, are to complete and file an Admission to Teacher Education application, which will include a student's statement of purpose for desiring to teach and recommendations from the student's faculty adviser or subject area instructor, a Department of Education faculty member, the Dean of Students or Program Director, and the Director of Teacher Education. The Director of Teacher Education will notify the student of action taken on his application. In the event that a student is not approved for admission to teacher education, the persons recommending him may meet with him to discuss reasons for action taken.

The student teaching experience in the area in which the student will be qualified to teach is required in both the elementary education major and in the secondary level certification track. During the spring term of the junior year, students who have a cumulative grade point average of 6.0, as well as a cumulative average of 6.0 in the major, and who can show evidence that all subject prerequisites will be met before the student teaching assignment is made, may apply for Admission to Student Teaching. Recommendations from the student's adviser and an Education Department faculty member, as well as approval from the Director of Student Teaching, must be filed. Any student not approved for student teaching has the right of appeal to a Review Committee.

*Course of Study*

Rollins College offers courses leading to teacher certification in both elementary and secondary education. A major in elementary education is offered; students who wish to teach in secondary school (7-12) must complete a major in the subject area in which they wish to teach as well as the required professional education courses.



Prerequisites: Education 271 and 272 are prerequisites for all 300 and 400 level Education courses.

*Professional Education courses required of both elementary and secondary students:*

271 School and Society (or its equivalent\*)

272 Educational Psychology (or its equivalent\*\*)

375 Curriculum Development

479 Curriculum Issues Seminar

490, 491, 492 Student Teaching-Elementary or

493, 494, 495 Student Teaching-Secondary

Four specified courses, to include Student Teaching (equivalent of three courses) must be taken as a block in either the Fall or Spring term of the Senior year.

\*Contemporary Issues in Education, Sociology of Education, Philosophy of Education, or History of Education.

\*\*Developmental Psychology

*Elementary Education Majors*

In addition to the Professional Education Courses noted above, the following methods courses are required:

360 Teaching of Reading

361 Language Arts in the Elementary School

362 Science for Elementary Schools

363 Social Studies for Elementary Schools

364 Health and Physical Education for Elementary Schools

365 Art for Elementary Schools

366 Music for Elementary Schools

367 Mathematics for Elementary Schools

461 Instructional Materials

Additional time should be allowed in the student's schedule for field experience in conjunction with the methods courses.

*Secondary School Certification [Grades 7-12]*

In addition to the Professional Education Courses and Student Teaching noted above, as well as a major in the subject in which they wish to teach, it will be necessary for students to complete ED 481, Secondary Methods.

Students majoring in Art or Music will need to be certified for Grades 1-12; therefore, they are required to take methods courses in the subject area at both the elementary and secondary levels.

Field experiences will be required in conjunction with the methods courses.

### *Supplementary Courses in Education*

Students might take additional courses in the areas of Early Childhood or Special Education through the Rollins School of Continuing Education. Those students desiring to continue their studies at Rollins might study for a Master's degree in Guidance and Counseling, Reading, or Administration/Supervision.

100. Contemporary Issues in Education

Examination of the role of schools in today's society. The causes of current problems, as well as the suggested alternatives to the present educational structure, are studied.

271. School and Society

An examination of sociological influences on educational theory and practice; the development of the School as an institution.

272. Educational Psychology

Application of concepts of psychology to children and adolescents in school situations. Psychological analysis of the learning process and the interrelationships between the individual and his environment. An examination of influences upon motivation, perception, and behavior of teachers, students, and administrators.

291.DS. Directed Observation and Participation in Elementary and Secondary Classroom Activities

This course is designed to provide students the opportunity for daily observation and active participation in the work of the classroom teacher. Weekly seminars are scheduled under the direction of staff members to direct the activities of the students.

360. Teaching of Reading

Study of various approaches to teaching perception, beginning reading, word recognition, comprehension, and study skills. Current methods and materials in the field are explored.

361. Language Arts in the Elementary School

Study of language arts programs in the elementary school with techniques of teaching handwriting, composition, spelling, listening and speaking skills.

362. Science for Elementary Schools

A study of the major concepts in science taught in the elementary school and the methods employed to achieve the objectives of elementary science.

363. Social Studies for Elementary Schools

Students will study traditional and recent trends in elementary social studies as well as examine modern content, materials, and evaluation techniques utilized in today's schools.

364. Health and Physical Education for Elementary Schools

Organizing and conducting physical education programs in elementary school; includes principles of health education.

365. Art for Elementary Schools

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

366. Music for Elementary Schools



Basic concepts, literature, and procedures relative to teaching music in the elementary grades.

**367. Mathematics for Elementary Schools**

Sets, number systems and operations, and the procedures for teaching mathematics to elementary school students.

**375. Curriculum Development**

Survey of current curriculum practices from kindergarten through high school and analysis of selected school systems. Includes application and evaluative techniques, school organization, and financial support.

**461. Instructional Materials**

Selection, evaluation, and utilization of instructional materials. Among such materials are traditional and recent children's literature, maps, films, reference books, newspapers, television programs, and other audio-visual aids.

**479. Curriculum Issues Seminar**

Concerned with activities under control of the school systems which requires teacher involvement. Seminars will be organized on important topics of interest to instructor and students.

**481. Special Methods—Secondary**

Selection, evaluation, and utilization of instructional materials. Planning of content and methods and techniques of teaching in a special field. Students must reserve three hours weekly for laboratory assignments.

**Student Teaching—Elementary**

**Student Teaching—Secondary**

Full-term, student experience including campus classroom, visitations to selected area schools and full-time teaching experience in local schools under the direction of a cooperating school supervising teacher. 479 to be taken concurrently.

**499. Music for Secondary Schools**

Organizing and scheduling of school bands, orchestras, choral groups and related activities. Provision is also made for selection, evaluation and utilization of instrumental materials in the field of music.

**ENGLISH**

Ser (Head), Backscheider, Cohen\*, Dorsett, Hamilton, MacKenzie, Nordstrom, Pastore, Phelan

The student majoring in English should complete the following courses and studies, choosing electives in light of his educational goals and in consultation with his adviser:

English 201, 202, and 203

(sophomore year)

Two courses in American literature

Three courses in English literature before 1900

Three electives beyond the 100-level—selected from any offerings of the English Department; with the adviser's approval, literature and language

\*On leave, winter and spring 1975

offerings from other departments may partially fulfill this requirement.

Independent study (senior year)

**101. Freshman Rhetoric and Composition**

The aim of this course is to inculcate habits of accurate reading, logical thinking, and clear, effective expression. Subject matter for both reading and writing is limited in the main to exposition. Essays studied are generally of an interdisciplinary nature. (Required of students who at entrance do not meet composition requirements.)

**150. Introduction to Literature**

A critical study, on the basis of genre or theme, of short stories, short novels, plays, and poems that are representative of various literary periods. Format or genres may vary according to instructor's choice. Freshman, sophomore years.

201, 202. Major English writings: *Beowulf* to Thomas Hardy

201 includes writers of the Medieval and Renaissance periods;

202, writers of the Restoration, eighteenth and nineteenth centuries. Dryden through Hardy. Required of English majors in the sophomore year.

**203. Introduction to Literary Study**

A course designed to acquaint the student with the principal critical approaches to literature and with the major concepts, methods, and research tools essential to the study of literature. Required of English majors in the sophomore year; taken in conjunction with either English 201 or 202.

**205. The English Language**

Study of modern written and spoken language as affected by changes in pronunciation, forms, sentence structures, meanings, and idiom dictated by either convention or usage at all levels. No prerequisite; designed for both majors and non-majors; Freshman through senior years. Strongly recommended for future teachers.

221, 222. Themes in World Literature

221. Themes derived from ancient literature and folklore

Topics may include the Bible, mythology, Greek tragedy, Roman satire, love lyrics from Ovid to Petrarch, the epic from Gilgamesh to Dante or Boccaccio, and the international folk tale.

222. Renaissance to Modern.

Theme: "From Mirror to Lamp." An examination of the shift in Western literature from reflecting the world to projecting the ego. Not offered 1974-75.

**261. Selected Studies in Film.**

Film studies, varied from year to year as to content. The focus of the course will be on history, aesthetics, or the relationship of film to literature.

Note: A laboratory fee will be required.

264. Twentieth-Century Drama: British and American  
From Barrie to Albee, including Shaw, Coward, Synge, O'Casey,



Pinter, Shaffer, O'Neill, Maxwell Anderson, Wilder, Williams, Miller, and others. Freshman through senior years.

275. Selected Studies in Minority Literature

Minority literary studies, varied from year to year. Examples of offerings: contemporary black literature, survey of black literature, sociology of literature. May be repeated for credit. Freshmen and above

290. Expository Writing

The techniques of expository writing for the student wishing to improve his ability to organize and present material. Careful critical study of structure and style. Frequent essays and individual conferences. Sophomore, junior, senior years; freshmen, by consent of instructor.

301. Restoration and Eighteenth Century

A study of the literature and critical thought of British writers from Dryden to Burns. Special attention is given to Dryden, Pope, Swift, Addison, Goldsmith, and Johnson. Junior, senior years, or consent of instructor.

303, 304. American Literature

A critical, historical study of the forms and ideas shaping — and produced by — major American authors. Fall: Hawthorne, Emerson, Thoreau, Poe, Melville, Whitman, Dickinson, Clemens. Spring: James, Crane, Fitzgerald, Robinson, Frost, Hemingway, Jeffers, Faulkner. Oral reports and analytical papers. Junior, senior years; sophomores, only by consent of instructor.

306, 307. Selected Studies in American Literature

American literary studies, varied from year to year as to authors, genres, or historical and cultural movements. Sophomore, junior, senior years.

306. Subject to be announced, fall 1974.

307. Subject to be announced, spring 1975.

308. Selected Studies in English Literature.

English literary studies, varied from year to year, as to authors, themes, genres, or historical and cultural movements. Sophomores, juniors, seniors.

308. Subject to be announced, spring 1975.

310. Milton

Careful study of John Milton's major poetry and prose in light of the life, times, and culture of the poet. Sophomore, junior, senior years.

313. Southern Writers

A study of selected Southern writers. Sophomore, junior, senior years.

315. Chaucer

A study of the major poetry of Geoffrey Chaucer in the context of the fourteenth-century world.

317, 318. Shakespeare

A study of the major plays and sonnets. Both courses include comedies, tragedies, and histories. 317 covers the early plays; 318, the later. Sophomore, junior, senior years.

332 Romantic Period

A study of the literature and the critical thought of the English

Romantic Movement, with special emphasis on the poetry of Wordsworth, Coleridge, Byron, Keats, and Shelley. Junior, senior years, or consent of instructor.

333. Victorian Poetry and Prose.

A study of the literature and critical thought of Victorian England. Emphasis is placed on the writings of Carlyle, Tennyson, Browning, Ruskin, and Arnold. Junior, senior years, or consent of instructor.

350. Literary Criticism

A study of literary criticism and critical theory proceeding from Plato and Aristotle, or methodologically by various approaches. Junior, senior years.

351, 352. Development of the Drama (Offered alternate years)

351. The universal relevance of Greek and Roman tragedy and comedy.

Three tragedies each Aeschylus, Sophocles, and Euripides, four comedies of Aristophanes and four Roman comedies. Sophomore, junior, senior years. Not offered 1974-75.

352. (1974-75) Development of the Drama.

A study of the playwrights of the sixteenth, seventeenth, and eighteenth centuries, mainly Marlowe, Kyd, Webster, Corneille, Moliere, Racine, Dryden, Wycherley, Congreve, Goldsmith, Sheridan, Goethe.

355, 356. English Novel

355. A study of the development of the English novel. Fall: beginnings through Sterne. Sophomores, juniors, seniors.

356. A continuation of the study of the development of the English novel. Scott through Hardy. Sophomores, juniors, seniors (not offered 1974-75).

363. Twentieth-Century Drama: European

From Ibsen to Ionesco, including Strindberg, Chekhov, Rostand, Lorca, Pirandello, and others. Sophomore, junior, senior years.

365. Twentieth-Century English Novel

A study of twentieth-century English fiction. Analyses of novels by Joyce, Woolf, Lawrence, Forster, and others. Critical papers. Sophomore, junior, senior years.

366. Twentieth-Century British and American Poetry

A study of British and American poets of the twentieth century, with emphasis upon the major poets. Seminar structure, papers, final. Sophomore, junior, senior years. Freshmen by consent.

367, 369. Creative Writing

A course in creative writing, conducted on the workshop plan. Reading and criticism of manuscripts that are written outside of class. Freshman through senior years by consent.

370. Twentieth-Century American Novel

A study of the twentieth-century American fiction with detailed analyses of novels and the writing of critical papers. Sophomore, junior, senior years.

381. Modern European Novel

A study of the development of the contemporary fiction in Europe. Representative authors from Flaubert to Robbe-Grillet, including Hesse, Kafka, Camus, and others. Sophomore, junior, senior years.



481. Senior Course for English Majors

A study of a prominent theme in Western literature represented by works of many periods and genres, designed to help the student bring together all the knowledge, artistic sense, and critical acumen he has developed in his major field. (Not offered 1974-75)

**ENVIRONMENTAL STUDIES**

Scheer, Coordinator

The Environmental Studies major, a cross-disciplinary program instituted in the spring of 1971, combines a wide range of course offerings from four long established academic areas within the present curriculum with a number of new courses especially designed for this major. The educational objectives of this degree program are: (1) to prepare the individual for further study on the graduate level; (2) to prepare the individual for careers in environmentally related areas of concern; (3) to give the student a broad background in several related areas of study in keeping with the tradition of a liberal arts education; (4) to encourage students to become aware of problems facing societies and to provide them with the knowledge that will permit them to handle these problems constructively. (5) to encourage the individual to become involved in environmental issues. An important aspect of this major is the exposure and involvement of the student with real environmental problems that exist beyond the campus. First-hand experience is gained in the field and laboratory.

Academic advising will be done by faculty members who teach courses which count for the major. The student should select an adviser who is in the academic area in which the student wishes to specialize. They will then enter into a contract for a curriculum plan that covers the period of time from entering the program to the graduation date. The contract is designed to give the student responsibility for the long-range, integrative, visible planning of his major. As changing interests and conditions dictate, contracts will be renegotiated with the faculty adviser. Names of appropriate advisers may be obtained from the Registrar's Office. Academic advising will emphasize the individual's needs, interests, aspirations. Because of the large number of available courses, it is unlikely that any two students would have an identical program although the programs would be academically equivalent.

Graduation requirements are met by taking 16

courses relating to the major and approved by the adviser. Four of these courses will be the required interdisciplinary core sequence ES189, 289, 389, 489. In the senior year all majors are required to take a problem-oriented independent study ES 499 in the area of concentration. In addition, one course on the 100 or 200 level is required of freshmen and sophomores in each of the following areas: Behavioral Science, Economics, Political Science, and the Natural Sciences or Mathematics. (The recommended courses are: The Sociological Perspective-BH 201; Principles of Economics-Econ 211; Theory and Practice of Government HPS 101; Economic Biology-B 113 or Oceanography-B 115 or Chemistry and the Environment-C 110 or Geology-GG 194, 294 or Statistical Methods M 120 or Introduction to Computing-P 150.) The remaining seven courses are to be taken in one of the four major areas with no fewer than four of the seven being on the 300-400 level and among these ES 399 is recommended. This program combines multi- and interdisciplinary breadth with an in-depth specialization in one field. By a judicious selection of elective courses, it is feasible to pursue two areas in depth.

