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# ROLLINS COLLEGE BULLETIN

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1937 - ANNUAL CATALOGUE - 1938





# ANNUAL CATALOGUE OF ROLLINS COLLEGE

1937 . - 53rd YEAR . 1938

WITH ANNOUNCEMENTS FOR 1938-1939



*Rollins is a member of the Southern Association of Colleges and Secondary Schools, the Association of American Colleges, the American Council on Education, the Florida Association of Colleges and Universities, and the National Association of Schools of Music. Graduates of Rollins may become associate members of the American Association of University Women.*

WINTER PARK, FLORIDA

← *Showing the Interior of the Knowles Memorial Chapel*



R. Coll.  
378.759  
A615  
1937/38 cop. 2  
**FOREWORD**

**T**HE educational ideal at Rollins is to substitute *learning* for *instruction*, to encourage the intellectual curiosity and enthusiasm of the student, and to develop the individual as indicated by his abilities and needs.

Rollins was founded fifty-three years ago under Congressional auspices to provide for Christian education in Florida, and is the oldest institution of higher learning in the State. Although undenominational it has steadfastly maintained the ideals of its heritage.

Rollins was the first institution in the lower South to be given retiring grants for professors by the Carnegie Foundation. This recognition came in 1908. It was also the first college in Florida, as distinguished from the state institutions of higher learning, to receive membership in the Southern Association of Colleges and Secondary Schools. The College is also fully recognized by the Florida State Department of Education and the New York State Department of Education.

The College has endeavored to stand for clean athletics and maintains membership in the Southern Intercollegiate Athletic Association and the Amateur Athletic Union.

Rollins College is an active member of the following educational organizations:

*The Southern Association of Colleges and Secondary Schools.*

*The Association of American Colleges.*

*The American Council on Education.*

*The Florida Association of Colleges and Universities.*

*The National Association of Schools of Music.*

Graduates of Rollins College are eligible for associate membership in the *American Association of University Women.*

## TABLE OF CONTENTS

COLLEGE CALENDAR . . . . .	7
BOARD OF TRUSTEES . . . . .	9
EXECUTIVE STAFF . . . . .	10
OFFICERS OF ADMINISTRATION AND INSTRUCTION . . . . .	11
REGISTER OF STUDENTS . . . . .	21
DEGREES CONFERRED . . . . .	32
HONORS, PRIZES, AND AWARDS . . . . .	34
GENERAL INFORMATION . . . . .	36
THE UNIT-COST PLAN . . . . .	40
BUILDINGS AND EQUIPMENT . . . . .	42
STUDENT ACTIVITIES . . . . .	51
STUDENT AID . . . . .	60
HONORS AND PRIZES . . . . .	64
INDIVIDUALIZING EDUCATION . . . . .	68
ADMISSION OF STUDENTS . . . . .	72
STUDENT EXPENSES . . . . .	77
ADMINISTRATION . . . . .	81
REGISTRATION . . . . .	84
FACULTY ADVISERS . . . . .	86
EVALUATION OF THE STUDENT'S WORK . . . . .	88
REQUIREMENTS FOR GRADUATION . . . . .	91
MAJORS . . . . .	101
COURSES OF INSTRUCTION . . . . .	113
ART . . . . .	114
ASTRONOMY . . . . .	117
BIOLOGY . . . . .	117
BOOKS . . . . .	121
CHEMISTRY . . . . .	122
ECONOMICS AND BUSINESS ADMINISTRATION . . . . .	124
EDUCATION . . . . .	128
ENGLISH . . . . .	129
FRENCH . . . . .	133
GEOLOGY . . . . .	134
GERMAN . . . . .	134
GREEK . . . . .	135
HISTORY AND GOVERNMENT . . . . .	136
LATIN . . . . .	140
MATHEMATICS . . . . .	141
MUSIC . . . . .	143
PHILOSOPHY . . . . .	144
PHYSICAL EDUCATION AND HEALTH . . . . .	145
PHYSICS . . . . .	149
PSYCHOLOGY . . . . .	151
RELIGION AND ETHICS . . . . .	152
SOCIAL SCIENCE . . . . .	154
SOCIOLOGY . . . . .	154
SPANISH . . . . .	155
SPEECH AND DRAMATIC ART . . . . .	156
CLINICAL SEMINARS . . . . .	159
CONSERVATORY OF MUSIC . . . . .	160





## COLLEGE CALENDAR

1938

- March 22, Tuesday . . . . . *Spring Term Opens*  
April 1-2, Friday and Saturday, *Sixth Annual State Inter-  
scholastic Music Festival*  
April 30, Saturday, *State Interscholastic Swimming Meet*  
May 29, Sunday . . . . . *Baccalaureate*  
May 31, Tuesday . . . *Meeting of the Board of Trustees*  
June 2, Thursday . . . . . *Commencement Day*

### Summer Vacation

- September 27, Tuesday . *Meeting of Faculty, 4:00 p. m.*  
September 27-October 2, Tuesday (evening) to Sunday  
*Orientation Week Exercises, Entrance Ex-  
aminations, and Registration of New Stu-  
dents*  
October 3, Monday . . . *Registration of Old Students*  
November 24, Thursday . . . . . *Thanksgiving Day*  
December 17, Saturday . . . . . *Fall Term Ends*

### Christmas Recess

1939

- January 4, Wednesday . . . . . *Winter Term Opens*  
February 15, Wednesday, *Meeting of the Board of Trustees,*  
10:00 a. m.  
February 17, Friday, *Bachelor Essay Contest, 4:00 p. m.*  
February 18, Saturday . . . . . *Alumni Day*  
February 19, Sunday, *Literary Vespers, "Rollins Animated  
Magazine," Vol. XII, No. 1, 2:30 p. m.*  
February 20, Monday . . . . . *Founders' Day  
Convocation, 10:00 a. m.*  
March 18, Saturday . . . . . *Winter Term Ends*

### Spring Recess

- March 22, Wednesday . . . . . *Spring Term Opens*  
March 31-April 1, Friday and Saturday, *Seventh Annual  
State Interscholastic Music Festival*  
April 29, Saturday, *State Interscholastic Swimming Meet*  
May 30, Tuesday . . . *Meeting of the Board of Trustees*  
June 4, Sunday . . . . . *Baccalaureate*  
June 5, Monday . . . . . *Commencement Day*



### Summer Vacation

- September 26, Tuesday . *Meeting of Faculty, 4:00 p. m.*  
September 26-October 1, Tuesday (evening) to Sunday  
*Orientation Week Exercises, Entrance Ex-*  
*aminations, and Registration of New Stu-*  
*dents*  
October 2, Monday . . . *Registration of Old Students*

### Office Hours

The offices of the President, the Dean of the College, the Dean of Men, the Dean of Women, the Registrar, the Treasurer, and the Director of Admissions are located in Carnegie Hall and are open from 10:00 a. m. to 12:30 p. m., daily and from 1:30 to 4:30 p. m., except Saturday. The office of the Alumni Secretary is located in Pinehurst and is open from 10:00 a. m. to 12:30 p. m., daily and from 1:30 to 4:30 p. m., except Saturday.

The College Library, located in Carnegie Hall, is open from 8:15 a. m. to 10:00 p. m., Monday through Friday; from 8:15 a. m. to 8:00 p. m., Saturday; and from 3:30 to 5:30 p. m., Sunday.

## BOARD OF TRUSTEES

HAMILTON HOLT, A.B., LITT.D., L.H.D., LL.D., *President*

WILLIAM RUSSELL O'NEAL, LL.D., *Secretary*

ERVIN THEODORE BROWN, *Treasurer of the College*

*Terms to Expire 1938*

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NEWTON P. YOWELL . . . . . *Orlando, Florida*

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MRS. FRANCES KNOWLES WARREN, L.H.D. . . . . *Boston*

\*THOMAS WILLIAM MILLER, JR., A.B. . . . . *Ashland, Ohio*

HENRY A. ATKINSON, PH.D., D.D. . . . . *New York City*

WILLIAM HENRY FOX, A.B., LL.B., LITT.M., LITT.D.

*Winter Park, Florida*

ALEXANDER AKERMAN . . . . . *Orlando, Florida*

*Terms to Expire 1939*

WILLIAM RUSSELL O'NEAL, LL.D. . . . . *Orlando, Florida*

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JOHN H. GOSS, A.B. . . . . *Waterbury, Connecticut*

MRS. CHARLES RINGLING . . . . . *Sarasota, Florida*

JEANNETTE MORSE GENIUS . . . . . *Winter Park, Florida*

*Terms to Expire 1940*

ADDISON IRVING BACHELER., B.S., M.S., A.M., LITT.D.,

L.H.D. . . . . *Winter Park, Florida*

T. W. LAWTON, A.B. . . . . *Oviedo, Florida*

EDGAR C. LEONARD, A.B. . . . . *Westport, Connecticut*

RICHARD LLOYD JONES, LL.B., LL.M., LL.D., L.H.D.

*Tulsa, Oklahoma*

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MRS. PAULA DOMMERICH SIEDENBURG

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DONALD A. CHENEY NEWTON P. YOWELL

WILLIAM RUSSELL O'NEAL, *Secretary*

*Finance Committee*

WILLIAM RUSSELL O'NEAL, *Chairman*

HAMILTON HOLT DOUGLASS W. POTTER

JOHN H. GOSS FRITZ J. FRANK

\*Nominated by the Alumni.



## EXECUTIVE STAFF

- HAMILTON HOLT, A.B., LITT.D., L.H.D., LL.D.  
*President of the College*
- WINSLOW SAMUEL ANDERSON, B.S., M.S., LL.D.  
*Dean of the College*
- ARTHUR DELANO ENYART, A.B., A.M., S.T.B., LITT.D.  
*Dean of Men*
- HELEN GUERNSEY SPRAGUE, B.P. . . . *Dean of Women*
- ERVIN THEODORE BROWN *Treasurer and Business Manager*
- FREDERIC HARRIS WARD, A.B. . . . *Assistant Treasurer*
- EMILIE CASS, B.M. . . . . *Registrar Emeritus*
- ANNA BIGELOW TREAT, A.B. . . . . *Registrar*
- GEORGE CHANDLER HOLT, A.B., B.A.(Oxon)  
*Director of Admissions*
- CHARLES ATWOOD CAMPBELL, B.S., B.D., D.D.  
*Dean of Knowles Memorial Chapel*
- CHRISTOPHER HONAAS, B.M., M.M.  
*Chairman of the Conservatory*
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*Secretary of the Board of Trustees*
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- KATHARINE LEWIS, A.B. . . . . *Alumni Secretary*
- WILLIAM FREDERICK YUST, A.B., B.L.S. . . . *Librarian*
- EDWARD MOTT DAVIS, A.B.  
*Director of the Thomas R. Baker Museum*
- RALPH SHERMAN CLARK . . . . *Director of Publicity*
- LIDA WOODS . . . . . *Assistant to the President*

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*Secretary to the Student Deans*
- CLARA BERTHA ADOLFS, A.B.  
*Secretary to the Dean of Knowles Memorial Chapel*
- FRANCES WHITCOMBE RITZI  
*Secretary to the Director of Admissions*

# OFFICERS OF ADMINISTRATION AND INSTRUCTION

## Faculty of Arts and Sciences

Arranged within each rank in order of appointment.

- HAMILTON HOLT, A.B., LITT.D., L.H.D., LL.D.  
*President*
- CHARLES KIMBALL HOYT, A.M., D.D.  
*Professor of History and Biblical Literature, Emeritus*
- WINSLOW SAMUEL ANDERSON, B.S., M.S., LL.D.  
*Dean of the College and Professor of Chemistry*
- ARTHUR DELANO ENYART, A.B., A.M., S.T.B., LITT.D.  
*Dean of Men and Professor of Business Economics*
- HELEN GUERNSEY SPRAGUE, B.P.  
*Dean of Women*
- CHARLES ATWOOD CAMPBELL, B.S., B.D., D.D.  
*Dean of Knowles Memorial Chapel and Professor of Biblical Literature*
- RICHARD FEUERSTEIN, PH.D.  
*Professor of Modern Languages  
Chairman of the Division of Foreign Language*
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*Professor of Biology and Botany*
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*Professor of Mathematics  
Chairman of the Division of Science*
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*Professor of English  
Chairman of the Division of English*
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*Professor of Philosophy, Psychology and Ethology, and Consulting Psychologist*
- JAMES MADISON GLASS, A.B., A.M.  
*Professor of Secondary Education*

- WILLARD AUSTIN WATTLES, A.B., A.M.  
*Professor of English and Journalism*
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*Professor of American Literature*
- EDWARD STOCKTON MEYER, A.B., A.M., PH.D.  
*Professor of Comparative Literature*
- ROYAL WILBUR FRANCE, A.B., A.M.  
*Professor of Economics*
- JOHN WITHERSPOON MCDOWALL, B.S., M.S.  
*Director of Physical Education and Athletics for Men*  
*Chairman of the Division of Physical Education*  
*and Athletics*
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*Professor of Speech*
- MARJORIE JEFFERSON WEBER, A.B., A.M.  
*Director of Physical Education for Women*  
*Secretary of the Division of Physical Education*  
*and Athletics*
- EDWIN LEAVITT CLARKE, A.B., A.M., PH.D.  
*Professor of Sociology*
- WILLIAM FREDERICK YUST, A.B., B.L.S.  
*Librarian*
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*Professor of English Literature*
- \*CHARLES WARDELL STILES, A.M., PH.D., M.D., D.Sc., LL.D.  
*Professor of Zoology*
- RICHARD BURTON, A.B., PH.D., L.H.D.  
*Professor of English*
- PAUL D'ESTOURNELLES DE CONSTANT, Licence es lettres  
d'enseignement, langues et litteratures etrangeres vi-  
vantes a la Faculte des Lettres de Paris.  
*Professor of French Civilization*
- WILLIAM MELCHER, A.B., A.M., PH.D.  
*Professor of Business Administration*  
*Chairman of the Division of Human Relations*
- HERBERT OSBORN, B.S., M.S., D.Sc., LL.D.  
*Professor of Entomology (Winter Term)*
- \*THOMAS CHALMERS, A.B., PH.D., D.D.  
*Professor of History*

\*On leave of absence, 1937-38.



- JEREMIAH SIMEON YOUNG, A.B., A.M., PH.D.  
*Professor of Political Science, Emeritus, University  
of Minnesota, Visiting Professor of Government*
- ALVIS LEMUEL RHOTON, B.A., M.A., LL.D.  
*Visiting Professor of Education from Pennsylvania  
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*Associate Professor of History  
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*Associate Professor of English*
- LAWRENCE EDWARD KINSLER, B.S., PH.D.  
*Associate Professor of Physics  
Secretary of the Division of Science*
- JEANNE MANTEAU BOWMAN, Brevet Supérieur, Certificat  
d'Aptitudes Pédagogiques.  
*Assistant Professor of French*
- BERNICE CATHERINE SHOR, B.S., M.S.  
*Assistant Professor of Biology*
- VIRGINIA ROBIE, Museum of Fine Arts (Boston); Certificate,  
Art Institute (Chicago).  
*Assistant Professor of Art*
- ANTONIA GONZALEZ LAMB, A.B., A.M.  
*Assistant Professor of Spanish*

HUGH FERGUSON MCKEAN, A.B., diploma, L'Ecole des  
Beaux-Arts Americaine (Fontainebleau).

*Assistant to the Director of the Department  
of Art and Assistant Professor of Art*

DONALD SIMPSON ALLEN, A.B., A.M.

*Assistant Professor of Dramatic Art  
and Director of Student Dramatics  
Secretary of the Division of English*

HAROLD FRASER BIDDLE, A.B., A.M.

*Assistant Professor of Business Administration*

GUY WADDINGTON, A.B., A.M., PH.D.

*Assistant Professor of Chemistry*

ANGELA PALOMO CAMPBELL, A.B., A.M.

*Assistant Professor of Spanish*

PHYLLIS HAYFORD HUTCHINGS, B.S., PH.D.

*Instructor in Astronomy*

WILLIAM LAWRENCE HUTCHINGS, B.S., A.M., PH.D.

*Instructor in Mathematics and Physics*

JOHN RAE, Pratt Institute, Art Students' League, Pupil of  
Howard Pyle.

*Instructor in Art*

*Secretary of the Division of Expressive Arts*

WILLIAM HENRY DENNEY, JR., A.B., TH.B., TH.M.

*Director of Chapel Activities and  
Instructor in the History and  
Philosophy of Religion*

CHARLES JOHNSTONE ARMSTRONG, A.B., PH.D.

*Instructor in Classics*

*Secretary of the Division of Foreign Language*

EUGENE DODSON FARLEY, A.B., M.S., PH.D.

*Instructor in Chemistry*

CHARLES STETSON MENDELL, A.B., A.M.

*Instructor in English*

JOHN MEYER TIEDTKE, A.B., M.C.S.

*Instructor in Photography (Spring Term)*

ALEXANDER WAITE, A.B., M.ED.

*Instructor in Psychology*

CONSTANCE ORTMAYER, Graduate, Royal Academy of Vienna

*Instructor in Sculpture*

- GULIELMA KATE DAVES, A.B.  
*Instructor in Dramatic Art*
- FLEETWOOD PEEPLES  
*Director of Aquatic Sports*
- HELEN CORTELYOU RAE, Certificate, English Folk Dance  
Society of London.  
*Instructor in Folk Dancing*
- JANE AURELIE FORTE, Diploma, Bouve-Boston School of  
Physical Education.  
*Assistant Instructor in Physical Education  
for Women*
- JOHN MARTIN, B.S., LL.D.  
*Conference Leader and Consultant  
on International Relations*
- \*JESSIE BELLE RITTENHOUSE SCOLLARD, LITT.D.  
*Conference Leader and Consultant  
in the Art of Poetry Writing*
- JOSIAH EDWARD SPURR, A.B., A.M.  
*Consultant in Geology*
- DEAN BRADISH GREGG  
*Conference Leader on Individual Problems*

### Faculty of the Conservatory of Music

- CHRISTOPHER HONAAS, B.M., M.M.  
*Chairman of the Conservatory and  
Associate Professor of Music Education  
Chairman of the Division of Expressive Arts*
- MARY LOUISE LEONARD, MUS.D.  
*Assistant to the Chairman and Founder and Manager  
of the Symphony Orchestra of Central Florida at  
Winter Park (affiliated with Rollins College)*
- ALEXANDER BLOCH, Student of Ottokar Sevcik and Leopold  
Auer.  
*Professor of Violin*
- HERMAN FREDERICK SIEWERT, F.A.G.O., Graduate, Guilman  
Organ School; Diploma, Conservatoire Americain.  
*Associate Professor of Organ and  
Organist of Knowles Memorial Chapel*
- GRETCHEN COX, Teacher's Certificate, Chicago Musical  
College.  
*Associate Professor of Violin*

\*On leave of absence, 1937-38.



HELEN MOORE, B.M., Diploma, Conservatoire Americain;  
Juilliard Graduate School of Music.

*Associate Professor of Piano*

BRUCE DOUGHERTY, Juilliard Graduate School of Music.

*Associate Professor of Voice*

HILA KNAPP, A.B., Graduate in Music Degree, North-  
western University.

*Assistant Professor of Harp and Piano*

AROXIE HAGOPIAN, B.M., A.B., Juilliard Graduate School of  
Music.

*Assistant Professor of Voice*

ENRICO TAMBURINI, Graduate, Rossini Conservatory, Pesaro,  
Italy.

*Assistant Professor of Cello*

BLANCHE BLOCH, Student of Marta Schmidt-Antengruber,  
Alexander Lambert, and Artur Schnabel

*Assistant Professor of Piano*

EMELIE SELLERS DOUGHERTY, A.B.

*Instructor in Piano and Assistant Organist  
of Knowles Memorial Chapel*

RICHARD BARRON, B.M., Artist Certificate, Curtis Institute  
of Music.

*Instructor in Theory and Woodwind*

GENE ALBERTO STURCHIO

*Instructor in Brass and Director of the College Band*

FLORA LINDSAY MAGOUN, A.B., A.M.

*Secretary of the Conservatory*

### Student Health Service and Infirmary

B. AUXFORD BURKS, B.S., M.D. . . . *College Physician*  
Member, Orange County Medical Society; fellow, Amer-  
ican Medical Association; formerly assistant surgeon,  
United States Public Health Service; member, courtesy  
staff, Orange General Hospital; consulting surgeon,  
Florida Sanitarium and Hospital.

MEREDITH MALLORY, A.B., M.D.

*Associate College Physician*

Member, Orange County Medical Society; fellow,  
American Medical Association, American College of

Physicians; attending physician, Orange General Hospital; consulting physician, Florida Sanitarium and Hospital.

FRED MATHERS, B.S., M.D. . . . *Associate College Physician*  
Member, Orange County Medical Society; fellow, American Medical Association; associate, American College of Physicians; formerly resident physician, University of Florida Student Health Service; member, associate staff, Orange General Hospital.

LILLIAN MERRILL COOK, R.N. . . . . *Resident Nurse*

EDITH NICHOLAS, R.N. . . . . *Resident Nurse*

*Consulting Physicians*

J. S. McEWAN, PH.G., M.D. . . . . *Surgery*  
Member, Orange County Medical Society; fellow, American Medical Association, Southern Surgical Association and Southern Surgical Congress; attending surgeon, Orange General Hospital; consulting surgeon, Florida Sanitarium and Hospital; surgeon, Atlantic Coast Line Railroad.

LOUIS M. ORR II, B.S., M.D. . . . . *Urology*  
Member, Orange County Medical Society, American Urological Association, Southeastern Urological Association; fellow, American Medical Association, American College of Surgeons and Southern Surgical Congress; certificate, American Board of Urology; attending urologist, Orange General Hospital; consultant, Florida Sanitarium and Hospital.

H. A. DAY, B.S., M.D. . . . . *Gynecology*  
Member, Orange County Medical Society; fellow, American Medical Association; attending gynecologist, Orange General Hospital; consultant, Florida Sanitarium and Hospital; member, State Board of Medical Examiners of Florida.

HEWITT JOHNSTON, M.D.

*Ophthalmology and Otolaryngology*

Member, Orange County Medical Society; fellow, American Medical Association; American Academy of Ophthalmology and Otolaryngology; associate attending ophthalmologist and otolaryngologist, Orange General Hospital; consultant, Florida Sanitarium and Hospital.

### Committees for the Faculty

*The Council:* President Holt, Dean Anderson; Mr. Harris, Mr. Allen (*English*); Dr. Feuerstein, Dr. Armstrong (*Foreign Language*); Mr. Weinberg, Dr. Kinsler (*Science*); Dr. Melcher, Dr. Smith (*Human Relations*); Mr. Honaas, Mr. Rae (*Expressive Arts*); Mr. McDowall, Miss Weber (*Physical Education and Athletics*).

*Board of Admissions to Upper Division—Arts and Sciences:* Mr. Weinberg (*Sciences and Mathematics*); Dr. Newman (*English*); Dr. Feuerstein (*Foreign Languages*); Dr. Melcher (*Social Sciences*); Miss Packham (*Psychology, Philosophy, Religion, Education*); Miss Moore (*Expressive Arts*); Dr. Kinsler and Miss Shor (*at large*); Dean Anderson and Miss Treat (*ex-officio*).

*Board of Admissions to Upper Division—Music:* Mr. Honaas, Mr. Barron, Mr. Bloch, Miss Cox, Mr. Dougherty, Miss Hagopian, Miss Moore, Mr. Siewert; Mr. Weinberg, Dean Anderson and Miss Treat (*ex-officio*).

*Admissions:* Dean Anderson, Dean Enyart, Mr. George Holt, Miss Packham, Dean Sprague, Miss Treat, Mr. Wattles.

*Assembly:* Mr. France, Mr. Denney, Mr. Mendell, Miss Ort-mayer, Dr. Pierce, Mrs. Rae, Mr. Siewert. *Students:* Mary Acher, Dante Cetrulo, Bruce McCreary, Ruth Melcher.

*Debating:* Dr. Pierce, Dr. Armstrong, Mr. France, Mr. Mendell, Mr. Waite.

*Editorial Board:* Mr. Hanna, Dean Anderson, Dean Campbell, Mr. Clark, Dr. Grover, President Holt.

*Educational Survey:* Mr. George Holt, Dr. Clarke, Mr. Granberry, Mr. Hanna, Mr. McKean, Dr. Stone, Mr. Trowbridge, Dr. Waddington.

*Foreign Fellowships:* Dr. Feuerstein, Mrs. Bowman, Mrs. Campbell, Mr. d'Estournelles, Mrs. Lamb, Dr. Newman, Mr. Roney.

*Founders' Week:* Dean Anderson, Mr. Allen, Mr. Brown, Mr. Clark, Dr. Grover, Mr. Hanna, President Holt, Mr. Weinberg, Miss Woods.



- Intercollegiate Athletics:* Dean Anderson, Dr. Bradley, Mr. Clark, Dean Enyart, Mr. McDowall, Mr. Peeples, Mr. Roney, Mr. Trowbridge, Mr. Waite, Mr. Ward.
- Library:* Mr. Yust, Dean Anderson, Dr. Burton, Dr. Phyllis Hutchings, Mr. Mendell, Dr. Pattee, Miss Robie, Mr. Roney.
- Museum:* Mr. Davis, Dean Campbell, Mr. Peeples, Miss Shor, Dr. Uphof.
- Orientation Week:* Dean Enyart, Mr. Denney, Mr. George Holt, Dean Sprague, Miss Treat; Dean Anderson (*ex-officio*).
- Publications:* Mr. Brown, Dean Anderson, Mr. Clark, Mr. Granberry, Dr. Grover, Mr. Wattles.
- Public Service:* Miss Lewis, Mr. Barron, Mrs. Cass, Dr. Pierce, Mrs. Rae.
- Radio:* Dr. Pierce, Mr. Clark, Mr. Dougherty, Dr. Farley.
- Rhodes Scholarships:* Mr. George Holt, Dean Anderson, Dr. Armstrong, Mr. d'Estournelles, President Holt, Mr. Trowbridge.
- Social:* Dean Sprague, Mrs. Bloch, Mr. Denney, Dean Enyart, Miss Hagopian, Dr. William Hutchings, Mrs. Lester, Miss Weber, Mrs. Wilcox.
- Students:* Sarah Dean, Nan Poeller (*alternate*); William Scheu, Robert MacArthur (*alternate*).
- Student Adjustments:* Dean Anderson, Dr. Bailey, Dean Campbell, Dr. Clarke, Mr. Denney, Dean Enyart, Dr. Feuerstein, Dean Sprague.
- Student Aid:* Dean Anderson, Dr. Bradley, Mr. Brown, Dean Enyart, Dr. Grover, Mr. George Holt, Mr. Honaas, Miss Lyle, Dean Sprague.
- Student-Faculty:* Dean Anderson, Dean Enyart, Dean Sprague; Dr. Armstrong, Dr. Waddington; Mrs. Lamb, Dr. Phyllis Hutchings (*alternate*).
- Students:* Davitt Felder, Lewis Wallace, William Scheu (*alternate*); Catharine-Helen Bailey, Elizabeth Myers, Marita Stueve (*alternate*).
- Student Standing:* Dean Anderson, Mrs. Bowman, Dean Enyart, Mr. France, Dr. William Hutchings, Dr. Kinsler, Miss Treat.
- Visual Education:* Dean Anderson, Dr. Burton, Dr. Feuerstein, Miss Packham, Dr. Smith.

