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The Highland School for Boys

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ORANGE COUNTY. Schools, Private.
Highland School for Boys.

LOCAL HISTORY

The Highland School

FOR BOYS

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The Highland School

FOR BOYS



Orlando, Florida



C. R. SCHMITKIN, Principal

A. B. Hanover College. Graduate work, University of Illinois, University of Chicago, Northwestern University, Columbia University, George Washington University. Eighteen years experience in public high schools, preparatory schools, and colleges.

The Highland School

THE founders of the Highland School for Boys have for a great many years been associated in various capacities with secondary schools and colleges throughout the country. Among the subjects of serious observation and study during these years has been the need for a better correlation between the high school and the college for the student of definite ability.

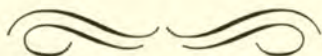
We must face the evident truth, that our colleges are made up of two rather distinct classes of students: those who attend primarily for the social and athletic advantages offered and who regard scholastic attainments as secondary; and those who are seriously intent on deriving from college its greatest benefits—scholarship first, but not neglecting the other and valuable phases of college life. The Highland School is designed to meet the needs of the second class.

To the young man who has graduated from high school and who is keenly alive to the possibilities for intellectual growth in college and is interested in fitting himself as completely as he can to get the most out of his years there, we wish to present this school for consideration. Especially do we feel that the

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Highland School will appeal (1) to those boys who graduate from high school at a relatively early age and (2) to those who, because of an over-emphasis on outside activities in high school, or because of a lack of definite objectives and interests, have failed to acquire those study habits, that facility in the use of the tools of learning, and that background of fact, which will enable them to approach their college work with confidence.

We trust such boys and their parents will read with care this prospectus.



The Highland School

THE AIM OF THE SCHOOL

The Highland School offers a one year course to boys who have graduated from high school or preparatory school. This course is designed to provide needed review of those fundamentals without which much valuable time must be consumed in college in their re-mastering; to present a body of basic knowledge in the various subjects, which will facilitate greatly the understanding of the college courses; to train the student in concentration and the power of individual study; and to guide him in making the mental adjustments necessary in securing the mature viewpoint in the search for knowledge.

This school is not a 'cramming' school preparing merely for the College Board examinations. It is not just another preparatory school offering the traditional high school curriculum and incidentally giving a few orientation courses. It is organized for one purpose—to prepare boys to do high grade college work. Our courses are all directed toward this end and have been planned in consultation with college professors so that we can give each boy what the college would most like him to have on entrance.

We suggest that you read carefully the description of courses.

The Highland School

ORLANDO

Orlando, a city of thirty thousand residents and the home of sixty thousand during the winter months, is located in the center of the citrus region of Florida. The city is one of unusual beauty, with its parks and palm lined streets, with its beautiful churches and civic buildings, and with thirty-three lakes within the city limits. It is in one of the most healthful sections of the country, having an equable climate, the mean temperature varying only fourteen degrees summer and winter. It is a city of homes, not an amusement center for tourists and winter guests.

The city provides exceptional cultural and educational opportunities. Rollins College is located at Winter Park, only four miles distant, and here there gathers each winter a colony of noted authors, artists, and educators, including such men and women as John Erskine, Joseph C. Lincoln, Winston Churchill, Zona Gale, Irving Bacheller, and Albert Shaw. A series of lectures, concerts, and dramatic productions is presented each year.

The Highland School is located in a quiet residential section. Its campus comprises twenty acres on the shore of Lake Highland. An excellent fresh water swimming beach is within easy reach of the school and the world-famous Daytona Beach is a ninety minute drive distant.

The Highland School



A VIEW ON THE CAMPUS

The Highland School

THE CURRICULUM

The student's course is arranged on the basis of conferences and a series of tests calculated to disclose his individual needs. As much tutorial work is given as may be necessary. Each student must take eighteen hours of work and may take twenty-four upon the consent of the faculty.

The following courses are offered:

MATHEMATICS

1. Fundamental Processes. (Required of all students, except those excused on the basis of examinations.) A review of the fundamentals of arithmetic and algebra, with fixation drill in these subjects sufficient to enable the student to approach his advanced mathematics with confidence. 6 hours.