**ES 189. Human Ecology**

An introduction to the interactions of man in ecosystems. Emphases are placed upon human population dynamics and the effects of expanding populations and technology upon the environment. Present environmental problems will be identified and defined and an appreciation gained for the complex interaction of factors which must be considered in analyzing the man-environment system. Alternative solutions will be sought within a framework of ecological theory. Required of environmental majors in freshman year.

**ES 289. Environmental Case Studies**

Using a case study approach, interdisciplinary cases will be studied and prepared for selected environmental problem areas. Emphasis is placed upon well-documented situations such as the Miami Jetport, The Cross-Florida Barge Canal, pollution of Lake Erie, and others. Well-planned projects will be analyzed for comparative purposes. Required of environmental majors in sophomore year. Prerequisite: ES 189.

**ES 389. Environmental Impact Statements**

Analyses will be made of Environmental Impact Statements which are required by law before significant physical alterations are made in our surroundings. In addition, an EIS will be prepared by the student to demonstrate the ability to integrate knowledge from different disciplines. The ecological and social impacts of a project will be weighed by cost-benefit and political feasibility approaches. Required of environmental majors in junior year. Prerequisite: ES 289.



#### ES 489. Environmental Planning

An interdisciplinary approach to the rational planning of future growth in Central Florida. Natural and human resources, rural and urban environments, social, political, technological and economic factors will be considered in the continuing construction of a model region with emphasis on a high quality of life. Required of environmental majors in senior year. Prerequisite: ES 389.

#### ES 399, 499, IS. Environmental Research

Field and problem-oriented independent research topics will be selected. Prerequisites: sophomore or preferably junior standing for ES 399; senior standing for ES 499 which is a requirement of majors in their area of concentration. Consent of instructor.

Additional courses offered in the major for the 1974-75 academic year are listed below. A number of courses which are acceptable for the major are offered on an alternate year basis and are omitted. Certain other courses may prove relevant to a student's individualized curriculum and may be substituted in the major if a reasoned appeal earns the approval of both the student's adviser and the program coordinator. Recommended distribution courses are identified by an asterisk (\*).

#### BEHAVIORAL SCIENCE

(Specialty in Sociology or Anthropology)

- \*The Sociological Perspective (BH 201)
- Methodology (BH 203)
- Anthropology (BH 251)
- Area Studies in Anthropology (BH 257)
- Origins of Civilization (BH 290)
- Urban Sociology (BH 318)
- Social Change and the Future (BH 320)
- Paleoanthropology (BH 333)
- Social Stratification (BH 343)
- Development of Social Thought (BH 345)
- Cultural and Social Anthropology (BH 353)
- Theories of Culture (BH 358)
- Seminar in Anthropology: The Evolution of Urban Society (BH 380)
- Perspectives in Sociology (BH 410)

#### ECONOMICS

- The American Economy (Econ. 101)
- The Economics of Social Issues (Econ. 105)
- \*Principles of Economics-Macro (Econ. 211)
- Principles of Economics-Micro (Econ. 212)
- Economics of the Environment (Econ. 241)
- Statistical Inference (Econ. 301)
- Economic Analysis-Macro (Econ. 304)
- Legal Factors in Business Organization (Econ. 322)
- Economics and the Law (Econ. 323)
- Comparative Economic Systems (Econ. 327)





## POLITICAL SCIENCE

- \*Theory and Practice of Government (HPS 101)  
The Latin Americans (HPS 111)
- History of the United States, 1877 to Present (HPS 243)
- International Relations (HPS 256)
- Major Issues of Our Times (HPS 304)
- Parties, Public Opinion and Pressure Groups (HPS 430)
- State and Local Government (HPS 348)
- Constitutional Law (HPS 350)
- International Organizations (HPS 357)
- The Great Depression and the New Deal (HPS 430)

## NATURAL SCIENCE AND MATHEMATICS

(Specialty in Biology or Chemistry)

- \*Introduction to Computing (P 150)
- \*Statistical Methods (M 120)
- \*Environmental Geology (GG 194, 294)
- \*Chemistry and the Environment (C 110)
- \*Economic Biology (B 113)
- \*Oceanography (B 115)
- Biological Diversity-Plants (B 101)
- Biological Diversity-Animals (B 102)
- Cell Biology (B 210)
- Animal Physiology (B 212)
- Ecology (B 316)
- Microbiology (B 329)
- Advanced Taxonomy (B 340)
- Population Biology (B 351)
- Tropical Biology (B 397)
- Genetics (B 408)
- Evolution (B 462)
- Chemistry (C 141, 142)
- Chemical Energetics and Dynamics (C 211)
- Analytical Chemistry (C 212, 400)
- Physical Chemistry (C 305, 306)
- Organic Chemistry (C 311, 312, 417)
- Inorganic Chemistry (C 401)
- Biochemistry (C or B 431)
- Molecular Biology (B 451)

## FOREIGN LANGUAGES

[FRENCH, GERMAN, ITALIAN, RUSSIAN, SPANISH]

Stadt [Head], Bonnell, Borsoi, Danowitz, Dawson, Lancaster, Miller, Sedwick

The department serves the needs of those who wish to achieve a knowledge of a given language, its literature, and its culture, or—on a more advanced level—those who plan to teach, who anticipate graduate study and research, or who are preparing to use the language as an important second skill in various professional fields.

A student may major in one language (French, German, or Spanish) by completing 12 courses on the 200-, 300-, and 400-level in that language, plus two years, or their equivalent, of any second foreign language (the 201 course in the second language counts as one of the 12 required courses); or he may have a Combined Language Major defined as at least 7 of the above courses in any one language and 5 courses in any second language, including Russian.

Placement of Freshmen: For an explanation of the foreign language/foreign culture requirement see page 57. Students who have taken the College Entrance Examination Board Achievement Test in a foreign language and have received a score of 550 or higher may elect a 300-level course in that language, if they so choose.

## FRENCH

101, 102. Elementary French

Grammar, readings, cultural material, maximum of oral practice, laboratory

201. Intermediate French

An intensive one-term course. Reading, writing, speaking, grammar review, laboratory work. Prerequisite: French 102 or equivalent. (One section of French 201 is taught in the winter term in Fort-de-France, Martinique. See section on Study Abroad on page 31.)

321. Advanced Composition and Conversation

Required of French majors. Prerequisite: French 201 or score of 550 in the Language Achievement Test of the CEEB.

331, 332. Survey of French Literature

A panoramic view of French literature from the earliest times to the present. Required of French majors as a prerequisite to all 400-numbered French literature courses. Prerequisite: French 201 or score of 550 in the Language Achievement Test of the CEEB.

401. Eighteenth-Century Literature

Prerequisite: French 331, 332.

405. Nineteenth-Century Literature

Prerequisite: French 331, 332.

409. Twentieth-Century Literature

Prerequisite: French 331, 332.



413. Seminar

Advanced study of literary or linguistic topics of special interest or importance. Open to non-majors. Prerequisite for majors: French 201 and consent of instructor.

421. Seventeenth-Century Literature

Prerequisite: French 331, 332.

431. French Civilization

A cultural course relating the arts, history, and customs into an analysis of the contemporary French society. Open to nonmajors. Prerequisite for majors: French 201.

GERMAN

101, 102. Elementary German

Grammar, readings, cultural material, maximum of oral practice, laboratory.

201. Intermediate German

An intensive one-term course. Reading, writing, speaking, grammar review, laboratory work. Prerequisite: German 102 or equivalent.

301, 302. Survey of German Literature

A panoramic view of German literature from the earliest times to the present. Required of German majors as a prerequisite to all 400-numbered German literature courses. Prerequisite: German 201 or score of 550 in the Language Achievement Test of the CEEB.

321. Advanced Composition and Conversation

Required of German majors. Prerequisite: German 201 or score of 550 in the Language Achievement Test of the CEEB.

401. Eighteenth and Nineteenth Century Literature

Vorklassik, Hochklassik, Romantik. Prerequisite: German 301, 302.

404. Late Nineteenth and Twentieth Century Literature III

Realism, naturalism, and modern. Prerequisite: German 301, 302.

413. Seminar

Advanced study of literary or linguistic topics of special interest or importance. Prerequisite: German 301, 302, and consent of instructor.

ITALIAN

101, 102. Elementary Italian

Grammar, readings, cultural material, maximum of oral practice, laboratory.

201. Intermediate Italian

An intensive one-term course. Readings, writing, speaking, grammar review, laboratory work. Prerequisite: Italian 102 or equivalent.

RUSSIAN

101, 102. Elementary Russian

Grammar, readings, cultural material, maximum of oral practice, laboratory.

201. Intermediate Russian

An intensive one-term course. Reading, writing, speaking, grammar review, laboratory work. Prerequisite: Russian 102 or equivalent.

311, 312. Soviet Life and Society

Readings, in English translation, of contemporary Soviet authors

and publications to analyze the foundations of Soviet life and the dominant literary, sociological, and economic factors which influence the peoples of the USSR. No knowledge of Russian required. No prerequisite.

321. Advanced Composition and Conversation

Prerequisite: Russian 201 or score of 550 in the Language Achievement Test of the CEEB.

331, 332. Survey of Russian Literature

A panoramic view of Russian literature from the earliest times to the present. Prerequisite: Russian 201 or score of 550 in the Language Achievement Test of the CEEB.

SPANISH

101, 102. Elementary Spanish

Grammar, Readings, cultural material, maximum of oral practice, laboratory.

201. Intermediate Spanish

An intensive one-term course. Reading, writing, speaking, grammar review, laboratory work. Prerequisite: Spanish 102 or equivalent.

202. Intermediate Spanish II

321. Advanced Composition and Conversation

Required of Spanish majors. Prerequisite: Spanish 201 or score of 550 in the Language Achievement Test of the CEEB.

331, 332. Survey of the Literature of Spain

A panoramic view of Spanish literature from the earliest times to the present. Required of Spanish majors as a prerequisite to all 400-numbered Spanish literature courses. Prerequisite: Spanish 201 or score of 550 in the Language Achievement Test of the CEEB.

341, 342. Survey of Spanish-American Literature

A panoramic view of Spanish-American literature from the earliest times to the present. Prerequisite: Spanish 201 or score of 550 in the Language Achievement Test of the CEEB.

401. Golden-Age Drama

Sixteenth- and seventeenth-century drama of Spain. Prerequisite: Spanish 331, 332.

403. Don Quijote

Conducted in English in order to accommodate non-Spanish students, who may read *Don Quijote* in translation and who are exempt from the Spanish prerequisite for this course. Prerequisite for Spanish majors: Spanish 331, 332.

405. Nineteenth-Century Literature of Spain

Prerequisite: Spanish 331, 332.

409. Twentieth-Century Literature of Spain

Prerequisite: Spanish 331, 332.

413. Seminar

Advanced study of literary or linguistic topics of special interest or importance. Prerequisite: Spanish 331, 332, and consent of instructor.

431. Spanish Civilization

A cultural course relating the arts, history, and customs into an analysis of the contemporary Spanish society. Prerequisite: Spanish 201. Offered only in the Rollins Summer program in Spain.



#### ALL LANGUAGES, Winter Term:

##### 398. Directed Study.

##### 499. Independent Study for seniors.

(By permission, well-prepared sophomores or juniors may be allowed to undertake Independent Study.)

ALL LANGUAGES, required of all language majors, preferably before the end of the sophomore year:

##### FL 181. Introduction to Language

An introduction to the nature and structure of language, including analysis of how linguistic components are organized to relate meanings and sound sequences. Illustrative material is from English as well as other languages. The course is also open to non-language majors. No prerequisite.

Rollins Semester-in-Colombia at the Universidad De Los Andes, Bogota, annually, January 28 to May 28. B average in Spanish required for enrollment. See description of the program under Study Abroad (page 29).

Rollins Summer Program in Madrid, annually, June 20 to August 12. C average required for enrollment. The student may register for one or two courses chosen from the following, which are offered each summer: Spanish 201, 321, 331, 413, and 431. See description of the program under Study Abroad (page 30).

Rollins Summer Program in France, annually, June 21 to August 22. C average required for enrollment. The student may register for one or two courses chosen from the following, which are offered each summer: French 201, 321, 332, 413, and 431. See description of the program under Study Abroad (page 31).

#### GEOLOGY

##### 294. Geology

The evolution of earth structures, environments and resources is emphasized and related to man's use of the earth. This course satisfies a science distribution requirement within the environment studies major. Consent of instructor.

Note: Refer also to Biology 199, 299, Paleontology, and to Biology 115, Oceanography.

#### HISTORY AND POLITICAL SCIENCE

Lane [Head], Beer, Chourou, Edmondson, Gilbert, Lewis, \*\* Mitchell, Reddick, Valdés, G. Williams

Every History and Political Science major must, after

\*\*On leave, winter and spring 1975.

conferring with his adviser, select a concentration in either history or political science. A major must complete twelve courses in this department, of which at least seven must be in his concentration. In addition, at least six courses must be on the 300- and 400-level.

In either concentration, a major is expected to devise a program in consultation with his adviser who will indicate the course sequence best suited to individual goals.

(For details on the area majors in Latin American Studies see p.52-53.)

#### POLITICAL SCIENCE

\*Indicates course is offered in alternate years.

##### 101. Theory and Practice of Government

An introduction to the methodology and tools of political science and their application to the nature of the state and the behavior of political man. Value systems as articulated through political processes will be emphasized.

##### 111. The Latin Americans

An introduction to the geographic, economic, social, historical, racial and ethnic, ideological, and political forces which condition the destinies and potential of the people of Latin America.

##### 247. American National Government

Study of the Constitutional structure and operational pattern of the federal system with emphasis on political behavior.

##### 256. International Relations

A study of national interests in conflict and cooperation on bilateral and multilateral bases, in an attempt to discover factors and conditions giving rise to each. Emphasis is placed on post-World War II situations.

##### 304. Major Issues of Our Times

A forum for the development of informed attitudes and opinions, approached through a discussion of contemporary political problems.

##### \*311. United States Foreign Policy in Latin America

A study of the development, application, and current inter-American problems of the Latin American policy of the United States.

\*337, 338, 339, 340. Comparative Government.

##### \*337. Western Europe

An analysis of the present day role of major powers in Western Europe by looking at the policies, practices and processes of various governments.

##### \*338. Authoritarianism: Right and Left

A descriptive analysis by the comparative method of contemporary types of authoritarian political systems with special emphasis upon Communist and Fascist variants

##### \*339. Africa

A comparative study of politics in Africa, beginning with the independence movements of the 1950's and culminating with the



current problems of modernization that face the Africans. The course examines such movements as Negritude and Pan Africanism, and such organizations as the OAU and the East African Common Market. A small sample of nations will be selected for intensive study.

#### 340. Politics of the Latin American Republic

An approach to relate cultural traditions and socio-economic conditions in Latin America to the nature of its politics and to convey other major approaches contributed by the study of comparative government to an understanding of Latin American governance.

#### 347. Parties, Public Opinion, and Pressure Groups

Emphasis on the nature and functions of political parties, origin, development, structure, etc.; relation of public opinion and pressure groups to legislation and administration.

#### 348. State and Local Government

Study of the structure and operational patterns of state, county, and municipal government with emphasis on effective citizen participation. Special attention to evolving regional and intergovernmental relationships.

#### 350. Constitutional Law

American constitutional law and its growth, based on analysis and discussion of leading judicial decisions. Included will be discussions of judicial review, its meaning and its nature and the development of constitutional relationships between national government and the state as well as between the branches of the federal government.