### Student Assistants

MAURICE LAYTON HINSHAW, *Biology*  
 SECONDO JOSEPH SOLDATI, *Biology*  
 WILLIAM CURTIS GRAPER TWITCHELL, *Chemistry*  
 LEWIS CHAUNCEY WALLACE, *Chemistry*  
 LOIS VIRGINIA RIESS, *Modern Languages*  
 JOSE BOCANEGRA RODRIGUEZ, *Modern Languages*  
 MINTER JACKSON WESTFALL, JR., *Museum*  
 GEORGE MESSICK WADDELL, *Physics*

### Heads of Residence Halls

ELLEN VICTORIA APPERSON . . . . . *Lakeside Hall*  
 MRS. GRACE CARPENTER BANZHAF . . . *Lucy Cross Hall*  
     (*Kappa Alpha Theta*)  
 EFFIE JANE BUELL . . . . . *Comstock Cottage*  
     (*Chi Omega House*)  
 MRS. GEORGIA ELWELL ENWRIGHT . . . *Pugsley Hall*  
     (*Kappa Kappa Gamma*)  
 MRS. ELIZABETH BEST FORD . . . . . *Caroline Fox Hall*  
     (*Alpha Phi and Phi Mu*)  
 MRS. NELL BLALOCK LESTER . . . . . *Cloverleaf Hall*  
 MRS. MARGARET ELIZABETH SCHULTZ  
     *Gamma Phi Beta House*  
 MRS. MARIAN HOXIE WILCOX . . . . . *Mayflower Hall*  
     (*Pi Beta Phi*)  
 DR. CHARLES JOHNSTONE ARMSTRONG . . . *Chase Hall*  
 WILLIAM HERBERT COOK . . . . . *Rollins Hall*  
     (*Sigma Nu*)  
 DR. EUGENE DODSON FARLEY . . . . . *Gale Hall and Lyman Hall*  
     (*Phi Delta Theta and X Club*)  
 CHRISTOPHER HONAAS . . . . . *Hooker Hall*  
     (*Theta Kappa Nu*)  
 MRS. MAUDE ROSSER SCOTT . . . . . *Kappa Alpha House*

# REGISTER OF STUDENTS

## Upper Division

Acher, Mary Hilands	Winter Park
Armstrong, June Herren	Winter Park
Arnold, Eloise Frances	Groveland
Atwood, Ward Lehner	West Hartford, Conn.
Bailey, Catharine-Helen	Elmsford, N. Y.
Ballard, Seymour Durnford	Geneva, Ill.
Barr, William Edward	Pelham Manor, N. Y.
Barrett, Carolyn	Winnetka, Ill.
Bashford, Margaret Ruth	Coral Gables
Belden, Richard Perkins	Winter Park
Biddle, Virginia Mildred	Winter Park
Bigelow, Fay Christy	Columbus, Ohio
Bingham, William Harrison	Winter Park
Blachly, Frederick Johnson Oatman	Washington, D. C.
Blunden, Ruth Palmer	Kansas City, Mo.
Bradley, Donald Winfred	Putnam, Conn.
Brandon, Albert Taylor	New Cumberland, West Va.
Brown, Helen Loure	Beatrice, Nebr.
Cadman, Charlotte Radclyffe	Orlando
Camp, Richard Curtis	Rye, N. Y.
Cass, Grace Margaret	Athol, Mass.
Cetrulo, Dante Alfred	Newark, N. J.
Clark, John Elliott, II	Bridgeport, Conn.
Cooke, Benjamin Anderson	Garden City, N. Y.
Costello, Thomas Francis	Winter Haven
Crowe, Robert Cuneo	Chicago, Ill.
Cutchin, Richard Speight	Whitakers, N. C.
Dailey, Amelia Laura	Lakeland
D'Ambrogio, Horace Seymour	Riverside, Conn.
Daniel, Frances Russell	Winter Park
Davis, Elizabeth Leigh	Forsyth, Ga.
Dean, Sarah Rives	Andover, Mass.
Draper, Charles Frederick	Cleveland, Ohio
Dudley, Mary	Portland, Me.
Dunn, Virginia Miriam	Montclair, N. J.
Felder, Davitt Alexander	Norwich, Conn.
Felder, Irving Meyer	Norwich, Conn.
Fennell, Orville Groenert	Mamaroneck, N. Y.



Fluno, Robert Younger.....	Winter Park
Fuller, George Elmer, Jr.....	Fairhope, Ala.
Gabriel, George Evans.....	Hartford, Conn.
Galbraith, Marion Albee.....	St. Johnsbury, Vt.
Gardner, Carol.....	Salisbury, Conn.
Gardner, Fentress.....	Lake Wales
Garibaldi, Edna Dunklin.....	Charlotte, N. C.
Giessen, Eleanor Brinton.....	Orange Park
Gillespie, Richard Livingston.....	Asheville, N. C.
Gillette, Jeanne Baptiste.....	Larchmont, N. Y.
Goldsmith, Warren Randall.....	New York, N. Y.
Greaves, Lyman Bowen.....	Woodbridge, Conn.
Gulnac, Mary Imogene.....	Rensselaer, N. Y.
Guppy, Patricia Lechmere.....	Port of Spain, Trinidad, B.W.I.
Haig, James.....	New York, N. Y.
Hannahs, Elizabeth Thiers.....	Kenosha, Wis.
Harbison, Elizabeth Helene.....	Evanston, Ill.
Harding, Jane.....	Grand Rapids, Mich.
Harrington, Loren Maxwell.....	Winter Park
Hayes, Robert McMullen, Jr.....	Webster
Hefty, Katherine Edelweiss.....	Miami
Hesser, Dorothea Ruth.....	Vienna, Austria
Hill, Ruth Evelyn.....	Glen Rock, N. J.
Hinshaw, Maurice Layton.....	Fern Park
Hiteshew, Grace Talbott.....	Parkersburg, W. Va.
Howe, Marie.....	Westfield, N. J.
Howland, Carl Badger, Jr.....	Providence, R. I.
Hume, Warren Charles.....	Chicago, Ill.
Jamin, Charlene Jane.....	St. Petersburg
Kennedy, Margaret Agnes.....	Charlemon, Mass.
Kettles, Carl Freeman.....	Dalton, Ga.
Kirby, Gerard Benedict.....	Virginia, Minn.
Lane, Charles Edward.....	Hillsdale, N. Y.
Lesh, J Phil.....	Arkansas City, Kan.
Levy, Edward Clarence.....	Oteen, N. C.
Liberman, Frederic Joseph.....	Brooklyn, N. Y.
Lichtenstein, Mortimer Haig.....	New York, N. Y.
Little, Ralph A, Jr.....	Asheville, N. C.
Lockhart, Frank Norton.....	Philadelphia, Pa.
Long, May Moulton.....	Lakemont, N. Y.
Lonsdale, John Gerdes, Jr.....	Lonsdale, Ark.
Lyman, Howard Charles.....	Altamonte Springs

MacArthur, Robert Stuart	Sterling, Mass.
McCreary, Alfred Brandeis	Louisville, Ky.
McCreary, William Bruce	Louisville, Ky.
Mackemer, Marolyn	Peoria, Ill.
MacRury, Alexander King	Manchester, N. H.
Makemson, John Henry	Ft. Lauderdale
Matthews, Donald Albert	Lakeland
Matthews, Olga Louise	Sikeston, Mo.
Melcher, Ruth Elizabeth	Winter Park
Miller, Jane Beverley	Washington, D. C.
Mills, Martha Elizabeth	Winter Park
Morgan, Victoria	Clearwater
Murray, Donald Vincent	Monticello, N. Y.
Myers, Margaret Elizabeth	Covington, Ky.
Nelson, Lilah Virginia	Leesburg
Oldham, Emily Pierrepont	Albany, N. Y.
Page, William Robert	Dover, N. H.
Peters, Opal Nadine	Daytona Beach
Pick, Susanne Claire	West Bend, Wis.
Poeller, Nan Hamilton	West Palm Beach
Potter, Dorothy Eleanor	Madison, N. J.
Price, Ruth Lucile	Elgin, Ill.
Rees, Hildegarde	Daytona Beach
Rich, John Oliver	Philadelphia, Pa.
Riess, Lois Virginia	Torrington, Conn.
Robinson, Frances Lee	Winter Park
Roper, Ann	Rockford, Ill.
Royall, Walter Leon	Yarmouth, Me.
Savage, Myron Lewis	Orlando
Scarbrough, Marvin McRae, Jr.	New Haven, Conn.
Scheu, William Edward	Buffalo, N. Y.
Schultz, William Smith	Orlando
Short, Bettie Joyce	Clermont
Showalter, Emily Sands	Fairmont, W. Va.
Skinner, Elizabeth Chittenden	St. Paul, Minn.
Smith, Aida Sylvia	West Orange, N. J.
Smith, Evelyne Jarratt	St. Louis, Mo.
Smith, Priscilla Page	Boston, Mass.
Spickers, William, Jr.	Midland Park, N. J.
Steele, Jessie Manvell	Evanston, Ill.
Stryker, Charlotte Benner	Doylestown, Pa.
Stryker, Henry Terhune	Doylestown, Pa.



Stueve, Marita Alice.....	Mount Vernon, N. Y.
Townsend, Eugene Coe.....	Orlando
Travers, Paul Michael.....	New York, N. Y.
Tubbs, Marilyn.....	Melbourne
Turk, Richard William.....	Toledo, Ohio
Turner, John Edward.....	Chicago, Ill.
Twachtman, Paul Anderson.....	Buzzards Bay, Mass.
Twitchell, William Curtis Graper.....	Owatonna, Minn.
Van Beynum, Robert Hall.....	Hartford, Conn.
Vario, Ralph Siley.....	Mineola, N. Y.
Vogel, Robert Lincoln.....	Scarsdale, N. Y.
Vosburgh, William Reed, Jr.....	Lutz
Waddell, George Messick.....	Greenfield, Ohio
Wallace, Lewis Chauncey.....	Okeechobee
Walmsley, Kathleen Emma.....	Winter Park
Webb, William, Jr.....	Fairfield, Conn.
Welch, Paul Bion, Jr.....	Tampa
Whitelaw, Malcolm Halsey.....	Sarasota
Whyte, Anna Jessel.....	Kenosha, Wis.
Wilson, Joseph Columbus.....	Anniston, Ala.
Yust, Augusta.....	Winter Park
Zipkin, Jerome Robert.....	New York, N. Y.

### Lower Division

Adams, Eustace Lane, Jr.....	Clearwater
Averett, Muriel Janet.....	Philadelphia, Pa.
Babb, Barbara.....	Boston, Mass.
Banks, Daphne Zoe.....	Eustis
Barskin, Rosalind Janet.....	Indianapolis, Ind.
Bashford, Alyce Elizabeth.....	Coral Gables
Bedell, Nathan.....	Jacksonville
Begole, Harriet Wheatley.....	Marquette, Mich.
Belden, Robert Milton.....	Winter Park
Bernd, Arthur Edward.....	Danbury, Conn.
Bethea, Louie.....	Leesburg
Beyer, Marguerite Dorothy.....	West Palm Beach
Bifield, Arthur Harold Hall.....	Hartford, Conn.
Bills, Louis Bristol.....	Geneva
Borthwick, Helen Genevieve.....	Loudonville, N. Y.
Bouton, Paul, Jr.....	Lakeland
Bowles, Estella Mae.....	Jacksonville



Bradley, Ruth Kellogg	Putnam, Conn.
Brady, Curry	Leesburg
Brady, Harold Lee	Leesburg
Brankert, Earl Franklin	Oakland
Brennan, Arlene Eleanor	New Haven, Conn.
Breon, Elspeay	St. Joseph, Mo.
Brock, Betty	Washington Court House, Ohio
Bromley, Dorothy Vernon	Cleveland, Ohio
Brooker, Beatrice Bollinger	Ocoee
Brown, Harriet Farnsworth	New Haven, Conn.
Bryant, Barbara Ann	Chicago, Ill.
Bryn, Dorothy Madeleine	Hollis, N. Y.
Buckwalter, John Henry	Harrisburg, Pa.
Budreau, John Miller	Savannah, Ga.
Budreau, Mary Louise	Savannah, Ga.
Burgher, Catherine Ann	Tulsa, Okla.
Call, George Furbush	Lewiston, Me.
Cannon, Eugenia Marie	Coral Gables
Carey, Mary Elizabeth	Minneapolis, Minn.
Carter, Robert Anderson, III	Stamford, Conn.
Casparis, Morrison Orr	Piqua, Ohio
Casparis, Stanhope Antonio	Piqua, Ohio
Chambers, Polly Marion Frank	Memphis, Tenn.
Chindahl, Margaret Elsie	Maitland
Ciccarelli, Dorothy Anne	Lakewood, Ohio
Clanton, Melvin	Lakeland
Clark, Betty	St. Joseph, Mo.
Coates, James Lynch	Constantine, Mich.
Collins, George Fulton, Jr.	Tulsa, Okla.
Collins, William George Whitney	Nineveh, N. Y.
Colvin, Margaret Gordon	Saginaw, Mich.
Cornwall, Faith Martha Grace	Orlando
Craig, James Harvey	Wilmette, Ill.
Cram, Donald James	Cedarhurst, N. Y.
Cunningham, Colin McAllister	Brookline, Mass.
Curie, Charles, Jr.	New York, N. Y.
Cuthell, Robert Cameron	New York, N. Y.
Dandliker, Walter Beach	Orlando
Darling, Dudley Van Ingen	Pleasantville, N. Y.
Daugherty, Oliver Enzo	Jacksonville
Daugherty, William Bowyer	Jacksonville
Daunis, Frank Joseph	Auburn, Me.

Davis, Betty Claire.....	West Palm Beach
Davis, David Albert.....	Washington, N. J.
Davis, Margaret Stedman.....	Wilmington, N. C.
Davis, Robert Alan.....	Erie, Pa.
Davis, Wendell Adams.....	Wollaston, Mass.
Dean, Rosalie Reimold.....	New York, N. Y.
deGiers, Betty.....	Long Island City, N. Y.
Denison, Hortense Adell.....	Delaware, Ohio
Dennis, John Wesley.....	Asheville, N. C.
Densmore, Jean.....	Brookline, Mass.
Devine, William Galvin.....	Hartford, Conn.
Earle, Ann Chamberlaine.....	St. Petersburg
Edwards, James Bennett, Jr.....	Leonia, N. J.
Ehrlich, Emanuel.....	New York, N. Y.
Elliott, Alice Ellen.....	Melbourne
Ely, Matthew Griswold, Jr.....	Pelham Manor, N. Y.
English, Mary Elizabeth.....	Red Bank, N. J.
Erle, Broadus Jack.....	Sarasota
Fairbanks, Jean Secor.....	Chicago, Ill.
Farnsworth, Everett Leslie, Jr.....	Westfield, Mass.
Farr, Edith Norine.....	Orlando
Fast, Alan Charles.....	Riverside, Conn.
Fawick, Florence Louise.....	Akron, Ohio
Fazen, Grace Victoria.....	Racine, Wis.
Fenn, Helen Virginia.....	Chicago, Ill.
Fischman, Lenore.....	Melrose Park, Pa.
Flower, Audrey Ann.....	Chicago, Ill.
Fontaine, Claire Carlton.....	Bronxville, N. Y.
Forte, Jane Aurelie.....	Newton Highlands, Mass.
Fulton, John Robert.....	Indianapolis, Ind.
Giantonio, John Edward.....	Cleveland, Ohio
Glenn, Rosemary.....	Orlando
Good, Carl Maitland.....	Washington, D. C.
Graves, Emily Glover.....	Winter Park
Gregg, Charlotte.....	Winter Park
Gregg, Jess Ashton.....	Winter Park
Gwinn, Eleanor Elizabeth.....	Bronxville, N. Y.
Hagenbuch, John Daniel.....	Newark, N. J.
Haggerty, Bette Mary Elizabeth.....	Winter Park
Haggerty, Robert John.....	Winter Park
Hagnauer, Hilbert William, Jr.....	St. Louis, Mo.
Hagood, Lee Jerome, Jr.....	Orlando



Haimowitz, Ely	Orlando
Hall, Betty Joanne	Akron, Ohio
Hall, John Curry	New York, N. Y.
Ham, Eleanor	Clarksdale, Miss.
Hanna, Joe D, Jr.	Youngstown, Ohio
Hardman, Sam Puleston	Jacksonville
Harmon, Edna Pearl	Orlando
Harris, John Langdon	New York, N. Y.
Harris, Rachel Emelie	Winter Park
Heath, Wilma Claire	Milwaukee, Wis.
Heidlerova, Alena	Praha, Czechoslovakia
Hildreth, Dorothy Reynolds	Bexley, Ohio
Hill, Robert Lincoln	Glen Rock, N. J.
Hofft, Mary Louise	Bala-Cynwyd, Pa.
Holland, Albert Harold, Jr.	Morristown, N. J.
Holzborn, Antoinette Ramona	Eau Gallie
Hoover, Herbert William, Jr.	North Canton, Ohio
Hopkins, Herbert Salisbury, Jr.	Jacksonville
Hoy, Jack Merrill	Lakeland
Hubbard, Betty Ann	Winter Park
Jack, Betty June	Cleveland, Ohio
Johnson, Joseph Daniel	Haines City
Johnson, Lois	South Orange, N. J.
Johnson, Robert	Lincoln, Me.
Jones, Clyde Bennett	Asheville, N. C.
Jones, Frances Lee	Wyoming, Ohio
Jones, Richard Bause	Steubenville, Ohio
Justice, Jack Fredrick	Asheville, N. C.
Justice, Joe	Asheville, N. C.
Kane, Charlie Joe	Winter Park
Kasten, Frederick Charles, Jr.	Milwaukee, Wis.
Kennedy, Elizabeth Gray	Portland, Me.
Knight, Douglas Maitland	Arlington, Va.
Knowles, Charles Joseph	Leesburg
Krouse, George David	Winter Park
Kurvin, Robert Booth	Suffield, Conn.
Ladd, Lora Jane	Hinsdale, Ill.
Lado, Robert	Tampa
Lancaster, Charles Ringling	Sarasota
Lancaster, Donald Blake	Kissimmee
Lancaster, John Hatheway, II	Litchfield, Conn.
Lancaster, Stuart Gage	Sarasota



Langford, Adrian Ernest	Pensacola
Langworthy, Alena Jeanne	Brooklyn, N. Y.
Lawton, Alfred Chapman	Orlando
Lee, John Hyde	Douglaston, N. Y.
Levis, Shirley Jean	Ocala
Lincoln, Marjorie Gould	Washington, D. C.
Lingerfelt, Charles Cleveland, Jr.	Asheville, N. C.
Long, Robert Warren	Winter Park
Luzier, Neal Eddy	Kansas City, Mo.
MacBriar, Wallace Noble, Jr.	Milwaukee, Wis.
McCutchen, Betty Lee	Blytheville, Ark.
Macdonald, Ethel Irene	Freehold, N. J.
McElroy, Ellen Winston	Orlando
McInnis, Marion Treadwell	Palmetto
Mackemer, Betty Omega	Peoria, Ill.
Macpherson, Suzanne Rust	Jacksonville
McPherson, Thurman Brooks	Oteen, N. C.
McQueen, Marjorie Lee	Minneapolis, Minn.
Ma, Paul	Harbin, China
Marchman, Mary Estelle	Winter Park
Mason, Jacelyn Smiles	Orlando
Matthews, Joseph Lurry, Jr.	Sikeston, Mo.
Mehdevi, Mohamed	Meschhed, Persia
Mendelson, Jean Betty	New York, N. Y.
Miller, Anne Brinkerhoff	Eustis
Miller, Walter Elmo	Leesburg
Modine, Margaret Jane	Racine, Wis.
Montgomery, Frances Catherine	Montclair, N. J.
Moore, Elsie Ida	New York, N. Y.
Morgan, Virginia	Clearwater
Mutispaugh, Mildred June	Plant City
Niedt, Edward Gardner	Winter Park
Nobles, William Daniel	Pensacola
North, Dorothy Ida	Fairfield, Conn.
Ogilvie, Donald Potter	Chicago, Ill.
Oldham, Annie Banks	Jacksonville
Peirce, Esther Lillian	Brooklyn, N. Y.
Peters, Mary Malta	Tampa
Phillips, Edgar John, Jr.	Clearwater
Phillips, Leonard Franklin	Leesburg
Phillips, Luverne Virginia	Torrington, Conn.
Phillips, Thomas Wharton, III	Butler, Pa.

Quantrell, Virginia	Bronxville, N. Y.
Rae, Robinhood	North Stonington, Conn.
Rand, Eleanor Frances	Plymouth, N. H.
Rathbun, Dorothy Elizabeth	Orlando
Rauscher, Charles Rene	Washington, D. C.
Reed, Theodore Worcester, Jr.	Lowell, Mass.
Reinhold, June Aurelia	Jacksonville
Rembock, Joseph John	Collinsville, Conn.
Reser, Betty Jane	Merrick, N. Y.
Rich, Dorothea Mae	Bradford, Pa.
Richards, Jane Margaretta	New York, N. Y.
Rider, Vivian Marjorie	Orlando
Rinehart, Eva Martin	Orlando
Rittenhouse, Jayne Frances	Chicago, Ill.
Robinson, Jane Roseborough	St. Mary's City, Md.
Rodda, Richard Severson	Bethlehem, Pa.
Rodriguez, Jose Bocanegra	Granada, Spain
Rogers, Margaret Scott	Ambler, Pa.
Russell, Jane Abigail	Rockledge
Russell, Muriel Grace	Lakewood, Ohio
Sandlin, Mary Caroline	Old Fort, N. C.
Scanlon, Jack Thomas	Lakewood, Ohio
Scarlett, James Gillespie	Philadelphia, Pa.
Schoening, Elizabeth Lucile	Minneapolis, Minn.
Schoenthaler, Marshall Edward, Jr.	Winter Haven
Scudder, George Kenneth	Orlando
Sedlmayr, Carl John, Jr.	Miami Beach
Sharp, John Pinkney, III	Humboldt, Tenn.
Siddall, Warren Forbes	Norristown, Pa.
Siems, Chester Peter, Jr.	New York, N. Y.
Simmons, Mary Elizabeth	Toledo, Ohio
Smith, Freling Springstein	New York, N. Y.
Smith, Marguerite Loveland	Mexico City, Mexico
Smith, Marie Louise	St. Joseph, Mo.
Smith, Sarah	Boston, Mass.
Soldati, Secondo Joseph	Somersworth, N. H.
Steele, Dorothy Anne	Evanston, Ill.
Stoddard, Marcia Elizabeth	Woodbridge, Conn.
Stoffel, George Gregory	Cicero, Ill.
Stonerock, Robert Franklin	Longwood
Swalstead, Helen Marie	Orlando
Swan, Alfred White	Lakeland



Terry, Lois Sue.....	Tampa
Thompson, Carl Elma.....	Miami
Turner, Jean.....	North Tarrytown, N. Y.
Tuttle, Elizabeth Freeman.....	Maitland
Tuttle, Gracia Eugenia.....	Glencoe, Ill.
Tyler, Sara Avery.....	Casper, Wyo.
Verigan, Richard Howard.....	Winter Park
Victor, George Edward.....	Wilmette, Ill.
Vogdes, Gladys May.....	Philadelphia, Pa.
Walker, Frank John.....	Coral Gables
Walker, Robert Van Dusen.....	Coral Gables
Wesson, Richard Sims.....	Longmeadow, Mass.
Westfall, Minter Jackson, Jr.....	Orlando
Wheeler, Lewis Burnes.....	St. Joseph, Mo.
Whiteley, Mary Norsworthy Shepard, II.....	Washington, D. C.
Whittaker, Francis Plant.....	Aberdeen, Miss.
Wiley, Margaret.....	Rochester, N. Y.
Willard, Mary Brain.....	Hickory, N. C.
Willis, John Paul Peter.....	Toledo, Ohio
Wilson, Marjorie Ruth.....	Kenosha, Wis.
Wittmer, Oliver.....	Pittsburgh, Pa.
Young, Harriett Emily.....	Williamstown, Mass.
Young, Pollyanna.....	West Chester, Pa.

### Unclassified Students

Cameron, Katherine Elizabeth.....	Chapel Hill, N. C.
Hammond, Marcelle Houghton.....	Westerly, R. I.
Hammond, Sally Osbourne.....	Westerly, R. I.
Helms, Peggy Olive.....	Orlando
Moore, Dorothy Esther.....	York Harbor, Me.

### Special Students

Clarke, George Howard.....	Buffalo, N. Y.
Edmands, Benjamin Bruce.....	Miami Beach
Goetz, Frank Louis, Jr.....	St. Joseph, Mo.
Hickok, Raymond Tiffany.....	Rochester, N. Y.
McAuliffe, Eleanor May.....	Forest Hills, N. Y.
Pitman, Theodore Baldwin, Jr.....	Brookline, Mass.
Quayle, George Lewin.....	Cleveland, Ohio
Skinner, Eunice Antoinette.....	Tarpon Springs
Van Wickle, Verges.....	Miami Beach



**Geographical Distribution**

Alabama .....	2	Missouri .....	11
Arkansas .....	2	Nebraska .....	1
Connecticut .....	28	New Hampshire .....	4
District of Columbia .....	6	New Jersey .....	16
Florida .....	131	New York .....	51
Georgia .....	4	North Carolina .....	15
Illinois .....	23	Ohio .....	24
Indiana .....	2	Oklahoma .....	2
Kansas .....	1	Pennsylvania .....	18
Kentucky .....	3	Rhode Island .....	3
Maine .....	7	Tennessee .....	2
Maryland .....	1	Vermont .....	1
Massachusetts .....	17	Virginia .....	1
Michigan .....	4	West Virginia .....	3
Minnesota .....	6	Wisconsin .....	9
Mississippi .....	2	Wyoming .....	1

*Foreign Countries*

Austria .....	1	Persia .....	1
China .....	1	Spain .....	1
Czechoslovakia .....	1	British West Indies .....	1
Mexico .....	1		
States Represented .....	32	Foreign Countries .....	7

**General Summary for Year 1937-38**

Upper Division .....	144	Unclassified Students .....	5
Lower Division .....	250	Special Students .....	9
Total undergraduate enrolment .....	394	Total enrolment .....	408

## DEGREES CONFERRED

February 22, 1937

*Doctor of Laws*

Frederick Hendrick Fentener van Vlissingen

*Doctor of Humanities*

David Davies

Ralph Washington Sockman

Harry Morris Warner

*Doctor of Literature*

William Franklin Knox

June 2, 1937

*Master of Arts Degree*

Watt Pearson Marchman

*Bachelor of Arts Degree*

Charles Willis Allen, Jr.	Frances Hyer
Paul Harry Alter	Helene Jane Keywan
Richard James Alter	Henry Sebastian
Christopher Arche Argyris	Lauterbach
Steven Harry Bamberger	Richard Henry Lee
Jack Manliffe Barrington	Jeanette Lichtenstein
Arthur Hamilton Brownell	Joseph Melville
Robert McAllaster Caten	Lichtenstein
Bonar Dale Collinson	Laura Lou Lincoln
Ruth Margaret Connor	Norman John
Miriam Luise Gaertner	McGaffin, Jr.
Henry Haydock	John Graham McKay, Jr.
Garrigues, Jr.	Louise Bennett Macpherson
Ralph Howard Gibbs	Dorothy May Manwaring
Carroll Cason Goodwin	Frank Myers Miller
Florence Alleyne Grimmer	George Quinton Miller
Aroxie Hagopian, B.Mus.	Paul Monroe
Violet Gray Patrick	Elizabeth Van Deventer
Halfpenny	Munson
Marcelle Houghton	Ruth Alice Myers
Hammond	John Asbury Nichols

Mary Perry Oldham	Kenneth Platt Solomons, Jr.
Paul Remsen Parker	Ruth Esther Spruance
Frances Eleanora Perpente	Grace Terry
Thomas Willoughby Pope	Richard Goffe Tully
Bryant Hawk Prentice, Jr.	Carol Valentine
Murray Slosberg	Marjorie White
Jane Chalker Willard	

*Bachelor of Science Degree*

Martha Jane Axline	Nelson Marshall
John Arthur Fluno	Elizabeth Mower
Elizabeth Guinan	Robert Anton Spurr, A.B.

*Bachelor of Music Degree*

Hazel Irene Bowen	Theodore Branin Klebsattel
Phyllis Neal Dorr	Claudelle Laura McCrary
Sally Osbourne Hammond	Mary Jane Meeker
Lillias Annelda Parker	



## HONORS, PRIZES, AND AWARDS 1936-1937

*The Rollins Decoration of Honor*

**February 22, 1937**

William Russell O'Neal

**June 2, 1937**

Marion Russell Carty  
Bennette Auxford Burks

Rose Mills Powers  
Kathryn Slemons Marks

*Elected to Phi Society for 1936-1937*

Robert Milton Belden  
Margaret Elsie Chindahl  
Dorothy Anne Ciccarella  
Faith Martha Grace Cornwall  
Walter Beach Dandliker  
Carl Maitland Good

Bette Mary Elizabeth  
Haggerty  
Mary Estelle Marchman  
Marie Louise Smith  
Frank John Walker  
Robert Van Dusen Walker

*Algernon Sydney Sullivan Medallion*

Ray Stannard Baker  
Grace Terry  
Ralph Howard Gibbs

*O. O. O. Honor Award*

Henry Sebastian Lauterbach

*Howard Fox Literature Prize*

Frances Eleanora Perpente

*Sprague Oratorical Contest*

William Smith Schultz, *First*  
Margaret Elsie Chindahl, *Second*

*Gamma Phi Beta Economics Prize*

Miriam Luise Gaertner

*Pi Beta Phi Dramatics Prize*

Bonar Dale Collinson

*Phi Beta Dramatics Award*

Frances Hyer

*Tiedtke Award*

Alice Howey Booth

*The John Martin Prize*Eduard Adamek, *First*  
John Graham McKay, Jr., *Second*  
Lois Estelle Raege, *Second**Zeta Alpha Epsilon Book Prize*

Violet Gray Patrick Halfpenny

*Annie Russell Company Award*Catharine-Helen Bailey  
George Elmer Fuller, Jr.*Omicron Delta Kappa Trophy*

George Quinton Miller

*Phi Mu Athletic Trophy*

Elizabeth Mower

*Interfraternity Cups*Alpha Phi Sorority  
Rho Lambda Nu Fraternity

## GENERAL INFORMATION

### History and Organization

**A**LTHOUGH it is now undenominational, Rollins College owes its origin, as the first standard college to be established in the State, to the General Congregational Association of Florida whose delegates voted at a meeting on January 29, 1885, to found a college in Winter Park.