2. College Algebra and Trigonometry. A course designed for those showing a high degree of proficiency in the fundamentals. 6 hours.

SCIENCE

1. Physics. A lecture and demonstration course, reviewing the elements of the subject, its historical and social aspects, and stressing the development of the scientific attitude. 6 hours.

2. Chemistry. A course similar to the one in Physics. 6 hours.

3. Courses or tutorial work offered in other sciences to meet special needs.

ENGLISH

1. General Course. (Required of all students.) Drill in modern usage and composition. Practice in outlining, note taking, making reports, and the use of a library. Criticism of literature, with a study of critical terms. Survey of larger literary movements. Study of literary types. 6 hours.

2. The Literature of Greece and Rome. 3 hours.

3. A Survey of English and American Literature with Readings. 3 hours.

The Highland School

HISTORY

The courses in history are designed to supply the student with an adequate body of factual knowledge as a basis for advanced work in the subject, to train him in the use of historical works of reference, to teach him to coordinate historical data acquired, and to develop the historical point of view.

1. A Survey of American History. A course stressing those basic principles and ideas which have determined the course of our history. Individual research project. 3 hours.

2. The History of Modern Europe, 1789-1936. Economic and social development. Individual research project. 3 hours.

SOCIAL SCIENCES

1. Economics. The elements of the science and a study of modern theories. 3 hours.

2. Sociology. A survey course given on demand. 3 hours.

PHILOSOPHY

1. General Course. A survey of the chief schools of philosophy and their influence on world thought. 3 hours.

THE MODERN WORLD

(Required of all students.) A course taught by various members of the faculty and visiting professors, presenting modern trends in politics, economics, science, literature, the arts, etc. 3 hours.

CLASSICAL LANGUAGES

1. A Review of Latin. A course stressing essentials of grammar, sight reading, and development of skill in translating into good English. 6 hours.

2. Introductory Greek Course. A course offered on demand to those expecting to elect Greek in college. 6 hours.

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MODERN LANGUAGES

The modern language review courses will emphasize sight reading and conversation, with sufficient drill on grammar and modern usage to enable the student to feel more at ease in the use of the language. The courses for more advanced students will stress the appreciation of some of the greater literary works.

1. A Review of French. 6 hours.
2. French Literature. 3 hours.
3. A Review of German. 6 hours.
4. German Literature. 3 hours.

PUBLIC SPEAKING AND DRAMA

Extra-curricular club work, looking toward the development of stage presence, the power of convincing an audience, and the correction of voice faults.

PHYSICAL TRAINING

No formal schedule of inter-scholastic athletics will be arranged but a program of sports and physical training will be organized under a competent instructor. The physical needs of the individual will be the guiding motive in planning this work.

The Highland School



THE LAKE

The Highland School

GENERAL REGULATIONS

DAILY PROGRAM

7:00	Rising bell
7:30	Breakfast
8:30-11:30	Morning classes
12:00	Lunch
1:00-3:00	Afternoon classes
3:00-6:00	Free period. Physical program
6:15	Dinner
7:00-10:30	Study period (except Friday and Saturday)
10:45	Lights out

SUNDAY PROGRAM

8:00	Rising bell
8:30	Breakfast
1:00	Dinner
6:15	Supper
7:00-10:30	Study period
10:45	Lights out

ATTENDANCE

All day students are required to present valid excuses for any absence. No grades will be given for any month in which more than three days have been missed except in unusual cases.

No resident student is excused from any class except upon permission of the house master and the instructor.

All work missed must be made up promptly.

DISMISSAL

For serious infraction of the rules or for evident inability to adapt himself to the program and requirements of the school, any boy is subject to dismissal on a majority vote of the faculty. No refund of tuition will be made. A proportionate refund on board and room will be allowed, however.

REPORTS TO PARENTS

Reports are sent to the parents at the end of each four weeks period describing the quality of work the student has done and the progress he is making.