#### \*357. International Organizations

An analysis of the composition, goals, and relative success of multi-national groupings. Special emphasis is given to the United Nations as compared with its predecessor, The League of Nations. Also examined are NATO, EEC, Warsaw Pact, and the specialized agencies of the United Nations.

#### \*358. International Law

A study of the nature, sources, and specific concepts embodied in the rules and regulations pertaining to nation-state interaction on bilateral and multilateral bases. Prerequisite: 357 or consent of instructor.

#### \*385, 386. Political Theory

Study of representative thinkers from the Greeks to contemporary behavioralists with attention to conflict involved in the authoritative allocation of values.

#### 399, 499. Independent Study

#### \*405. The Administrative Process

A study of management in large-scale organization with emphasis on careers in federal, state, and local government.

#### 480. Selected Studies in History and Political Science

This course is designed for students wishing to pursue special advanced studies in history and political science which will be determined in consultation with the instructor. Students enrolling must be majors, have junior or senior standing, and have the approval of the department chairman and the instructor.

## HISTORY

### 113, 114. History of Modern Europe

An introduction to the political, intellectual, social, economic and religious history of Europe from the Renaissance to the present. 113 covers 1500-1815; 114, 1815-present.

### 198. Directed Study

#### \*208. Ancient History

A survey of the ancient world from prehistoric times through the middle of the fifth century with emphasis on Greece and Rome.

#### \*209. Medieval History

An introduction to medieval Europe from the fifth to the fifteenth century with special emphasis on social, political, and religious developments.

### 220. The Modern Middle East

The major objective of this course is to explain the political, economic, and social forces that operate in the Middle East. This will require a background in the rise and development of Islamic culture and institutions and the history of the Arabs in their golden age of the Umayyad and Abbasid Dynasties. The greatest concentration in the course will be from the rise of Arab nationalism to the present Arab-Israeli conflict. The United States and Russian involvement in the contemporary Middle East will be studied.

### 242, 243. History of the United States from 1789 to the Present

A study of political, social, and economic development from the founding of the Republic to the present. 242 covers 1789-1877; 243 covers 1877 to the present.

### 260. The Development of Modern China

An examination of the principal political, social, economic, and diplomatic factors leading to the emergence of the People's Republic of China.

### \*325, 326. History of England

#### \*325. From Henry VIII to the Glorious Revolution.

An intensive examination of the political, constitutional, religious and social developments in England under the Tudors and Stuarts.

#### \*326. From the Glorious Revolution to World War I.

A study of the political, constitutional, religious, and social aspects of English history from the Augustan Age to the end of the Victorian Era.

### 328. Modern European Diplomatic History

An intensive study of the dominant concepts, techniques, personalities, and events of European Diplomacy in the modern period.

### \*330. Modern European Social and Intellectual History

An intensive study of the major philosophical, literary and social theories and movements of Modern Europe.

### \*332, 333. History of Latin America.

First term, a survey of the pre-conquest, conquest, and colonial periods, including the European and aboriginal backgrounds with emphasis on comparisons between the North American and Latin American experiences. Second term, an analysis of the impact of



the Hispanic legacy on the growth and culture of the Latin American Republics from the wars of independence to the present.

**\*334. American Social and Intellectual History**

An examination of the major American philosophies, political and social theories, religious and literary movements, and scientific achievements since the foundation of the Republic. Emphasis will be placed on diverse readings, thoughtful essays, and student discussion on such topics as: Transcendentalism, pragmatism, the intellectual response to urbanization and industrialism, and other related topics.

**\*335. History of the South.**

An interpretive survey of the major themes in Southern history from the Revolutionary period to the present. Among the topics covered will be the Old South mystique, Southern self-consciousness, the importance of Afro-Americans in Southern history, the New South creed, and the myths of Southern history.

**\*341. Colonial-Revolutionary America**

An examination of the major social, political and economic developments in the Colonial-Revolutionary periods. The nature of colonial society, the place of the colonies in the British mercantile system, and the origins of American politics will be analyzed, followed by a study of the causes and consequences of the American Revolution. The U.S. Constitution will be examined as the culmination of the Revolutionary era.

**\*345. American Constitutional History**

This course will be concerned with the origins and growth of constitutional government in the U.S. with special emphasis on the changing interpretation of the Federal constitution and the role of the Supreme Court in American Constitutional development.

**\*354, 355. History of Russia**

354 deals with the period of Imperial Russia; 355 deals with the U.S.S.R. Prerequisite: 113, 114 or consent of instructor.

**\*359. Spain and the Spanish Empire**

The historical evolution of Spain and the Empire with particular reference to its impact on Latin America.

**\*362. American Diplomatic History**

**365. Topics in History**

Selected studies which will deal with various aspects of American and Modern European history. Topics will generally be narrow in scope, allowing students to investigate a particular problem in some depth. May be repeated for credit.

**\*371. Renaissance and Reformation**

A study of European history from 1450 to 1648 with emphasis on the impact of the Italian Renaissance and the Northern Humanists on European society and the consequences of the Protestant Reformation and the Catholic Counter-Reformation on political, social, and economic developments. The course will concentrate primarily on events in central Europe.

**\*373. The Age of Democratic Revolution**

An examination of the influence of absolutist and revolutionary theories on European history during the period 1648-1815, with particular emphasis on the impact of Louis XIV, Frederick the Great, the French Revolution, and Napoleon Bonaparte.

**\*381. The Age of Nationalism**

A study of the revolutionary nationalism of the first half of the nineteenth century and the imperialistic nationalism of the period 1870 to 1914.

**\*383. The Decline of Europe, 1914 to the Present**

This course will be concerned with Europe's loss of political equilibrium and diplomatic hegemony after 1914 and the consequences of those developments.

**\*421. Society and Ideas in America's Gilded Age**

A reappraisal of the social and intellectual aspects of the nation's "watershed" phase.

**\*430. The Great Depression and the New Deal, 1919-1940**

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.

**\*433. Age of Jefferson and Jackson.**

An examination of major trends in American history from the writing of the Constitution to the Compromise of 1850. Among the developments covered will be the conflict between Jeffersonian and Hamiltonian philosophies, foreign policy, the impact of Jackson on politics and the presidency, and American expansionism, all of which will be discussed within the context of the increasing tension between nationalism and sectionalism.

**\*434. Civil War and Reconstruction.**

An examination of major trends in American history from the Mexican War to the Compromise of 1877. The causes, course, and consequences of the Civil War will be analyzed in detail. Special attention will be given to such themes as the slavery-expansion controversy, the Lincoln myth, and the attempt during Reconstruction to protect blacks via Constitutional amendments.

**\*435. Modern France**

An interpretive study of French social, political, and intellectual development from Napoleon I to 1945.

**\*436. Modern Germany**

An interpretative survey of Germany's social, political, economic, and intellectual development from the Holy Roman Empire to the present.

**480. Selected Studies in History and Political Science**

This course is designed for students wishing to pursue special





advanced studies in history and political science which will be determined in consultation with the instructor. Students enrolling must be majors, have junior or senior standing, have a cumulative average of 9.5 or better, and have the approval of the department chairman and the instructor.

#### 490. Senior Departmental Course

### MATHEMATICS

Bowers [Head], Child, Naleway, Roth, Skidmore

A student majoring in mathematics obtains the best undergraduate preparation for careers in pure and applied mathematical research, college, junior college and secondary school teaching of mathematics, actuarial science, operations research, computer science, and certain analytical areas of the engineering sciences and the life sciences. In addition, mathematical majors are generally welcomed into diverse professional areas such as law, medicine, and business, government and industrial management.

A mathematics student will take Mathematics 111, 112, three 200-level courses including 211, three 300-level courses including 311 and either 321 or 322, two 400-level courses, one directed study in mathematics and one independent study in mathematics in order to satisfy the 12-course minimum major requirement. Typically, a freshman planning to major in mathematics will take Physics 141 and Chemistry 142, Mathematics 111-112, and distribution courses and foreign culture as required. Well qualified entering students are advised to take the Advanced Placement Examination in calculus for college credit and exemption from one or more terms of calculus.

A student interested in secondary school teaching should include Mathematics 230 and both 321 and 322 in his program. Those interested in computer science should elect Mathematics 240. If graduate school is contemplated, the student should schedule as many upper-level mathematics courses as possible and should obtain a reading knowledge of German, French or Russian.

Courses in related disciplines which are highly recommended for a mathematics student include Mechanics (Physics 308) and Mathematical Logic (Philosophy 345).

#### 100. Elementary Functions

Functions and their graphs, polynomials and rational functions, inverse functions; coordinate geometry; exponential, logarithmic,

and trigonometric functions, curve sketching. Problem session required

#### 101. Elementary Applied Mathematics

An introduction to finite mathematics as applied to social sciences and business. Linear systems, matrices, linear programming, statistics and probability. For the non-science major.

#### 105. Mathematics for Economics and Business Administration

A programmed course for majors in economics and business administration. Linear algebra, calculus, applications.

#### 111. Introductory Calculus

Slopes, derivatives of elementary functions, extremal problems, curve sketching; areas and integrals, techniques of integration. Problem session required. Prerequisite: Mathematics 100 or satisfactory score on departmental test

#### 112. Intermediate Calculus

Techniques of integration and differentiation, simple techniques for solving some differential equations; improper integration, infinite series, power series, elementary differential geometry. Problem session required. Prerequisite: Mathematics 111.

#### 120. Statistical Methods

For the non-mathematics major. An introduction to methods of statistical analysis. Machine computation methods for finding best fit to linear, power, and exponential curves, sampling and hypothesis testing

#### 198. Directed Study

Topics selected from set theory, groups, number theory, geometry, foundations, history. Prerequisite: Consent of instructor.

#### 200. Cultural Mathematics

Primarily for non-science majors. Historical development; examination of various branches of mathematics and their cultural, scientific and humanistic import. Offered in alternate years.

#### 211. Multivariable Calculus

Vectors, functions of several variables and their graphical representations, partial derivatives, directional derivatives; multiple integration; cylindrical and spherical coordinates; introductory linear algebra. Prerequisite: Mathematics 112

#### 212. Ordinary Differential Equations

Theory of linear differential equations, series solutions, systems of linear differential equations, introduction to boundary value problems and eigenvalues. Prerequisite: Mathematics 211.

#### 219. Elementary Probability

Sample spaces, counting techniques, conditional probability, random variables (discrete and continuous), special distributions including binomial, Poisson, uniform, and normal. Prerequisite: Mathematics 111.

#### 220. Mathematics Statistics

Basic ideas of distributions and expectations. Theories on hypothesis testing, regression and correlation; sampling theory, estimation and Bayesian methods. Prerequisite: Mathematics 111.

#### 230. Geometry

Plane Euclidean geometry from a modern viewpoint. Absolute geometry, Euclidean parallel postulate, and non-Euclidean alternatives. Offered in alternate years.





**240. Numerical Analysis**  
Flow charting, programming; numerical techniques in interpolation, integration, algebraic and differential equations, matrix inversion and curve fitting. Prerequisite or corequisite: Mathematics 212.

**298. Directed Study**  
Topics selected from set theory, groups, number theory, geometry, foundations, history. Prerequisite: Consent of instructor.

**311. Advanced Multivariable Calculus**  
Transformations, the differential as a matrix, Jacobean, implicit functions, vector analysis; differential forms interpretation; Green's, divergence, and Stokes' theorems. Prerequisite: Mathematics 211.

**312. Fourier Methods**  
Function spaces with inner product, orthogonal bases, Gram-Schmidt process. Schwarz and Bessel inequalities; general Fourier series with emphasis on  $\exp(ix)$  and trigonometric case, application to boundary value problems; Fourier integral with applications. Prerequisite: Mathematics 311 and 312 or consent of instructor.

**321. Linear Algebra**  
Linear mappings, change of basis, representation by matrices, similar matrices; relation between linear mappings and systems of linear equations; inner product and norms; determinants; quadratic forms, Cayley-Hamilton theorem. Prerequisite: Mathematics 211.

**322. Algebraic Structures**  
Number systems, groups, rings, unique factorization domains, fields. Prerequisite: at least two 200-level mathematics courses.

**398. Directed Study**  
Topics selected from differential equations, function spaces, probability and statistics, model theory, and other advanced topics in mathematics. Prerequisite: Consent of instructor.

**411. Real Analysis**  
Real number system, metric spaces, Euclidean spaces, uniform continuity, integration theory, uniform convergence. Required of seniors. Prerequisite: Mathematics 211.

**412. Complex Analysis**  
Cauchy-Riemann equations, analytic functions, complex series and integrals, conformal mapping. Prerequisite: Mathematics 311.

**430. Topology**  
Metric spaces, topological spaces, connectedness, compactness. Prerequisite: Mathematics 322 or consent of instructor. Offered in alternate years.

**499. Independent Study**  
Advanced topics in mathematics.

## MUSIC

Rosazza [Head], Anderson, Brockman, Carlo, Gallo, Woodbury

Students anticipating a major in Music are expected to indicate this choice on applying to the College.



The requirements for entrance and graduation as set forth in this catalog are in accordance with the regulations of the National Association of Schools of Music in which the department holds full membership.

A major performance area is required of each music major and may be selected from the following: piano, harpsichord, organ, voice, strings, woodwinds, brasses, or percussion. The student receives two private lessons a week in his chosen field of applied music during the full four years. Examination of technical and musical progress will be given at the end of the first and third terms of each year. *A student concentrating in composition may substitute advanced work in this field in lieu of applied music during the third and fourth year.*

Music majors will study theory and history of music in synthesized courses aimed to produce comprehensive musicians. A total of 14 courses are required for graduation.

Piano as a secondary instrument is required without credit; degree of achievement is subject to departmental satisfaction.

Music majors will participate in public recitals and are required to attend concerts at the College as well as designated performances off-campus. Satisfactory participation in music ensembles is required during each term of the student's residence in the College.

Each student applying for admission as a Music major must have an audition or submit a tape recording of his work to be eligible for acceptance by the music department. This should be done before March 1. [See page 34.] In September an examination in the rudiments of music will be given entering students for placement purposes. Non-credit study in basic theory will be required of entering students unable to meet minimum entrance requirements.

For combined-major requirements, see page 56.

#### ENTRANCE REQUIREMENTS

##### IN APPLIED MUSIC

To enter the four year degree courses with applied concentration in:

Organ:

The student should have completed sufficient piano study to enable him to perform some of the Bach Inventions and the easier Mozart, Haydn, and Beethoven Sonatas. The student will also be asked to play one of the major and minor scales in a moderate tempo.

Piano:

The student should be prepared to play the major and minor scales and arpeggios in all keys and to read at sight simple piano literature. In addition, the student must play three compositions chosen from the following list:

1. A Two-part Invention 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

Harpsichord:

The student should exhibit a level of keyboard proficiency equivalent to that required of entering piano majors.

Strings (Violin, Viola, Cello):

The student must demonstrate an adequate technical foundation based on scales and études, and perform a Concerto by Vivaldi, a Sonata by Tartini, or an equivalent work of this school.

Voice:

The student should be able to sing with musical intelligence standard songs in English. He should also demonstrate his ability to read a simple song at sight.

Woodwinds, Brass, Percussion:

The student of a woodwind or brass instrument must be able to play major, minor, and chromatic scales with various articulations at a moderate tempo, and perform études, technical studies, and a solo of medium difficulty from his instrument's standard repertory. In addition, the student is expected to be able to sight-read passages of medium difficulty. The prospective percussion student should have an excellent snare drum technique and a basic familiarity with the tympani and mallet instruments.