Rollins College was incorporated on April 28, 1885, taking its name from Alonzo W. Rollins of Chicago, who gave \$50,000 of the original fund of \$114,180 pledged by Winter Park's pioneer friends of education.

Through the years Rollins has been fortunate in the quality of its distinguished leaders. To Dr. E. P. Hooker, the first president, fell the tasks of engaging the charter faculty, of raising funds outside the state to pay salaries and purchase equipment, and of providing living accommodations and classrooms for the first sixty or more students while the first buildings were under construction.

Under the administration of the Reverend William Fremont Blackman, Ph.D., LL.D., who served as president from 1902 to 1915, five new buildings were added to the plant, and under the influence of his fidelity to high scholarship the academic standards were constantly raised.

The Reverend George Morgan Ward, D.D., LL.D., first general secretary of the Christian Endeavor Society, who served as president three times between the years of 1895 and 1923, led movements which added more than \$500,000 to the income-producing funds of the College. His administrations were characterized, particularly, by the influence of his personality and his deep spirituality upon the lives of the students.

In 1925, Hamilton Holt, Litt.D., L.H.D., LL.D., former editor of *The Independent* and world peace advocate, was elected president. His administration covering the past twelve years has been marked by the adoption and development of three major projects, namely, (1) the Conference Plan of Study, (2) the Curriculum Plan based upon individual achievement, and (3) the Unit-Cost Plan of Finance. (See pages 40-41, 68-71 in this catalogue for descriptions of these plans.)



In development of the plan to secure additional endowment funds to improve the quality of instruction, and other funds to provide much-needed equipment and new buildings, Rollins College has received, during President Holt's term of office, more than \$2,500,000 for these combined purposes. These funds have been used to improve the quality of teaching, to repair and improve facilities in old buildings, to strengthen the endowment resources, and to construct eleven new buildings in the architectural plan for the New Rollins.

### *Bequests to Rollins College*

"To place your name, by gift or bequest, in the keeping of an active college, is to be sure that money and the project with which it is associated will continue down through the centuries which are to come, to quicken the minds and hearts of youth and thus make a perpetual contribution to the wealth of humanity."

For the information of friends of education who may wish to have a part in the greatest of all investments, the education of worthy boys and girls, the following forms are suggested for those who may desire to make provision in their wills for Rollins College:

#### BEQUEST OF PERSONAL PROPERTY

I give, devise, and bequeath to Rollins College, located at Winter Park, Orange County, Florida, the sum of \$\_\_\_\_\_ (or, if bequest is of personal property other than money, substitute description of property in place of "the sum of \$\_\_\_\_\_").

#### DEVISE OF REAL PROPERTY

I give, devise and bequeath to Rollins College, located at Winter Park, Orange County, Florida, (*here insert description of property devised*).

#### RESIDUARY CLAUSE

I give, devise and bequeath to Rollins College, located at Winter Park, Orange County, Florida, all the rest, residue and remainder of my property and estate, real and personal, and wheresoever situate.

#### CODICIL TO WILL

Having heretofore made my Last Will and Testament dated (*here insert date*) and being of sound mind and memory, I hereby make, publish, and declare the following codicil thereto:

(*Here insert any change it is desired to make in the will.*)

Except as hereinbefore changed I hereby ratify and confirm my said Last Will and Testament.

Should it be desired to name some specific purpose for which the trustees are directed to use the bequest, such purpose should be indicated.

### *Gifts Through Insurance and Annuities*

It frequently happens that donors benefit themselves as well as the College by making the College the beneficiary

of an insurance or annuity policy. Those interested in learning more about this means of supporting the work of Rollins, while retaining their full annual income, should write to the Treasurer of the College.

#### *Gifts Through Trust Companies*

Friends of the College who wish to share in its development sometimes prefer to establish trust funds for its benefit.

Virtually any trust company, or bank with a trust department, is qualified to act as trustee for such funds. Those desiring specific information should consult the trust officer of their own bank or the Treasurer of the College.

The following well-known financial institutions have been designated trustees or custodians of permanent trust funds of Rollins College, and their trust officers are in a position to advise clients of the needs of the College:

Central Hanover Bank and Trust Company, New York City  
First National Bank of Chicago, Illinois  
Peoples-Pittsburgh Trust Company, Pittsburgh, Pennsylvania  
The Florida National Bank of Jacksonville, Florida  
The First National Bank of Orlando

The Trustees of Rollins have approved a form of declaration of trust known as "The Uniform Trust for Public Uses" and have signified their willingness to accept gifts or bequests subject to the provisions of this trust agreement. The Uniform Trust for Public Uses has been approved by the most eminent legal authorities. If judiciously used in cooperation with the College and a trust company of the donor's choice, it may be the means of preventing unnecessary litigation and assuring the donor that every precaution will be taken to carry out the purpose of the trust.

Further information in regard to The Uniform Trust for Public Uses may be had by writing the Treasurer of the College, or The Association of American Colleges, 19 West Forty-Fourth Street, New York City.

### **Location and Environment**

The City of Winter Park, the seat of Rollins College, is located on the main line of the Atlantic Coast Line Railway, one hundred and forty-two miles south of Jacksonville, and one hundred and five miles northeast of Tampa. It is within four miles of the growing city of Orlando (35,000).



Winter Park has an enviable reputation as a beautiful, healthful, and progressive community. It is situated in the high pine region of Central Florida, amid orange groves, lakes, and sub-tropical forests. There are eighteen lakes wholly within the city limits, all of which are bordered by luxuriant sub-tropical vegetation, and four of them are connected by canals.

The mild, dry winter climate and infrequent frosts make possible an all-year-round outdoor life with continuous exercise in land and water sports that insures vigorous health.

### *Literary and Other Advantages*

The civic, social, and literary activities of Winter Park are in keeping with its unique physical advantages and scenic beauty. Probably few towns of its size in the United States provide so many literary and artistic advantages. The following are a few of its active organizations:

1. The Woman's Club, occupying its own beautiful building.
2. The Allied Arts Society, of which Irving Bacheller is president.
3. The Poetry Society of Florida, of which Jessie Rittenhouse Scollard is president.
4. Tuesday Evening Free Lecture Course.
5. The Fortnightly Literary Club.
6. The Rhymers Guild.
7. The Symphony Orchestra of Central Florida at Winter Park (50 pieces, 4 concerts) affiliated with Rollins College.
8. The American Association of University Women.
9. The University Club.

Several of these organizations hold open meetings from time to time and offer prizes for creative work which are open to Rollins undergraduates. In addition to these activities, the Rollins Conservatory of Music presents each season a number of concerts and musical events of a high order.

The town is noted for its clean, brick-paved, oak-shaded streets, its large estates, attractive residences, and public parks. Within two miles there are two well-kept golf courses. Three large winter hotels occupy scenic locations on the



shores of two of the lakes which preserve their wild sub-tropical vegetation.

Many noted authors, artists, retired college professors, and eminent men and women from all parts of the United States have their winter homes here, and the winter season is crowded with lectures, recitals, concerts, debates, and other interesting entertainments of the highest quality.

#### *Annie Russell Theatre*

Two series of productions are presented each year in the Annie Russell Theatre.

The Annie Russell Series under the direction of Dorothy Lockhart includes for 1937-38 Peter Joray, monologist; Tony Sarg's Marionettes in "Robinson Crusoe"; the American Repertory Theatre of New York in "The Queen's Husband"; and three plays presented by the Annie Russell Company: "The Guardsman", "The Distaff Side", and Paul d'Estournelles de Constant's revue, "When Paris Laughed".

The Annie Russell Company, a special honor group of amateurs, was organized by Miss Annie Russell, under whose personal direction plays were produced for several years. The company is continuing the production of these plays under the direction of Dorothy Lockhart.

The plays which are being presented this year by the Rollins Student Company are "She Passed Through Lorraine", "High Tor", "Outward Bound", and "The Passing of the Third Floor Back".

### **The Unit-Cost Plan**

The Unit-Cost Plan, which is a departure from the traditional method of assessing student fees and tuitions, was adopted by Rollins at the beginning of the academic year 1933-34. The plan in brief is as follows:

- (a) The cost of operating the College is budgeted on an adequate but not an extravagant basis;
- (b) The annual operating expenses are then divided by the estimated student enrolment;
- (c) The result of (b) above represents the cost to the individual student for board, room, tuition, and all fees;
- (d) The income from all endowment funds is thereby

made available for reducing the immediate cost of tuition to desirable students who can affirmatively prove they cannot pay the full unit-cost.

The Unit-Cost Plan was suggested by a report on the receipts of privately endowed institutions of higher learning for the years 1923-24 published by the United States Bureau of Education. At that time, a little less than one-half the current expenses of endowed colleges and universities came from students, one-quarter from the interest on endowment, and another quarter from gifts and other sources. In other words, the students paid *less than one-half* the actual cost of their education.

These privately supported colleges were originally founded as "charitable" institutions. It was expected that they would be maintained by gifts from philanthropic people. An education at such a college was virtually free for it was originally assumed that the students graduating from them would go into the ministry or teaching, or into other public service professions in which the financial returns to them would be small but the gains to society large. Today it is probably not an overstatement to say that a majority of students go to college for business or social considerations. The idea of professional service to society is certainly no longer the chief consideration of the majority.

It is evident, therefore, that under these changed conditions, students whose parents can afford to do so should be expected to pay for the benefits received, and the endowment income or gifts hitherto distributed equally throughout the student body should be used *exclusively* as loans or scholarships to desirable students who are unable to pay the full cost of their education.

The Unit-Cost Plan is a logical part of the Rollins ideal of a cultural college with a limited student body, a faculty devoted to humanized teaching, a physical plant designed as much for beauty as for efficiency, all adequately and scientifically financed, *first*, by those who are able to pay for the benefits received, and *second*, by those who appreciate a genuine opportunity for wise giving.



## Buildings and Equipment

### *The Campus*

The main campus, consisting of forty-five acres, is well shaded by pines and live oaks, and has a frontage of nearly a half mile on Lake Virginia, which provides a beautiful setting as well as bathing and boating facilities throughout the year.

### *The College Buildings*

During the past ten years Rollins has erected eleven new buildings: Rollins Hall, Mayflower Hall, Pugsley Hall, the Annie Russell Theatre, the Knowles Memorial Chapel, Hooker Hall, Lyman Hall, Gale Hall, Lucy A. Cross Hall, and Caroline A. Fox Hall. The last five named are dormitories and were completed in September, 1936. The building program provides for an artistic grouping of residential and instructional buildings, all of which show a strong Spanish-Mediterranean influence in their design. The four new dormitories for men are connected by loggias, as are the four new halls for girls. The Constance Fenimore Woolson Memorial, the latest unit to be completed, was erected early in 1938.

*Rollins Hall*, the first unit of the "New Rollins", completed in the fall of 1929, is a dormitory for men, the gift of the late Edward Warren Rollins. This building accommodates twenty-four men. The first floor is used for social purposes, while the second and third floors provide outdoor sleeping porches and individual dressing and study rooms.

*Mayflower Hall*, which derives its name from the ship so dear to Americans, a fragment of which it contains, was the gift of an unnamed donor, in 1930. The first floor provides social rooms and a guest chamber, while the second and third floors contain living quarters for sixteen girls.

*Pugsley Hall*, built in 1930, was the gift of the late Cornelius A. Pugsley, a former trustee of the College. It also accommodates sixteen girls. Mayflower and Pugsley Halls have loggias overlooking Lake Virginia.

*Hooker Hall* is one of the new dormitories and accommodates twenty-one men. It is named in honor of Dr. E. P. Hooker, the first president and a charter trustee of Rollins.



*Lyman Hall* is a new dormitory for men, and houses twenty-seven students. It is named in honor of Frederick W. Lyman, a charter trustee and an early benefactor of Rollins.

*Gale Hall* is the third new dormitory for men and is named in honor of the Reverend S. F. Gale, one of the charter trustees of the College. The building accommodates seventeen men.

*Lucy A. Cross Hall* is a new dormitory for girls and is named in honor of Lucy A. Cross, who was among the first to recognize the need for a college in Florida. The building accommodates twenty-three girls.

*Caroline A. Fox Hall* is one of the new dormitories for girls, and accommodates twenty-two girls. It is named in honor of Caroline A. Fox, a benefactor of the College.

*The Knowles Memorial Chapel*—This majestic structure is the largest on the campus, and is considered one of the three most beautiful buildings in Florida. It was erected in 1932 and was the gift of Mrs. Frances Knowles Warren of Boston, a trustee of Rollins, in memory of her father who was a charter trustee and benefactor of the College. The Chapel was designed in Spanish Gothic style by Ralph Adams Cram, the noted ecclesiastical architect.

The organ and bronze screens were the gift of Mrs. Mabel Knowles Gage. The great chapel is enriched by eight remarkably fine stained glass windows and two ancient tapestries. On the right side of the Chapel is the small Frances Chapel with a lovely chancel and a reredos carved in wood showing the drama of the Last Supper. The walls of the small chapel are hung with many rare and sacred paintings.

The Chapel is connected with the Annie Russell Theatre by cloisters which enclose the chapel garden, a formal Spanish garden with fountain and appropriate plantings.

*The Annie Russell Theatre*—To honor her friend, Miss Annie Russell, the distinguished actress; to encourage the study and practice of dramatic art at Rollins; and to provide a theatre where the drama can be presented professionally for the stimulation of the cultural life of the community and of the College, Mrs. Edward W. Bok gave the Annie Russell Theatre to Rollins College, in 1932. It was built simultaneously with the Knowles Memorial Chapel.

The Annie Russell Theatre fits naturally into the general college plan of picturesque Spanish-Mediterranean architecture.

*The Constance Fenimore Woolson Memorial*, erected in 1938, is a small building for the specific use of members of the English staff and students of literature. It was the gift of Miss Clare A. Benedict in memory of her distinguished aunt for whom the building is named.

*Carnegie Hall* contains the college library and the administration offices. This building, which was made possible through the generosity of Andrew Carnegie, in 1908, is a two-story structure in the Spanish style of architecture, and built of white brick with stone trimmings and red tile roof.

*Chase Hall*, built in 1908, was named for its principal donor, Loring A. Chase. It is a two-story brick dormitory for men, and is one of the most substantial buildings on the campus, accommodating thirty-eight students.

*Cloverleaf*, a commodious three-story dormitory for freshman girls, is so named because of its shape. While it is one of the oldest buildings on the campus, having been erected in 1891, it is still one of the most satisfactory and "home like" residences, and accommodates sixty girls.

*Lakeside* is a two-story dormitory for girls, built in 1886. It is located at the head of the "Horseshoe", and accommodates twenty-five girls.

*Pinehurst*, built in 1885, contains class and conference rooms which are used by the department of English. The college post office, alumni office, and publicity office are also located there.

"Old" *Lyman Hall*, which was the gift of Frederick W. Lyman, erected in 1890, provides class and conference rooms for history, economics, sociology, psychology, and philosophy.

*Knowles Hall*, a white brick building, contains class and conference rooms, science laboratories, and the Thomas R. Baker Museum. The original structure was destroyed by fire in 1909 but was rebuilt the following year. The first structure was the gift of Francis B. Knowles, and the second was given by Mrs. Knowles and Andrew Carnegie.

*Recreation Hall*, built in 1926 on the edge of Lake Virginia, is used as a gymnasium and a hall for entertainments, and



has a seating capacity of 2000. It contains a basketball court with bleachers, a large stage, and dressing rooms.

*Sparrell Hall*, a remodeled dwelling, is the home of the Conservatory of Music, and contains offices and studios.

*Barze Hall* is a recently acquired dwelling which has been renovated to provide practice rooms for the Conservatory of Music.

*The Art Studio*, located a short distance from the main campus, is a remodeled bungalow used for art classrooms, studios, and exhibition gallery. Adjacent to the studio is a smaller building used as a sculpture studio.

*The Commons*, the general dining hall, with a capacity of 350, is pleasantly located overlooking Lake Virginia. It was built in 1919 on the site of the old dining hall which was burned the preceding year.

*The Speech Studio*, a small frame building used for classes in speech, was built originally as an art studio, and used subsequently as a radio broadcasting studio.

*The Infirmary*, situated a short distance from the main campus, was opened in the fall of 1933. The furnishings and equipment were supplied by the Rollins Students Mothers Club. In addition to space for ten beds and a room for the nurses, there are a waiting room and a doctor's office where the college physicians hold regular office hours.

*The President's House*, with its beautiful lake shore grounds, is located on Interlachen Avenue, facing Lake Osceola. This property was acquired in 1933.

*The Shell House*, on Lake Maitland, houses the four- and eight-oared rowing shells used by the Rollins crews.

*The Pelican*, a pavilion facing Coronado Beach near New Smyrna, is used chiefly for recreational purposes by students and faculty. The property was the gift of Mrs. Caleb Johnson in 1931.

*Shell Island Camp*, an outing place on Shell Island in the Wekiwa River, is situated in the heart of a Florida jungle.

#### *The Library*

The Rollins College Library is housed in Carnegie Hall, a two-story brick building located near the center of the campus. The general reading room occupies one half of the



ground floor; the stack room and work rooms occupy most of the second floor. The library contains 53,762 volumes and 18,667 pamphlets, and receives 262 current periodicals.

The library has several special endowment funds, the income from which is used exclusively for the purchase of books:

- |   |       |           |
|---|-------|-----------|
| (1) William Sloane Kennedy Memorial Fund of | _____ | \$10,000. |
| (2) Stuart Holt Memorial Fund of            | _____ | 1,000.    |
| (3) The Book-A-Year Club Fund of            | _____ | 1,000.    |
| (4) Newcomb Cleveland Fund of               | _____ | 500.      |
| (5) Alexina Crawford Holt Fund of           | _____ | 500.      |
| (6) Mertie Graham Grover Fund of            | _____ | 300.      |
| (7) Albert Shaw Fund of                     | _____ | 200.      |

These and other smaller funds give the library a total endowment of approximately \$13,000.

Important special collections are:

1. Floridiana consisting of books, pamphlets, reports, maps, photostats and pictures.

2. Material relating to Walt Whitman which is being purchased from the income of the William Sloane Kennedy Memorial Fund.

The Stuart Holt Fund is used especially for the purchase of French books.

Proceeds from the Animated Magazine, described elsewhere, are credited to the library book fund.

Outstanding gifts of 500 volumes or more include a valuable collection of English and American literature given by Dr. Fred Lewis Pattee, Professor of American Literature at Rollins; a library of general literature including material concerning Walt Whitman given by William Sloane Kennedy; books from Stephen D. Thaw; books and other gifts from Dr. Edwin O. Grover, Professor of Books at Rollins; books and other material from the library of General John J. Carty, a former trustee of the College, given by Mrs. Carty; books from the library of Dr. William F. Blackman, a former president of the College, given by Mrs. Blackman; books given by Mr. John H. Neville, one of the first graduates of Rollins Academy; volumes on economics given by Professor William A. Scott, a resident of Winter Park; and a valuable collection of books on education from the library of Dr. Robert J. Sprague, formerly professor of so-

ciology and economics at Rollins and for two years acting president, given by Mrs. Sprague.

Notable acquisitions were the library of Dr. Henry Nehrling on horticulture and ornithology and that of Mrs. Jeanette Thurber Connor on history.

In 1930 the Carnegie Corporation of New York made a grant of \$2,000 a year for four years to be used for the purchase of books. This grant was of great help in enlarging the service rendered by the library to the college students as well as to the general public.

The "Book-A-Year Club" is made up of friends of the college library who contribute fifty dollars to its endowment fund. The income from each "membership fee" provides for the purchase of *a book a year for all time*. There are now twenty members of this club.

A collection of art books and pictures, gift of the Carnegie Corporation, is located in the Art Studio. Another gift of the Carnegie Corporation is a collection of music books and records recently received for the Conservatory of Music. Departmental collections of books, selected each term from the main library by instructors, are kept in the class rooms.

The library is arranged according to the decimal classification. There is a dictionary card catalogue.

The library is administered by a librarian and assistants who have had thorough training and wide experience in modern library methods.

Regular instruction is given in the use of the library. This enables the student to use the library to better advantage throughout his course, and to use any well organized library after graduation.

The public library of Winter Park and the Albertson Public Library of Orlando are also used by the faculty and students of Rollins College. The privileges of the college library are freely extended to the residents and visitors in Winter Park and vicinity.

#### *Thomas R. Baker Museum*

The museum, which occupies a large part of the second floor of Knowles Hall, contains a valuable collection of specimens of great use in the scientific teaching of the College. The museum is named in honor of the late Dr.



Thomas R. Baker who was in charge of the museum from its foundation until his death in March, 1930.

The museum has scientific exhibits arranged so as to be instructive to students and interesting to the general public. In addition there are study collections containing specimens not suited for public exhibit. The museum is actively engaged in making comprehensive zoological collections of Florida specimens and in excavating Indian mounds whenever possible.

Since biological studies can be pursued out of doors throughout the winter in Florida, Rollins offers an almost unique opportunity for students to study in the field many birds, insects, flowers, etc., which are found nowhere else in the Eastern United States.

### Alumni Organization

**THE ALUMNI ASSOCIATION.** The Rollins Alumni Association was founded in 1898 by Miss Clara Louise Guild, '90, the first graduate of the College. Since that time the Association has done much to extend the influence of Florida's oldest college. The president is Rex Beach, '97.

**MEMBERSHIP IN ALUMNI ASSOCIATION.** All former students who have taken a year's work are eligible to membership in the Alumni Association.

**ANNUAL MEETING.** The annual meeting and reunion of alumni is held on Alumni Day of Founders' Week, the latter part of February.

### Alumni Placement Service

In 1936 the Alumni Office established an alumni placement bureau. This service is designed to assist graduates and former students in securing employment suited to their training and experience. In order to be considered for placement, graduates and former students must secure application blanks from the Alumni Office, fill them out completely and carefully, and return them to the bureau. A fee of one dollar is required to complete registration.

The bureau maintains an up-to-date file of vacancies and recommends applicants for suitable positions in business,



professional, technical, and educational work. The office functions in cooperation with the various departments of the College, all recommendations being made after consultation with the appropriate faculty member. The bureau welcomes information concerning vacancies.

For further information please write: Director, Alumni Placement Service, Rollins College, Winter Park, Florida.

### Public Service

In order to carry out the aim 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 the members of the Rollins faculty. The topics covered have a wide range and include international relations, political theory, readings in English literature, musical programs, and scientific subjects.

### Adult Education

Recognizing the desire of many members of the community to participate in the opportunities offered by the College, a definite program of adult education is given during the winter term. This includes several series of lectures on topics of the day, the opening of the courses in music and art appreciation to the public, and the admission of a limited number of auditors to certain of the regular academic courses.

### College Publications

The *Rollins College Bulletin* is the official publication of the College and is issued four times a year. The *Annual Catalogue* is one of the issues of the Bulletin.

The *Rollins Animated Magazine*. Unique among the Rollins publications is the "Rollins Animated Magazine" issued annually during Founders' Week in February. The contributions are by well-known authors, and are presented by the authors in person. Each year from fourteen to sixteen distinguished editors, novelists, essayists, and poets

appear as "contributors", reading their manuscripts before a large audience of delighted "subscribers".

The *Rollins Record* is a house organ for the College, published four times a year. Its purpose is to inform alumni, donors, and friends of the College concerning the development and progress of Rollins.

A *Directory and General Information Booklet* is issued yearly by the College in cooperation with the Publications Union.

## STUDENT ACTIVITIES

### *Cooperative Student Government*

**S**TUDENT activities at Rollins College are controlled by the students with the cooperation of the administration and faculty of the College. The authority of the student body is vested in the Student Association, which has for its purpose the control and management of publications and other student activities, the promotion of good fellowship, and the enforcement of law and order in the student body of the College.

Upon registration, a regular student automatically becomes a member of the Rollins Student Association.

The executive and judicial powers of the Association are vested in the Student Council, which is composed of one representative from each social fraternity and social sorority, three independent men representatives, and one independent woman representative, all of whom must be members of the Upper Division; one faculty member, the College Treasurer, and the president of the Lower Division.

### Societies and Organizations

The various interests of a wholesome student life are sustained and promoted by means of appropriate organizations.

#### *Phi Beta*

The Theta Chapter of Phi Beta Fraternity, a musical and dramatic art fraternity for women, was installed at Rollins in 1923.

#### *Omicron Delta Kappa*

Omicron Delta Kappa, national honorary service fraternity, was installed at Rollins in 1931. Membership is conferred on Upper Division men who have distinguished themselves in campus activities.

#### *Pi Gamma Mu*

The Florida Delta Chapter of Pi Gamma Mu, national social science honor society, was installed at Rollins in 1932.



*Pi Kappa Delta*

Pi Kappa Delta, national debating fraternity, was installed at Rollins in 1932. Students who have participated in three intercollegiate debates or have won two debates are eligible to membership.

*Phi Society*

Phi Society is a first year honorary scholarship society encouraged by Phi Beta Kappa and having chapters at several colleges.

*Zeta Alpha Epsilon*

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 the sciences.

*Theta Alpha Phi*

The Florida Gamma Chapter of Theta Alpha Phi, national honorary dramatic fraternity, was installed at Rollins in 1938. Membership is conferred on Upper Division students who have done superior work in dramatics.

*Rollins Key Society*

The Rollins Key Society is an honorary society founded in 1927 for the purpose of fostering interest in all campus and scholastic activities and promoting the welfare of Rollins College. Membership is open to Upper Division students only and is based on their scholastic work and activities during the first two years of college.

*O. O. O. O.*

O. O. O. O. is a men's honorary organization whose purpose 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 Order of the Libra*

The Order of the Libra, an honorary society for Upper Division women, was organized in 1935, for the purpose of recognizing past achievements and encouraging future accomplishments.

*The "R" Club*

The "R" Club is composed of letter men who have earned their major or minor "R"s. The purpose of the club is to promote greater athletic interest.

*W. A. A.*

The Women's Athletic Association was organized to promote and foster the highest spirit of sportsmanship and cooperation among the girls. All women students interested in clean sports are eligible to apply for membership.

*Studio Club*

The Studio Club is open to all students interested in art and has for its aim the stimulation and fostering of this interest on the campus.

*The Rollins Laboratory Theatre*

Students enrolled in the dramatic art courses receive their theoretical and practical training in the Laboratory Theatre in Recreation Hall. This theatre is equipped with an adequate stage, portable switch-board, workshop, and costume wardrobe. During the year two or more full-length plays are produced before invited audiences. Students in the acting courses are cast in these Laboratory Theatre plays. The productions are directed by students in the play directing course, and the technical aspects of the production are assigned to the students taking the course in play production and stagecraft.

*The Rollins Student Players*

The Rollins Student Players is an honorary organization composed of students who have done outstanding work in dramatics at Rollins. The purpose of this organization is to present a varied program of worthwhile plays having literary and dramatic merits and providing fine entertainment. A point system for work accomplished in acting and stagecraft has been established as a basis for membership. This organization presents four plays during the year in the Annie Russell Theatre. Tryouts for the plays produced by the Rollins Student Players are open to all Rollins students.

*Le Cercle Francais*

*Le Cercle Francais* is an organization, membership in which is open to those who have a working knowledge of French. It is affiliated with *Le Federation de l'Alliance Francaise aux Etats-Unis et au Canada*.

*Circulo Espanol*

*Circulo Espanol* was organized for the purpose of assisting students to learn Spanish, and is open to those who are enrolled in courses in Spanish. It is affiliated with the *Instituto de las Espanas* of Columbia University. Among its outstanding programs is that honoring Cervantes April 23 of each year.

*Deutscher Verein*

*Der Deutsche Verein* is an organization, membership in which is open to those who have a working knowledge of German.

*International Relations Club*

The International Relations Club was organized during the year 1926-1927 under the auspices of the Carnegie Endowment for International Peace. Through this connection the local club receives current literature on related subjects. Through the broad experience and acquaintance of friends of the club, it is able to present some distinguished authorities and enviable personal contacts.

*Rollins Flying Club*

The Rollins Flying Club was organized for the creation and promotion of interest in aviation among the student body and faculty.

*Oratorical Association*

The object of this organization is to promote a higher standard of literary excellence at Rollins, through annual contests with other colleges and universities, in debate, speech contests, oratory, and other forms of literary discourse. In addition, entertainment programs and weekly radio talks are given by the members over Station WDBO, Orlando, Florida. Public programs are also given by association members before high schools and various clubs and church societies.



*Rollins Poetry Society*

The Rollins Poetry Society is a member of the Intercollegiate Poetry Society.

*Social Problems Club*

The Social Problems Club was organized by a group of students interested in the social problems of the day. Its purpose is to promote interest in current economic, social, and civil liberties problems, and to do what it can to aid existing worthy causes.

*The Rollins Folklore Society*

The Rollins Folklore Society, in common with other Folklore Societies the world over, was organized to keep alive the old traditions of folk drama, song, music, dance and story; to collect folk dances, songs, legends, etc.; to bring to Rollins men and women interested in folklore and to give the faculty and students the full measure of cultural value and pleasure which can be obtained from folklore activities. In addition to regular meetings, three Dramatic Folklore Programs are presented each year.