The Highland School

EXPENSES

Registration fee	\$ 25.00
Tuition, room, board, supervision	1,075.00
(\$550.00 payable on entrance, \$525.00 on Jan. 1)	
Tuition for day students	425.00
(\$225.00 payable on entrance, \$200 on Jan. 1)	

Approximate added expenses for resident students:

Books . . .	\$20.00
Recreation . . .	\$75.00
Laundry . . .	\$35.00
	<hr/>
	\$130.00

All resident students are expected to bring their own towels and linen for a single bed.

The Highland School

ENDORSEMENTS

“To us at Rollins your attempt to meet some of the handicaps suffered by boys entering college makes a special appeal . . . I wish you every success in your undertaking.”

WINSLOW S. ANDERSON, Dean, Rollins College.

“I am much interested in your letter describing the purpose and tentative plan of the school you are proposing to organize. I am in thorough accord with the general principles of such an organization and I recognize the great need for meeting the difficulties you outline in your letter . . . Certainly if you are even moderately successful in realizing the aims you have in view, I am glad to give my whole-hearted support to your undertaking.”

JAMES MULLENBERG, Dean, University of Maine.

“The tentative plan you submitted for the organization of a post-secondary school seems entirely satisfactory. I approve of the emphasis you are planning to give this work.”

C. F. JACKSON, Dean, University of New Hampshire.

“The Executive Committee of the College Faculty had an opportunity this week to discuss the question, and seemed to be unanimous in the opinion that there is a definite need of a good school such as the one you propose to establish.”

JAMES H. DUNHAM, Dean, Temple University.

“I am interested in the type of school you propose to start, giving students an extra year of preparation for university work . . . The kind of training that you propose ought to be of a great help in their later work at the university.

T. M. PUTNAM, Dean, University of California.

“I feel that many boys would profit a great deal by a fifth year in a school of the type you mentioned in your recent letter.”

SAMUEL T. ARNOLD, Dean, Brown University.

“There is no doubt that an increasing number of boys need a year at some school such as you are contemplating instituting, in order to get ready for the freshman demands of the best colleges in these days.”

PAUL NIXON, Dean, Bowdoin College.

The Highland School

"I am very much interested in the plan of the school which you suggest . . . That there is need of such training as you plan to give I am convinced."

CHRISTIAN GAUSS, Dean, Princeton University.

"I think there is no question that there is need of such a school as you propose to found."

C. N. COLE, Dean, Oberlin College.

"It seems to me that the kind of school which you are planning to establish would be an interesting experiment in meeting peculiar needs for which no educational agency now provides."

FRANK H. RISTINE, Dean, Hamilton College.

"I should be delighted to see such a school started . . . I know there is much need for such work, and I wish you well in this undertaking."

W. H. WANNAMAKER, Dean, Duke University.

"Your proposed one-year school to bridge the gap between high school and college seems to me excellently conceived . . . If by giving attention to the individual student you can discover and bridge this unfortunate gap, I am confident that many a student in our freshman classes will owe a debt of gratitude to you."

WALTER T. MARVIN, Dean, Rutgers University.

"I would like to express my approval of your plan for a new school. I feel very definitely that there is need for a school of the type you indicate, and I wish you all possible success."

C. SCOTT PORTER, Dean, Amherst College.

"Your plan for a new school seems to be very well thought out."

R. J. WALTERS, Dean, University of Denver.

"The plan is a most excellent one, and looks to the correction of the outstanding weaknesses in students who come to college. I teach mathematics and find that the difficulties encountered in college mathematics are due entirely to lack of foundation in arithmetic and algebra, not in theory as much as in manipulation. What you say about fixation drill in these subjects appeals to me specially."

MACON REED, Dean, Hampton-Sydney College.

"I have received your letter . . . and think the plan of a special post high school year is interesting and well-stated. I shall be glad to know of your success."

A. S. BOUTON, Dean, New York University.

Calendar, 1936-1937

September 21, 22	Registration
September 23	Classes begin
November 26-29	Thanksgiving vacation
December 19-January 3	Christmas vacation
January 29	First term ends
March 25-29	Easter vacation
May 29	Second term ends