#### GRADUATION REQUIREMENTS

In order to graduate the student must:

Organ:

Study the principles of organ technique and interpretation through the performance of works selected from all periods of composition. Basic requirements of service playing will be included.

Piano:

Perform several of the major keyboard works of Bach



and Beethoven, shorter pieces by Brahms, Chopin, Schumann, and Debussy; examples of contemporary music, including works by American composers. The student is expected to read at sight with reasonable accuracy and fluency.

#### Harpsichord:

Perform several works of the English, Italian, French and German schools including a major work of J.S. Bach.

#### Strings (Violin):

Perform satisfactorily scales and arpeggios in three octaves; studies by Kreutzer and Fiorillo; standard concerti and sonatas by Bach, Handel, Mozart, and Viotti; shorter representative pieces (first two years) and (in the third and fourth years) studies equal in difficulty to those of Rode and Paganini; Bach sonatas for violin alone; advanced concerti and sonatas from the classic, romantic, and modern repertoire. (N.B. — Those majoring in Viola and Cello will pursue a comparable program of study).

#### Voice:

Exhibit command of breathing, phrasing, and musical style and sing satisfactorily works from the standard repertoire, as well as oratorio and opera arias, and contemporary art songs. Voice majors must complete satisfactorily two foreign language requirements: that of the general college, and at least two terms of a second language.

#### Composition:

Show unusual aptitude in theoretical courses and possess marked creative ability (first two years); in third and fourth years he must be able to compose in the larger forms of the sonata, fugue, etc., as well as in lyric forms of the song and the instrumental piece.

#### Woodwind, Brass and Percussion Instruments:

Perform a major concerto and demonstrate the ability to play satisfactorily all of the standard orchestral repertory for his instrument.

#### Music Education:

Certification only. Not a major area of the Music Department. In order to meet state requirements to teach music in the public schools a Music major must complete satisfactorily specific courses in education, including student teaching, along with special methods and independent study in appropriate areas of the

music education field. In the graduate division a Master of Arts in Teaching degree with concentration in music is also available.

#### COURSES FOR MUSIC MAJORS ONLY

##### 101, 102. Comprehensive Musicianship I

Study of the evolution of music through stylistic analysis, sight singing, ear training, investigation of function, composition in the style, and subsequent performance by class participants from Gregorian Chant through music of the Renaissance.

##### 201, 202. Comprehensive Musicianship II

A continuation of Comprehensive Musicianship I through the Baroque and Classic Periods.

##### 205, 206. Literature and Performance I

A continuation of individual study of major instrument or voice with emphasis on performance and research into the literature of the medium.

##### 301. Materials, Structure and Styles III

Advanced study of theoretical music: form and analysis.

##### 302. History of Western Music, Part I

##### 305, 306. Literature and Performance III

##### 401. History of Western Music, Part II

##### 402. Senior Seminar

A course approaching the comprehensive study of music literature by genre. Collegia Musica will be organized and presented by students under the direction of the faculty of the Department of Music. (Will not be offered in 1975.)

##### 405, 406. Literature and Performance IV

\*Although applied music (private instruction) is not scheduled during Winter Term, the study will continue during this period in all four years of study.

#### COURSES FOR ALL STUDENTS

##### 110. Music Theory for the General Student

A course designed to introduce the student to the melodic, harmonic and structural elements of music with emphasis on their application to intelligent listening. Not open to music majors.

##### 111. The Understanding of Music as Sound

An introductory music course for the non-music major intended to help the student get the most out of listening to music. The contents will cover styles of music ranging from Gregorian Chant through the latest contemporary works. Aspects to be concentrated upon will include: Qualities of Sound, Line and Texture, Rhythm and Meter, Linear and Harmonic organization of pitch, Theme and Motive, overall Musical Shape.

##### 112. Design for Listening

An amateur listener's survey of the greatest music in all styles on recording. Non-technical, for non-majors.

##### 116. Music of the Romantic Era

A comprehensive course relating the 19th century composers such as Beethoven, Schumann, Berlioz, Chopin, Wagner and Tchaikovsky to the cultural climate of Europe in this era. Concentrated listening.



**133. Introduction to the Symphony**

The development of the symphony from Haydn and Mozart through the late 19th century. Concentrated listening will be required.

**134. The Avant-Garde: New Musical Media**

An investigation of experimental techniques including analyses of electronic music, the Moog and Putney synthesizers, aleatoric effects, and alterations of conventional instrumental and vocal sounds as a means of creative expression for the avant-garde composer. Field trips will be arranged.

**137. Introduction to the Keyboard**

Private instruction in piano, harpsichord, or organ depending upon accomplishments, as well as survey of history of keyboard instruments, and literature and workshop for beginning keyboard players. For non-keyboard majors and non-music majors, with consent of instructor. (Not offered 1974-75)

**197. Bach for Beginners**

An approach to the music of J.S. Bach aimed at the uninitiated. Background of composer's life and works. Intensive listening and analysis of specific works to be featured at the annual Bach Festival. Attendance at weekly rehearsals during term. Oral and written reports.

**221. The King of Instruments and Its Literature**

An introduction to the organ and its music. History of the instrument and its construction, together with representative works of all periods. Required recital attendance, and individual projects. (Not offered 1974-75.)

**311. Music in the Renaissance and Reformation**

A course intended to correlate the development of music with social, political and cultural aspects of the general history of this era. (Interdisciplinary)

**312. Music in Vienna from 1750 to 1828**

Representative works of Haydn, Mozart, and Beethoven as they bear on the political and social events of the time. (Interdisciplinary)

**313. Music of Nationalist Russia**

A study of the development of Russian music from 1850 to the October Revolution of 1917. Music of Tchaikovsky, Mussorgsky, Borodin, Scriabin, Rachmaninoff, and Prokofiev will be considered as a manifestation of social forces and cultural climate. Novels of Turgenev, Dostoevski, and Tolstoi, in addition to selected plays by Chekhov, will be assigned. (Interdisciplinary) Not offered 1974-75.

**314. Twentieth-Century Music**

An introductory study of the significant developments of music since 1900 with special attention given to parallel movements in art. (Interdisciplinary)

**317. Introduction to Folksong Style**

A stylistic study of folksong of North America (in the Anglo-American and Mexican traditions) with respect to 1. the cycle of oral transmission and composition; 2. the form, style and organization of the text; 3. the musical style from the melodic, rhythmic and formal aspects. Laboratory work to involve performing and/or aurally analyzing folk songs.

**318. Aspects of American Popular Music from 1900 to the Present**

A survey of the principal stylistic movements in American popular

music since 1900, in which attention is given the cultural as well as the musical background of each movement. Because of its importance, the role of Negro influence upon American popular music will be stressed. A term paper dealing with one specific movement will be required.

**332. Impressionism**

An exploration of the growth of Impressionism in Music, as related to the French Impressionist school of Painting and the French Symbolist poets. Concentrated listening to the music of Debussy and Ravel. Not offered 1974-75.

Private and/or class instruction in all instruments is available to non-music majors. A moderate charge will be made.

Mills Memorial Library contains complete or near complete collections of the works of:

Bach	Mendelssohn
Beethoven	Mozart
Berlioz	Scarlatti
Handel	Schubert
Haydn	Schumann

as well as Music of the Baroque and Music of the Renaissance.

**PHILOSOPHY AND RELIGION**

Wavell [Head], Darrah, DeNicola, Edge, Peters, Wettstein

The department offers majors in Philosophy and in Philosophy and Religion.

Students majoring in Philosophy are required to take the following program of courses:

Introduction to Philosophy (103)

Ethics (108)

Introduction to Logic (123)

History of Early Western Philosophy (201)

History of Modern Philosophy (206 or 207)

Five electives chosen from:

Philosophy (not fewer than four)

208, 212, 215, 217, 302, 310, 311, 312, 313, 345, 346, 347, 348, 380, 398, 499

Religion (not more than two):

113, 115, 116, 218, 219, 321, 327, 328, 329, 330, 427, 499

Departmental Senior Seminar (480)

Students majoring in Philosophy and Religion are required to take the following courses:

Introduction to Philosophy (103)

Ethics (108)

History of Early Western Philosophy (201)



The Old or New Testament (205 or 206)  
Development of Christian Thought (218)  
Five electives chosen from:

Philosophy (not fewer than three)  
208, 212, 215, 217, 302, 310, 313, 346, 347, 348,  
398, 499.

Religion (not fewer than two):

113, 114, 115, 116, 205, or 206, 219, 291, 321,  
327, 328, 329, 331, 427, 499.

Departmental Senior Seminar (480)

Both Philosophy and Philosophy and Religion majors  
are urged to acquire a sound background for their area  
of special interest by electing, in consultation with their  
advisers, supporting courses in other disciplines.

## PHILOSOPHY

### 103. Introduction to Philosophy

An introductory examination of the aims, methods, and problems  
of the principal branches of philosophy.

### 108. Ethics

A critical survey of the most important theories of morality. The  
second half of the course is devoted to contemporary ethical  
thought.

### 123. Introduction to Logic

A course on the principles of valid reasoning. Introductions are  
provided to both the traditional and modern approaches.

### 198. Directed Study

### 201. History of Early Western Philosophy

The development of philosophy in ancient Greece. Special  
emphasis will be given to the thought of Democritus, Socrates,  
Plato, Aristotle, and the Stoics.

### 206. Continental Rationalism

The development of European philosophy during the 17th and 18th  
centuries. The principal philosophers studied are Descartes,  
Spinoza, Leibniz, and Kant. Not offered 1974-75

### 207. British Empiricism

The development of British philosophy during the 17th and 18th  
centuries, the main emphasis being on the writings of Locke,  
Berkeley, and Hume.

### 208. Topics in Ethics

This is a second level course in ethics dealing with particular themes  
or issues in the subject. Prerequisite: Philosophy 108.

### 212. Philosophy of the Arts

A study in the philosophical problems posed by art. This course is  
recommended for art majors. Prerequisite: one course in  
philosophy or in art.

### 215. Social and Political Philosophy

An examination of social contract theory, natural rights,  
punishment, and the nature of freedom and justice. Readings will  
be chosen from the "classical" authors (Hobbes, Locke and Hume)

as well as from authors of the contemporary analytical school.  
Prerequisite: one course in philosophy or consent of instructor.

### 217. Philosophy of Religion

A study of the philosophical problems posed by religious  
experience, values, and claims to knowledge. Prerequisite: one  
course in philosophy or religion.

### 302. American Philosophy

The development of American philosophy with special emphasis on  
the pragmatists C.S. Peirce, William James, and John Dewey.  
Prerequisite: one course in philosophy.

### 310. Existentialism

A study of the philosophical basis of existentialism from  
Kierkegaard and Nietzsche to Husserl, Heidegger, and Sartre.  
Prerequisite: one course in philosophy.

### 311. Philosophy of Science

A critical discussion of the presuppositions, methods, and principal  
concepts employed in the natural sciences.

### 312. Philosophy of Education

A study of the opposing points of view regarding the proper aims  
and methods of education. The topics that are discussed include:  
the moral aspects of teaching, the rights of students and their  
parents in educational situations, academic freedom, indoctrina-  
tion, the teachability of virtue, moral constraints on instructional  
methods, and punishment. Prerequisite: one course in philosophy.

### 313. Contemporary Analytic Philosophy

The development of analytic philosophy from G.E. Moore and  
Bertrand Russell to L. Wittgenstein and J.L. Austin. Modern realism,  
logical atomism, logical positivism, ideal language analysis and  
ordinary language analysis are examined in turn. Prerequisite: one  
course in philosophy. Not offered 1974-75.

### 345. Mathematical Logic

A course in modern symbolic logic providing an exact foundation  
for mathematical reasoning. Prerequisite: one course in  
mathematics or Philosophy 123. Not offered 1974-75

### 346. Philosophy of the Social Sciences

An examination of philosophical problems encountered in the  
social sciences. Among the topics considered are: the logic of  
concept formation and measurement, the question of objectivity,  
the nature of historical explanation, the use of ideal types, the  
alleged uniqueness of historical events, the difference between  
"hard" and "soft" sciences, and moral considerations raised in  
social science research. This course is recommended for social





science majors. Prerequisite: one course in Philosophy or in behavioral science. Not offered 1974-75

**347. Philosophy of Language**

A review of present knowledge of the structure and functions of language, followed by a study of some of the philosophical problems arising out of this knowledge. Special attention will be given to the problems connected with linguistic meaning, cultural relativity, and natural logic. Prerequisite: Philosophy 103 or 123. Not offered 1974-75

**348. Philosophy of Mind**

A study of selected topics in the philosophy of mind, including free-will; knowledge, belief and awareness; self-awareness; reasons and causes in human behavior; action and conduct; intentions; alternative accounts of purposive behavior. This course is recommended for behavioral science majors. Prerequisite: one course in philosophy or behavioral science. Not offered 1974-75

**380. Studies in Philosophy**

A seminar on selected topics in philosophy. Prerequisite: one course in philosophy

**398. Directed Study for Juniors**

**480. Senior Departmental Seminar**

A study of selected topics in philosophy. Prerequisite: four courses in philosophy or religion.

**499. Senior Independent Study**

**RELIGION**

**113. World Religions: Far Eastern**

A study of the pattern of religious life and thought in Hinduism, Buddhism, and the religions of China and Japan, emphasizing the interpretation of their sacred literature and historical development

**114. Religion in America**

The variety of religious experience and institutions in the United States will be examined in relation to the colonial, "national," Civil War, industrializing, and contemporary periods. Phenomena of revivalism, utopianism, the Social Gospel, and secular Christianity will be studied in the context of their historical situations, faith patterns, and cultural influences. Not offered 1974-75

**115. World Religions: Near Eastern**

A study of the patterns of religious life and thought in Judaism, Zoroastrianism, Christianity, and Islam, emphasizing the interpretation of their sacred scriptures and historical development.

**116. Religion and Modern Man**

An introduction to major themes and issues as they are expressed by various religious movements in relation to twentieth century culture. Issues explored will include: the nature of religion, the human condition, the nature of the divine; salvation through ritual, ethical action, faith and love, and meditation; myth and religious knowledge in a scientific age

**205. The Old Testament**

A study of the literature and religion of the Old Testament

**206. The New Testament**

A study of the content, character, hope, and promise of the New Testament.

**218. Development of Christian Thought**

An examination of major themes in the history of Christian thought through the discussion of selected classics of its literature, including the writings of St Augustine, St Anselm, St Thomas Aquinas, Martin Luther, John Calvin, Friedrich Schleiermacher and Soren Kierkegaard. Prerequisite: one course in philosophy or religion

**219. Religion in a Scientific Age**

An introduction to major issues raised in religious inquiry by modern science. Topics covered include: the history of the relation between science and religion; the indeterminacy principle of physics and human freedom; biological and cybernetic views of man in relation to religious views; evolution and creation; and the relation to God to nature. Not offered 1974-75

**225. Studies in Chinese Thought: from Confucious to Mao-Tse-Tung**

An exploration of the thought of major figures and movements in China from its "classical" period to the present, including the Analects of Confucius, the Tao Te Ching, Chuang Tzu, Mo-Ti, the Buddhist schools, Neo-Confucianism, and the philosophical addresses of Mao-Tse-Tung. The studies will be done in the context of the development of Chinese civilization.

**291. Nature of Mystical Experience (Directed Study)**

An exploration of mystical experience and meditative techniques by studying the writings of contemplatives of several religious traditions. Prerequisite: one course in religion.