*The Rollins College Radio Club*

The Rollins College Radio Club was organized for the purpose of fostering the interests of radio on the college campus. The club aims to educate the student body in this field and hopes sometime to have an amateur radio station on the campus.

*Order of the Cat and the Fox*

The Order of the Cat and the Fox, established in 1934, admits five boys and five girls to membership each year.

*Musical Organizations*

(These are listed under the Conservatory)

**Religious Life**

Rollins is an undenominational Christian college, not emphasizing religious dogma, but asking its students to seek the truth and follow it according to their individual spiritual insights.

Centering in the beautiful Knowles Memorial Chapel, religion finds expression in community worship, religious music, meditation, and in sermons delivered by members of the College and occasional visiting preachers. The Chapel Staff, under the direction of Dean Charles Atwood Campbell and his assistant, the Reverend William Henry Denney, Jr., is largely composed of student directors of the various chapel committees. These committees discuss, make recommendations for, and initiate such undergraduate interests as the Chapel Program, Social Service in the Community, Publicity, Hospitality, International Relations and Interracial Problems. They frequently give expression to student criticism as well as offer constructive suggestions for enriching the religious life of the community. Work which formerly was done by the student Y. M. C. A. and the student Y. W. C. A. is thus carried on.

Through the Chapel Committee, Rollins students feel themselves a part of the National Student Christian Association movement, the World Student Christian Movement, and International Student Service, to all of which they contribute through the Christmas Fund, raised for purposes of charity and the support of such student movements.

Organ Vespers are held in the chapel weekly, and occasionally an all-music program is given in place of the regular Sunday Morning Meditation.

All students are invited and urged to join in the services of the five denominational churches—Baptist, Catholic, Congregational, Episcopalian, and Methodist.

### 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 are members of the Rollins Publications Union, which has offices in its own building provided by the College:

The *Tomokan* is a year-book published annually by the graduating class. It gives a resume of the activities, organizations, and events of interest to the students and faculty of Rollins.

The *Flamingo*, a magazine of drama, short stories, and poetry, is published monthly during the college year by a



board of undergraduate editors. A remarkably high standard has been attained in this publication of undergraduate writing.

The *Sandspur* is a weekly newspaper issued by the editorial staff and the journalism class of the College. It prints all campus and much local news. It has the versatility in reading matter of a city newspaper, and keeps the Rollins students well posted through its editorial, social, and news columns.

The *New Students' Handbook*, commonly called the "R" book, is published annually by the Student Association to furnish information on the traditions, customs, and organizations of the College to entering students.

## Athletic Activities

Because of the excellent and mild climate of Florida, Rollins is able to maintain out-of-door athletic activities throughout the year. Two hours each day are set aside as a recreation period in order to enable the students to participate in the sports in which they are particularly interested.

### *Football*

Rollins maintains both varsity and freshman football teams. The varsity has an extensive schedule which includes one inter-sectional game.

### *Tennis*

Tennis is a game which may be played throughout the year at Rollins. Teams are chosen by means of elimination tournaments.

### *Golf*

Rollins is fortunate in having several golf courses within easy reach. Opportunity is offered for play in company with champions. A golf team is maintained by the College.

Golf privileges are provided *without charge* as part of the physical education program.

### *Fencing*

Instruction in fencing is offered to both men and women. A men's intercollegiate fencing team is maintained, which



has matches with many colleges in the South and the most prominent colleges in the North.

### *Aquatic Sports*

Rollins is ideally located for water sports and these occupy a large place in the activities of the campus. Rollins has always had excellent swimming teams.

The Florida State Interscholastic Aquatic Meet is held annually on the swimming course of Rollins College. Many high schools of the state enter teams.

### *Rowing*

Rollins has both eight-oared and four-oared shells and maintains men's and women's crews. The men's crew makes an annual trip to meet the crews of several northern colleges.

### *Equitation*

Riding is recognized as one of the accredited sports. The Orlando Country Club stables are used for the classes, which are organized for beginners and advanced students. Those taking the advanced field work to qualify for a certificate in equitation must also take the lecture course on horsemanship.

The fee for a term's work in riding is \$20 for twenty rides with instruction, payable at the time of registration.

The College assumes no responsibility for accidents, although every precaution for safety is taken.

### *Intramural Activities*

A full schedule of intramural sports is conducted under expert direction, including basketball, volley ball, diamond ball, golf, and tennis tournaments. Prizes are offered by the College.

### *Eligibility Rules for Athletics*

In athletics, the Southern Intercollegiate Athletic Association rules are maintained by Rollins.

### *Camping Trips*

Students at Rollins have the privilege of enjoying real camping trips in the wilds of Florida. The Wekiwa River formed by a spring flowing 60,000 gallons a minute, from

an underground river, is noted for its beautiful scenery. There one may study the wild animal and plant life of the Florida jungle. A log cabin on Shell Island, three miles from the spring, furnishes shelter for eight Rollins students every week-end during the school year. The weekly camping excursions down this picturesque Wekiwa River are made by groups of students in canoes under the direction of Mr. Peeples, Director of Aquatic Sports.

### Greek Letter Organizations

The Interfraternity Council is composed of the following men's fraternities:

THE FLORIDA ALPHA CHAPTER OF THETA KAPPA NU FRATERNITY, installed in 1924.

THE ALPHA PSI CHAPTER OF KAPPA ALPHA ORDER, installed in 1927.

THE FLORIDA BETA CHAPTER OF PHI DELTA THETA FRATERNITY, installed in 1935.

THE EPSILON TAU CHAPTER OF SIGMA NU, installed in 1938.

THE X CLUB (local), organized in 1929.

The Panhellenic Association is composed of the following sororities:

THE ALPHA MU CHAPTER OF GAMMA PHI BETA SORORITY, installed in 1928.

THE ALPHA OMEGA CHAPTER OF PHI MU SORORITY, installed in 1929.

THE FLORIDA GAMMA CHAPTER OF PI BETA PHI SORORITY, installed in 1929.

THE UPSILON BETA CHAPTER OF CHI OMEGA SORORITY, installed in 1931.

THE BETA LAMBDA CHAPTER OF ALPHA PHI SORORITY, installed in 1931.

THE DELTA EPSILON CHAPTER OF KAPPA KAPPA GAMMA SORORITY, installed in 1932.

THE GAMMA GAMMA CHAPTER OF KAPPA ALPHA THETA SORORITY, installed in 1933.

## STUDENT AID

### Scholarships

**R**OLLINS College is able to offer scholarships to a limited number of students. Any student who wishes information on this matter should call upon or write to the Dean of the College, but no application for financial aid will be considered until the student has completed application for admission and been accepted by the Committee on Admissions.

The following points are considered in awarding scholarships:

1. Evidence of need.
2. Possession of high moral character.
3. Loyalty to and maintenance of the standards of Rollins College.
4. Maintenance of a superior scholastic standing.

A scholarship may be cancelled if at any time the recipient fails to conform to the standards of award.

In case a student who has a scholarship transfers to another institution he must refund the amount previously granted before being given dismissal papers.

Rollins College has a few endowed scholarships which are listed below. These are not open to new students. Unless stated these scholarships provide an income of \$50.00.

1. **THE CHASE SCHOLARSHIP**, established in honor of the late Loring Augustus Chase.

2. **THE HALL SCHOLARSHIP**, established in honor of the late Mr. and Mrs. Charles Henry Hall, of Evanston, Illinois.

3. **THE MARK SCHOLARSHIP**, established in honor of Mr. and Mrs. Charles LeRoy Mark, of Fredonia, New York.

4. **THE SCOTT SCHOLARSHIP**, established in honor of Mr. and Mrs. John F. Scott, of Pittsburgh, Pennsylvania.

5. **THE BURLEIGH SCHOLARSHIP**, established in honor of the late Mrs. Matilda Burleigh.

6. **THE PEARSONS SCHOLARSHIP**, established in grateful recognition of the gift to the College of \$50,000 by the late



Dr. D. K. Pearsons, of Chicago, and donations made to the Endowment Fund by faculty and students during the years 1903-1905.

7. **THE ANGIER SCHOLARSHIP**, established in honor of A. E. Angier, of Boston, Massachusetts, available for young men only.

8. **THE WYETH SCHOLARSHIP**, endowed by Mrs. N. J. Wyeth and Messrs. Harry B. Wyeth, John H. Wyeth, Jr., and George A. Wyeth, in memory of their husband and father, John H. Wyeth.

9. **THE PALMER SCHOLARSHIP**, established in honor of Francis Asbury Palmer.

10. **THE DUVAL SCHOLARSHIP**, available for a graduate of a high school of Jacksonville, Florida, established in honor of the following donors to the Endowment Fund: J. W. Archibald, E. P. Axtell, Hon. N. P. Bryan, Coons and Golden, R. V. Covington, H. and W. B. Drew Company, Col. E. C. Long, Mrs. E. J. McDuff, J. R. Parrott, E. P. Richardson, C. B. Rogers, Charles P. Sumner, Union Congregational Church, Edwin S. Webster and Lorenzo A. Wilson.

11. **WORTHINGTON SCHOLARSHIP**. The income of the Eliza Worthington Fund of \$1,000, created by the Hon. Augustus Storrs Worthington, of Washington, D. C., and Mrs. Lucy Worthington Blackman, of Winter Park, in memory of their mother.

12. **ANNA G. BURT SCHOLARSHIP**. This scholarship is the income from a trust fund established by the will of Miss Anna G. Burt. It amounts to approximately \$600.00 annually and is available only to Florida girls.

13. **SCHOLARSHIPS FOR FOREIGN STUDENTS**. Rollins offers a number of teaching scholarships for foreign students. These are awarded through the Institute of International Education. The value and number of foreign scholarships vary from year to year.

## Work

A number of students, especially men, earn a part of their expenses while attending Rollins. A student is honored at Rollins for an honest effort of this kind, and many of the best students pursue this method of partial support throughout their entire college course.

However, it is impossible for a student to earn even the major part of his expenses while attending Rollins. Few students can earn in excess of \$300.00 annually, and at the same time do justice to their college work.

New students should have resources sufficient for one year's expenses, as the number of jobs is necessarily limited and most of these are naturally taken by upper class students. All old students expecting to earn any part of their expenses during the coming year must file an application therefor with the Treasurer of the College before May 15, 1938.

## Loan Funds

Exceptional scholarship, financial need, promise of leadership, or unusual ability shall be the basis on which loans are made. In case a student who has been granted a loan transfers to another institution, he must pay back the loan in full before being given dismissal papers.

**ELBERT H. GARY LOAN FUND.** Many worthy students of limited means may profit by the generous gift of Judge Elbert H. Gary who created a loan fund of \$25,000 to be used in helping ambitious and hard-working boys and girls to secure a college education which they could not otherwise afford. Except in very great emergencies loans will not be made to new students.

**ROLLINS INVESTMENT LOAN FUND.** This is a new emergency loan fund with resources amounting to about \$5,000. Small sums are loaned to approved students at 6% with ample time for repayment. It is used to supplement the other loan funds, especially for seniors.

**SENIOR LOAN FUND.** This is a small fund started by the senior class of 1929 which has been increased by subsequent classes. This scholarship fund is available only to seniors.

**CAROLINE A. FOX SCHOLARSHIP AND LOAN FUND.** This scholarship and loan fund was established by the College in honor of the late Caroline A. Fox, a generous benefactor of the College.

### Endowment Income

The most important feature of the Unit-Cost Plan (described on page 40), is that it makes available the entire endowment income of the College for the purpose of loans, scholarships, or student aid, to those who need it the most. Instead of following the usual practice of allocating the endowment income to reduce the cost to all students, the Unit-Cost Plan makes the endowment income available to a selected group of needy and worthy students. The endowment income is thus used *exclusively* for the purpose for which it was originally intended by the donors. Under the Unit-Cost Plan expense is distributed more equitably, and opportunity more nearly equalized.

Preference in distributing this fund is naturally given to upper class students who have demonstrated their ability, but under certain conditions new students may also participate. Students or parents may secure additional information regarding this fund from the Treasurer of the College.

Rollins is the first American college to inaugurate this new financial plan.

### Special Regulation

*Students who receive special financial consideration or aid from the College are specifically forbidden to own or operate an automobile or to indulge in any extravagant personal habits.*



## HONORS AND PRIZES

### *Algernon Sydney Sullivan Award*

**I**N 1925 the New York Southern Society, in order to perpetuate the memory of its esteemed founder, established the Algernon Sydney Sullivan Award. This award, in the form of a bronze medallion, is intended to "recognize and encourage in others those same principles of love for and service to men, which were his dominant characteristics."

Rollins College has the honor of being one of the fourteen 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 at the College.

"The recipients of the Award shall be chosen by the faculty of the College. In the selection of the recipients, nothing shall be considered except the possession of such characteristics of heart, mind and conduct as evince a spirit of love for and helpfulness toward other men and women."

The first award of the Algernon Sydney Sullivan Medallion by Rollins College was made in 1927 to Mr. Irving Bacheller, the distinguished novelist.

### *Rollins Decoration of Honor*

The Rollins Decoration of Honor was established by the Board of Trustees on February 22, 1935. The first award was made to President Hamilton Holt. It is awarded to alumni, trustees, members of the faculty or administrative staff, or friends of the College, in recognition of distinguished service which has been a contribution to the progress of Rollins.

### *Chi Omega Prize*

To the Upper Division girl (not a member of the graduating class) whose scholarship and conduct indicate that throughout her college course she has done the most for herself and for Rollins, an award of \$25.00 is presented on Commencement Day by the Upsilon Beta chapter of Chi Omega Sorority.

### *O. O. O. Honor Award*

A loving cup is awarded annually to the man in the graduating class who by his conduct and service has made

the greatest contribution to the development of the spirit of leadership and cooperation in the student body of Rollins College.

*Howard Fox Literature Prize*

A prize of \$50.00 is offered by Dr. Howard Fox, of New York City, for the best piece of literature produced by a student at Rollins College. In awarding this prize, originality, human interest, and craftsmanship are considered.

*Sprague Oratorical Prize Contest*

This contest was originated by Pi Beta Phi Sorority with the cooperation of Dr. Robert J. Sprague and continued by the sorority in memory of Dr. Sprague. Original speeches are written, committed, and delivered in competition before the college assembly or a public audience.

*Economics Prize*

The Gamma Phi Beta Sorority offers a cash prize to the girl who has won the highest scholarship record in economics. The object of the prize which will be awarded at commencement time is to create interest in this field among the girls.

*Pi Beta Phi Dramatics Prize*

Pi Beta Phi Sorority gives a prize of \$10.00 for the greatest improvement made by a student in dramatic art.

*Tiedtke Award*

For outstanding achievement and progress in the fine arts, a gold medal is given annually by Mr. John Tiedtke, of Toledo, Ohio, and Orlando, Florida, to a student studying art.

*Zeta Alpha Epsilon Book Prize*

Zeta Alpha Epsilon awards a book prize at the final Honors Day Convocation of the academic year to the outstanding student member of the society.

*The John Martin Essay Contest*

This contest was originated by friends of Dr. John Martin in 1936. Competition is open to all Rollins students, and prizes are given to those who submit the best essays on some subject of vital international concern. Amount of awards may vary from year to year.

*The Eldridge Hart Political Science Essay Contest*

An award of \$25.00 is given annually by Mr. Eldridge Hart, an attorney of Winter Park, and a few friends, to the Upper Division student who presents the best thesis, of not less than five thousand words, upon any topic pertaining to current social, economic, or political problems relating to State or Federal Government. Both affirmative and negative viewpoints should be expressed. The award is made during the spring term.

*Donald A. Cheney, Jr. Memorial Prize*

This prize, first awarded in 1938, was established by Dr. Thomas A. Chalmers as a memorial to Donald A. Cheney, Jr. Awards of \$50.00, \$25.00, and \$10.00 are given to the three best essays written on any theme relating to United States History.

*Omicron Delta Kappa Trophy*

To the man who has most distinguished himself in athletics during the year at Rollins, Alpha Iota Circle of Omicron Delta Kappa Fraternity presents a loving cup.

*Phi Mu Athletic Trophy*

The Phi Mu Fraternity offers a cup as an athletic trophy to the best Upper Division girl athlete who has earned her "R".

*Interfraternity Cups*

Through the generosity of President Holt and under the auspices of the Panhellenic Association and Interfraternity Council, cups are presented each year to the fraternity and sorority having the highest scholastic group standing.

*Phi Beta Awards*

Phi Beta offers two plaques, one to the member of the graduating class who has done the best individual piece of acting, and one during the Interscholastic Music Contest for the best individual performance. Frances Burnett, Jacksonville, was the recipient of the award in the Interscholastic Music Festival in 1937.



*The Irving Bacheller Essay Contest*

The senior high school students of Florida are invited to come to Rollins College during Founders' Week each year and deliver original orations in competition for the prizes offered by Mr. Irving Bacheller. The orations are sent to a board of judges and the authors of those receiving the highest rank are called to Rollins to deliver them.

Thelma Gray, Bradenton, and John Pikula, Daytona Beach, were the winners of the gold medals in 1937.

*Allied Arts Society Prizes*

Prizes in literature, music, and art are offered by the Allied Arts Society of Winter Park. All of the competitions are open to Rollins students, who win a number of the prizes each year.

## INDIVIDUALIZING EDUCATION

THESE is a growing tendency to evaluate a college education in the terms of money. Too often the colleges have fallen into this error and have accepted as their responsibility the training of the student for a specific business or profession, minimizing the important duty of preparing him for the fullest measure of life. A well-rounded and complete life is open only to those who, informed by a liberal culture, are freed from the prejudices of a partial knowledge. Students so trained bring to their vocations an intellectual capacity which is of greater value than specific techniques or skills and which enables them to face the problems of modern life honestly and courageously.

The ideal at Rollins is to substitute, as far as possible, learning for instruction, to encourage the intellectual curiosity and enthusiasm of the student, and to develop the individual to the limit of his capacity. The Rollins "Conference Plan" and the "Achievement Plan" which together constitute an attempt to individualize education are the embodiment of this ideal.

The Conference, or "work-shop", Plan which is now in its twelfth year at Rollins, is almost entirely concerned with *method* rather than with *content*. One purpose of this plan is to *humanize* education by bringing the student and the professor into closer contact. During the conference period students spend their time in study, in conference with the professor, in small group discussion, in writing class papers, in preparing outlines, and in studying other matters incident to the mastery of the subject.

Each instructor is permitted to apply the plan to his courses in the manner which he thinks best adapted to the subject studied. General outlines of courses are furnished to students in order that they may know the approximate amount of work required. Specific outlines or syllabi, references, topics, and questions are in many instances supplied by the instructor. The "lock-step" method of procedure has been largely eliminated and students are permitted to progress as rapidly as course requirements and their ability permit.

About eight years ago the faculty of the College turned its attention to the problem of individualizing the curriculum



and charged the Curriculum Committee with the task. A student committee was also appointed to study the same question. In January, 1931, President Holt assembled an Educational Conference under the chairmanship of Dr. John Dewey, and asked the members of this conference to study the problem of the ideal curriculum for a liberal arts college.

From a preliminary study of the reports assembled at this conference, the Curriculum Committee of Rollins College presented a group of recommendations to the faculty in the spring of 1931. While this report did not attempt to revise the content of all courses in the curriculum, it did represent some far reaching changes in the education of the individual student. This report was adopted by the unanimous action of the faculty and its provisions became effective at the opening of the fall term in September, 1931.

Admission to the College is not based solely upon the presentation of fifteen acceptable units. Instead the emphasis is placed upon graduation from an accredited secondary school, with no restriction being placed upon the distribution of the units other than that they should be correlated with the curriculum of Rollins. The College scrutinizes very carefully the individual himself, collecting extensive biographical data concerning him, and requiring a personal interview to be had with some representative of the College if possible before the student's application is considered by the Committee on Admissions.

Once admitted the education of the student becomes an individual problem with the College. He is assigned a faculty adviser and given every aid by the deans and faculty in the development of an individual program of study. Registration does not take place in the conventional manner; instead the student outlines, with the help of his adviser and the approval of the Dean of the College, the plan he has for meeting the requirements for entrance into the Upper Division. Once in the Upper Division, his program devotes itself almost entirely to the acquiring of a competence in a given field of knowledge. The idea is to permit the individual to share as largely as possible in his own education.

The new Achievement Plan virtually abolishes the four class categories of freshmen, sophomores, juniors and seniors and creates instead a Lower Division and an Upper Division. Likewise, the criterion of accomplishment has replaced the



conventional system of credits based upon time, the only requirement being that the student must have satisfactorily completed work which is generally understood in the educational world as being the equivalent of a four-year college course. Every entering student, even transfers from other institutions, will go first into the Lower Division, remaining there as long as necessary.

The arrangement of the curriculum is such that the emphasis is placed upon *generalization* in the Lower Division and upon *specialization* in the Upper Division; however, there is some specialization in the Lower Division and some generalization in the Upper Division, the student going gradually from one to the other. Realizing that the fundamental courses in mathematics and the sciences as well as in other fields are meant particularly for those who are going to do advanced work in these subjects, special courses generalized in character have been developed in these subjects in the Lower Division. In other words, the curriculum of the Lower Division has been designed to enable a student to obtain a broad knowledge in several fields and yet fit himself for later specialization in some one field.

In the Lower Division the student will fill in the gaps in his preparation and lay a broad foundation for the specialized work he is to do later in the Upper Division. Before being certified for entrance to the Upper Division, the student must convince the Board of Admissions to the Upper Division that he has a designated proficiency in English, a foreign language, mathematics, history, the sciences, and social and economic institutions. He also must demonstrate that he is physically fit. He is expected to give evidence of character, general intelligence, purposefulness, and responsibility in the use of leisure. A student must justify his intentions as to the work he plans to accomplish in the Upper Division and after the plan has been approved he must comply with its provisions before receiving his Bachelor of Arts Degree.

The requirements for graduation are also individualized. The Rollins degree is no longer evaluated in terms of courses, credit hours, points, or terms of residence. The College does, however, keep records of the work accomplished by students and provides such records for students who need them for transfer to professional or graduate

schools. Instead of a grading system of letters or percentages, Rollins has substituted a statement by the instructor indicating the accomplishment of the student, his apparent intellectual ability, and his degree of application to the subject. The only requirement dealing with length of residence, other than the fact that no student will be granted a degree regardless of work done elsewhere in less than one year of residence at Rollins, two terms of which must be spent in the Upper Division, is that a candidate for a degree must succeed in gaining admission to the Upper Division of the College within a period of three years.

## ADMISSION OF STUDENTS

**T**HE number of new students that can be admitted to Rollins in any one year is limited. The College aims to select those students whose qualities of character, personality, intellectual ability, and interest in scholarship indicate that they can pursue a college course with profit.

The College reserves to itself final authority in requiring the withdrawal of students who do not meet these requirements, on account of low standards of scholarship, risk to their own or others health, or lack of accord with the moral standards demanded by the College. When a student is required to withdraw, no part of the fees due or paid shall be refunded or remitted.

All candidates for admission to the College must offer satisfactory testimonials of good moral character; and those that have been members of other colleges must present certificates of honorable dismissal. Every new student must furnish a certificate of good health. The scholastic requirements for entrance may be satisfied by (1) certificate from the principal or headmaster of an accredited secondary school, or (2) certificate of examination, or (3) examination. Ordinarily, candidates are not admitted unless they meet the requirements in full.

If requested, students are also expected to show evidence of their ability to meet the financial requirements of the College.

### *Application Procedure*

The following procedure is required before a student can be considered as an applicant for admission to Rollins College. About three weeks are required for completing the application procedure and therefore all papers should be filled out and returned promptly.

#### *1. Application for Admission.*

Students desiring admission to Rollins College should send for an *Application for Admission* blank. This should be filled out by the prospective student and mailed to the Director of Admissions of the College, with the application fee of \$10.00. This fee is paid only once by any student and is not refundable except in the case of an applicant who



has completed the application procedure and has been refused admission by the College.

After the receipt of the *Application for Admission* blank and the application fee, the following papers will be sent out by the Office of Admissions.

2. *Entrance Questionnaire.*

The *Entrance Questionnaire* is sent to the supervisor named on the *Application for Admission* blank. In answering the questionnaire the student may take as much time as is necessary to accomplish the work satisfactorily; but the blank must be filled out in the presence of the supervisor, and without help. A small photograph or snapshot is required as part of the questionnaire.

3. *Parent Questionnaire.*

Because Rollins is careful in the selection of its students, the parents of each applicant are requested to fill out a questionnaire in order that the College may have a better picture of the background and training of the applicant.

4. *Certificate of Health.*

The *Certificate of Health* must be made out by a physician, preferably one who has had previous knowledge of the health of the applicant.

5. *Record of Secondary School Credits.*

The *Secondary School Credits* blank is sent to the principal of the secondary school from which the student has graduated. This transcript must show the number of weeks during which each subject was studied, the number of recitation periods each week, and the length of the period, together with the grade received.

For students who are still in school a preliminary blank will be sent at the time of application and the final blank for certification of credits will be sent direct to the school at the time of graduation.

6. *Personal Interview.*

A *Personal Interview* with a representative of the College will be required whenever possible.

*Admission*

After an applicant has complied with the foregoing requirements, his name will be placed before the Committee on Admissions and he will be notified as soon as possible as to whether he is accepted, refused admission, or placed upon a preferred list, to be admitted if a vacancy occurs. Upon notice of acceptance the contingent deposit fee of \$25.00 must be paid.

Application should be made whenever possible at the beginning of the final year of secondary school work. Undue delay in making or completing application may prevent consideration of the candidate for admission.

Upon request the Committee on Admissions will transfer an application to a later date of entrance, but a candidate whose name has been withdrawn from the list will be considered as a new candidate. Any application for entrance at the beginning of the year will be automatically withdrawn by the Committee on October 10 of that year unless request has been made for transfer to a later date of entrance.

Failure to comply promptly with the regulations of the College concerning admission may be regarded as equivalent to a withdrawal of the application.

Applicants for admission are asked to inform the College promptly of any change of address, transfer from one school to another, or withdrawal of application.

*Entrance Requirements*

All candidates for admission must present evidence of the satisfactory completion of a four-year course of not less than fifteen units in a secondary school approved by a recognized accrediting agency, or in a secondary school that is a member of the Southern Association of Colleges and Secondary Schools, or the equivalent of such a course as shown by examination. The major portion of the secondary school course accepted for admission must be definitely correlated with the curriculum of Rollins College, following the fields of work included in the specific Lower Division requirements, and must include at least three units of English. At least two units in the same language must be submitted where a language is offered.

While Rollins desires to place no restrictions upon the secondary school courses, the remaining units should be



selected from courses giving evidence of the greatest value to the student in his college course since admission to Rollins is on a competitive basis. Prospective applicants for admission are advised to write the Director of Admissions relative to the selection of their units.

A unit represents a year's study of a subject in a secondary school. This definition assumes that the academic year in the secondary school is not less than the equivalent of thirty-six weeks, with a class period of not less than forty minutes in length, and that the subject is pursued for five periods a week; or that an aggregate of two hundred minutes a week be allotted to the work of a unit.

#### *Admission by Certificate*

Graduates of accredited secondary schools are admitted upon presentation of a certificate issued by the superintendent or principal. Blank certificates for this purpose may be obtained by applying to the Director of Admissions.

#### *Admission by Certificate of Examination*

Academic diplomas issued by the Regents of the University of the State of New York are accepted in all required subjects covered by them.

Certificates of the New York State Examination Board are accepted.

Certificates of the College Entrance Examination Board are accepted.

#### *Admission by Examination*

Candidates who are graduates of a non-accredited secondary school will be expected to submit transcripts from such schools showing the subjects studied, and in addition will be required to pass entrance examinations in four high school subjects, English being one of the four. Entrance examinations will be given free of charge at the College at the beginning of the school year, or at other times, with the approval of the Dean of the College.

#### *Admission from Other Colleges*

Students from other colleges, seeking admission to Rollins College, in addition to answering the entrance questionnaire and complying with all registration requirements, must present evidence of honorable dismissal, a statement of method



of admission, an official statement in detail of studies taken by terms or semesters, with standing in the same, the exact number of terms of attendance, and a marked catalogue of the institution showing each subject that has been completed.

Students who transfer to Rollins from other colleges are entered in the Lower Division, but may gain admission to the Upper Division when they demonstrate that they have fulfilled the Lower Division requirements. They will not be granted a degree in less than one year of residence at Rollins, regardless of previous work done elsewhere. Two terms of this year of residence must be spent in the Upper Division.

*Students Who Are Not Candidates for a Degree*

The College recognizes that it is desirable to provide for a small number of serious students, who do not wish to be candidates for a degree. A limited number of such students will be admitted and permitted to elect such work as they are qualified to pursue, and to remain in residence as long as they give evidence of a serious purpose and as long as they comply with the other regulations governing students. The College offers this service to meet the needs of special cases and the necessities of the community as far as it is not inconsistent with the fundamental purposes of the College and its membership in the Southern Association of Colleges and Secondary Schools.

The admission and control of such special students rest entirely with the Dean of the College.

Special students are subject to the same financial regulations as regular students

## STUDENT EXPENSES

**T**HE official expenses for each student are determined under a Unit-Cost Plan by dividing the college budget of expenditures by the estimated number of students to be accepted.

This plan thus determines the unit-cost for each student in a scientific manner and assures the student that charges are being equitably assessed. In keeping with the basic idea of the Unit-Cost Plan, these rates may vary from year to year, but it is the policy of the Trustees of the College to make changes only when it may be necessary because of new or unusual circumstances. Under this plan, numerous special fees such as those usually assessed in music, dramatics, painting, sculpture, laboratory courses, etc., are eliminated.

The official expenses for each student in 1938-39 are as follows:

Application Fee ( <i>new students only</i> ) .....	\$ 10.00
Contingent Deposit ( <i>new students only</i> ) .....	25.00
Student Association Fee ( <i>all students</i> ) to be determined by vote of the Student Association. (Fee was \$36.00 for year 1937-38.)	
Unit-Cost Fee ( <i>tuition, board, room, etc.</i> ) .....	1345.00

THE APPLICATION FEE of \$10.00 is payable once only upon application for entrance.

THE CONTINGENT DEPOSIT of \$25.00 is payable immediately upon acceptance.

THE UNIT-COST FEE of \$1,345.00 is payable September 15, but if more convenient may be paid in two instalments, namely, \$745.00 September 15 and \$600.00 February 1.

### *Regulations Regarding Fees and Expenses*

As the College predicates its expenses and bases its budget upon the full collection of the Unit-Cost Fee from all accepted students adjustments are made only under the following regulations:

(a) If a student, on account of serious illness, is obliged to leave college, upon the recommendation of the college physician, the College will share the resulting loss with the parents by refunding 75% of any prepaid portion.

(b) If a student leaves college for any other reason, including suspension or dismissal, no adjustment will be made.

(c) A student will be considered in attendance at the College until formal notice of withdrawal has been filed in the Office of the Dean *by the parent or guardian*. Claim for adjustment prior to the filing of such notice will not be considered.

All financial obligations must be fulfilled before the student attends classes. Instructors will receive into their classes only those students who have completed registration, which includes the satisfactory settlement of their accounts. The Board of Trustees of the College does not guarantee to continue the published rates herein beyond the current academic year but reserves the right to decrease or increase them at the beginning of each academic year in accordance with the principles of the Unit-Cost Plan.

1. **APPLICATION FEE.** Upon application for admission to the College, new students pay the application fee of \$10.00. This sum is paid but once and is refundable only in case a student has fully completed his application and then been refused admission by the College.

2. **CONTINGENT DEPOSIT.** The Contingent Deposit of \$25.00 is deposited by the student upon notification of acceptance. This deposit remains to the credit of the student and is established to serve as a room reservation fee, and to cover petty charges such as loss of library books, breakage of equipment and damage to college property. If not used, this deposit is refunded to the student upon graduation, provided all obligations to the College have been fulfilled.

As the payment of this fee entitles the student to a place in the College and to the reservation of a room, claims for refund cannot be honored if a student fails to enter college or to return as planned unless such claims are presented at least thirty days prior to the opening of the College and the College is able to fill the resulting vacancy.

If a student withdraws during the college year the regulations specified for the Unit-Cost Fee will also apply to the Contingent Deposit.

3. **STUDENT ASSOCIATION FEE.** Upon registration a regular student automatically becomes a member of the Student Association which, in general, controls the student



enterprises. The fee in 1937-38 was \$36.00 and will be determined for 1938-39 by vote of the Student Association. This constitutes a special fund for the maintenance and business-like management of student activities and campus interests, except intercollegiate athletics, and is handled by the office of the college treasurer and expended only by order of the Executive Committee of the Association. This fee may be changed at any time by a vote of the Student Association.

Upon payment of this fee a Student Association ticket is given the student entitling him to subscriptions to the *Sandspur*, the *Flamingo*, and the *Tomokan*, and admission to certain concerts, lectures, debates, and other activities, specified by the Executive Committee.

4. UNIT-COST FEE. Payment of this sum entitles the student without further charge to the full advantages of the College, including the items usually differentiated as tuition, room, board, special fees, laundry of sheets and pillow cases; the complete use of all college facilities under proper supervision and regulation; limited medical and infirmary services for minor illnesses; use of tennis courts, golf course, swimming course, and canoes; reduced rates for admission to performances in the Annie Russell Theatre, and concerts by the Symphony Orchestra; use of the Pelican, a pavilion at Coronado Beach, and the camp on Shell Island in the Wekiwa River.

DAY STUDENTS. As a part of its service to the local community the College will accept as day students a limited number whose parents have been bona fide legal residents of Orange County for at least two years prior to the student's matriculation. Such students are eligible to all of the benefits of the College excepting board and room upon the payment of an annual fee of \$425, plus the student association fee.

Occasionally parents who cannot qualify under the above classification desire to become temporary residents of the community for the full college year and wish to enroll their children as day students. A limited number of these are accepted each year and are entitled to all of the privileges

## ADMINISTRATION

### *Conduct of Students*

**T**HE College Administration is concerned not only with scholastic work but with the habits and influence of the individual student. It is the duty of the faculty and administration to reject those who are unprepared in scholarship. It is equally their duty to eliminate those who are injuring the scholarship or the moral standards of the institution.

Any student who is persistently negligent in academic work, who violates the regulations of the College, who breaks the laws of civil society, or makes himself an undesirable citizen of the campus or community because of specific acts, or general attitude opposed to good order, may be warned, placed on probation, suspended, dropped, or expelled, as the conditions warrant. A student may forfeit his connection with the College without an overt act, if, in the opinion of the faculty, he is not in accord with its standards.

### *Orientation Week*

All entering students assemble at the College a few days in advance of the rest of the student body, in order to begin their college work under more favorable circumstances than are otherwise possible. Besides becoming fairly familiar beforehand with the conditions under which they are to work, new students are able to complete certain preliminary exercises which ordinarily interfere with a prompt and smooth beginning of the business of the year. They also have an opportunity to begin their acquaintance with each other unhampered by the distracting presence of a large body of older students.

During this week matters of importance to the new members of the college body are presented, and it is imperative for all of them to be present throughout the period. *Attendance is required of all entering students.*

### *Physical Examination*

All entering students are required to furnish a medical certificate before matriculation.



All students must submit to a physical check-up each year. This will be given by the college physicians and the directors of physical education during the early part of the college year. A conference with the consulting psychologist may also be required. A report giving special advice and recommendations when necessary will then be filed, so that no student shall enter any activity throughout the year for which he or she is not physically fit.

#### *Dormitory and Commons Regulations*

As a part of the Unit-Cost Plan the Board of Trustees has adopted the following requirements for college fraternities, sororities, dormitories, and the commons:

1. Every regularly enrolled student is required to live in one of the college dormitories and board at the college commons.

2. First year students live in special dormitories reserved for the entering class.

3. Dormitories or parts of dormitories are assigned to the different fraternities, and as far as possible members of a fraternity live in the dormitory assigned to that fraternity, except in the case of first year women who must remain in Cloverleaf during the entire first year.

4. Only regularly enrolled students who are active, undergraduate members of local organizations may live in fraternity or sorority houses without special written approval of the college administration.

Naturally, the above regulations do not apply to the limited number of accepted day students who live at home with their parents.

College dormitories and the commons are closed during college vacations. Special arrangements for housing during vacations may be made with the student deans.

Students are not allowed to have pets in any college dormitory.

#### *Reservation of Rooms*

Rooms will be assigned to new students in order of acceptance as far as possible. When the contingent deposit of \$25.00 is received by the College Treasurer a room is immediately reserved. Should the applicant decide later not



to enter Rollins the contingent deposit is refundable; provided, however, that withdrawal takes place on or before September 1 and that the College is able to secure another applicant to fill the vacancy resulting.

All dormitory rooms are furnished with single beds, dressers, study tables, and chairs. All other furnishings desired must be provided by the occupant.

Each occupant of a dormitory room must bring a pillow, four sheets, three pillow slips, at least two blankets, one comforter, one mattress pad, two bed spreads for a single bed, and personal linen. All these articles should be plainly marked with the owner's name.

Each dormitory resident will be required to sign a receipt for the furniture and equipment of his room and will be held responsible for its return in good condition when he departs. Unusual damages or expenses will be assessed against the students responsible.

A student to whom a dormitory room is assigned is obligated to occupy it for the year, unless another student, not a resident of the hall, agrees, with the approval of the student dean, to occupy the room, provided there is no financial loss to the College in the exchange.

### *Automobile Regulations*

Students at Rollins College are allowed to own and operate cars under the following regulations:

1. Within a week after the opening of college every student-owned car on the campus shall be tested as to the condition of its brakes, lights, horn, muffler, and tires by an accredited agency.
2. Every approved car shall be licensed and the owner required to purchase a number plate, issued by the Student-Faculty Traffic Committee, which shall be carried in a conspicuous place on the front of the car.
3. All students who drive cars coming from states that do not require a driver's license shall be required to pass a driver's examination during Safety Week.  
All drivers shall pass an examination on Florida Road Laws.  
All drivers shall be obliged to have a Rollins driver's license before getting a number plate.
4. Every student car shall carry personal liability and property damage insurance.  
Insurance papers will have to be shown before the car will be licensed.
5. Persons authorized to report cases of violation shall not be known publicly.  
All accidents and cases of reckless driving shall be investigated by the Student-Faculty Traffic Committee.  
The Administration reserves the right to revoke licenses at any time.  
The Student-Faculty Traffic Committee has the authority to recommend punishment for violation of the traffic rules.

### *Class Attendance*

Prompt and *regular attendance* is a part of the work of each course. Rollins College has no so-called cut system. A student who is consistently absent from classes without the permission of his instructors will be required to withdraw from college. Whenever a student is absent, it is his responsibility to arrange with each of his instructors to make up the work lost. When it is necessary for a student to be absent from the campus for one day or more, he must receive permission from his student dean *before leaving*.

### *Probation*

A student may be placed on probation either for misconduct or for failure to maintain satisfactory scholastic standing.

A student who is on probation may be dropped from the College at any time if he fails to maintain a satisfactory academic standing. *No student on probation is allowed to represent the College as a member of any athletic team, or in any other way, nor is he eligible to hold any office, or to receive financial aid of any sort, or to make application for admission to the Upper Division.* While on probation a student must comply with the restrictions outlined for him by the Faculty Committee on Student Standing.

Any student dropped from the College, whose permanent residence is not in Winter Park, must leave Winter Park within three days after being sent notice to this effect in writing, or forfeit the privilege of possible re-entry to the College and transfer to other institutions.

### *Withdrawal*

A student wishing to withdraw from the College must receive a withdrawal permit before so doing. No permit will be given until the student has consulted with the Dean of the College and a formal notice of withdrawal has been filed in the office of the Dean by the parent or guardian.

## **Registration**

Students must present themselves for registration on the days assigned for that purpose. Registration (the completion of which includes the payment of all financial charges),



after the regularly appointed day, subjects the student to exclusion from those classes which may be over-registered.

Students entering college late must make up all back work within one month after entrance. Any exceptions to this rule must be authorized by the Dean of the College.

#### *Lower Division*

All entering students will outline, with the help of their faculty advisers and the approval of the Dean of the College, upon the special form provided, the manner in which they expect to acquire the achievements necessary for admission to the Upper Division.

The extent to which a student will have to prepare himself to meet the specific requirements that have been established for the Lower Division will depend in a large measure on the nature of his preparation before entering college. Each student will be able to meet these requirements in part and will have to arrange his work in the Lower Division in such a manner as to overcome any deficiencies.

The student should, if possible, arrange to do the introductory work of his major field in the Lower Division.

At the beginning of each term, each Lower Division student will be required to state in writing, on the registration card, what he intends to accomplish during the term. Such statements must be approved by the student's adviser and may be revised by the Dean of the College. The work of Lower Division students will be scrutinized at the end of each term, and students who do not, or who are unable to avail themselves to a sufficient extent of the intellectual opportunities offered by the College will be dropped.

Every student must register for three academic courses, a seminar, and one physical activity each term.

Students are expected to conform to such regulations as are deemed necessary by the instructors for the conduct of the work of the courses for which they register.

*Failure to meet the requirements for admission to the Upper Division in three years will result in the student being dropped from college.*

#### *Upper Division*

Students applying for admission to the Upper Division should make application thirty days prior to the time they expect to appear before the Board of Admissions.



At this time the student must, in consultation with his adviser and a major professor and with the approval of the Dean of the College, outline the work to be accomplished in this division. A special form is provided for the purpose. Such a program must involve work of an intensive character in a selected field of learning, with such extensive work in related fields as seems desirable in each case, together with a limited amount of work in other fields.

The work in the major field must be definitely correlated, and must possess a reasonable degree of sequence. An increasing amount of mental effort should be required as the work progresses. The limits of a major field should be set for each individual and need not correspond to the work as organized in a specific department of instruction.

Students will ordinarily do the introductory work in their major fields during their stay in the Lower Division. Failure to do so will, in all probability, increase the time needed to meet the requirements of the Upper Division.

The total of the student's work in the Lower and Upper Divisions should be the equivalent of a four-year college course.

#### *Changes in Registration*

Any changes in registration should be made during the first week of the term. Approval of changes later in the term will depend upon the class and the circumstances.

#### *Dropping Work*

Work for which the student has once registered cannot be dropped except by formal permission secured through the office of the registrar. A course abandoned without such permission will be recorded as a failure on the student's permanent record.

### **Faculty Advisers**

Under the Rollins Plan a system of faculty advisers has been developed to guide the student in accepting the responsibilities which are placed upon him. Only those students who are in sympathy with the ideals and standards of both conduct and scholarship at Rollins will be permitted to remain. The College cannot give undue time to reforming those who are not in sympathy with its aims and standards.

The curriculum being individualized makes it necessary for the College to provide counsel and advice for all students. Then, too, Rollins selects its students and aims to give special attention to the problems of the individual.

Much of the supervision of the requirements of conduct falls upon the Dean of Men and the Dean of Women, while the oversight of the academic requirements of the College rests with the Dean of the College. These three have general oversight of the manners and morals of the students and will inform parents of the scholarship and conduct of the individual student.

A group of the faculty, who are especially interested in this work, has been chosen as advisers to the entering students. In addition to assisting in the arrangement of their program of studies, the adviser takes a special interest in the students assigned to him, cultivates their acquaintance, and is of personal help as a counselor and friend. In most cases the students keep the same adviser until they choose a major professor upon entrance to the Upper Division. As far as is practical, the deans work with and through the adviser in helping the individual student.

It is recognized that some students will accept advice only from those whom they like. In other words some students like to choose their own advisers. In order to achieve this as far as is possible, a careful study will be made of the student's record before assigning him to an adviser. Since the adviser not only gives preliminary approval to the student's courses but is expected to advise the student on all manner of questions relative to his college course and his plans for life, the deans will from time to time interview both the advisers and advisees to ascertain their progress, and will probably make shifts of advisees should a change seem desirable.

The student will find that there are numerous times when he will need to secure the advice and approval of his adviser before proceeding with his course. It is hoped that all students will make full use of this adviser system which is placed at their disposal.



## Evaluation of the Student's Work

Although the Rollins Plan eliminates the grading system now in general use and abolishes the accumulation of credits in terms of courses, hours, points, or residence as a means of graduation, obviously some evaluation of the work of the student is necessary. To take the place of the old system the faculty has substituted a periodic consideration of the student's work to serve as a basis for his continuation in college, and in addition two formal evaluations of his work, one when he applies for entrance to the Upper Division, and the other when he applies for his degree.

The periodic consideration of the student's work is based upon brief but complete statements of his accomplishment which are furnished the registrar by the professor. These statements of accomplishment are made upon a special form provided for the purpose and indicate the work done by the student, his scholarship, aptitude and development, his degree of application to the subject, his regularity of attendance, and any other information concerning him which the professor believes should appear in the college records. A Faculty Committee on Student Standing is charged with the periodic consideration of these reports which are made by the professor at the end of each term or as often as the committee desires. If a student is not doing satisfactory work he and his parents are notified.

### *Faculty Board of Admissions*

A faculty Board of Admissions to the Upper Division has charge of the formal evaluation of the student's work which comes at the time of his application for entrance to the Upper Division. As is set forth under the requirements for entrance to the Upper Division this faculty Board of Admissions determines the qualifications of the candidates for admission to the Upper Division. The Board satisfies itself, in such manner as it sees fit, that the statement of accomplishments presented by the candidate truly represents his preparation. In addition the Board considers the estimates by the student's instructors of his ability and character. The student must appear in person before the Board before he is admitted to the Upper Division. The Board certifies the extent to which it finds the student's statement



of accomplishments to be true, and these certified reports then become a part of the student's college record as maintained in the registrar's office.

#### *Special Graduation Committees*

The formal evaluation of a student's work when he applies for his degree is supervised by a committee of three members of the faculty. Each student has a special committee appointed by the Dean of the College. The committee consists of the student's major professor as chairman, one other professor under whom he has studied, and a third under whom he has never studied. The student's special committee determines, in such manner as it sees fit, whether the amount and quality of the candidate's work are such as to warrant his recommendation for the degree. The student's work in both Lower and Upper Divisions must be the equivalent of what is generally included in a four-year college course. The committee does not lay emphasis on the ability to remember minute details, but concerns itself with discovering the extent to which the candidate has the ability to apply his reasoning powers to the critical evaluation and use of information and generalization embraced in his major field. These special committees certify to the Dean of the College the accomplishment of the student and the fulfillment of his Upper Division plan giving at the same time their recommendations concerning his candidacy for the degree. These certified statements become a part of the student's permanent record in the registrar's office.

Under the organization of the Rollins Plan the student is required as far as possible to take the initiative. In the Lower Division this is done by showing the student just what he is expected to accomplish, and then requiring him to prove that he has met the requirements before he is admitted to the work of the Upper Division. Here the student is permitted a choice of fields, but he is still under the necessity of convincing his special committee that his work is of such character as to justify the committee in recommending him for the degree.

Complete records of the work accomplished by students are kept in the registrar's office. Transcripts of these records are provided for students who need them for transfer into professional and graduate schools. The Rollins

Plan is designed to help the student to govern his own conduct and to develop his own ability, but no student who fails or is unable to avail himself of the intellectual opportunities offered by Rollins, will be permitted to remain in the College.

## REQUIREMENTS FOR GRADUATION

**R**OLLINS College grants to its graduates the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music. The award of a degree means that the College certifies that the student has acquired a specified fundamental training, a mastery in a field of specialization, and is in possession of the moral qualities needed for good citizenship.

As previously stated, a Rollins degree is no longer evaluated in terms of courses, grades, hours, points, or terms of residence but depends upon the student's fulfilling the required achievements, which, when completed, will be the equivalent of a four-year college course.

The work of the College is divided into two divisions, a Lower Division in which all students must acquire their broad fundamental training, and an Upper Division where they are to obtain their specialized work.

### Specific Lower Division Requirements

*Any one of these specific requirements, except English, may be waived by the Dean of the College and the student's adviser, or by the Board of Admissions to the Upper Division, when it is apparent to the adviser and the department concerned, and the major department, if chosen, that a student cannot meet a given requirement without undue expenditure of time and effort. Waivers will be made only for such students as show compensating ability in other respects, and who offer an equivalent amount of work in some other field.*

The student may, with the approval of his adviser, prepare himself to meet the following specific requirements in any manner he sees fit. However, since the College offers courses specially designed to meet these requirements, it is obviously more advantageous for the average student to pursue these courses rather than to attempt to make achievements by outside reading and study. Irrespective of the plan for meeting the requirements he must register for three full courses each term.

#### (a) *English*

A competence in English includes the ability to express oneself orally in the English language without glaring viola-



tion of the fundamental rules of grammar, and the ability to express oneself in writing with accuracy and effectiveness. All entering students are tested to determine their special needs to meet this requirement.

(b) *At least one Foreign Language*

A working knowledge in a modern foreign language is commonly understood to include the ability to read the foreign language in its literary and scientific expressions with the moderate use of a dictionary; to understand the foreign language when spoken in a simple way; to speak the language, though with the reserve of a foreigner; to write ordinary correspondence and short compositions in grammatically correct form.

Competence in either of the classical languages includes a knowledge of the forms that constitute the skeleton of the language; a fair-sized usable vocabulary of common words, particularly such as are the source of English derivatives; the ability to translate, with moderate use of the dictionary, from the Latin of Cicero, Vergil, Plautus, and others of like difficulty, or from the Greek of Homer, Plato, and the writers of tragedy; and the ability to read in the Latin the poetry of Horace and other writers of the lyric, and of Vergil and Ovid, or in the Greek, Homer and the simpler tragic poetry.

Upon the joint approval of the Dean of the College and his adviser, a student may substitute reading knowledges in two foreign languages for a working knowledge in a single foreign language.

It ordinarily takes one year to secure a working knowledge when a student comes with two years of a language, or two years if the student starts a new language.

When a student starts a new language, he may, with the joint approval of the Dean of the College and his adviser, delay completion of this requirement until after entrance to the Upper Division, provided he has begun his study in the Lower Division.

(c) *Mathematics*

A competence in mathematics includes such familiarity with mathematical procedures as to enable the student to use the information obtainable from an individualized survey course in mathematical analysis.

(d) *History*

The student should have a comprehensive knowledge of history from ancient to modern times, an understanding of the development of institutions and of international relations, and an adequate knowledge of the geography of the countries involved.

(e) *Physical Sciences*

The student should have an adequate conception of the material world in which he lives, a knowledge of the law and order that prevail in this world, familiarity with and ability to use the methods of the scientist in reaching conclusions, and an understanding of the unique role that the physical sciences are playing in the development of our civilization.

If lacking in this requirement, a student ordinarily would pursue the survey courses in physics and in chemistry. Often, however, it is desirable to pursue the study of a science for a year. A student, therefore, may submit a year's study of college chemistry or college physics in fulfillment of this requirement.

(f) *Biology*

The student should be familiar with the world of living matter and should know how living organisms, including man, grow and reproduce their kind. He should have an adequate conception of the evolutionary changes that have occurred, and that are occurring, with particular emphasis on the roles played by heredity and by environment. He should be able to apply such information to the solution of the problems that confront him as a living being.

(g) *Social and Economic Institutions*

The student should be familiar with present-day social and economic institutions. He should also have an appreciation of the conditions that have led to their present forms, and of circumstances which make desirable their further development.

This requirement may be satisfied by pursuing an elementary course in economics or sociology.

(h) *Philosophy, Psychology, and Religion*

The student should have a fundamental knowledge of the character of logical thought, human behavior, and ethical



and religious values. This requirement may be satisfied by pursuing an elementary course in one of these three fields.

(i) *Acquaintance with the Fine Arts*

Before being admitted to the Upper Division, the student shall demonstrate that he has an acquaintance with the fine arts. The seminars in this field are designed to assist the student in meeting this requirement.

(j) *Physical fitness*

In addition to the above academic requirements, admission to the Upper Division will be contingent on the student's demonstrating a definite achievement in physical education. This will ordinarily be satisfied by participation in an approved physical activity each term.

When a definite need for a corrective program is discovered in a student, the directors of physical education will, with the approval of the college physician, require a program designed to correct the deficiency shown.

## **Requirements for Admission to Upper Division**

Admission to the Upper Division is contingent on the student's demonstrating to the Board of Admissions to the Upper Division:

1. That he is in possession of the requisite degree of competence in each of the specific Lower Division requirements.

2. That he has occupied the time, not expended on specific Lower Division requirements, in the profitable pursuit of (a) additional academic work of his own selection, (b) extra-curricular activities whether of an organized nature or not.

It is not the intention of the College to prescribe a definite body of subject matter with which every student should be familiar, but that the student will, in consultation with his adviser, make an intelligent selection of such work as will best serve to round out his training and fit him to meet the requirements of the College.

3. That he has acquired sufficient maturity to enable him to make an intelligent selection of a field of specialization for his work in the Upper Division, and that on completion of the work he will have the equivalent of a four-



year college course on both a quantity and a quality basis.

These statements must be presented in writing at the time the student makes application for admission to the Upper Division.

The student must also fill out all blanks and comply with the procedure established by the Board of Admissions to the Upper Division.

Students should consult the description of majors, page 101 of the catalogue, for information regarding introductory work that should be taken in a given field in the Lower Division.

### Upper Division Program

At the time of application for admission to the Upper Division, the student must, in consultation with a major professor, lay out the work to be accomplished in this division and file his application papers thirty days before he expects to appear before the Board of Admissions.

Such a program involves work of an intensive character in a selected field of learning, with such extensive work in related fields as seems desirable in each case, together with a limited amount of work in other fields.

This program constitutes a contract which the student is expected to carry out in its entirety. Course changes should be made only when necessary and after consultation with his adviser and major professor, and the approval of the Dean of the College or the Board of Admissions to the Upper Division. In all cases the proposed changes must be equivalent to the original courses. A change in major can be made only by making re-application to the Board.

The work of the major field must be definitely correlated and must possess a reasonable degree of sequence. An increasing amount of mental effort should be required as the work progresses.

The limits of a major field should be set for each individual and need not correspond to the work as organized in a specific department of instruction.

Students will ordinarily do the introductory work in their major field during their stay in the Lower Division. Failure to do so will, in all probability, increase the time needed to meet the requirements of the Upper Division.

Students in the Upper Division must meet the same requirements for physical fitness as prescribed for Lower Division students, except that the student may specialize in any sport of his own choosing and do so with the minimum of direction.

### **Requirements for Bachelor of Arts Degree**

A candidate for the Bachelor of Arts degree must, in addition to having completed work equivalent to a four-year college course, present a written application containing a detailed account of the work he has accomplished as a student in the Upper Division of the College. A special committee made up of the student's major professor as chairman, one other professor under whom he has studied, and a third under whom he has never studied will then determine whether the amount and quality of the candidate's work are such as to warrant recommending him to the faculty for the degree. Candidates expecting to complete their work at the end of any term must have their applications in the office of the Dean of the College a month before the end of the term. Degrees are conferred at the close of the college year.

### **Requirements for Bachelor of Science Degree**

Students majoring in science may under certain conditions become candidates for a Bachelor of Science degree instead of a Bachelor of Arts degree.

#### *Reconsideration of Candidates*

In case the Board of Admissions to the Upper Division refuses the application for admission of a candidate to the Upper Division, the Board may, at its discretion, permit the candidate to make a second application after a suitable interval devoted to additional preparation.

In like manner the special committee of a candidate for a degree may make similar arrangements, if the committee does not find the candidate sufficiently prepared to warrant recommending him for a degree.



## Professional Requirements in Education

Students desiring to obtain a college degree and at the same time prepare for teaching may enter college in the usual way and major in the subject which they desire to teach, such as English, mathematics, science, or a modern language. As a minor they may select courses in education and in certain other subjects to the extent of three-twentieths of their college course (the equivalent of six full courses) and thereby prepare themselves to receive a Florida state teaching certificate without examination.

At least four of these courses should be elected from those listed under education, including three terms' work in observation and practice teaching. In lieu of such time devoted to this work in education, a teaching experience of twenty-four months as a full-time teacher may be accepted. Students who have passed college courses in American government and history amounting to two full courses will be exempt from the Florida State examination on the Constitution.

### *Teachers' Certificates*

Students completing six full courses in education will have the same status as will graduates from the four-year educational course offered by the University of Florida and the State College for Women. The Florida State Superintendent of Education at present holds that the law as now on the statute books permits him to grant state certificates without examination only to graduates from four-year college courses.

*Since there are special requirements for teachers' certificates in the elementary grades as well as in the various departments in secondary schools, students planning to teach should consult the Registrar of the College as early as possible in their college course for full information in regard to the specific requirements in the various fields of specialization and the filing of application for teachers' certificates.*

## Pre-Professional Courses

Rollins College offers pre-professional courses for students who wish to enter schools of Law, Medicine, Engineering, and the other professions. Special pre-medical and pre-engineering majors are offered, the requirements for which



are listed under Majors. When necessary, courses are arranged to satisfy the requirements of the particular school chosen by the student. Each student should provide himself with a catalogue of the professional school he intends to enter and with the aid of his adviser he can plan his course accordingly. This should be done when he first enters college, so that he may be sure to meet all the necessary requirements.

While it is possible to enter certain professional schools after two years of college training, the student is advised, whenever possible, to complete the full college course before undertaking professional study. This will enable the student to obtain a better grasp of his chosen subject and a broader viewpoint of the profession which he plans to enter.

### Foreign Study Plan

Several colleges, notably the University of Delaware, have for some years successfully operated foreign study plans, usually termed "the junior year abroad". While a number of Rollins students have been permitted to spend their junior years in study abroad, this plan in its entirety does not lend itself particularly well to the Rollins idea.

In the study of foreign languages at Rollins some program involving foreign residence has long been contemplated but not until this year has it been deemed possible to inaugurate the plan. Through the cooperation of Fondation des Etats-Unis, Paris, France, the Rollins College Foreign Study Plan will be launched in January of 1939 if there are sufficient qualified students. The plan will provide for six months of study in France for undergraduate students of exceptional merit. The purpose of this study is to enable the student to acquire a thorough knowledge of the French language as well as to become acquainted with the French cultural background in its varied aspects. The first group of students to spend six months of residence in France will be limited to twenty. The students chosen must have Upper Division standing and possess a fundamental knowledge of the French language.