**321. Religion and Psychology**

A critical exploration of religion as a human phenomenon according to the views of theoretical psychologists such as James, Freud, Jung, Erikson and Maslow

**327. Contemporary Religious Thought**

An investigation of the major options developing in western religious thought in the 20th century in existential, process, linguistic, secular, and historical contexts. Issues dealt with include: theological language, the relation of religion to science, the theological foundation of ethics, and "death of God" theology. Prerequisite: one course in religion.

**328. Existentialism and Religious Thought**

A study of the problems and possibilities of theism, atheism, and humanism from the existentialist perspective. Authors to be read and discussed will include Kierkegaard, Nietzsche, Heidegger, Sartre, Marcel, Unamuno and Berdyaev. Classes will be conducted seminar form, with students as well as the instructor presenting papers for discussion. Prerequisite: one course in philosophy or religion. Not offered 1974-75

**329. Process Philosophy and Religious Thought**

An examination of the thought of A.N. Whitehead and how it is used to re-interpret basic Christian beliefs by such men as Charles Hartshorne, Shubert Ogden, Daniel D. Williams, and John Cobb, Jr. The course also includes an examination of the thought of Pere Teilhard de Chardin and of the reaction to his views by members of the scientific and theological communities. Prerequisite: one course in philosophy or religion. Not offered 1974-75

**331. Religious Responses to Social Issues**

A work-study course that examines theological justifications for the



involvement of religious institutions and persons in programs of social reform, as well as provides direct contact with the work of such programs. Religious pronouncements will be examined in relation to biblical literature, theological and social theory, and the activities of churches and the people themselves. The focus will be on poverty problems. Prerequisite: one course in religion.

#### 427. New Directions in Religious Thought

An examination of contemporary positions on the following current issues in Protestant, Roman Catholic, and Jewish religious thought: the possibility of a "secular religion," the development of a "new morality," the prospects of ecumenical and inter-faith dialogue, birth control, and the relation of church and society. Not offered 1974-75.

### PHYSICAL EDUCATION

Lucker [Head], Coffie, Copeland, Howell, Jarnigan, Justice, Mack, Meisel

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 or she is not physically fit.

Students bringing certificates of disability from personal physicians must have the certificates endorsed by the College physician before they will be accepted by the department.

All freshmen and transfer students must take the Rollins College swimming test at the beginning of the fall or spring term. Students who fail the test will be assigned to a swimming class until they can pass the test.

All students are required to register for four terms of physical education and must complete satisfactorily P.E. 101, 102, 103, and 104, which comprise Basic Physical Education and three electives. Regular attendance and active participation are necessary to meet requirements of the College. Those students who have not successfully completed four terms by the end of the fall term of their third year will be referred to the Academic Standards Committee.

Students who have completed four terms may register for any activity on a non-credit basis when openings and instructional personnel permit.

The program required for transfer students to Rollins College is adjusted on an individual basis by the Director of Physical Education.

The physical education requirements may be waived or altered for individual students for any of the following reasons:

1. Upon recommendation of the College physician after consulting with the Director of Physical Education
2. For transfer students who enter Rollins College with four hours credit or portion thereof.
3. For other exceptional cases, upon recommendation of the Director of Physical Education and with the approval of the Vice Provost.

The College will furnish all necessary playing equipment for physical education classes and intramural sports except uniforms, tennis racquets, and golf clubs. A specified uniform is required for men and women. Activities may be added or withdrawn at the discretion of the Physical Education Department.

### THE CURRICULUM FOR MEN AND WOMEN

#### 101. Basic Physical Education

To be taken in first year, fall or spring term as assigned by the Registrar.

#### 102, 103, 104. Electives

Choice of:

Archery	Scuba
Badminton	Soccer/Softball
Bowling	Senior Life Saving
Canoeing	Swimming
Dance (Hawaiian)	Synchronized Swimming
Fencing	Tennis
Golf	Theatre Dance
Gymnastics	(Tap & Movement)
Karate	Volleyball
Riding	Water Safety Instruction
Sailing	Water Skiing

### INTRAMURAL ACTIVITIES

The Rollins College Intramural Program affords an opportunity for all students to participate voluntarily in competitive sports of their choosing. These activities are carried on in addition to the regular classes scheduled in physical education.

For the men: Teams representing fraternities, independents, faculty, graduates, and administrative staff compete. A trophy is awarded to the team receiving the greatest number of points during the college year. Sports include badminton, basketball, bowling, flag football, golf, sailing, soccer, softball,



swimming, table tennis, tennis, and volleyball.

For the women: Teams representing sororities and independents compete. Trophies are awarded to the winning team in each sport. The O'Brien Trophy is awarded to the group receiving the greatest number of points during the college year. Sports include archery, badminton, basketball, bowling, bridge, golf, sailing, softball, swimming, table tennis, tennis, and volleyball.

## PHYSICS

Ross [Head], Carson, Griffin, Mulson

Students planning to major in Physics should take Physics 141 and Chemistry 142, together with Mathematics 111-112, in their freshman year. A physics major must take Physics 205, 206, 308, 311, 314, 315, 451 and 452. The Departmental Seminar and Advanced Laboratory Practice are required in the senior year. Two additional courses should be elected from advanced offerings in physics, chemistry, or mathematics.

### 101. Astronomy

A scientific approach to the understanding of nature through the study of the solar system, physical characteristics of stars, systems of stars and evolutionary processes. With laboratory work. Prerequisite: A working knowledge of algebra and geometry.

### 140. Concepts of Physics

A course designed for students planning to major in science, but who have not had high school physics. Selected concepts from mechanics, wave motion, electricity, optics, atomic and nuclear physics. Strong emphasis on laboratory experimentation. Prerequisites: Chemistry 141 and Mathematics 100 or equivalent.

### 141. Principles of Physics I

An introductory course designed to be taken by students planning to major in any one of the laboratory sciences. Selected topics in mechanics, electricity, and atomic physics correlated with laboratory work. Strong emphasis is placed on analytical reasoning. Taught by the personalized system of instruction. Prerequisite: One year of high school physics or Physics 140.

### 143. Principles of Physics II

A continuation course designed for science majors to complete the P140-P141-P143 sequence. Emphasis is on DC and AC circuits, laboratory instruments, geometrical optics and radioactivity. With laboratory. Taught by the personalized system of instruction. Prerequisite: Physics 141.

### 150. Introduction to Computing

Coverage of the computer field will include how computers function, computer languages (mainly BASIC), simple logic in writing programs, applications to primarily non-science fields, and the impact of computers on society. With computer laboratory. Primarily for non-science majors.



### 160. Computers in the Sciences

An introduction to simple and advanced BASIC programming with primary emphasis on the sciences. Statistical tests, computer logic, and computer solutions to problems encountered in physics, chemistry, biology and the behavioral sciences will be included. With computer laboratory. Primarily for science majors.

### 195. Electronics

Theory and practical construction of power supplies, amplifiers, oscillators, voltage regulators, operational amplifiers, and other instrumentation used in laboratories. Emphasis is on laboratory technique. Prerequisite: Physics 141 or consent of instructor.

### 205. Fundamentals of Physics I

An analytical approach to translational and rotational motion, the conservation principles of momentum and energy, basic concepts of harmonic motion and wave phenomena, and introductory optics. With laboratory. Prerequisites: Physics 141, Mathematics 112 or consent of instructor.

### 206. Fundamentals of Physics II

An analytical approach to the basic concepts of electrostatics, current electricity, magnetic fields and relativity. A survey of quantum phenomena including wave and particle aspects, radioactivity, and nuclear properties of matter. With laboratory. Prerequisite: Physics 205.

### 308. Mechanics

A course covering particles, systems of particles and rigid bodies



through the use of Newtonian, Lagrangian, Hamiltonian, and Relativistic mechanics With problem session. Prerequisite: Mathematics 212.

### 311. Optics

Physical optics: coherence and interference, Fraunhofer diffraction, Fresnel diffraction, spectroscopy, and polarization. Laboratory experiments correlated with theory. Prerequisites: Physics 205 and Mathematics 211.

### 314. Electricity and Magnetism

A vector treatment of electrostatic fields in vacuum and dielectrics, solution of Laplace's and Poisson's equations, magnetic fields of moving charges, electrostatic and magnetic energies, and steady state circuit theory. With laboratory/problem sessions. Prerequisites: Physics 206, Mathematics 212.

### 315. Electromagnetic Theory

Maxwell's equations and the propagation of electromagnetic waves in various media; applications such as reflection, refraction, and wave guides; introduction to electrodynamics. Problem solution by approximation techniques using the computer. With computer laboratory/problem sessions. Prerequisite: Physics 314.

### 318. Nuclear and Particle Physics

An introduction to properties of nuclei and elementary particles, nuclear reactions and models, fission, fusion, and special topics. With laboratory. Prerequisite: Physics 206.

### 401. Advanced Laboratory Practice

A laboratory course emphasizing advanced laboratory techniques in atomic and nuclear physics. Each student will carry out a set of selected experiments during the term. Formal laboratory reports are required. Prerequisites: Physics 311 and Physics 314 or consent of the instructor.

### 451. Quantum Physics

The special theory of relativity, the dual nature of electro-magnetic radiation, early atomic models, wave aspects of particles, the Schrodinger equation, quantum mechanical solution of one-dimensional potential barriers, periodic potentials, one- and three-dimensional bound state systems. Application of simple potential problems to atomic, molecular, and nuclear systems. Numerical solutions will be studied. With problem session. Prerequisites: Physics 308, 315 or consent.

### 452. Quantum Mechanics

The formal structure of quantum mechanics, the hydrogen atom, angular momentum operators, electron spin, addition of angular momenta, identical particles, coupling schemes, perturbation theory, the central field model of multi-electron atoms, transition probabilities, the shell structure of the nucleus. With problem session. Prerequisite: Physics 451.

### 498. Departmental Seminar

A study of the evolution of physics and its place in modern society. Selected readings from the classical literature and current journals leading to oral and written presentations for class discussion.

### 499. Independent Study for Seniors

## PRE-MEDICINE

Advisers: Hellwege (Chairman), Henderson, Mulson, Roth, Sandstrom

The premedical program offers an interdisciplinary approach to the preparation of a student who plans to enter a medical-related professional school. The program is constructed upon the idea of preprofessional courses in the context of a liberal arts background.

The science requirements of most health oriented professional schools are met by a specified number of courses in biology, chemistry, mathematics and physics. Although the program is designed to meet the requirements of most medical schools, students wishing to enter dentistry, veterinary medicine, pharmacy, optometry and many other health related professions are equally served by the major.

Minimal requirements are:

#### Biology

Two courses:  
including Biology 210 - Cell Biology.

#### Chemistry

Four Courses:

Chemistry 142 - Principles of Chemistry

Chemistry 211 - Energetics and Dynamics

Chemistry 311, 312 - Organic Chemistry I and II

Students without a strong high school background in the Physical sciences and mathematics are advised to take the sequence Chemistry 141 - 142 in their freshman year.

#### Mathematics

Two courses to be chosen from the following sequences:

a) Mathematics 100 - Elementary Functions and Mathematics 111 - Introductory Calculus.

b) Mathematics 111 - Introductory Calculus and Mathematics 112 - Intermediate Calculus.

c) Mathematics 111 - Introductory Calculus and Mathematics 120 - Statistical Methods.

#### Physics

Three courses: Depending on the students background in mathematics and one of the following two sequences will satisfy this requirement:

a) Physics 140 - Concepts of Physics and Physics 141, 143- Principles of Physics I and II.



- b) Physics 141 - Principles of Physics I and Physics 205, 206 - Fundamentals of Physics I and II.

#### *Senior Independent Study*

To be chosen in the biological, physical or behavioral sciences or mathematics in consultation with the pre-medical adviser.

#### *Elective*

Two courses to be chosen from the list below, one of which must be a 400 - level course.

#### *Suggested Electives:*

##### *Biology*

- 212 - Animal Physiology
- 323 - Comparative Vertebrate Anatomy
- 328 - Vertebrate Embryology
- 329 - Microbiology
- 408 - Genetics
- 451 - Cellular and Molecular Biology

##### *Chemistry*

- 212 - Analytical Chemistry
- 305, 306 - Physical Chemistry I and II
- 431 - Biochemistry

##### *English*

- 290 - Expository Writing

##### *Behavioral Science*

- 265 - Physiological Psychology

##### *Mathematics*

- 120 - Statistical Methods

Most professional schools in medicine and health related fields require for entrance specific additional courses which are not included in the list of *minimal* requirements for a major in pre-medicine.

To meet the specific entrance requirements of the particular professional schools to which they plan to seek admission students should select such courses as electives.

#### **THEATRE ARTS AND SPEECH**

Juergens [Head], Amlund,\* Dooley, McNulty, Neilson, Rodgers

##### **THEATRE ARTS**

A student who majors in Theatre Arts should be able to

\*On leave, winter and spring 1974.

demonstrate, through performance, his proficiency in basic acting, directing, designing, and production skills. To achieve this end, every student takes a specified series of courses in his major field, and participates in major and student-directed productions. At the end of the sophomore year each student is evaluated by the theatre staff to determine the desirability of his continuing in the major. In addition, every student must successfully pass comprehensive examinations by the end of the senior year. These examinations are designed to measure the student's knowledge in history of the theatre, dramatic literature, and drama criticism.

Although some students choose to concentrate in either performance or design and technical theatre, there is an increasing tendency for theatre majors to take a broader spectrum of courses in both areas.

#### *Required of all majors:*

- Introduction to the Theatre (101, 102)
- Stagecraft (261, 262)
- History of the Theatre (221, 222)
- Dramatic Criticism and Playwriting (301, 302)
- Senior Practicum (401, 402)
- An Independent Study in a chosen area in either the junior or senior year (399, 499)
- At least two terms of theatre workshop (198, 298, 398)

#### *Recommended courses:*

- Theatre Management (TA 351)
- Two Terms of Development of the Drama (Eng 351, 352) or Twentieth Century Drama (Eng 363, 364)
- Principles of Art (Art 131, 132)
- Introduction to Art History (Art 201, 202)

#### 101, 102. Introduction to the Theatre

A survey of the organization and economic structure of Broadway, educational, and amateur theatre; survey of theatre architecture; study of contemporary play forms; analysis of play structure. 101, open to all students; 102, consent of instructor.

#### 197. Theatre in London

A first-hand study of the London theatre scene, in conjunction with Eckerd College. Winter term travel to London with one member of the theatre staff, experiencing at least twelve different productions which may include opera and ballet. Also tours of London drama schools, the BBC and technical institutes, discussions with actors, playwrights, directors and technicians, critiques and seminars of the productions, all culminating in a written "Diary" report. Also, scheduled tours to other points of interest. Extra cost for this course.

#### 198, 298, 398. Theatre Workshop

Practical work in the production of plays or group projects,



prepared for public performance. At least two terms required of all majors. Open to all students.

### 205. Musical Theatre in America

The history of American musical comedy since *The Black Crook*: an examination of the development of this uniquely American form. Emphasis on the study of the music, culminating in a concert performance of musical selections from one of the American musical comedies.

### 221, 222. History of the Theatre

Introductory course presenting the theatre in historical perspective; a study of key periods of history of the theatre and drama in relation to what these periods have contributed to the evolution of the modern theatre. Open to all students. Twelve laboratory hours per term required. Offered in alternate years.