The Rollins College Foreign Study Plan will involve no additional expense to the student above the regular unit-cost fee of the College. Transportation to and from Europe,

and living expenses while abroad, as well as instruction, will be provided by the College. Only the incidental personal expenses normally borne by every student while in college and the expense of personal excursions will need to be paid by the individual.

Rollins College has always put special emphasis upon the free development of the student's individuality through the conference plan. This development has been inaugurated by direct contact with instructors rather than through formal lectures. It is, therefore, a natural development of the Rollins plan to enable the students to perfect their knowledge of a foreign language in the country where that language is spoken, thus creating a spontaneous and direct contact with new forms of expression, manners, and ways of thought. The language, however, should be above all a step towards the better understanding of a culture highly representative of that for which European civilization stands in the world today. It is hoped that if this first experiment is found to be successful it may soon be extended to countries other than France, thus favoring the growth of a truly international spirit in the student body of Rollins College.

In order to enable the students to get the full benefit of their study abroad special emphasis will be put upon adequate preparation in the French language, literature, and civilization. A six months residence in France is long enough to polish and to complete one's knowledge of the subjects but it is not long enough to allow for more than a very short period of adaptation. It should, therefore, be thoroughly understood by those who wish to enjoy the privileges of six months study in France that only those students who are found to be adequately prepared will be selected.

Students who desire to remain in Europe through the summer and have permission of their parents may arrange to do so, bearing, of course, the expense of the extra months.

The curriculum of study while in France will include not only the study of French grammar and composition but phonetics as well. The instruction in French will be provided by instructors from the Sorbonne and the Institut de Phonetique. Courses in "Civilisation Francaise", history and appreciation of art and architecture, frequent attendance at the French theatre and opera will be included.

Opportunity for excursions to various parts of France will be afforded.

The students will be under the personal supervision and guidance of one or more members of the Rollins faculty and the work will be the equivalent of the regular courses which the students would have pursued on the Rollins campus. The scholastic progress and the various activities of each student will be followed carefully and regular periodic reports will be made to the registrar and the parents. The group will be co-educational in character and under the supervision of adequate chaperones. All students will reside at the Fondation des Etats-Unis at 15 Boulevard Jourdan, Paris. Obviously only such students will be selected as have shown that they do not need discipline, although the supervising professor will have authority in all matters of conduct.



## MAJORS

**T**HE different divisions of instruction are arranged under six groups. A student majors in one of the first five groups and chooses one subject as his special study. Subjects printed below in italics may not be chosen as special studies. For example: a student may major in science and choose biology as his special study but may not choose entomology.

### *Divisions of Instruction*

<b>ENGLISH</b> English and Literature <i>Books</i> Speech and Dramatic Art	<b>HUMAN RELATIONS</b> Economics and Business Administration <i>Education</i> History and Government Philosophy Psychology <i>Religion and Ethics</i> Sociology
<b>LANGUAGE</b> French German Greek Latin Spanish	<b>EXPRESSIVE ARTS</b> Art Music
<b>SCIENCE</b> <i>Astronomy</i> Biology Botany and Horticulture <i>Entomology</i> <i>Ornithology and Nature Study</i> Zoology Chemistry <i>Geology</i> Mathematics Physics	<b>PHYSICAL EDUCATION AND ATHLETICS</b> <i>Athletic Activities and Sports</i> <i>Physical Education</i>

As described elsewhere the major will be arranged to fit the individual needs of each student and the outline of work will vary in accordance with his special interest and approach, therefore a detailed description of the major is impossible. However, there are some general requirements in the various subjects which can be listed and these are set forth below.

A student is expected while in the Lower Division to do the introductory work in his major subject which will give him the fundamental knowledge necessary for advanced work. He should consult his adviser in regard to this work. The specific achievements which are listed as required under the different majors presuppose such knowledge as would be acquired by a student who had satisfactorily completed the work offered in the subject, or an equivalent study of the topic. A detailed description of the majors is given below.

## English

### *Objectives*

The English Division endeavors:

1. To enrich the student's mind with an historical literary background;
2. To train him in the correct use of form as a means of expression, in written language, in creative speech as public speaking, and in dramatized action as in the theatre;
3. To stimulate his creative instinct as a means of self-development;
4. To encourage right reading habits and an appreciation of the best in English and American literature;
5. To enable him to formulate for himself a set of critical literary values.

### *English and Literature*

Students majoring in this division with special reference to English and literature should have a comprehensive knowledge of the following fields:

1. Medieval Period
2. Renaissance Period
3. Seventeenth Century
4. Eighteenth Century
5. Nineteenth Century, Part I
6. Nineteenth Century, Part II
7. Plays of Shakespeare
8. American Literature

In addition to this there should be a specialized study of at least one of the following subjects:

- (a) History of the Drama
- (b) Fiction and the Novel
- (c) Epic and Lyric Poetry
- (d) Contemporary Literature
- (e) Creative Writing with emphasis on Short Story and Play Writing
- (f) Journalism

*Speech and Dramatic Art*

A student may also major in English with special reference to either speech or dramatic art.

*Dramatic Art*

A student majoring in English with special reference to dramatic art should have a comprehensive knowledge of the nature of all speech activity. He must be able to demonstrate through performance a reasonable degree of proficiency in (a) communicative speaking, (b) interpretative reading, and (c) the acting, directing, and producing of plays. The following required courses are intended to afford the student the opportunity to gain such a knowledge and proficiency in dramatic art:

1. Speech and the Speech Arts
2. Elementary Acting
3. Advanced Acting
4. Play Production and Stagecraft
5. Scenic Design
6. Costume Design
7. Play Direction
8. Shakespeare
9. History of the Drama
10. Make-up

The following courses offered by other departments should be included:

1. Art Appreciation
2. Music Appreciation
3. Voice Training (Private lessons, Chapel Choir, or Choral Speaking)
4. Creative Writing
5. Interior Decoration
6. Philosophy (Aesthetics)
7. Psychology (General)
8. Dancing
9. Fencing
10. Elementary Drawing and Painting

*Speech*

A student majoring in English with special reference to speech should have a thorough knowledge of the fundamen-



tals in speech, including voice, diction, and the fundamentals of expression; also the analysis and appreciation of literature, including oral interpretation of contemporary poetry, interpretative reading of Shakespearian dramas, and a study of the construction and nature of creative literature. In addition, a student is expected to have a knowledge of argumentation, debating, and play production. The work should include a general knowledge of the above subjects, and in addition the student must have shown distinct ability and have had actual experience in public performance. The following courses are intended to afford the student an opportunity to gain the required knowledge and proficiency:

1. Speech and the Speech Arts
2. Communicative Speaking
3. Argumentation and Debate
4. Advanced Public Speaking
5. Literary Interpretation or Interpretative Reading
6. Extemporaneous Speaking
7. Forms of Public Address
8. Acting

The following courses offered by other departments should be included:

1. Courses in English Literature or Exposition
2. Plays of Shakespeare
3. General Psychology

## Language

### *Objectives*

The instruction in the Language Division aims:

1. To broaden the student's outlook by acquainting him with a civilization other than his own through a study of its intellectual and artistic achievements;
2. To give the student a more thorough and appreciative understanding of the English language by acquainting him with some of its chief sources;
3. To enable the student in the Lower Division to obtain a working knowledge in a foreign language;
4. To enable the student who majors in the division to obtain a competency in a foreign language.

*Modern Languages: French, German, Spanish*

Even though the outline of study in the major in language with special reference to modern foreign languages varies according to the individual interest and the language chosen, the following will be definitely required: (a) a study of the outstanding masterpieces of literature in the foreign language taken; (b) a mastery and fluency in the language, acquired by written composition as well as oral work; (c) a knowledge of the history, and the geographic, economic, and cultural conditions of the country, as well as the history of its literature; (d) a working knowledge in a second foreign language, either ancient or modern.

*Classics: Greek, Latin*

For a major in language with special reference to the classics a student must show, in addition to a competency in the language, Latin or Greek, an acquaintance with the principal works in the language chosen, together with a thorough knowledge of the civilization of Greece or Rome.

**Science***Objectives*

The objectives of the Science Division are:

1. To give the student an appreciation of the fundamental importance of science and the scientific method;
2. To give the qualified student an adequate foundation for a career in science and graduate work.

*Biology*

Students majoring in science with special reference to biology should have the foundation obtained by a study of general biology, plant morphology, and genetics. They may then continue with an advanced study of either botany and horticulture, or zoology, according to the direction in which their interests lie. In addition, they are strongly urged to obtain knowledge of organic chemistry and modern physics and to have a working knowledge of French and German.

### *Chemistry*

A student who intends to do his major work in science with special reference to chemistry is advised to become familiar with the fundamentals of inorganic chemistry and qualitative and quantitative analysis, and obtain a competence in German while in the Lower Division. In the Upper Division he should obtain a thorough foundation in both organic and physical chemistry, and complete a simple project in chemistry. He should take an active part in seminar discussions. In addition, he should have a thorough knowledge of physics and mathematics through calculus.

### *Mathematics*

A student who is majoring in science with special reference to mathematics should in the Lower Division complete mathematics through trigonometry, and take a full year course in two of the following sciences: physics, chemistry, biology. In the Upper Division he should complete seven full courses in mathematics, one full course in English, and one full course in history, the remainder of his work depending on his major. The student is also required to write a thesis on a topic in mathematics.

### *Physics*

A student who intends to specialize in physics while majoring in science should in the Lower Division obtain a knowledge of mechanics, heat, light, sound, and electricity, by taking the year course in general physics. In addition, his work should include mathematics through calculus, a course in inorganic chemistry and qualitative analysis, and French or German. In the Upper Division the student's work should include advanced work in electricity and magnetism, mechanics, physical measurements, and a course to acquaint him with the field of modern physics. Those students expecting to enter graduate schools will be required to take courses in advanced calculus and physical chemistry.

### *Pre-Engineering*

A three year course has been outlined which will enable a student to enter almost any engineering school in the junior class with a broader education than he would other-



wise acquire. The essentials of this course include mathematics through analytic geometry and calculus, general inorganic chemistry and qualitative analysis, a year of general physics, one or more years of French or German, and one year of English. In the third year students planning a career in chemical engineering take quantitative analysis, all others take mechanics. Additional subjects to be taken include courses in history, economics, biology, and other Lower Division requirements. Suggested electives include mechanical drawing, surveying, astronomy, and logic, as well as additional cultural subjects.

A student planning to spend four years before entering an engineering school should major in chemistry if a prospective chemical engineer, and in physics for all the other engineering fields, such as mechanical, electrical, civil, and general.

#### *Pre-Medical*

A student who is preparing to enter medical school should take a course covering the requirements obtaining in most medical schools. The course as outlined includes general biology and zoology, comparative anatomy, general chemistry and qualitative analysis, organic chemistry, either quantitative analysis or physical chemistry, a year of general physics, and two years of French or German. In addition, the student should have an understanding of college algebra and trigonometry and take two years of a seminar in either biology or chemistry, at least one year of English, and a term each of public speaking, psychology, and sociology. The student is strongly urged to study American government and take additional work in English.

In planning pre-medical work students are advised to elect subjects which will lay a broad foundation for medical study rather than to anticipate courses required as a part of the medical curriculum. Among suggested electives might be included courses in economics, history, sociology, ethics, logic, political science, Latin, and calculus.

Students who expect to be recommended to medical schools must fulfill the minimum requirements of the pre-medical major.

## Human Relations

### *Objectives*

The Division of Human Relations has as its objectives:

1. To present the development of institutions and ideas, with the purpose of making the student aware that human institutions are of necessity in process of change; to cultivate in him an intelligent and tolerant attitude; and to inspire him to active participation in the development of better adjusted individuals and of a better social order;
2. To enable the student to reason from well-chosen premises to valid conclusions; and to distinguish fact from prejudice as well as to evaluate propaganda;
3. To prepare the qualified student for work in graduate school in certain fields of human relations;
4. To assist the student in making his vocational selection.

### *General Human Relations*

A student taking a general major in human relations will in the Lower Division study the principles of economics and psychology, sociology survey, introduction to philosophy, and a course in religion.

In the Upper Division the student will take eleven full Upper Division human relations courses, chosen from lists offered by the departments concerned. Of these eleven courses at least three must be in one department. Some election will be made in at least four other departments. The remainder of the full courses in human relations may be in any departments. (Courses listed outside the Human Relations Division, but which have important human relations aspects, such as journalism or French civilization, may be included as part of the above "remainder", and may count as part of the major, with the consent of the major professor.)

### *Economics and Business Administration*

Students may major in human relations with special reference to the general fields of either economics or business administration.



*Economics*

A student whose special interest is in the field of economics should in the Lower Division obtain a knowledge of the principles of economics and sociology, and business organization. In the Upper Division he should secure a mastery of the more advanced branches of study in the field as they deal with the closer relationship of individuals and nations, systems of production and distribution, labor movements, and proposed solutions of these various problems. On the practical side he should acquire the fundamental principles of public finance and taxation, corporation finance, investments, and money and banking, and should have considered himself as an economic unit in relation to his future career. In addition, he should have shown distinct ability to undertake and carry through independent research work in the economic field and to make intelligible reports of the results of his investigations and study.

*Business Administration*

A student whose special interest lies in the field of business administration should in the Lower Division obtain a knowledge of the principles of accounting and of economics and study business organization. In the Upper Division he should acquire a thorough knowledge of public finance and taxation, corporation finance, investments, money and banking, business law, personnel administration, business writing, and marketing, and continue the study of accounting and auditing.

*History and Government*

The major in human relations with special reference to history requires in the Lower Division a general knowledge of the history of western civilization through contemporary history. In the Upper Division students whose major stresses European history should have a thorough knowledge of modern European history, including the emergence of modern Europe, revolutionary Europe, and the study of nationalism and imperialism, and also be conversant with the principles of European governments. Students whose major stresses American history should have a thorough knowledge of American history, including colonial America,



the formation of the United States, and the rise of the United States to a world power, and be conversant with the principles of American government and American political theory. Students are also expected to make a specialized study of two of the following topics: Historical Biography, American Foreign Relations, The American West, History of Political Theory.

### *Philosophy*

A student majoring in human relations with special reference to philosophy should have a thorough knowledge of the history of philosophy, including contemporary philosophy, a survey of the problems of philosophy, and work in the logic of scientific method; and should have studied at least two subjects in psychology. In addition, a student is expected to have knowledge of two subjects chosen from economics, education, history, or sociology. The work in philosophy and psychology should include philosophy of character, psychology of character, and ethological applications.

### *Psychology*

A student majoring in human relations with special reference to psychology should study general psychology, the psychology of character, ethological applications, and the philosophy of character, together with three subjects chosen from social psychology, child psychology, mental hygiene, educational psychology, abnormal psychology, and applied psychology. In addition, the student should have studied one other subject in philosophy, and three subjects chosen from economics, education, history, sociology, or biology. Students whose special subject includes psychology and education should include introduction to teaching or principles of secondary education, and educational psychology.

### *Sociology*

A student majoring in human relations with special reference to sociology should study sociology survey, the art of straight thinking, principles of sociology, social pathology, and four other sociology courses. In addition, he should study the introductory courses in economics, philosophy, and psychology.

## Expressive Arts

### *Objectives*

The objectives of the Expressive Arts Division are:

1. To provide means by which the student may increase his appreciation of the Expressive Arts;
2. To provide means by which the student may increase his skill in artistic expression;
3. To provide means by which the student may acquire an adequate foundation for professional activities in the Expressive Arts;
4. To assist the student to relate the arts to one another and to life.

### *Art*

A major in expressive arts with special reference to art includes a theoretical knowledge of art as obtained in the study of the history and appreciation of art, design, interior decoration, or commercial art, and a minimum of two years of practical work in drawing. The choice of further practical work and the study of related subjects will depend upon the special interests and purpose of the student.

### *Music*

For a student majoring in expressive arts with special reference to music, approximately two-thirds of the work taken will be in the College of Liberal Arts and one-third in the Conservatory of Music. This same plan, in general, is carried out over the four-year period.

Students are expected to elect their major in music upon entrance. A definite amount of prerequisite work is necessary in one field of practical music, varying with the major subject (voice, piano, violin, etc.).

In the Lower Division the student must satisfactorily complete work in harmony and counterpoint in the Conservatory of Music. In addition, the student takes two private lessons a week, with an average of two hours a day practice, in his chosen field of practical music (voice, piano, etc.)

The candidate for a degree must have made satisfactory achievement in the study of the history of music, solfeggio,

ear training, and music appreciation, and have played in various ensemble and repertoire classes. Two recitals are also expected.

In addition to the practical and theoretical music in the Upper Division, a student may elect the equivalent of two correlated subjects in liberal arts.



## COURSES OF INSTRUCTION

THE work of instruction in the College is divided into two divisions, a Lower Division in which all students must acquire a broad fundamental training, and an Upper Division where they do more specialized work. Special courses designed to aid the student in meeting the requirements of admission to the Upper Division are offered in the Lower Division.

### *Numbering of Courses*

In the numbering of courses the following system has been used: Courses open to Lower Division students are numbered beginning with 101 and with 201; those open only to Upper Division students are numbered beginning with 301 and with 401. Upper Division students are also privileged to register for Lower Division courses. The term is indicated with the letter *f*, *fall*; *w*, *winter*; *s*, *spring*.

Most courses are given in term units; however, in some cases two or more terms constitute a unit. The printing of a course with a hyphen between the term numbers, for example, (101f-102w-103s), indicates that the course must be taken as a unit. The printing of a course with a comma between the term numbers, for example, (101f, 102w, 103s), indicates that the course may be entered in any term for which the student is qualified. When course numbers are separated by a semicolon it indicates that the course is repeated, for example, (101f; 101w).

Courses are designated as *full courses* or *seminars*. Full courses require a minimum of ten hours of work a week, and usually meet five times a week. Seminars require a minimum of two to four hours of work a week and usually meet once or twice a week. Some courses are given alternate years. The year in which such courses will be given is indicated after the course.

The capital letter following the course indicates the period at which it is scheduled. These periods are as follows:

A—M T Th F—8:30-10:30    W—1:45-2:45  
B—M W F—10:45-12:45    Th—1:45-2:45    S—8:30-1:30  
C—M F—1:45-3:45    T—1:45-2:45    W—8:30-10:30  
S—10:45-12:45

D—M W F—4:00-6:00    T Th—10:45-12:45

D1—T Th    D2—M W F

E—T Th—4:00-6:00

S—T Th—2:45-3:45

S1—T    S2—Th

(a), (b) indicate first or second hours of a period.

The courses offered are arranged alphabetically in the following order:

Art	Greek
Astronomy	History and Government
Biology—	Latin
Botany and Horticulture	Mathematics
Zoology	Music
Entomology	Philosophy
Ornithology and Nature Study	Physical Education
Books	Physics
Chemistry	Psychology
Economics and Business Administration	Religion and Ethics
Education	Social Science
English	Sociology
French	Spanish
Geology	Speech and Dramatic Art
German	

## Art

- 101f, (A); 101w, (D). **INTRODUCTION TO ART AND ARTISTS.** An introduction to the great figures in European and American art since Giotto. A course designed primarily for students who wish "to know something about art" and as a prerequisite for art majors. *Full Course.* Mr. McKean
- 201f, (C). **DESIGN.** Short survey; relation of design to evolving civilization; research; use of library; problems in applied design; art forms in nature; techniques. Free time when students may do anything they wish to under head of creative design. *Full Course.* Mr. Rae
- 203w, 204s, (A). **INTERIOR DECORATION.** A course to develop taste in the decoration and furnishing of houses; the evolution of floor plans with reference to historic and contemporary backgrounds; necessary for art majors. *Full Course.* Miss Robie
- 207w, (C). **ILLUSTRATION AND COMPOSITION.** Brief survey; special attention to English and American illustrators of last few decades; elementary work in illustration, composition, use of model, nature; handling; modern photographic illustration; free time for individual work

- in illustration; research; use of library. *Full Course.*  
Mr. Rae
- 216w, (C). ILLUSTRATION AND ILLUSTRATORS. Brief survey; illustration from time of Durer to present day; personalities; about one third of time given to actual drawing, sketching, and elementary work in different methods; use of library in art research in connection with illustration. *Full Course.* Mr. Rae
- 217s, (B). INTRODUCTION TO THE ART OF PHOTOGRAPHY. A study of the chemistry, mechanics, and art of making photographs. Members of the class take photographs, develop negatives, and make prints and enlargements. *Full Course.* Mr. Tiedtke
- 219s, (A). SURVEY OF ART OF ANCIENT CIVILIZATIONS. A course in the arts and cultures of Asia Minor, Egypt, Greece, and the Far East, with special reference to sculpture, painting, and ceramics. *Full Course.* (Alternating, given 1939-40.) Miss Robie
- 221f, 222w, 223s, (B). ELEMENTARY DRAWING AND PAINTING. A course in drawing and painting from models, landscape painting, and the study of composition. The students may use oils, pastels, or water colors, or may work with charcoal, crayon, or pencil. *Full Course.*  
Mr. McKean
- 246s, (C). MURAL PAINTING. Principles of illustration and decoration in relation to architecture; historical costume, flora, and fauna; mural composition. Murals are planned and executed for various Rollins buildings. *Full Course.* Mr. Rae
- 251f, 252w, 253s, (S1). GREAT PERSONALITIES IN ART. A series of short talks on eminent artists and their times, illustrated with lantern slides. *Seminar.* Mr. McKean
- 254f, 255w, 256s, (C). ELEMENTARY SCULPTURE. A course in modeling in clay, including making compositions, portraits from models, and the techniques and practice of casting. *Full Course.* Miss Ortmayer
- 261f, 262w, 263s, (B). A study of the culture and society of the following periods as mirrored in their creative arts.
- 261f, (B). ART IN ITALY AND SPAIN FROM THE THIRTEENTH THROUGH THE SIXTEENTH CENTURY. *Full Course.* (Alternating, given 1938-39.) Mr. McKean



- 262w, (B). ART IN FRANCE AND NORTHERN EUROPE FROM THE THIRTEENTH THROUGH THE SEVENTEENTH CENTURY. *Full Course*. (Alternating, given 1938-39.)  
Mr. McKean
- 263s, (B). EIGHTEENTH CENTURY EUROPEAN ART. *Full Course*. (Alternating, given 1938-39.) Mr. McKean
- 264s, (A). GOTHIC ART AND ARCHITECTURE. A study of the rise and development of Gothic art and architecture with a survey of historic backgrounds; the decorative arts of the period including illuminated manuscripts, carved ivories, mosaics and enamels. *Full Course*. (Alternating, given 1938-39.) Miss Robie
- 304f, 305w, 306s, (C). ADVANCED SCULPTURE. A continuation of ELEMENTARY SCULPTURE. *Full Course*.  
Miss Ortmayer
- 321f, 322w, 323s, (B). A study of the culture and society of the following periods as mirrored in their creative arts.
- 321f, (B). NINETEENTH CENTURY EUROPEAN ART. *Full Course*. (Alternating, given 1939-40.) Mr. McKean
- 322w, (B). ART IN AMERICA FROM THE COLONIAL PERIOD TO THE PRESENT TIME. *Full Course*. (Alternating, given 1939-40.) Mr. McKean
- 323s, (B). CONTEMPORARY ART. *Full Course*. (Alternating, given 1939-40.) Mr. McKean
- 324f, 325w, 326s, (B). DRAWING AND PAINTING. A continuation of ELEMENTARY DRAWING AND PAINTING. *Full Course*. Mr. McKean
- 351f, 352w, 353s, (D1). SPECIAL PROBLEMS IN SCULPTURE. A seminar dealing in individual problems in sculpture. *Seminar*. Miss Ortmayer
- 363w, (*To be arranged*). STUDY OF ANTIQUES. A course designed for collectors and others interested in antiques with emphasis on hobbies; a discussion of frauds and changing fads; old furniture, glass, china, silver, prints, silhouettes, etc. *Seminar*. Miss Robie
- 407f, 408w, 409s, (B). ADVANCED DRAWING AND PAINTING. A continuation of DRAWING AND PAINTING. *Full Course*. Mr. McKean

## Astronomy

- 101f, (C). **DESCRIPTIVE ASTRONOMY—THE SOLAR SYSTEM.** A study of the constitution of the system, the real and apparent motions of its members, their appearance and physical characteristics, and the various phenomena arising from celestial motions: time, the seasons, eclipses, etc. *Full Course.* Dr. Phyllis Hutchings
- 102w, (C). **DESCRIPTIVE ASTRONOMY—THE STELLAR SYSTEM.** A study of the membership of and distribution in our sidereal system or galaxy; the extra-galactic objects; the motions and physical characteristics of the members, and the explanation of their apparent brightness and color; various stellar phenomena, as double stars. *Full Course.* Dr. Phyllis Hutchings
- 206s, (C). **PRACTICAL ASTRONOMY.** The determination of geographical positions, i. e., time, latitude, and longitude, by the sextant and surveyor's transit; navigation; various problems, either theoretical or with the telescope, on planetary motions, time, etc. *Full Course.* Prerequisite, 101, or 102, also Mathematics 101 and 102, or 104. Dr. Phyllis Hutchings
- 207f, 208w, 209s, (*Evenings*). **OBSERVATIONAL ASTRONOMY.** Brief surveys of the above material studied from an observational viewpoint. *Seminar.* Dr. Phyllis Hutchings
- Note: *In all courses in astronomy at least one meeting each week will be held in the evening.*

## Biology

- 101f, (D). **GENERAL BIOLOGY.** Principles of life, growth, reproduction, irritability, elementary embryology, fundamental structural characteristics of both animals and plants, immunity, heredity and environment, distribution, evolution, general classification of plants and animals, and economic importance. Open to all students. *Full Course.* Miss Shor
- 104f, (B); 104w, (D); 104s, (A). **INTRODUCTORY BIOLOGY.** Orientation course to give a broad perspective of the vast field of modern biology. Objectives cultural rather than technical. Stresses unity of life—fundamental similarity in organic structure, vital processes and nat-

ural laws exhibited by plants, animals, and man. Fulfills requirement for Upper Division. *Full Course.*

Dr. Uphof

- 304f, (S). BACTERIOLOGY. The application of bacteriology of household and sanitary sciences; bacterial diseases of men, animals, and plants; soil bacteriology; classification of bacteria; preparation of important culture media, transplanting, inoculation, and identification of various types of bacteria; staining and preparation of bacterial slides. *Seminar.* Prerequisite, 103 or 104.

Dr. Uphof

- 305f, (A). MICROSCOPICAL TECHNIQUE. A course involving the histology and cytology of plants. Important methods of fixing, hardening, dehydrating, staining, clearing, imbedding, sectioning with rotary and sliding microtome, and mounting objects for microscopical study. Recitations and laboratory work. *Full Course.* Prerequisite, 103 or 104.

Dr. Uphof

- 308w-309s, (S). GENETICS. A course dealing with the laws of variation and heredity. Factor analysis; law of Mendel; mutation theory; hybridism; principles of biometry, plant and animal breeding. Textbook and laboratory work. *Seminar.* Prerequisite, 103 or 104.

Dr. Uphof

- 317f, (S). HISTORY OF BIOLOGY. A review of the makers of biological sciences, their lives, theories and contributions. Recent and contemporary biologists will be emphasized. *Seminar.*

Miss Shor

- 318w, (S). BIOLOGICAL LITERATA. Reading of the biological classics and more recent writings. Objectives—to familiarize the student with the works of the past and to teach him to interpret biological data and trace the development of important theories. *Seminar.*

Miss Shor

#### *Botany and Horticulture*

- 210f, (A). GENERAL BOTANY. General morphology of plants; identification of plants in the field. Textbook, conference notes, laboratory work, field work. *Full Course.*

Dr. Uphof

- 211w, (B). PLANT PHYSIOLOGY AND ANATOMY. A study of the metabolism of plants, their growth, nutrition, photo-



synthesis, material transformation in the cells, influence of external conditions, symbiosis, parasitism and fermentation. A study of the tissues of roots, leaves and stems. Embryology. Textbook and laboratory work.

*Full Course.* Prerequisite, 210.

Dr. Uphof

215s, (B). SYSTEMATIC AND ECONOMIC BOTANY. A study of the flowering plants, ferns, mosses, fungi, and algae, especially with reference to the local flora. Textbook, laboratory work and field trips. *Full Course.* Prerequisite, 210.

Dr. Uphof

225w-226s, (B). HORTICULTURE AND FRUIT GROWING. Study of physics, chemistry, and bacteriology of the soil; irrigation and drainage; natural and artificial propagation of plants; general outline of tropical and subtropical fruit growing; ornamental plants; grove management; vegetable growing; plant diseases and pests, and means of eradication. Textbooks, conference notes, laboratory work, drawing plans of groves and gardens, field work. *Full Course.*

Dr. Uphof

### Zoology

102w-103s, (D). GENERAL ZOOLOGY. A course presenting animals and their characteristics in the order of their supposed evolution. Various biological phenomena emphasized in a manner to indicate an understanding of man's place in nature and the direct relations between animals and man. Open to all students. *Full Course.*

Miss Shor

106s, (A). SYSTEMATIC INVERTEBRATE ZOOLOGY. Practical work in taxonomy, consisting largely of laboratory and field work; collection and classification of terrestrial, marine, and fresh water invertebrates, exclusive of the insects. *Full Course.* Prerequisite, 103.

Miss Shor

204f-205w-206s, (A). COMPARATIVE ANATOMY. Comparative study of morphology, embryology, ecology, and general classification of vertebrates; representatives of different classes dissected and studied in detail; structures studied from embryological viewpoint to show relationship to man. Required of pre-medical and biology majors. *Full Course.* Prerequisite, 103.

Miss Shor

231f, 232w, 233s, (A). ZOOLOGICAL PRACTICUM. A course adapted to individual students presenting one year of

- zoology or equivalent. An introduction to biological research under close supervision. *Full Course*. Prerequisite, one course in biology or zoology. Miss Shor
- 252w, (C). PUBLIC HEALTH ZOOLOGY. Selecting man as a center point various animals are studied in relation to man, such as the study of the causes and transmission of disease; animals used for food; etc. Lantern slide demonstrations, reports, field trips, etc. Special instruction to the women students majoring in sociology. *Full Course*. Prerequisite, preliminary survey course in biology or zoology advisable but not absolutely necessary. Dr. Stiles
- 301f-302w-303s, (S). HUMAN ANATOMY AND PHYSIOLOGY. The essentials of anatomy and physiology presented in logical sequence with a biological approach, including brief survey of human embryology. Open only to pre-medical students and nurses. *Seminar*. Miss Shor
- 316s, (S). ANIMAL ECOLOGY. The relation of animals to their environment with laws affecting their geographical distribution. Special attention to American species of vertebrates and local fauna. *Seminar*. Prerequisite, 103. (Alternating, given 1938-39.) Miss Shor
- 322w, (C). ADVANCED PUBLIC HEALTH ZOOLOGY. Continuation of 252w. Individual projects involving field work, reading, etc. *Full Course*. Prerequisite, one course in biology or zoology. Dr. Stiles
- 326w, (A). HISTOLOGY. A comparative study of the structure of all vertebrate cells, tissues and organs, including their relations to function, with special emphasis on mammalian tissues. Practice in the making of slides. *Full Course*. Prerequisite, 103. Miss Shor
- 327s, (A). EMBRYOLOGY. A study of the orderly series of changes in form and function through which the initial germ of the new individual is transformed into a sexually mature adult. Special study of the chick. *Full Course*. Prerequisite, 103. Miss Shor
- 404f, 405w, 406s, (A). SPECIAL PROBLEMS IN BIOLOGY. Individual problems or special topics in general zoology, invertebrate zoology, comparative anatomy, histology, embryology, entomology, or general biology, according to the interests and preparation of the students. *Full Course*. Miss Shor



- 416s, (S). BIOLOGY OF MAN. Physical affinities of man with primates, time and place of origin, evolution in structure and function, through a survey of his archeological and ethnological development from apes to Egyptians; race classifications; biological aspects of Indian, Negro, and marginal-white problems in the United States. *Seminar*. (Alternating, given 1939-40.)

Miss Shor

### *Entomology*

- 352w, (C). ENTOMOLOGY. A study of the characteristics of the orders and families of insects, with the study of their habits, life-histories, and relations to other animals and to plants, including their collection and classification. *Full Course*.

Dr. Osborn

### *Ornithology and Nature Study*

- 362w, (S). ORNITHOLOGY. A special study of a few common birds found in or near Winter Park. *Seminar*.

Mr. Davis

- 363s, (*To be arranged*). CONSERVATION OF NATURAL RESOURCES. A course designed to fulfill the requirements of the Florida State Department of Education for teachers of science or social science. *Full Course*.

Dr. Uphof

## Books

- 101f, (S1). USE OF THE LIBRARY. A study of the arrangement of books, use of card catalogue, use of reference books and magazines, making of bibliographies. The purpose is to develop independent use of libraries during college and in later life. *Seminar*.

Mr. Yust

- 104f; 104s, (S). ART OF READING. A clinical seminar for those who need guidance in overcoming bad reading habits, which handicap them in their ability to interpret the printed page quickly and intelligently, and also for those who have not yet developed a love and appreciation of books. *Seminar*.

Dr. Grover

- 204f, (D); 204s, (A). READING COURSE IN ENGLISH AND AMERICAN LITERATURE. First hour of each period is



devoted to collective reading, the second hour to individual reading. Each student is encouraged to follow his native aim so as to develop a love of reading. Reports are required on all books read. *Full Course.*

Dr. Grover

- 205w, (B—M. W. F.). HISTORY OF THE BOOK. A history of human records beginning with the clay tablets of Babylonia and the papyrus books of Egypt, and the development of the art of printing by John Gutenberg, followed by a study of the great medieval presses and the making of books by modern machinery. The course is profusely illustrated with historical material.

Dr. Grover

- 206w, (B—Th. S.). LITERARY PERSONALITIES. A study of the personalities and biographies of leading writers of English and American literature, in an effort to develop an interest in books through an acquaintance with the lives of their writers.

Dr. Grover

205w and 206w together form a *Full Course.*

## Chemistry

- 104f; 104w, (A); 104s, (C). INTRODUCTION TO CHEMISTRY. A cultural survey course for non-science majors only who have had no previous courses in chemistry. It involves no laboratory work and is designed to meet the chemistry requirement for entrance into the Upper Division. *Full Course.*

Dr. Farley, Dr. Waddington

- 105f-106w-107s, (B). GENERAL CHEMISTRY AND QUALITATIVE ANALYSIS. A practical course of principles, theory, and laboratory practice for those desiring a more general course, or expecting to continue further work in chemistry. All science majors normally take this course in first year. *Full Course.*

Dr. Waddington

- 201f-202w, (C). QUANTITATIVE ANALYSIS. A course in which the student obtains, by means of laboratory practice, classroom discussion, and the working of numerous illustrative problems, a mastery of the theory and practice of the fundamental methods of volumetric and gravimetric analysis. *Full Course.* Prerequisite, 107.

Dr. Farley

- 301f, 302w, (S2). THE HISTORY OF CHEMISTRY. A seminar in which the development of chemical theory is treated from the historical point of view. Open to chemistry and physics majors as well as pre-medical students. Required of all Upper Division students majoring in chemistry. *Seminar*. (Alternating, given 1939-40.)  
Dean Anderson, Dr. Farley, Dr. Waddington
- 303s, (S2). CHEMICAL LITERATA. This seminar serves the double purpose of making the student acquainted with chemical periodicals and at the same time bringing before him recent developments in this science. Required of chemistry majors. *Seminar*. (Alternating, given 1939-40.) Dean Anderson, Dr. Farley, Dr. Waddington
- 311f-312w-313s, (D). ORGANIC CHEMISTRY. A course designed to give the student a thorough knowledge of the chemistry of the more important compounds of carbon. Experimental skill and the methods of organic synthesis are acquired through laboratory practice. *Full Course*. Prerequisite, 107. Dr. Farley
- 321f, (*To be arranged*). ADVANCED INORGANIC CHEMISTRY. A course devoted largely to an intensive study of the periodic arrangement of the elements, atomic structure, and the principles of chemical equilibria. *Full Course*.  
Dean Anderson, Dr. Waddington
- 401f, 402w, (S2). COLLOID CHEMISTRY. The fundamentals of theoretical and practical colloid chemistry are presented. Each student performs several experimental projects. Required of chemistry majors. *Seminar*. (Alternating, given 1938-39.)  
Dean Anderson, Dr. Farley, Dr. Waddington
- 403s, (S2). CHEMICAL LITERATA. This seminar serves the double purpose of making the student acquainted with chemical periodicals and at the same time bringing before him recent developments in this science. Required of chemistry majors. *Seminar*. (Alternating, given 1938-39.) Dean Anderson, Dr. Farley, Dr. Waddington
- 405w-406s, (D). PHYSICAL CHEMISTRY. A course in theoretical or physical chemistry involving laboratory practice and designed especially to be useful to students majoring in chemistry, biology, physics, or pre-medics. *Full Course*. Prerequisite, 107. Dr. Waddington

- 411f, (*To be arranged*). **ADVANCED INORGANIC PREPARATIONS.** A course designed to create skill in laboratory technique by a series of more advanced preparations as well as to give practice in the use of chemical literature. *Full Course.* Dean Anderson, Dr. Waddington
- 412w, (*To be arranged*). **ADVANCED ORGANIC PREPARATIONS.** A laboratory course in which the student prepares a number of typical and more difficult organic compounds by general synthetic methods. Training in the use of literature is also acquired. *Full Course.* Prerequisite, 311-312-313, or equivalent. Dr. Waddington
- 413f; 413w; 413s, (*To be arranged*). **PROJECTS IN CHEMISTRY.** Small elementary research projects are assigned to students, for the purpose of giving training in the approach to a research problem, use of chemical literature, and the proper write-up of research studies. *Full Course.* Dean Anderson, Dr. Farley, Dr. Waddington
- Note: *Any of the courses, 411, 412, 413 may be extended to two terms with the permission of the instructor.*

### **Economics and Business Administration**

- 104f-105w, (A). **PRINCIPLES OF ACCOUNTING.** Principles of accounting as applied to trading and manufacturing enterprises operating as sole proprietorship, partnership, or corporation; actual transactions and books set up and proper procedure used; preparation of financial and profit-and-loss statements. The underlying principles and theories of debit and credit are developed. *Full Course.* Dr. Melcher
- 201f, (C); 201w, (B); 201s, (B,D). **PRINCIPLES OF ECONOMICS.** A foundation course for those who intend to pursue the subject further as well as a survey course for other students to give a general understanding of economic institutions and principles and to prepare to meet the Upper Division requirement. *Full Course.* Mr. France, Dr. Melcher
- 207s, (C). **BUSINESS ORGANIZATION.** A survey of the nature of a business enterprise; its promotion, financial organization, operating structure, marketing its products, accounting, personnel problems, control and re-



- adjustment problems of the enterprise. *Full Course.*  
Prerequisite, 201. Dr. Melcher
- 301f, (B). LABOR MOVEMENTS AND INDUSTRIAL PROBLEMS. A study of labor problems; relations between capital and labor, especially in the United States; background of the trades union movement; principal problems arising out of the relations and aspirations of labor to our industrial situation as a whole. *Full Course.* Prerequisite, 201. (Alternating, given 1938-39.)  
Mr. France
- 304f, (B). CURRENT ECONOMICS. A course designed to give students experience and aptitude in the handling of economic data as it unrolls from day to day; use of New York daily papers with special reference to financial sections as well as weekly and monthly publications. *Full Course.* Prerequisite, 201. (Alternating, given 1939-40.)  
Mr. France
- 306w, (A). PUBLIC FINANCE AND TAXATION. A study of the principles and facts of taxation, with emphasis on government expenditures. A course of theory and practice in the field of public finance in general, to meet the need of tax payers and civic and political leaders. *Full Course.* Prerequisite, 201. (Alternating, given 1939-40 and 1940-41.)  
Dean Enyart
- 307f, (A). CORPORATION FINANCE. A study of the forms and instruments of corporate finance; adaptations and comparisons of business organization; corporation stock; types of bonds, marketing securities; growth and expansion; management of income; reorganization and consolidations; causes of business failure; social aspects of corporation finance; practical problems and practice. *Full Course.* Prerequisite, 201.  
Dean Enyart
- 308w; 308s, (A). INVESTMENTS. Practice in the use of business forms and papers; supply of capital; demand for capital; determination of an investment policy; stock and bond analysis; judging a good investment; operation of the stock exchange and the bond market; investments and the business cycle and investment forecasting; principles and practice with actual problems. *Full Course.* Prerequisite, 201. (Alternating, given winter, 1938-39; spring, 1939-40.)  
Dean Enyart

- 309s, (A). MONEY AND BANKING. History and development of the use of money; types of currency; kinds in use in the United States; modern banking operations; nature and use of credit; the federal reserve system; application of banking methods to business practice; course conducted through a syllabus of practical problems in banking. *Full Course*. Prerequisite, 201. (Alternating, given 1938-39, 1940-41.) Dean Enyart
- 312s, (C). BUSINESS LAW. A course designed to give economics and business administration majors an understanding of the more fundamental principles of law applying to business transactions with special reference to the law of contracts and negotiable instruments. *Full Course*. Prerequisite, 201. (Alternating, given 1939-40.) Mr. France
- 313s, (C). ECONOMIC GEOGRAPHY. A course designed to show the close inter-relationship of the world as a whole economically as well as to give the student practical information as to the economic conditions and trade requirements of the more important countries. *Full Course*. (Alternating, given 1938-39.) Mr. France
- 314f, (B). ADVANCED ACCOUNTING. A course dealing with accounting theory and special problems; a study of individual balance sheet accounts; handling of special accounts; cost accounting; constant emphasis on the relation accounting bears to law, finance, and economics. *Full Course*. Prerequisite, 104-105, 201. (Alternating, given 1938-39.) Mr. Biddle
- 315w, (B). ADVANCED ACCOUNTING—AUDITING. A course built around general problems: how to begin an audit, what to do during the audit, how to end an audit, what to do at completion of an audit. Carefully arranged laboratory work. *Full Course*. Prerequisite, 314 or equivalent. (Alternating, given 1938-39.) Mr. Biddle
- 316s, (B). ADVANCED ACCOUNTING—SYSTEM BUILDING. Methods used in installing accounting systems, classification of accounts, securing of internal control, etc. Study of standardized accounting systems for specific industries with definite problems, laboratory work and preparing of reports. *Full Course*. Prerequisite, 315 or equivalent. (Alternating, given 1938-39.) Mr. Biddle



317f-318w-319s, (S). **BUSINESS WRITING.** A course designed to give students the power to use correct and forceful English for business purposes by a study of the principles of effective expression and impression as applied to various types of business correspondence, reports, etc. *Seminar.* (Alternating, given 1938-39.)

Mr. Biddle

322w-323s, (B). **ECONOMIC ASPECTS OF SOCIAL TRENDS.** A survey and evaluation of the social, political, and economic aspects of many of our historic problems, centering around the problems of human relations in industry and the utilization of natural resources; an attempt to associate all social forces. *Full Course.* Prerequisite, 201 and other human relations courses. (Alternating, given 1939-40.)

Mr. France, Dr. Melcher

324f, 325w, 326s, (D1). **PERSONNEL ADMINISTRATION.** Human relations in industry; an analysis and description of the methods of personnel work and an attempt to understand the psychology of the conflicts that arise and to evaluate the methods of industrial plans for improvement. *Seminar.*

Dr. Melcher

343s, (A). **ADVERTISING.** A general survey of the entire field of advertising procedure from the inception of the idea to the completion of the advertisement or the entire campaign and selection of the media, for the use of the general business man as well as the professional advertiser. *Full Course.* (Alternating, given 1939-40.)

Mr. Biddle

401f, 402w, 403s, (S). **ECONOMIC SEMINAR.** A course for the advanced student designed to develop his ability to undertake and carry through independent research work in the economic field and to make intelligible reports of the results of his investigations and study. *Seminar.*

Mr. France

404f, (C). **PRINCIPLES OF TRANSPORTATION.** A study of the major forms of transportation and the underlying principles in the economics of transportation; an attempt to look at the transportation problem as a whole and to point ways to some solution. *Full Course.* (Alternating, given 1938-39.)

Dr. Melcher

405w, (C). **ADVANCED TRANSPORTATION AND ECONOMIC GEOGRAPHY.** A description of the development of ocean



transportation and a study of the problems of the merchant marine with an analysis of the relations between foreign trade and ocean transportation and a study of the problems of our ever increasing economic interdependence. *Full Course*. (Alternating, given 1938-39.)

Dr. Melcher

407f, (A). INTRODUCTION TO STATISTICAL METHOD. *Full Course*. See Mathematics 407f.

408s, (B). MATHEMATICS OF FINANCE. *Full Course*. See Mathematics 408s.

411f-412w, (C). MARKETING. An analysis of marketing practices and a study of the development and trends of marketing institutions with the purpose of assisting in the understanding of marketing in a competitive economic society and of pointing a way to improvement in marketing methods. *Full Course*. Prerequisite, 201. (Alternating, given 1939-40.)

Dr. Melcher

## Education

233s, (B). INTRODUCTION TO TEACHING AND HISTORY OF EDUCATION. A course suitable for either prospective teachers or for those interested in educational problems as a part of their civic knowledge. Short development from Greece to the present; brief comparison of our system with those of Europe; survey of outstanding problems of administration and classrooms today. *Full Course*.

Miss Packham

302s, (A). HISTORY OF AMERICAN EDUCATION. In this course special reference is given to the life and work of Horace Mann. *Full Course*.

Dr. Rhoton

304f, (C). EDUCATIONAL PSYCHOLOGY. *Full Course*. See Psychology 304f.

321w, (C). PRINCIPLES OF SECONDARY EDUCATION. Objectives, functions, organization, and administration of the junior and senior high schools; articulation between schools and curricula; planning schedules and courses of study. *Full Course*. (Alternating, given 1939-40.)

Mr. Glass

403w, (A). PROBLEMS IN SECONDARY SCHOOL PRACTICES. Study of the history, types, curricula, and problems of

- junior and senior high schools. *Full Course.* (Alternating, given 1939-40.) Mr. Glass
- 404s, (B). MENTAL AND EDUCATIONAL TESTING. Uses and interpretations of standard character, personality, intelligence, and subject matter tests; tests given in local schools; improvement of teacher-made tests; diagnostic and remedial work based on analyzing test results. *Full Course.* Miss Packham
- 405w, (A). PRINCIPLES OF THE ELEMENTARY CURRICULUM. Required course for elementary teachers. How to organize and plan units of activity for the elementary grades; special reference to Florida course of study. *Full Course.* (Alternating, given 1939-40.) Mr. Glass
- 406w-407s, (C). TECHNIQUE OF TEACHING—PRACTICE TEACHING. Organized on an individual basis for the needs of each student both in general and specific methods and in practice work. Four weeks of practice teaching in local schools each term. Required courses for all prospective teachers except music education majors. *Full Course.* Prerequisite, a previous education course. Miss Packham

## English

- 101f-102w-103s, (A, C, D). FOUNDATION COURSE IN COMPOSITION AND LITERATURE. A course in fundamentals, enlarged and enriched by considerable reading, with training in the sentence, the paragraph, preparation of organized term reports and longer exposition. Some attention will be devoted to imaginative writing. *Full Course.* Mr. Harris, Mr. Mendell
- 104f, 105w, 106s, (S1). CLINICAL SEMINAR IN ENGLISH GRAMMAR AND SENTENCE STRUCTURE. This review of English grammar and sentence structure is designed to assist students having difficulty in foreign language as well as in English. *Seminar.* Mr. Mendell, Mr. Wattles
- 151f, (B,C)-152w, (B); 152s, (B). INTERMEDIATE COURSE IN ENGLISH. A development of the appreciation of

literature together with further study of the essentials of English composition. *Full Course.*

- 155w, 156s, (C). INTRODUCTION TO CREATIVE WRITING. Designed for Lower Division students who show marked talent for writing and who feel that their future vocation may be somewhere in the field of writing—fiction, drama, journalism, editing, or publishing. Admission after conference with instructor. *Full Course.*

- 203f, (A). MEDIEVAL PERIOD. First of the period courses in English major. Should be preceded or accompanied by course in Medieval History. Considerable attention paid to origins of social trends, political theories, as well as study of literary types. *Full Course.* Mr. Wattles
- 207w, (C). ARGUMENTATION AND DEBATE. *Full Course.* See Speech 207w.

- 211w, (A). RENAISSANCE PERIOD. A thorough review of the historical background of English literature—social, economic, religious, and governmental, in the sixteenth century. Study of classics. *Full Course.*

- 212s, (A). SEVENTEENTH CENTURY. A thorough review of the historical background of English literature—social, economic, religious, and governmental, in the seventeenth century. Study of classics. *Full Course.*

- 217w, (S). SEMINAR IN POETRY WRITING. Technical instruction in writing poetry, also detailed criticism of students' work. Poetry of the present and earlier periods is studied in order to give the student standards of appreciation. Movements of poetry in our own day are taken up. Designed for a group of selected students. *Seminar.*

- 253s, (C). ESSAY AND EXPOSITION. A course designed primarily for non-English majors but required of all students majoring in journalism. Practice and theory of the research report, informal essay, magazine article, with review of the structure of sentence, paragraph, and longer composition. Open to Upper and Lower Division students. *Full Course.*

Mr. Wattles



- 261s, (B). MASTERPIECES OF PROSE LITERATURE. A course intended to acquaint the student with a selected group of great masters in the field of biography, letter, prose tale, and history. Open to non-English majors who have completed first year college English—not for English majors. *Full Course*. (Alternating, given 1939-40.)  
Dr. Newman
- 262s, (B). INTRODUCTION TO EPIC AND LYRIC POETRY. A course introducing the student to a selected group of great epic poems and famous lyric poets. Open to non-English majors who have completed first year college English—not for English majors. *Full Course*. (Alternating, given 1938-39.)  
Mr. Wattles
- 263w, (B). INTRODUCTION TO DRAMA, SATIRE, AND LITERARY CRITICISM. A course introducing the student to a selected group of masters in the fields of drama, satire, and literary criticism. Open to non-English majors who have completed first year college English—not for English majors. *Full Course*. (Alternating, given 1939-40.)  
Dr. Burton
- 301f, (B). EIGHTEENTH CENTURY. A thorough review of the historical background of English literature—social, economic, religious, and governmental, in the eighteenth century. Study of classics. *Full Course*. Mr. Harris
- 302f, 303w, 304s, (B). AMERICAN LITERATURE. History of American literature from the earliest times to the present: Fall—period from colonial days until the Civil War; winter—from the Civil War to 1900; spring—from 1900 to the present. Century Readings volume is used as syllabus. Not necessary to take three consecutive terms. Students admitted only after conference with instructor. *Full Course*.  
Dr. Pattee
- 307f-308w, (C). MAGAZINE AND NEWSPAPER. Practice and theory of reporting, editing, and make-up, with a study of American magazines and newspapers, using the college publications for laboratory. A course designed for majors in journalism and to assist the social science student to read periodical literature more effectively. Students admitted only after conference with instructor. *Full Course*. Should be followed wherever possible by English 253.  
Mr. Wattles

- 317f-318w-319s, (A). SHAKESPEARE, HIS CONTEMPORARIES, AND HIS CRITICS. These courses are designed to give students an appreciative and critical understanding of Shakespeare's growth and mastery of poetic drama through the study of his greatest comedies, history plays, and tragedies, together with a comparison of his leading contemporaries and the reading and discussion of notable Shakespearian criticism. *Full Course.*  
Dr. Newman
- 332w, (B). NINETEENTH CENTURY, PART I. A study of the poetry and prose of the English Romantic Movement, with emphasis upon the leading poets and critics of the period, together with brief review of the sources and development of the movement throughout Europe. *Full Course.*  
Dr. Newman
- 333s, (B). NINETEENTH CENTURY, PART II. A study of the prose and poetry from 1850 to 1900. The major writers of poetry, essay, fiction, drama, and criticism reviewed with the social changes during the Victorian period as background. *Full Course.*  
Dr. Burton
- 351w-352s, (C). HISTORY OF THE DRAMA. A survey of the most important dramatic writing from the Greeks to current plays. The vital relation of the theatre to dramatic creation is steadily emphasized and illustrated. *Full Course.* (Alternating, given 1938-39.)  
Dr. Burton
- 354f-355w-356s, (C). HISTORY OF FICTION AND THE NOVEL. Fall—primitive fiction, epic, legend, romance, through Elizabethan fiction; winter—fiction of the seventeenth and eighteenth centuries; spring—nineteenth century fiction. Collateral readings in criticism and in the history of the novel. *Full Course.*  
Mr. Harris
- 361f-362w-363s, (D). EPIC AND LYRIC POETRY. Research reports by the students on approximately twenty of the important national folk and literary epics of the world literature. Similar approach by survey to the lyric poem, its appraisal, verse structure, significant ideas, and important figures in its creation. Special work on the modern American period. Assistance given to those who wish to write. *Full Course.* (Alternating, given 1939-40.)  
Mr. Wattles



- 364f, 365w, 366s, (D). CONTEMPORARY LITERATURE. The courses are designed to develop an appreciation and critical judgment of the best of contemporary literature—drama, fiction, essay, and biography—by arousing interest in the reading and discussion of recent work in these fields. *Full Course.* Dr. Newman
- 367f, 368w, 369s, (D). CREATIVE WRITING WITH EMPHASIS ON SHORT STORY AND PLAY WRITING. An advanced course for Upper Division students interested in any of the branches of creative writing—fiction, drama, journalism, editing, or publishing. Designed not only to train the young writer but to develop sharply the faculty for criticism. Students admitted only after conference with instructor. *Full Course.* Mr. Granberry
- 417w, (S). SEMINAR IN POETRY WRITING—ADVANCED. Technical instruction in writing poetry, also detailed criticism of students' work. Poetry of the present and earlier periods is studied in order to give the student standards of appreciation. Poetry movements in our own day are taken up. Designed for a group of selected students. *Seminar.* Mrs. Scollard

## French

- 101f-102w-103s, (B). ELEMENTARY FRENCH... Beginners course: phonetics, elementary grammar, translations from French to English and English to French; last term, French history and conversation. Student should acquire good reading knowledge, fair speaking and writing knowledge. *Full Course.* Mr. Roney
- 201f, 202w, (A,C,D). INTERMEDIATE FRENCH. Thorough review of French syntax with emphasis on its essential difficulties; vocabulary building through topics of everyday life, with aim to give training in conversation; free compositions on simple subjects; reading of modern texts. *Full Course.* Prerequisite, 103 or equivalent. Mrs. Bowman, Mr. Roney
- 203s, (A,C,D). FRENCH COMPOSITION AND CONVERSATION. Systematic review of the most difficult points in French grammar; practice in writing idiomatic French in translation and free compositions; oral criticisms; reading of nineteenth century masterpieces with explanations in



- French. Students completing this course should have working knowledge in French. *Full Course*. Prerequisite, 202. Mrs. Bowman, Mr. Roney
- 302w, 303s, (A). ADVANCED FRENCH COMPOSITION AND CONVERSATION. Conducted in French; conversation; written composition; interpretive reading. Aim to help students express themselves fluently in French and prepare for foreign study or travel. Examination before entry. *Full Course*. Mr. d'Estournelles
- 352w, 353s, (C). SURVEY OF FRENCH CIVILIZATION. General lines of the course conducted in English. Survey of the most important forces which contributed to the formation of France as a nation and as a cultural center of the western world, from middle ages to present time. *Full Course*. Mr. d'Estournelles
- 401f, 402w, 403s, (S). SEMINAR IN FRENCH LITERATURE. Study of special problems or periods according to preference of student. *Seminar or Full Course*.

Mrs. Bowman, Mr. d'Estournelles, Dr. Feuerstein

Note: *A description of the plan for Study in France will be found on page 98.*

## Geology

- 201f, (*To be arranged*). PHYSICAL GEOLOGY. Prerequisite, Chemistry 104 or equivalent.
- 202w, (*To be arranged*). HISTORICAL GEOLOGY... Prerequisite, 201.
- 203s, (*To be arranged*). MINERALOGY. Prerequisite, 202.
- 308w, (*To be arranged*). PROBLEMS IN GEOLOGY. Prerequisite, 203 or equivalent.

## German

- 101f-102w-103s, (A). ELEMENTARY GERMAN. Beginners course: phonetics and elementary grammar; translations from German to English and English to German; first two terms mostly grammar, last term reading and conversation. Student should acquire good reading knowledge, fair speaking and writing knowledge. *Full Course*. Dr. Feuerstein

201f, 202w, 203s, (B). INTERMEDIATE GERMAN AND ADVANCED GERMAN CONVERSATION. Review of grammar; German compositions; reading of classical masterpieces and modern authors; introduction to history of German literature. Student should acquire a working knowledge of German. *Full Course*. Prerequisite, 103.

Dr. Feuerstein

301f, 302w, 303s, (B). HISTORY OF GERMAN LITERATURE. Systematic study of German history and civilization, combined with study of the outstanding masterpieces of German literature; advanced composition. Class conducted almost entirely in German. Student expected to acquire fluency in German. *Full Course*.

Dr. Feuerstein

308w, (*To be arranged*). THE CLASSIC PERIOD OF GERMAN LITERATURE. Study of the great classics, Lessing, Goethe, Schiller, from the viewpoint of the historical, cultural, and philosophical background that brought about the classical period. Students expected to have fluency in German. *Seminar*.

Dr. Meyer

401f, 402w, 403s, (S). SEMINAR IN GERMAN. Study of special problems or periods, according to choice of individual student; scientific German; problems of philology. Students expected to do work outside of class and submit written reports weekly at individual conferences. *Seminar or Full Course*.