### 251, 252. Acting I

Exercises in relaxation, concentration, observation, script analysis, determination of actor's objective; preparation of scenes, improvisations. Prerequisite: Consent of instructor, except for majors.

### 261, 262. Stagecraft

An introduction to the techniques and materials used in the construction and decoration of scenery. Study of the application of drafting and descriptive geometry techniques to the solving of scenographic problems. Lab required.

### 301, 302. Dramatic Criticism and Playwriting

A survey of dramatic criticism beginning with Aristotle. The emphasis is placed on the more pragmatic aspects of dramaturgy, leading to practical work in playwriting. Open to all students. Required of majors. Offered in alternate years.

### 304, 305. Acting II

Continued work with acting techniques, with increased emphasis on external aspects (control of body and voice), and their application to various styles of acting; Shakespeare, English Restoration, Greek Tragedy, and Comedy. Prerequisite: Theatre Arts 252 or consent of instructor.

### 307, 308. Scene Design

Advanced study in the theory and practice of scene design. The emphasis is on execution of ground plans, sketches, elevations and renderings. Some experience with painting and drafting recommended. Prerequisite: Consent of instructor, except for majors.

### 309, 310. Costume Design

Advanced study in the theory and practice of costume design; study of the history of costume equal emphasis between the study of the history of costume and the practical design and construction of stage costumes. Some experience with painting desired. Prerequisite: Consent of instructor, except for majors.

### 351. Theatre Management

A comprehensive course covering all areas of theatre management and producing. For all students, no prior knowledge of business necessary. Emphasis on pragmatic application of various aspects of management and producing, including promotion, ticket sales, audience management, budgets, and personnel management. This course is helpful to all students who wish to gain knowledge of

sound business practices in the arts. Prerequisite: Consent of instructor except for majors.

### 363, 364. Stage Lighting

Study of the theory and practice of lighting design and its application to various styles of theatrical production. Lab required. Prerequisite: Theatre Arts 262.

### 399, 499. Independent Study

Research leading to a long paper on any phase of the theatre; preparation for comprehensive examination.

### 401, 402. Senior Practicum: Directing or Design

The senior major course. Seminar in major trends of the modern theatre; also, individual projects. For students concentrating in performance, the course will entail a study of directing skills; for students concentrating in technical theatre and design, advanced design studies. Design students in this course will design lighting, sets, or costumes for one or more of the productions.





## **SPEECH**

### **101. Fundamentals of Speech**

Consideration of the process of oral communication and the fundamentals of speech, with the application of these fundamental skills in the preparation, delivery, and evaluation of the common forms of public address and discussion. Open to all students.

### **104. Group Discussion**

This course is designed to develop the attitudes, skills, and knowledge of methods favorable to effective participation in group discussion.

### **141. Elements of Communication**

A survey and laboratory course that is an introduction to the various media of mass communications with special emphasis on newspapers, magazines, radio and television, their techniques and opportunities.

### **142. Introduction to Broadcasting and Electronic Mass Communication**

Overview of history and development of electronic mass communications systems. Basic elements of radio and television station operation, programming and government regulations governing the industry. Basic discussions on the current effects of broadcast programming on modern society.

### **202. Argumentation and Debate**

Study of the forms of debate, historically as well as practically. Participation in interscholastic debate tournaments required. Open to all students.

### **298. Directed Study**

Directed study in one of areas of speech: discussion, debate, public address, oral interpretation, speech pathology. Prerequisite: Speech 101 or equivalent.

### **303. 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 instructor.

### **304. Elements of Persuasion**

Classical and contemporary theories of persuasion. Examining ethics of persuasion, motivational analysis, and non-logical appeals, plus the preparation and delivery of various types of persuasive speeches. Prerequisite: Credits in a fundamentals speech course or consent of instructor.

### **305. Readers and Chamber Theatre**

Reading or memorization, analysis, and adaptation of literature for solo and group performance culminating in recital performances. Prerequisite: Speech 201 or 303.

### **322. Advanced Public Speaking**

Advanced study and practice of the various forms of public address emphasizing organization and delivery. Prerequisite: Speech 101.

## **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.

An admissions handbook with preliminary information about Rollins college is made available to all prospective students.

Correspondence to the College should be sent to:

Rollins College, Winter Park, Florida 32789  
Admission of New Student

*Director of Admissions*

Readmission of Former Students

*Vice Provost*

Admission to Graduate Programs

*Director of Admissions*

Entrance and Transfer Credits

*Registrar*

Students, Men and Women

Personal Welfare and Housing

*Office of Student Affairs*

Student Finances and Scholarships

*Office of Student Affairs*

Rollins College School of Continuing Education

Admission, General Information

and Brochures

*Director, Rollins College School of*

*Continuing Education*

Alumni Office

*Director of Alumni Affairs, Rollins*

*College Alumni Association*

Correspondence regarding the Patrick Air Force Base Branch of Rollins College (for admission, general information, and brochure) should be addressed to:

Director, PAFB Branch of Rollins College  
Patrick Air Force Base, Florida 32925

Visitors to the College are always welcome. Tours of the campus are provided by the Admissions Office. It is suggested, 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 PRESIDENTS OF ROLLINS COLLEGE

Edward Payson Hooker, 1885-1892

Charles Grandison Fairchild, 1893-1895

George Morgan Ward, 1896-1902

William Fremont Blackman, 1902-1915

Calvin Henry French, 1917-1919

Robert James Sprague, 1923-1924

William Clarence Weir, 1924-1925

Hamilton Holt, 1925-1949

Paul Alexander Wagner, 1949-1951

Hugh Ferguson McKean, 1951-1969

Jack Barron Critchfield, 1969-

Frederick W. Lyman, John H. Ford  
George M. Ward, and Robert J. Sprague  
all served brief periods as Acting President.





CONVOCATION  
SEPTEMBER 9  
7:30 PM



# Personnel

## OFFICERS AND TRUSTEES 1974-1975

### OFFICERS

Hugh F. McKean  
*Chairman of the Board*  
Henry T. Heald  
*Vice Chairman of the Board*  
Jack B. Critchfield  
*President*  
George Walter Johnson  
*Secretary*  
Richard F. Trismen  
*Assistant Secretary*  
Joseph Shedd Guernsey  
*Second Assistant Secretary*  
Charles N. Zellers  
*Vice President and Treasurer*

### TRUSTEES

Jack B. Critchfield  
*President, ex officio*  
*Winter Park, Florida*  
*Terms to expire in 1975*  
J. K. Galloway  
*Winter Park, Florida*  
Joseph Shedd Guernsey  
*Orlando, Florida*  
Alfred J. Hanna  
*Winter Park, Florida*  
Henry T. Heald  
*Winter Park, Florida*  
Frank Muldrow Hubbard  
*Orlando, Florida*  
Thomas Phillips Johnson  
*Pittsburgh, Pennsylvania*  
Homer H. Marshman  
*Palm Beach, Florida*  
Hugh F. McKean  
*Winter Park, Florida*

Robert E. Jeffrey McNeill, Jr.  
*Windermere, Florida*

\*June Reinhold Myers  
*Ashland, Ohio*

John Meyer Tiedtke  
*Winter Park, Florida*

### Terms to expire in 1976

\*John M. Harris  
*Houston, Texas*

Jeannette Genius McKean  
*Winter Park, Florida*

Gladys Cisney Trismen  
*Winter Park, Florida*

Marilyn Logsdon Wilson  
*Winter Park, Florida*

### Terms to expire in 1977

F. Monroe Alleman  
*Orlando, Florida*

William J. Bowen  
*Winter Park, Florida*

Charles A. DuBois  
*Palm Beach, Florida*

Andrew Hines  
*St. Petersburg, Florida*

William Butler Mills  
*Jacksonville, Florida*

\*James H. Robinson  
*Orlando, Florida*

J. Walter Tucker  
*Winter Park, Florida*

\*Nominated by the Alumni



## EXECUTIVE COMMITTEE OF THE BOARD OF TRUSTEES

Hugh F. McKean, *Chairman*  
Henry T. Heald, *Vice Chairman*  
F. Monroe Alleman  
William J. Bowen  
Jack B. Critchfield, *ex officio*  
Joseph S. Guernsey  
John M. Tiedtke  
George W. Johnson, *Secretary*

## FINANCE COMMITTEE OF THE BOARD OF TRUSTEES

F. Monroe Alleman, *Chairman*  
William J. Bowen  
Jack B. Critchfield, *ex officio*  
Hugh F. McKean, *ex officio*  
Robert E. Jeffrey McNeill, Jr.  
William B. Mills  
John M. Tiedtke

## TRUSTEES EMERITI

Winthrop Bancroft  
*Jacksonville, Florida*  
H. George Carrison  
*Jacksonville, Florida*  
Donald A. Cheney  
*Orlando, Florida*  
Olcott H. Deming  
*Washington, D. C.*  
Nelson Marshall  
*Kingston, Rhode Island*  
Thomas William Miller, Jr.  
*Winter Park, Florida*  
Chester DeWitt Pugsley  
*Peekskill, New York*  
Miller Walton  
*Miami, Florida*  
G. Tom Willey  
*Winter Park, Florida*  
Rebecca Coleman Wilson  
*Winter Park, Florida*  
William E. Winderweedle  
*Winter Park, Florida*

## THE ADMINISTRATION

### OFFICE OF THE PRESIDENT

Jack B. Critchfield, B.S., M.A., Ed.D.  
*President*  
Fred W. Hicks, A.B., M.A., Ph.D.  
*Executive Assistant to the President*

### OFFICE OF THE PROVOST

Dwight L. Ling, B.A., M.A., Ph.D.  
*Provost*  
J. Allen Norris, Jr., B.A., M.A.T., Ed.D.  
*Vice Provost*  
Richard S. Wolfe, B.A., M.A.  
*Registrar*

### MILLS MEMORIAL LIBRARY

George Edward Larsen, A.B., M.S.  
*Director of Libraries*  
Velda Jean Bloodworth, B.A., M.S.  
*Reference Librarian*  
Josephine P. Dickson, B.A., M.S.  
*Librarian, The Roy E. Crummer School  
of Finance and Business Administration*  
Jane F. Fletcher  
*Archivist*

### Nellie Margaret Kirby

*Periodical and Processing Assistant*  
Thomas U. Lineham, Jr., A.B., M.S. in L.S.  
*Head Catalog Librarian*  
Carolyn MacFarland, B.A., M.S.  
*Head Reference Librarian*  
Olive E. Mahony  
*Head of Circulation*

Lynne M. Phillips, B.A., M.L.S.  
*Librarian, The Archibald Granville  
Bush Science Center*

### Kathleen J. Reich, Diplomas Acquisitions Librarian

Sarah K. Tabor  
*Assistant Head Cataloger*

### THE CONTINUING EDUCATION PROGRAMS

Daniel F. Riva, B.S., M.A., Ph.D.  
*Dean of Continuing Education;  
Director, Rollins College School of  
Continuing Education; Director, School of Creative Arts*  
Robert E. Lee, B.S., M.A., Ph.D.  
*Director, Patrick Air Force Base Branch*



Bertha R. Eutsler, A.B., B.M.Ed.  
Assistant Director,  
School of Creative Arts

#### THE GRADUATE PROGRAMS

Daniel F. Riva, B.S., M.A., Ph.D.  
Director, Master of Science in Criminal  
Justice Program

John S. Ross, A.B., M.S., Ph.D.  
Director, Master of Science Program

Charles A. Welsh, B.S., M.A., Ph.D.  
Dean of The Roy E. Crummer School of  
Finance and Business Administration;

Marshall M. Wilson, A.A., B.A., M.Ed. Ed.D.  
Director, Graduate Program in Education  
Chairman, Graduate Council

#### ATHLETIC DEPARTMENT

Joseph Justice, A.B.  
Director of Athletics; Golf Coach

Edwin L. Jucker, B.A., M.A.  
Head, Physical Education  
Department; Basketball Coach

Howard Boyd Coffie, Jr., B.A., M.A.T.  
Assistant Director of Athletics;  
Baseball Coach

Nathan Norman Copeland, A.B.  
Tennis Coach

Gordon E. Howell, B.S., M.A.T.  
Soccer Coach

James Patrick Lyden, B.A.  
Crew Coach

Harry J. Meisel, B.S., M.A.  
Swimming Coach

#### RADIO STATION—WPRK-FM

Charles A. Rodgers, B.A., M.A., Ph.D.  
Director

#### OFFICE OF THE VICE PRESIDENT AND TREASURER

Charles N. Zellers, A.B., M.B.A.  
Vice President and Treasurer

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Assistant Treasurer and Comptroller

Vincent Perry, B.A., C.P.A.  
Assistant Comptroller and Cashier

G. Thomas Wells, A.B., M.C.S.  
Director of Physical Plant

Robert R. Mayo, B.B.A.  
Personnel Officer

Clifford E. Peeples

Director of Purchasing

Ernest L. Blake, Jr., B.S.

Data Processing Manager

William P. Burrell, B.S.

Bookstore Manager

Robert Otho Sutley, B.S.

Director of Campus Safety

#### OFFICE OF STUDENT AFFAIRS

N. Ronald Pease, A.B., M.A.

Dean of Student Affairs

Wanda J. Russell, B.A.

Associate Dean of Student Affairs

Roger G. Campbell, B.S., M.Ed.

Assistant Dean of Student Affairs

Alzo Jackson Reddick, B.S., M.Ed.

Assistant Dean of Student Affairs

J. William Loving, Jr., B.A., Th.B.

Director of Student Aid and Placement

#### ADMISSIONS

William M. Hartog III, B.A., M.C.S.

Director of Admissions

Brainerd G. Hencken, B.A., M.S.M.

Associate Director of Admissions

Cynthia G. Grubbs, B.A.

Assistant Director of Admissions

Mark W. Freidinger, B.A., M.B.A.

Admissions Counselor

#### HEALTH SERVICES

Nancy J. Small, M.D.

Director, Health Service

Eleanor I. Kay, B.A., M.A.

Counseling Psychologist

Judson E. Shephard, M.D.

Psychiatric Consultant

Juanette Imhoof, P.H.N.

Head Nurse

#### OFFICE OF DEVELOPMENT

Fred W. Hicks, A.B., M.A., Ph.D.

Director of Capital Funds

Edward O. Martin, B. Ed., M.A.

Director of Community Programs

Sara H. Howden, A.B.

Associate Director of Community Programs

William R. Gordon, B.S., M.A.

Director of Alumni Affairs



Eleanor F. Liska

*Assistant*

Loison P. Tingley

*Assistant to the Director of  
Alumni Affairs*

#### OFFICE OF PUBLIC RELATIONS AND PUBLICATIONS

C. LaRue Boyd, B.S., M.S.M.

*Director of Public Relations and  
Publications*

Randall J. Xenakis, B.A.

*Assistant*

#### THE KNOWLES MEMORIAL CHAPEL

A. Arnold Wettstein, B.A., B.D., Ph.D.

*Dean of The Knowles Memorial Chapel*

Alexander Anderson, B.Mus., F.R.C.O. A.R.C.M

*Chapel Organist and Choirmaster*

#### MUSEUM STAFF

Jeannette Genius McKean, D.F.A.

*Director, The Morse Gallery of Art*

Nancy L. Burton, B.A.

*Supervisor of the Beal-Maitbie Shell Museum  
and the Smith Watch Key Collection*

#### FACULTY

*Dates indicate [1] first appointment at Rollins, [2] year of receiving  
present rank.*

##### EMERITI

Donald Simpson Allen, A.B., A.M.

*Professor Emeritus of Theatre Arts, [1934, 1966]*

Angela Palomo Campbell, B.A., A.M., Phil.D.

*Professor Emeritus of Spanish, [1936; 1962]*

John Carter, B.M., D. Mus.

*Professor Emeritus of Music, [1938; 1974]*

Nina Oliver Dean, A.B., M.A.

*Associate Professor Emeritus of English, [1943; 1968]*

Paul F. Douglas, A.B., A.M., Ph.D., LL.D.

*Professor Emeritus of Political Science, [1956; 1971]*

Evelyn Jensen Draper, S.B.

*Archivist Emeritus, [1957; 1973]*

William Thomas Edwards, B.A.E., M.A.E., Ph.D.

*Professor Emeritus of Education, [1961; 1971]*

Catharine Crozier Gleason, B.M., M.M., Mus.D.

*Associate Professor Emeritus of Organ, [1955; 1969]*

Edwin Phillips Granberry, A.B., Litt.D.

*Irving Bachelor Professor Emeritus of Creative Writing,  
[1933; 1970]*

Alfred Jackson Hanna, A.B., L.H.D.

*Vice President Emeritus; Weddell Professor Emeritus of History of  
the Americas, [1917; 1970]*

Alice McBride Hansen, A.B., B.L.S., Ed.M.

*Librarian Emeritus [1951; 1969]*

Ada P. Haylor, A.B., M.A.

*Associate Professor Emeritus of English, [1967; 1973]*

Leah Rice Koontz, B.S., Certificate

*Lecturer Emeritus in English, [1954; 1971]*

Flora Lindsay Magoun, B.A., A.M.

*Associate Professor Emeritus of Business Education, [1935; 1967]*

Hugh Ferguson McKean, A.B., M.A., L.H.D., D. Space

*Ed., L.L.D., D.F.A.*

*Professor Emeritus of Art, and Chancellor Emeritus, [1932; 1973]*

Charles Stetson Mendell, Jr., A.B., A.M., L.H.D.

*Professor Emeritus of English, [1936; 1974]*

Constance Ortmyer, Graduate Royal Academy of

*Fine Arts, and Royal Academy Master School*

*Professor Emeritus of Sculpture, [1937; 1968]*

Audrey Lillian Packham, B.S. in Edn., A.M.

*Professor Emeritus of Education, [1930; 1966]*

George Sauté, Ph.B., A.M.

*Professor Emeritus of Mathematics, [1943; 1969]*

Bernice Catharine Shor, B.S., M.S.

*Associate Professor Emeritus of Biology, [1926; 1968]*

Rhea Marsh Smith, A.B., A.M., Ph.D.

*Professor Emeritus of History, [1930; 1972]*

Wendell Cornell Stone, A.B., Ph.D. LL.D.

*Professor Emeritus of Philosophy, [1933; 1972]*

Lionel M. Summers, B.S., J.D., Certificat d'études

*Associate Professor Emeritus of Political Science, [1962; 1971]*

Paul Anthony Vestal, A.B., A.M., Ph.D.

*Professor Emeritus of Biology, [1942; 1974]*

Alexander Waite, A.B., M.Ed., Ph.D.

*Professor Emeritus of Psychology, [1937; 1967]*

#### THE FACULTY (1974-1975)

Daniel R. DeNicola

*President of the Faculty; Assistant Professor of Philosophy, [1969;  
1972]. A.B., Ohio University; M.Ed., Ed.D., Harvard University*

Elinor Smith Miller

*Vice President of the Faculty; Professor of French, [1968; 1973];  
Arthur Vining Davis Fellow, 1974-75; A.B., Wesleyan College;  
M.S., Ph.D., University of Chicago*

Edward F. Danowitz

*Secretary of the Faculty; Associate Professor of Russian and  
Spanish, [1971; 1974]. B.S. Holy Cross College, M.S., The  
George Washington University; M.A., Ph.D., University of  
Pennsylvania*



**Dale F. Amlund**

Associate Professor of Theatre Arts, [1966; 1972]; B.F.A., Minneapolis School of Art; M.F.A., Yale Drama School

**Alexander Anderson**

Assistant Professor of Music, [1969; 1971]; Choirmaster and Organist, The Knowles Memorial Chapel; B.Mus., University of Glasgow; graduate study, Conservatory of St. Cecilia, Rome; Accademia Chigiana, Siena, Italy; Fellow of the Royal College of Organists

**Paula R. Backscheider**

Assistant Professor of English, [1973; 1973]  
B.A., Purdue University; M.S., Southern Connecticut State College; Ph.D., Purdue University

**Bettina K. Beer**

Instructor in History, [1973; 1973]  
B.A., St. Lawrence University; M.S., Vanderbilt University

**Wesley Eric Blamick**

Assistant Professor of Education, [1971; 1971]  
B.S., Bethany College; Ed.M., University of Pittsburgh; Ed.S., Ed.D., University of Florida

**Velda Jean Bloodworth**

Reference Librarian, [Instructor], [1974; 1974]  
B.A., Southern Missionary College; M.S., Florida State University

**Erich C. Blosssey**

Associate Professor of Chemistry, [1965; 1969] Head, Department of Chemistry  
B.S., Ohio State University; M.S., Iowa State University; Ph.D., Carnegie Institute of Technology

**Peter H. Bonnell**

Professor of Russian and German, [1964; 1969]  
A.B., University of California at Berkeley; Ph.D., Harvard University

**Edward E. Borsoi**

Associate Professor of Spanish, [1969; 1973]  
B.A., University of Bridgeport; M.A., Ph.D., University of Illinois

**John Jackson Bowers**

Professor of Mathematics, [1962; 1971]; Head, Department of Mathematics  
B.A., Wesleyan University; M.S., Ph.D., Carnegie Institute of Technology

**Thomas Brockman**

Associate Professor of Piano, [1962; 1968]  
Curtis Institute of Music; B.S., Juilliard School of Music; pupil of Olga Samaroff; graduate study in Europe with Edwin Fischer, Nadia Boulanger, and Robert Casadesu

**Myrtle Carolyn Burnett**

Professor of Psychology, [1961; 1972]  
B.S., Stout Institute; M.Ed., University of South Carolina; Ed.D., University of Florida

**Roger G. Campbell**

Assistant Dean of Student Affairs, Director of Housing, [Instructor], [1973; 1973]  
B.S., M.Ed., Memphis State University

**Alphonse Carlo**

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

**Robert G. Carson**

Assistant Professor of Physics, [1972; 1972]  
B.S., The Florida State University; Ph.D., The Johns Hopkins University

**James Douglas Child**

Assistant Professor of Mathematics, [1973; 1973]  
A.B., M.S., San Diego State College; Ph.D., University of Cincinnati

**Bechir Chourou**

Instructor in Political Science, [1973; 1973]  
B.A., Roosevelt University; M.A., Northwestern University

**George Thomas Cochran**

Associate Professor of Chemistry, [1967; 1971]; Coordinator, Holt House Program  
B.S., University of Richmond; M.S., University of Tennessee; Ph.D., Clemson University

**Howard Boyd Coffie, Jr.**

Assistant Professor of Physical Education, [1962; 1967]; Assistant Director of Athletics  
B.A., M.A.T., Rollins College

**Edward H. Cohen**

Associate Professor of English, [1967; 1971]  
B.A., University of Maryland; M.A., University of Iowa; Ph.D., University of New Mexico

**Nathan Norman Copeland**

Assistant Professor of Physical Education, [1955; 1970]  
A.B., Rollins College

**Deloit E. Cotanche**

Associate Professor of Education, [1969; 1973]; Director of Teacher Education;  
B.S., Troy State University; M.A., Ed.D., The University of Alabama

**Jack B. Critchfield**

President; Professor of Education, [1969; 1969]  
B.S., Slippery Rock State College; M.A., Ed.D., University of Pittsburgh

**Theodore Stanley Darrah**

Professor of Religion, [1947; 1947]  
B.S., S.T.B., Harvard University; L.H.D.

**Robert L. Dawson**

Assistant Professor of French, [1973; 1973]  
B.A., Trinity College; M. Phil., Ph.D., Yale University

**Josephine P. Dickson**

Librarian, The Roy E. Crummer School of Finance and Business Administration, [Instructor], [1973; 1974]  
B.A., Salem College; M.S., Florida State University



- James J. Dooley, Jr.**  
Assistant Professor of Theatre Arts, [1973; 1973]  
A.B., Holy Cross College; M.A., University of Washington;  
M.F.A., University of Massachusetts
- Wilbur Dorsett**  
Associate Professor of English, [1946; 1962]  
A.B., M.A., University of North Carolina
- Hoyt Littleton Edge**  
Assistant Professor of Philosophy, [1970; 1970]  
B.A., Stetson University; M.A., Ph.D., Vanderbilt University
- Charles Milton Edmondson**  
Associate Professor of History, [1970; 1974]  
B.A., M.A., University of Mississippi; Ph.D., The Florida State University
- Adolphus Ross Evans**  
Associate Professor of Business Administration, [1949; 1949]  
B.A.E., University of Florida; M.S.B.A., Columbia University;  
CPA, Florida
- Fred Ford (on leave, 1974-75)**  
Associate Professor of Business Administration, Patrick Air Force Base Branch, [1967; 1971]  
B.S., Wharton School, University of Pennsylvania; M.A.B., Temple University
- William K. Gallo**  
Associate Professor of Music, [1967; 1972]  
B.S., University of Illinois; M.A., Ph.D., The Catholic University of America
- Norman T. Gilbert**  
Assistant Professor of Political Science, [1971; 1971]  
A.A., Valley College; B.A., San Fernando Valley State College; M.A., University of California at Berkeley; Ph.D., Northern Illinois University
- Patricia K. Gregory**  
Instructor in Anthropology, [1973; 1973]  
B.A., M.A., University of New Mexico
- Donald Christian Griffin**  
Associate Professor of Physics, [1970; 1974]; Coordinator of Academic Computing Program  
B.S., Rollins College; M.S., Ph.D., Purdue University
- Wayne DeWees Hales**  
Assistant Professor of Economics, [1971; 1974]  
B.A., Oklahoma City University; M.S., Ph.D., Oklahoma State University
- Hallie Lu Hallam**  
Assistant Professor of Art History, [1966; 1966]  
B.A., West Virginia Wesleyan College; M.A., The Florida State University
- John Bowen Hamilton**  
Professor of English, [1957; 1963]  
A.B., Birmingham-Southern College; M.A., Ph.D., University of North Carolina
- Thomas Devaney Harblin**  
Assistant Professor of Sociology, [1972; 1972]  
B.A., Le Moyne College; M.S., Ph.D., Cornell University
- Edward J. Harrell**  
Assistant Professor of History and Political Science, Patrick Air Force Base Branch [1972; 1972]  
B.A., M.A., Ph.D., The Florida State University
- William M. Hartog III**  
Director of Admissions  
Instructor in Business Administration, [1971; 1973]  
B.A., M.C.S., Rollins College
- Herbert Elmore Hellwege**  
Archibald Granville Bush Professor of Science, [1954; 1974]  
Ph.D., University of Hamburg
- Mary Ann R. Henderson**  
Assistant Professor of Biology, [1972; 1972]  
B.S., Rosary Hill College; M.S., University of Wisconsin; Ph.D., University of Georgia
- Fred W. Hicks**  
Professor of History, [1964; 1973]; Executive Assistant to the President  
A.B., M.A., Ph.D., University of Michigan
- Donald W. Hill**  
Professor of Economics, [1958; 1966]  
Wilkes College; B.S., Bucknell University; M.S., Cornell University; Ph.D., The American University
- Gordon E. Howell**  
Assistant Professor of Physical Education, [1967; 1971]  
B.S., Western Carolina College; M.A.T., Rollins College
- Peggy Ann Jarnigan**  
Assistant Professor of Physical Education, [1967; 1971]  
B.S., Carson-Newman College; M.S., University of Tennessee
- Arthur R. Jones**  
Associate Professor of Sociology, [1969; 1969]  
B.A., Baylor University; M.A., Ph.D., Louisiana State University
- Charles Joseph Jorgensen**  
Professor of Economics, [1970; 1970]  
B.S., University of Illinois; Ph.D., University of Washington
- Edwin L. Jucker**  
Raymond W. Greene Professor of Health and Physical Education [1972; 1972]; Head, Physical Education Department  
B.A., University of Cincinnati; M.A., Columbia University
- Robert O. Juergens**  
Professor of Theatre Arts, [1963; 1972]; Director, Annie Russell Theatre; Head, Department of Theatre Arts and Speech  
B.A., Heidelberg College; M.A., Ohio State University; M.F.A., Yale School of Drama; D.F.A., Yale University
- Joseph Justice**  
Associate Professor of Physical Education, [1946; 1957]  
Director of Athletics  
A.B., Rollins College



- Michael S. Kahn**  
Assistant Professor of Education, [1973; 1973]; Director of Student Teaching  
B.S., M.Ed., Ph.D., University of Pittsburgh  
**Arthur M. Kenison**  
Assistant Professor of Economics [1973; 1973]  
B.A., Saint Anselm's College, M.B.A., Columbia University; M.A., University of New Hampshire  
**Patricia Anne Lancaster**  
Assistant Professor of French, [1970; 1971]  
B.A., Coker College; M.A., Ph.D., Emory University  
**Jack C. Lane**  
Professor of History, [1963; 1972]; Head, Department of History and Political Science  
B.A., Oglethorpe University; M.A., Emory University; Ph.D., University of Georgia  
**Ronald B. Larned**  
Assistant Professor of Art, [1969; 1972]; B.A., Texas Technical College; M.A., New Mexico State University  
**George Edward Larsen**  
Director of Libraries [Associate Professor], [1968; 1972]  
A.B., Williams College; M.S., The Florida State University  
**Robert E. Lee**  
Assistant Professor of Education, Patrick Air Force Base Branch [1972; 1972]; Director, Patrick Air Force Base Branch of Rollins College  
B.S., Florida Southern College; M.A., Western Carolina University; Ph.D., The Florida State University  
**Robert S. Lemon, Jr.**  
Instructor in Art, [1973; 1973]  
B.A., University of Missouri at Kansas City; M.A., Ohio University  
**Robert Barry Lewis**  
Associate Professor of History, [1968; 1973]  
B.S., M.A., Ph.D., Pennsylvania State University  
**Thomas U. Lineham, Jr.**  
Head Catalog Librarian [Assistant Professor], [1973; 1974]  
A.B., Bowdoin College; M.S. in L.S., The Catholic University of America  
**Dwight L. Ling**  
Provost; Professor of History, [1972; 1972]  
B.A., M.A., Pennsylvania State University; Ph.D., University of Illinois  
**Mary Virginia Mack**  
Assistant Professor of Physical Education, [1962; 1967]  
B.S., University of Missouri; M.P.H., University of Florida  
**Jean West MacKenzie**  
Assistant Professor of English, [1972; 1972]  
A.A., Golden-Beacon Junior College; M.F.A., Cornell University  
**William Louis March**  
Assistant Professor of Education, [1973; 1973] Head, Department of Education  
B.A., Ed.D., Indiana University; M.A., University of Chicago
- Nancy M. McAleer**  
Instructor in Education, [1972; 1972]  
B.A., Northern Illinois University; M.Ed., Louisiana State University in New Orleans  
**James E. McCarthy**  
Assistant Professor of Education [1973; 1973]  
A.B., Sacred Heart Seminary; M.A., University of Michigan; Ed.D., Indiana University  
**Carolyn Boulard McFarland**  
Head Reference Librarian, [Assistant Professor], [1970; 1974]  
B.A., The University of South Florida; M.S., The Florida State University  
**William A. McNulty**  
Instructor in Theatre Arts [1974; 1974]  
B.A., Rollins College  
**Harry J. Meisel**  
Assistant Professor of Physical Education, [1963; 1966]; Coordinator of Aquatic Programs  
B.S., Stetson University; M.A., Columbia University  
**Sir Harold Mitchell, Bt.**  
Research Professor of Latin American Studies, [1965; 1966]  
B.A., M.A., Oxford University; Dr. es Sc. Pol., University of Geneva; LL.D., Rollins College, St. Andrews University, University of Alberta, Honorary Fellow, University College, Oxford University  
**Joseph F. Mulson**  
Professor of Physics, [1962; 1973]  
B.S., Rollins College; M.S., Ph.D., Pennsylvania State University  
**Ralph Howard Naleway**  
Associate Professor of Mathematics, [1968; 1973]  
B.S.E., University of Florida; M.A.L.S., Wesleyan University  
**Steven S. Neilson**  
Business and Promotion Manager, Rollins College Theatre Arts Department [Instructor], [1973; 1973]  
B.A., University of Delaware; M.A., University of Miami  
**E. Alan Nordstrom, Jr.**  
Assistant Professor of English, [1970; 1970]  
A.B., Yale University; M.A., University of Michigan  
**J. Allen Norris, Jr.**  
Vice Provost; Professor of Education, [1964; 1969]  
B.A., M.A.T., Ed.D., Duke University  
**Philip E. Pastore**  
Associate Professor of English, [1969; 1973]  
B.A., M.A., University of Connecticut; Ph.D., University of Florida  
**N. Ronald Pease**  
Dean of Student Affairs; Assistant Professor of Education, [1970; 1970]  
A.B., Gettysburg College; M.A., Colgate University  
**Alberta LuElla Pennington**  
Associate Professor of History, Patrick Air Force Base Branch, [1963; 1974]  
B.A., M.A., University of Oklahoma



**Pedro A. Pequeño**

Assistant Professor of Anthropology, [1972; 1972]  
B.A., M.A., Wichita State University; Ph.D., Southern Illinois University

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Associate Professor of Mathematics and Science, Patrick Air Force Base Branch, [1964; 1973]  
B.S., United States Military Academy at West Point; M.S., Trinity University

**Karl E. Peters**

Assistant Professor of Religion, [1973; 1973]  
B.A., Carroll College; B.D., McCormick Seminary; Ph.D., Columbia University

**Thomas Fales Peterson**

Associate Professor of Art, [1958; 1969]; Head, Department of Art  
B.F.A., University of Georgia; M.F.A., Columbia University

**Walter Stephen Phelan**

Assistant Professor of English, [1971; 1971]  
B.A., Pontifical College Josephinum; M.A., Ph.D., Ohio University

**Lynne Miller Phillips**

Librarian, The Archibald Granville Bush Science Center, [Assistant Professor], [1970; 1974]  
B.A., University of Arizona; M.L.S., Texas Women's University

**Roger D. Ray**

Associate Professor of Psychology, [1969; 1973]  
B.A., Rollins College; Ph.D., University of Tennessee

**Alzo Jackson Reddick**

Instructor in History, [1971; 1971]; Assistant Dean of Student Affairs  
B.S., Paul Quinn College; M.Ed., The Florida State University

**Kathleen J. Reich**

Acquisitions Librarian [Assistant Professor], [1971; 1973]  
Diploma, Deutsche Buchhändler Lehranstalt; Diploma, Antiquarian; Zwischenprüfung, Leibniz Universität—all, Leipzig; graduate study, Universität Mainz

**David Irving Richard**

Associate Professor of Biology, [1968; 1972]; Head, Department of Biology  
B.A., Capital University; M.S., Ph.D., Ohio State University

**Robert W. Ridgway**

Assistant Professor of Chemistry, [1972; 1972]  
B.S., Drexel University; Ph.D., University of New Hampshire

**Daniel F. Riva**

Associate Professor of Political Science, [1969; 1969]; Dean of Continuing Education; Director, Rollins College School of Continuing Education; Director, School of Creative Arts; Director, Criminal Justice Programs  
B.S., Springfield College; M.A., The George Washington University; Ph.D., University of Missouri

**Charles A. Rodgers**

Associate Professor of Speech, [1969; 1973]; Director WPRK-F.M., Arthur Vining Davis Fellow, 1974-75  
B.A., M.A., Ph.D., Ohio State University

**John Ross Rosazza**

Professor of Voice, [1950; 1974]; Head, Department of Music  
B.M., Westminster Choir College; M.A.T., Rollins College; graduate study, Conservatoire American, 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]; Head, Department of Physics; Director, Master of Science Program  
A.B., Depauw University; M.S., Ph.D., University of Wisconsin

**Raymond E. Roth**

Archibald Granville Bush Professor of Mathematics, [1968; 1968]  
B.S., M.S., St. Bonaventure University; Ph.D., University of Rochester

**Carl J. Sandstrom**

Adjunct Professor of Biology, [1962; 1971]  
B.S., Ph.D., University of Chicago

**Edward W. Scheer**

Associate Professor of Biology, [1957; 1972]; Coordinator, Environmental Studies  
B.S., Rollins College; M.A., Harvard University

**Frank Sedwick**

Professor of Spanish, [1963; 1963]; Coordinator of Overseas Study  
B.A., Duke University; M.A., Stanford University; Ph.D., University of Southern California

**Cary Douglas Ser**

Assistant Professor of English, [1965; 1971]; Head, Department of English  
B.A., M.A., Ph.D., University of Florida

**Alexandra S. Skidmore**

Associate Professor of Mathematics [1965; 1970], Arthur Vining Davis Fellow, 1974-75  
A.B., Ph.D., Western Reserve University

**James W. Small, Jr.**

Assistant Professor of Biology, [1972; 1972]  
B.S., University of North Carolina; M.S., Ph.D., University of Kentucky

**David E. Smith**

Associate Professor of Biology, [1969; 1973]  
A.B., Eastern Baptist College; M.S., Ph.D., University of Michigan

**Rufus Burr Smith**

William R. Kenan, Jr. Professor of Economics, [1967; 1968]  
A.B., Princeton; A.M., Ph.D., New York University

**Bessie W. Stadt**

Associate Professor of Spanish, [1966; 1970]; Head, Department of Foreign Languages  
B.A., M.A., University of Rochester; Ph.D., University of Arizona



**Virginia M.R. Stevens**

Assistant Professor of Education, [1971; 1971]; Director of the Developmental Reading Center  
B.A., Mary Washington College; M.A., Ph.D., University of Akron

**Kenna C. Taylor**

Instructor in Economics, [1974; 1974]  
B.A., M.A., Ohio State University

**James D. Upson**

Associate Professor of Psychology, [1969; 1969]  
B.A., University of Florida; M.A., University of Iowa; Ph.D., Duquesne University

**Luis Valdés**

Associate Professor of Political Science, [1970; 1970]  
B.A., M.A., Ph.D., University of Wisconsin

**Edward E. Wahlkamp**

Assistant Professor of Economics and Business Administration,  
Patrick Air Force Base Branch, [1968; 1971]  
B.S., M.S., University of Kentucky

**Bruce B. Wavell**

Professor of Philosophy, [1959; 1969]; Head, Department of Philosophy and Religion; Director, Honors Degree Program  
B.Sc., Ph.D., University of London

**John Philip Weiss**

Associate Professor of Sociology, [1970; 1974]; Head, Department of Behavioral Science  
B.A., Bowdoin College; M.A., Ph.D., Yale University

**Charles August Welsh**

Professor of Business Administration, [1955; 1962]; Dean of The Roy E. Crummer School of Finance and Business Administration; Director, Master of Science in Management Program; Head, Department of Economics  
B.S., M.A., Ph.D., New York University

**A. Arnold Wettstein**

Associate Professor of Religion, [1968; 1972]; Dean, The Knowles Memorial Chapel  
B.A., Princeton University; B.D., Union Theological Seminary; Ph.D., McGill University

**Burton D. Williams**

Assistant Professor of Anthropology, [1973; 1973]  
B.A., University of Montana

**Gary Lee Williams**

Assistant Professor of History, [1972; 1972]; Faculty Chairman of Freshman Studies  
A.B., Centre College; M.A., Ph.D., Duke University

**Marshal Macon Wilson**

Associate Professor of Education, [1968; 1971]; Director, Graduate Program in Education  
A.A., Mars Hill College; B.A., Carson-Newman College; M.Ed., Ed.D., Duke University

**Frank Wilson Wolf**

Assistant Professor of Education, Patrick Air Force Base Branch, [1970; 1970]  
B.S., Florida Southern College; M.Ed., Ed.D., University of Florida

**Richard Schuyler Wolfe**

Registrar, Associate Professor of Mathematics, [1957; 1966]  
B.A., Intermountain Union College; M.A., University of Washington

**Ward Woodbury**

Professor of Music, [1966; 1974]; Director of Music Activities  
B.A., Western State College of Colorado; M.A., Ph.D., University of Rochester, Eastman School of Music

**Charles N. Zellers**

Vice President and Treasurer; Associate Professor of Business Administration, [1970; 1970]  
A.B., Youngstown University; M.B.A., University of Pennsylvania





**AWARDS  
1973 - 1974**

**Doctor of Humanities**

Rudolph Toch ..... May 25, 1974  
Charles Stetson Mendell, Jr. .... May 26, 1974

**Doctor of Public Administration**

Terrell Sessums ..... May 25, 1974

**Doctor of Philology**

Angela Palomo Campbell ..... May 25, 1974

**Doctor of Political Science**

Patricia Roberts Harris ..... May 26, 1974

**Doctor of Humane Letters**

Fred McFeely Rogers ..... May 26, 1974

**Doctor of Music**

John Carter ..... May 26, 1974

**William Fremont Blackman Medal**

James M. Sheldon, Jr. .... May 26, 1974

**Hamilton Holt Medal**

Sara Harbottle Howden ..... February 22, 1974  
Rhea Marsh Smith ..... March 30, 1974  
Paul Anthony Vestal ..... May 26, 1974

**George Morgan Ward Medal**

Edwin Sharp Burdell ..... February 22, 1974

**Arthur Vining Davis Fellows, 1974-75**

Elinor Smith Miller  
Charles A. Rodgers  
Alexandra S. Skidmore

**The McCollough Lectures of Rollins College, 1973-74**

"The Way Things Are"

Dr. Huston Smith ..... September 9, 1973





# THE ROLLINS CALENDAR

1974-1975

## FALL TERM (Fourteen Weeks)

September 3, Tuesday	New Students Report to Campus by 5:00 p.m.
September 7, Saturday	Registration for Fall Term
September 9, Monday	Fall Term Classes Begin
October 25, Friday	Mid-Term
November 2, Saturday	Senior Comprehensive Examinations
November 4, Monday-November 13, Wednesday	Registration for Winter and Spring Terms
November 28, Thursday-December 1, Sunday	Thanksgiving Recess
December 6, Friday	Last day of classes, Fall Term
December 9, Monday-December 12, Thursday	Fall Term Examination Week

## WINTER TERM (Five Weeks)

January 6, Monday	Winter Term Begins
February 7, Friday	Winter Term Ends

## SPRING TERM (Fourteen Weeks)

February 12, Wednesday	Spring Term Classes Begin
March 24, Monday	Mid-Term
March 29, Saturday-April 6, Sunday	Spring Recess
April 29, Tuesday-May 8, Thursday	Preregistration for Fall Term
May 15, Friday	Last day of classes, Spring Term
May 19, Monday-May 22, Thursday	Spring Term Examination Week
May 25, Sunday	Commencement

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
1 2 3 4 5 6 7	1 2 3 4 5	1 2	1 2 3 4 5 6 7
8 9 10 11 12 13 14	6 7 8 9 10 11 12	3 4 5 6 7 8 9	8 9 10 11 12 13 14
15 16 17 18 19 20 21	13 14 15 16 17 18 19	10 11 12 13 14 15 16	15 16 17 18 19 20 21
22 23 24 25 26 27 28	20 21 22 23 24 25 26	17 18 19 20 21 22 23	22 23 24 25 26 27 28
29 30	27 28 29 30 31	24 25 26 27 28 29 30	29 30 31

JANUARY	FEBRUARY	MARCH	APRIL
1 2 3 4	1	1	1 2 3 4 5
5 6 7 8 9 10 11	2 3 4 5 6 7 8	2 3 4 5 6 7 8	6 7 8 9 10 11 12
12 13 14 15 16 17 18	9 10 11 12 13 14 15	9 10 11 12 13 14 15	13 14 15 16 17 18 19
19 20 21 22 23 24 25	16 17 18 19 20 21 22	16 17 18 19 20 21 22	20 21 22 23 24 25 26
26 27 28 29 30 31	23 24 25 26 27 28	23 24 25 26 27 28 29	27 28 29 30
		30 31	

MAY	JUNE
1 2 3	1 2 3 4 5 6 7
4 5 6 7 8 9 10	8 9 10 11 12 13 14
11 12 13 14 15 16 17	15 16 17 18 19 20 21
18 19 20 21 22 23 24	22 23 24 25 26 27 28
25 26 27 28 29 30 31	29 30



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CAMPUS DIRECTORY

Admissions Office/Carnegie Hall  
Alford Pool  
Alumni House  
Annie Russell Theatre  
Art Building  
Beal-Maltbie Shell Museum  
Bingham Hall/Experimental Theatre  
Boathouse  
Bookstore  
Brown House  
Bush Science Center  
Carnegie Hall  
Casa Iberia  
Chase Hall  
Corrin Hall  
Cross Hall  
Crummer Business School  
DuBois Health Center  
Elizabeth Hall  
Enyart-Alumni Field House  
Fox Hall  
French House  
Gale House  
Hauck Hall  
Holt Hall  
Hooker Hall  
Keene Hall  
Knowles Hall  
Knowles Memorial Chapel  
Matthews House  
Mayflower Hall  
McKean Hall  
Mills Memorial Library  
Morse Gallery  
Orlando Hall  
Parsonage  
Physical Plant  
Pinehurst Hall  
President's Office/Administration  
Building  
Print Shop  
Pugley Hall  
Rex-Beach Hall  
Rollins Hall  
Rose Skillman Dining Hall  
Sandspur Bowl  
School of Continuing Education  
Student Center  
Strong Hall  
Sullivan House  
Tennis Courts  
Tennis Courts  
Theta Lodge  
Theatre Shop  
Troville House  
Warren Administration Building  
Women's Residence Hall

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ALABAMA

GEORGIA

TALLAHASSEE

90

LAKE CITY

PENSACOLA

Rollins College

DAYTONA  
BEACH

Ocala

WINTER  
PARKCAPE  
KENNEDY

ORLANDO

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MILEAGE AND AIR-TRAVEL  
TIME CHART

From Winter Park-  
Orlando to:

Miles

by Car

Hours

by Air

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Baltimore . . . . . 948 . . . . 2

Boston . . . . . 1352 . . . . 3 1/4

Chicago . . . . . 1173 . . . . 3

Cincinnati . . . . . 939 . . . . 3

Cleveland . . . . . 1124 . . . . 3 1/2

Dallas . . . . . 1101 . . . . 2 1/4

Denver . . . . . 1864 . . . . 5

Detroit . . . . . 1197 . . . . 3 1/2

Kansas City, Mo. . . . . 1269 . . . . 4

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