Dr. Feuerstein

## Greek

161s, (D). GREEK CIVILIZATION. The history and civilization of Greece, including literature, archeology, art, philosophy, religion, law, athletics, the theatre. Knowledge of the Greek language not required. *Full Course*. (Alternating, given 1938-39.)

Dr. Armstrong

162s, (D). ATHENIAN DRAMA IN TRANSLATION. A study of the Athenian theatre, and Athenian drama in general, with reading of a considerable number of the tragedies of Aeschylus, Sophocles, and Euripides, and of the comedies of Aristophanes, in English translation. Knowledge of the Greek language not required. *Full Course*. (Alternating, given 1939-40.)

Dr. Armstrong

201f-202w-203s, (A). **ELEMENTARY GREEK.** Beginner's course in the language, chiefly study of grammar and syntax, with reading in Iliad of Homer. Transition to Attic Greek in latter part of course, and reading of selections from Xenophon's Anabasis. *Full Course.*

Dr. Armstrong

301f-302w, (A). **HOMER, GREEK LYRIC, AND LUCIAN.** Reading of Lucian's Dialogues of the Gods, Dialogues of the Dead, several books of the Iliad and Odyssey of Homer, and selections from the Greek lyric poets. *Full Course.*

Dr. Armstrong

303s, (A). **PLATO AND ARISTOTLE.** Reading of selected Dialogues of Plato, selections from the Republic of Plato, and the Ars Poetica of Aristotle. *Full Course.*

Dr. Armstrong

304f, 305w, (A). **ATHENIAN DRAMA.** A study of the Athenian theatre, reading the Prometheus of Aeschylus, Oedipus Tyrannus of Sophocles, Bacchae of Euripides, Frogs of Aristophanes. *Full Course.*

Dr. Armstrong

306s, (A). **GREEK HISTORY AND ORATORY.** Reading of selections from the histories of Herodotus and Thucydides, also from the orations of Lysias and Demosthenes. Study of Athenian legal procedure. *Full Course.*

Dr. Armstrong

Note: *Upper Division Greek courses will be given if there is sufficient demand.*

401f, 402w, 403s, (S). **SEMINAR FOR ADVANCED STUDENTS.** The work of this seminar will be arranged to cover gaps in the reading of the individual student. An important feature will be practice in writing Greek prose, in the style of Lysias and Demosthenes. *Seminar.*

Dr. Armstrong

## History and Government

104f, (B); 104w, (A); 104s, (C). **MEDIEVAL EUROPE.** A survey of the origin and growth of western civilization from the decline of the Roman Empire to the period of the Renaissance, emphasizing the important characteristics and developments of the Medieval Period. *Full Course.*

Dr. Smith



- 107f, (C); 107w, (B); 107s, (A). MODERN EUROPE. A study of Europe from the Renaissance to the present day; designed for students—not history majors—who lack a knowledge of this period and will fulfill the Lower Division requirement in this subject, and also as a foundation course for history majors. *Full Course.*  
Dr. Bradley, Dr. Smith
- 108w, (C). GREEK AND ROMAN HISTORY. A course mainly concerned with the political and economic history of Greece and Rome, with occasional excursions into the fields of archeology, art, and literature. *Full Course.*  
Dr. Armstrong
- 109s, (B). SURVEY OF UNITED STATES HISTORY. For students—not history majors—who wish to fulfill the Lower Division requirement in this subject. One paper required on outside reading, a moderate amount of map work. With History 347 fulfills the Constitution requirement for Florida teachers' certificate. *Full Course.*  
Dr. Bradley
- 215f, (B); 215w, (A); 215s, (C). SPECIAL PROBLEMS IN MEDIEVAL EUROPE. An advanced course to be adapted to special interests of students and correlated with major work. Admission restricted to consent of instructor. *Full Course.*  
Dr. Smith
- 224s, (B). SPANISH COLONIZATION, WITH SPECIAL REFERENCE TO FLORIDA. A survey of the political and economic condition of Spain in the sixteenth century and a study of the Spanish colonial system, with its application to Florida. Development as a Spanish colony, international importance, and later development. *Full Course.*  
Mr. Hanna
- 252w, (D1). INTERNATIONAL RELATIONS. Nine or ten lectures, formal and public, upon international topics; including subjects of current interest and nations, not in the day's news, but with important relations to the United States. Emphasis on World Peace. Written synopses of lectures required. *Seminar.* Dr. Martin
- 304w, (A). HISTORY OF ENGLAND. A survey course in English history open to all Upper Division students. Not required of history majors. Discussions and map work. *Full Course.*  
Dr. Bradley

- 311f, (A). CONTEMPORARY HISTORY. A history of Europe since 1914, including survey of World War and a country by country study to present day. An object to develop intelligent newspaper reading on international affairs. Map studies. Required of majors, open to non-majors. *Full Course.* Dr. Bradley
- 331f, (A). THE EMERGENCE OF MODERN EUROPE, 1485-1763. An intensive study of the Renaissance, Reformation, and rise of the dynastic power in the various countries from the Renaissance to the French Revolution. Students are encouraged to specialize in some particular aspect of the period. *Full Course.* Prerequisite, 104 and 107, or consent of instructor. (Alternating, given 1939-40.) Dr. Smith
- 332w, (B). REVOLUTIONARY EUROPE, 1763-1848. An intensive study of the decline of the ancient regime in France, the vicissitudes of the French Revolution, the rise and fall of Napoleon, and the struggle between the forces of liberalism and reaction to the Revolution of 1848. *Full Course.* Prerequisite, 104 and 107, or consent of instructor. (Alternating, given 1939-40.) Dr. Smith
- 333s, (B). NATIONALISM AND IMPERIALISM, 1848-1919. An intensive course for mature students; historical literature and documents used; individualized study and special reports required. *Full Course.* Prerequisite, 104 and 107, or consent of instructor. (Alternating, given 1939-40.) Dr. Smith
- 337s, (B). EUROPEAN GOVERNMENTS. A study of the important governments of Europe, their history and present operation—Great Britain, France, Germany, Russia, and Italy. Required of European history majors. Text and outside reading. *Full Course.* Dr. Young
- 339w-340s, (S). HISTORY OF POLITICAL THEORY. A study of the development of the political ideas of the world's thinkers in political philosophy from the Greeks to the present day. Use of source materials. *Seminar.* Prerequisite, consent of instructor. Dr. Young
- 341f, (A). COLONIAL AMERICA, 1492-1825. An intensive study of the exploration and colonization of the western hemisphere by the European countries—covering the period from the voyage of Columbus to the recog-



- nition of the independence of the Latin American countries. *Full Course*. Prerequisite, 107 and 109, or consent of instructor. (Alternating, given 1938-39.)  
 Dr. Smith
- 342s, (A). FORMATION OF THE UNITED STATES, 1783-1865. Rapid review of period from adoption of the Constitution to opening of Civil War, followed by a study and papers on special topics, largely in individual conference. Required of United States history majors. *Full Course*. Prerequisite, 109, or consent of instructor. (Alternating, given 1939-40.)  
 Dr. Bradley
- 343s, (A). THE UNITED STATES SINCE 1861. Rapid review of the period followed by study and papers on special topics, largely in individual conference. Required of United States history majors. *Full Course*. Prerequisite, 109, or consent of instructor. (Alternating, given 1938-39.)  
 Dr. Bradley
- 347f, 348w, (B). AMERICAN GOVERNMENT. A study of the operation of the national, state, and municipal governments. Emphasis is placed on constitutional interpretation with discussion of important decisions of the United States Supreme Court. Required of United States history majors, and the first term for the Constitution requirement for Florida teachers' certificate. *Full Course*.  
 Dr. Young
- 349w, (D). AMERICAN POLITICAL THEORY. The development of American political ideas from the seventeenth century to the present. Use of source materials. Required for United States history majors and suggested for general human relations majors and those interested in American philosophy. *Full Course*. (Alternating, given 1938-39.)  
 Dr. Smith
- 361f-362w-363s, (S). AMERICAN FOREIGN RELATIONS. An intensive study of the foreign relations of the United States from the Revolutionary War to the present. Students encouraged to make special study of our foreign relations with one particular country. *Seminar*. Consent of instructor required.  
 Dr. Smith
- 364f-365w-366s, (S). AMERICAN WEST. The westward movement of the British colonies and the westward extension of the boundaries of the United States; the study of the organization, settlement, and problems involved



- in the formation of new states and territories. *Seminar*. Consent of instructor required. Dr. Smith
- 367f-368w-369s, (S). HISTORICAL BIOGRAPHY. An attempt to teach history without lectures, class meetings, papers, or text books. Readings and individual conferences in wide field. *Seminar*. Consent of instructor required. Dr. Bradley
- 371s, (A). HISTORY OF SPAIN. A survey of the evolution of the civilization and institutions of Spain with special emphasis on the rise and decline of the Spanish Empire. *Full Course*. (Alternating, given 1938-39.) Dr. Smith
- 381f, (S). GOVERNMENT AND BUSINESS. A study of the powers of government with special reference to the police power and business affected with a public interest, such as granger legislation, banking, insurance, rent, minimum wage, public utilities, and the New Deal. The students use library references and study the decisions of the Supreme Court. *Seminar*. Dr. Young

### Latin

- 101f-102w-103s, (A). ELEMENTARY LATIN. A study of the elements of the language and reading in Caesar's Gallic War. *Full Course*. Dr. Armstrong
- 104f, (A). CICERO AND OVID. Reading of the De Senectute and selected orations of Cicero, and selections from Ovid. *Full Course*. Open to students having two units in Latin. Dr. Armstrong
- 106w, (A). VERGIL. Reading of considerable part of Vergil's Aeneid, Eclogues and Georgics. *Full Course*. Open to students having three units in Latin. Dr. Armstrong
- 201s, (A). ROMAN COMEDY. Reading of several plays of Plautus and Terence, and a study of the history of Roman comedy. *Full Course*. Prerequisite, 104 and 106, or equivalent. Dr. Armstrong
- 202w, (A). LATIN PROSE OF THE IMPERIAL PERIOD. Reading of selections from Livy, the letters of Pliny, and the Annals of Tacitus, with a study of the history of the period. *Full Course*. Prerequisite, 104 and 106, or equivalent. Dr. Armstrong

- 203f, (A). LATIN LYRIC POETRY. Including selections from the poems of Catullus, the Odes of Horace, and the *Per-vigilium Veneris*. *Full Course*. Prerequisite, 104 and 106, or equivalent. Dr. Armstrong
- 301w, (A). ROMAN PHILOSOPHY: LUCRETIUS AND CICERO. Reading of the *De Rerum Natura*, partly in Latin and partly in translation, and reading of selections from Cicero's *Tusculan Disputations* and *Dream of Scipio*, together with a study of the philosophic background of these works. *Full Course*. Prerequisite, 201 and 203. Dr. Armstrong
- 401f, 402w, 403s, (S). SEMINAR FOR ADVANCED STUDENTS. The work of this seminar will be arranged to cover gaps in the reading of the individual student. An important feature will be practice in writing Latin prose in the style of Cicero. *Seminar*. Dr. Armstrong

### Mathematics

- 101f, (A). ADVANCED COLLEGE ALGEBRA. Review of the essentials of elementary and intermediate algebra; properties and graphs of quadrate equations; mathematical induction; binomial theorem, A and G; progressions; complex numbers; theory of equations; permutations, combinations, and probability; determinants; partial and continued fractions; scales of notation. *Full Course*. Mr. Weinberg
- 102w, (A). PLANE AND SPHERICAL TRIGONOMETRY. Trigonometric functions of acute angles; use of tables of natural functions; logarithms; solution of right and oblique triangles; trigonometric functions of any angle; plane sailing; graph of functions; trigonometric identities and equations; applications of trigonometry to algebra; solution of the right and oblique spherical triangles. *Full Course*. Mr. Weinberg
- 104f, (B,C); 104w, (B); 104s, (A). MATHEMATICAL ANALYSIS. A general information course designed to round out student's knowledge of mathematics and to fulfill the Lower Division requirement in this subject. The course is not technical, does not go fully into the deriving of formulae or the working of intricate prob-

lems—not intended for science majors. *Full Course.*

Dr. Armstrong, Mr. Weinberg

202f, (A). PLANE ANALYTIC GEOMETRY. Nature of elementary geometry, algebra, and trigonometry; geometric magnitudes; loci and their equations; straight line; circle; transformation of coordinates; parabola; ellipse; hyperbola; conics; polar coordinates; higher plane curves; point, plane, and line determined. *Full Course.*

Dr. Hutchings

204w, (A). ELEMENTARY MECHANICAL DRAWING. Applied geometry; the theory of projection; orthographic projection; working drawings, perspective drawing, charts, graphs, diagrams. Students will need wooden drawing board, drawing instruments, two triangles, one triangular scale, one T square, drawing paper, and tracing cloth. *Full Course.* Prerequisite, 102. Mr. Weinberg

211w-212s-213f, (A). ELEMENTARY CALCULUS. Winter—the process and rules of differentiation and its applications; spring—the integral calculus, methods of integration and applications to the study of areas, surfaces, volumes, centers of gravity, etc.; fall—multiple integration, infinite series, theory of finite differences (mechanical differentiation and integration). *Full Course.* Prerequisite, 102, 202. Dr. Hutchings

301s, (B). PLANE SURVEYING. Field work; notes, care of field equipment; use of chain and tape; the compass, level, transit; practical surveying; methods of computing. Aim to teach student self-reliance and power to work independently. *Full Course.* Prerequisite, 102. (To be given if sufficient demand.) Mr. Weinberg

302f, (A). HISTORY OF MATHEMATICS. The history of the science from the beginning to the present. *Full Course.* Prerequisite, 202. Mr. Weinberg

303w, (A). GRAPHIC STATICS. A course especially designed for science majors. Arranged to fit the needs of the individual student. *Full Course.* Prerequisite, 202. (To be given if sufficient demand.) Mr. Weinberg

308f, (A). THEORY OF EQUATIONS. A course especially designed for science majors. Arranged to fit the needs of the individual student. *Full Course.* Prerequisite, 101, 202. (To be given if sufficient demand.) Dr. Hutchings



- 309w, (A). PROJECTIVE GEOMETRY. A course for science majors. Arranged to fit the needs of the individual student. *Full Course*. Prerequisite, 101, 202. (To be given if sufficient demand.) Dr. Hutchings
- 402w, (D1). FUNDAMENTAL CONCEPTS OF MATHEMATICS. A course for science majors. Arranged to meet the needs of the individual student. Consists in reading books on the concept of algebra, geometry, and analysis. Writing themes in line with the major selected. *Seminar*. Prerequisite, 202. Mr. Weinberg
- 407f, (A). INTRODUCTION TO STATISTICAL METHOD. Topics included: Meaning and importance; tabular and graphical representation; frequency distributions; measures of central tendency; skewness; excess; moments; linear trends; correlation; curve fitting; normal curve; measures of reliability. Arranged to fit needs of individual student. Especially designed for human relations group majors. *Full Course*. Mr. Weinberg
- 408s, (B). MATHEMATICS OF FINANCE. Review of commercial algebra; application to commercial problems; exponents and radicals; logarithms; compound interest and discount; ordinary annuities; amortization and sinking funds; valuation of bonds; mathematics of depreciation; life insurance. Especially designed for economics and business administration majors. *Full Course*. Mr. Weinberg
- 409s, (A). SOLID ANALYTIC GEOMETRY. A course for science majors. Arranged to fit the needs of the individual student. *Full Course*. Prerequisite, 101, 202. (To be given if sufficient demand.) Dr. Hutchings
- 412w, 413s, (A). ADVANCED CALCULUS. Winter—theory, methods of solution, and applications of differential equations; spring—advanced integral calculus; analytic functions, Fourier series, elliptic integrals, etc. *Full Course*. Prerequisite, 213. Dr. Hutchings

## Music

- 101f, 102w, 103s, (S2). APPRECIATION OF MUSIC—FIRST YEAR.
- 201f, 202w, 203s, (S2). APPRECIATION OF MUSIC—SECOND YEAR. These courses are for students who have not

had extensive musical training but wish to gain an understanding and develop the art of listening to music. The approach is made through the place music has in the life of various periods with discussions of its nature and influence. *Seminar.*

For other courses in Music see pages 167-172 under Conservatory of Music.

## Philosophy

- 201w, (C). HISTORY OF ANCIENT AND MEDIEVAL PHILOSOPHY. The history of western philosophy from the work of Thales through that of Roger Bacon. Because it illuminates philosophical issues alive today, the middle period of Greek philosophy is given primary consideration. *Full Course.* (Alternating, given 1938-39.)  
Dr. Stone
- 202s, (C). HISTORY OF MODERN PHILOSOPHY... The history of philosophy beginning with Roger Bacon and concluding with Herbert Spencer. Of the thinkers included between, only the greatest are considered. Issues emphasized are those of present significance. *Full Course.*  
Dr. Stone
- 203f, (D). INTRODUCTION TO PHILOSOPHY. A survey of the fields in philosophy, and of the most significant problems involved. An attempt is made to correlate the various bodies of knowledge in terms of a few basic principles. *Full Course.*  
Dr. Stone
- 223w, (B). INTRODUCTION TO LOGIC AND THE SCIENTIFIC METHOD. A course in the theory of logic. Emphasis is placed upon contemporary developments in logic which tend to encourage analytical habits of reasoning. *Full Course.*  
Dr. Stone
- 301f, (A). CURRENT BRITISH PHILOSOPHY. Study is confined to the dominant members of the contemporary group. Each student is responsible for a thorough reading and understanding of the works of one man. *Full Course.* Prerequisite (except for students especially qualified), one Lower Division course in philosophy. (Alternating, given 1938-39.)  
Dr. Stone
- 302f, (A). CURRENT AMERICAN PHILOSOPHY. Study is confined to the dominant members of the contemporary



- group. Each student exhausts and interprets for himself the works of one member. *Full Course*. Prerequisite (except for students especially qualified), one Lower Division course in philosophy. (Alternating, given 1939-40.) Dr. Stone
- 303s, (C). PHILOSOPHY OF CHARACTER. A study of ethics from the point of view of ethology, the science of character. Shows the relation of the lower motivations to the higher, outlining moral and ethical concepts, and shows the progressive virtues of a mature life. *Full Course*. Dr. Bailey
- 305w, (C). PLATO AND ARISTOTLE. The greater part of Plato's Dialogues, and certain sections of Aristotle's Metaphysics and Ethics are read and discussed. *Full Course*. Prerequisite (except for students especially qualified), one Lower Division course in philosophy. (Alternating, given 1939-40.) Dr. Stone
- 308s, (D). PHILOSOPHY OF SCIENCE. A non-technical course in the development of scientific ideas from Galileo's time to the present day. Of chief concern is the effect of these ideas upon contemporary philosophy and modern culture. Except for science majors, a Lower Division course in philosophy is a highly advisable though not absolutely necessary prerequisite. *Full Course*. (Alternating, given 1938-39.) Dr. Stone
- 309s, (D). AESTHETICS. A course in the philosophical basis of the various arts. Readings bring out salient facts in the history of aesthetic theory. In the light of knowledge gained, the attempt is made to establish a basis for aesthetic judgment. *Full Course*. (Alternating, given 1939-40.) Dr. Stone
- 401f-402w-403s, (S). SEMINAR IN PHILOSOPHY. Specific topics for study are chosen each year upon consultation with the class. This course should be accessible only to philosophy majors or to those students who have had at least three courses in philosophy. *Seminar*. Dr. Stone

## Physical Education and Health

### *Objectives*

The following are the objectives of the Division of Physical Education and Health:



1. To provide for the organization and leadership of college students in physical education activities which will create and maintain general health ideals;
2. To stress the acquirement of skill in recreational activities that will not only be satisfying during college years, but will be continued in after-college life;
3. To foster social development and high standards of personal conduct through cooperative recreation;
4. To provide adequate individual remedial and corrective programs as indicated by medical examination.

It is proposed to reach these objectives through a constructive health program and supervised physical activities.

#### *Summary of Plan for Meeting Requirements*

All students must meet the requirements in physical education for entrance into the Upper Division and for graduation.

Lower Division students will be given instruction or will be actively engaged in some supervised activity each term. Each student is expected to make a definite achievement in certain competitive and non-competitive sports. Some of these are required and some are optional.

Upper Division students will be expected to participate in sports of their own choosing. Each student is urged to choose that activity in which he is most proficient, and to seek perfection in it.

When a definite need for a corrective program is discovered in a student, the directors of physical education will, with the approval of the college physician, require a program designed to correct the deficiency shown.

Intramural sports hold an important place in the program. The schedules are so arranged as to cause no conflict between physical education classes and the intramural activities.

#### *Summary of Plan for Conducting Courses*

A definite program of achievement is outlined for each activity. Instructors will emphasize instruction in the fundamental skills necessary in performing the activity presented.

At the end of each term or upon completion of an activity, the student will be examined in order to ascertain his pro-

ficiency in the activity. Students who fail to meet the minimum requirement will repeat the course.

### *Medical Certificate and Physical Examination*

New students must furnish a medical certificate before entering college. Blank certificates may be obtained from the Director of Admissions.

All students shall take a physical examination each year. No student shall enter any activity for which he or she is not physically fitted.

The directors of physical education and the college physicians have daily office hours when they may be seen for consultation by the students of the College.

Special nutrition classes are provided for those needing them.

## Physical Education for Men

### *Equipment*

Those who enroll as candidates for varsity teams will be supplied with adequate uniforms by the department. In the other courses in physical education each student will be expected to supply himself with his own uniform and such equipment as may be needed by the individual. The College will furnish all necessary playing equipment for intramural activities.

### *Courses*

The courses listed below cover instruction in the approved activities.

101Mf, 102Mw, 103Ms. FIRST YEAR COURSE.

201Mf, 202Mw, 203Ms. SECOND YEAR COURSE.

301Mf, 302Mw, 303Ms. THIRD YEAR COURSE.

401Mf, 402Mw, 403Ms. FOURTH YEAR COURSE.

406Ms. FOOTBALL AND BASKETBALL COACHING. For those planning to coach. (*Time to be arranged.*)

407Ms. HEALTH EDUCATION. For those planning to teach physical education. (*Time to be arranged.*)

If there is sufficient demand other courses in preparation for teaching will be organized.

*Activities for Men*

The following activities are open to men students whose physical examinations show their health permits such participation. Activities may be added or withdrawn at the discretion of the Director of Physical Education and the Dean of the College.

*Fall Term.* Canoeing, Crew, Fencing, Football, Golf, Riding, Swimming, Tennis.

*Winter Term.* Canoeing, Crew, Fencing, Golf, Out-of-doors Course, Riding, Swimming.

*Spring Term.* Baseball, Canoeing, Crew, Fencing, Golf, Out-of-doors Course, Riding, Swimming, Tennis.

Lower Division students must take part each term in at least one of these activities. Upper Division students may specialize in one of these activities and are expected to pursue this activity with a minimum of direction. Upon approval of the Director of Physical Education intercollegiate sports may be substituted for a required course.

Weekly camping excursions are made by groups of students in canoes, under the direction of Mr. Peeples, Director of Aquatic Sports, down the picturesque Wekiwa River.

**Physical Education for Women***Costume*

The regulation uniform may be purchased at wholesale price through the physical education office at Cloverleaf.

*Courses*

The courses listed below cover instruction in the approved activities.

101Wf, 102Ww, 103Ws. FIRST YEAR COURSE.

201Wf, 202Ww, 203Ws. SECOND YEAR COURSE.

301Wf, 302Ww, 303Ws. THIRD YEAR COURSE.

401Wf, 402Ww, 403Ws. FOURTH YEAR COURSE.

409Ws. TRAINING COURSE FOR CAMP COUNSELORS. (*Time to be arranged*).

*Activities for Women*

The following activities are open to women students whose physical examinations show their health permits such



participation. Activities may be added or withdrawn at the discretion of the Director of Physical Education and the Dean of the College.

*Fall Term.* Archery, Basketball, Correctives, Dancing, Diving, Fencing, Golf, Riding, Swimming, Tennis.

*Winter Term.* Archery, Canoeing, Correctives, Dancing, Diving, Fencing, Golf, Hockey, Riding, Tennis.

*Spring Term.* Archery, Correctives, Dancing, Diving, Fencing, Golf, Life-saving, Riding, Swimming, Tennis, Volley-ball.

Lower Division students must take part each term in at least one of these activities and are expected to show accomplishment in:

1. One individual sport: choice of tennis, golf, archery, fencing.
2. One team sport: choice of basketball, hockey, volley-ball.
3. One term's work in dancing: choice of folk-dancing, natural or interpretative dancing, Denishawn, tap.
4. Swimming and canoeing.

Upper Division students may specialize in one of these activities and are expected to pursue this activity with a minimum of direction.

Weekly camping excursions are made by groups of students in canoes, under the direction of Mr. Peeples, Director of Aquatic Sports, down the picturesque Wekiwa River.

## Physics

101f, (A); 101w, (C); 101s, (D). **INTRODUCTORY PHYSICS.**

A course designed to aid those planning to meet the physics requirements for entrance to the Upper Division. Consists of lecture demonstrations of physical experiments, group discussions of the subject matter, and the working of elementary problems. *Full Course.*

Dr. Hutchings, Dr. Kinsler

201f-202w-203s, (B). **GENERAL PHYSICS.** A general course covering the entire field of physics. Designed for science majors or students desiring a more complete course. Consists of laboratory work, group discussions,

- and problem work. Although no prerequisite is required it is sometimes advisable for a weak student to take 101 before attempting this course. *Full Course.*  
Dr. Kinsler
- 210w, (S2). THEORY OF MUSICAL SOUNDS. A course designed primarily for music majors. Consists of an elementary treatment of the scientific theory of sound phenomena including special applications to musical sounds and instruments. *Seminar.* Dr. Kinsler
- 305w, (A). HEAT. A course for the physics major consisting of advanced work in the theory of heat and problems concerning its practical applications. *Full Course.*  
Prerequisite, 203, Mathematics 213. Dr. Kinsler
- 307w-308s, (A). MECHANICS. A course treating of the fundamentals of motion with applications to macroscopic and molecular bodies. Theory and problems are discussed, with particular emphasis on the applications of advanced mathematics to physics. Designed for physical science and pre-engineering majors. *Full Course.* Prerequisite, 203, Mathematics 213. (Alternating, given 1939-40.)  
Dr. Kinsler
- 309f; 309w; 309s, (*To be arranged*). ADVANCED AND PRACTICAL PHYSICAL MEASUREMENTS. A laboratory course of an advanced nature to acquaint students with the use and manipulation of precise electrical and mechanical apparatus. *Full Course.* Prerequisite, 203.  
Dr. Kinsler
- 311w, (A). OPTICS. A course covering geometrical optics, physical optics, and their applications to the design of optical apparatus. Consists of laboratory and problem work in addition to discussions of the theory of optics. *Full Course.* Prerequisite, 203. Dr. Kinsler
- 313s, (A). MODERN PHYSICS. A course useful to all interested in the contributions of the "New Physics" to our knowledge of the physical world. Consists of problem work, discussion of the new theories including their practical applications and philosophical implications, and some experimental work. *Full Course.* Prerequisite, 203. Dr. Kinsler
- 407w-408s, (A). ELECTRICITY AND MAGNETISM. An advanced course for physics, chemistry, and pre-engineering majors. Consists of advanced work in electrical



theory and the working of problems. *Full Course*. Prerequisite, 203, Mathematics 213. (Alternating, given 1938-39.)  
Dr. Kinsler

## Psychology

- 201f, (A); 201w, (C); 201s, (B). **GENERAL PSYCHOLOGY.** A survey of the more important developments in the psychological field. Designed as a foundation course for both majors and non-majors. *Full Course.*  
Mr. Waite
- 204f, (B). **CHILD PSYCHOLOGY.** A course dealing with parent-child relations; development of children from birth through adolescence; methods of avoiding psychological pitfalls in handling children; opportunities for observation of children; interviews with parents; information and attitudes of use to parents, workers with children, and teachers. *Full Course.*  
Miss Packham
- 205w, (B). **SOCIAL PSYCHOLOGY.** A study of the development of human nature and personality through social experiences and interactions; genesis of wishes and attitudes; successful social adjustments for individuals; and psychological interpretations of present-day problems. A knowledge of fundamentals of either psychology or sociology preferable. *Full Course.*  
Miss Packham
- 206s, (C). **PSYCHOLOGY OF RELIGION.** A survey of the concerns of both psychology and religion, and a study of how each field overlaps the other, and how each may serve the other. A critical examination of so-called "religious experiences" from the point of view of psychology (mental and spiritual health, prayer, conversion, mysticism, rebirth, faith healing, etc.) *Full Course.*  
Mr. Trowbridge
- 212s, (A). **EXPERIMENTAL PSYCHOLOGY.** A survey of the history and of the experimental and theoretical contributions to the psychology of the cognitive processes; perceiving, thinking, remembering. *Full Course.*  
Mr. Waite
- 303f, (B). **MENTAL HYGIENE.** A study of psychological and moral hygiene in their connection with physical



hygiene and social life; an interpretation of the most usual forms of "nervousness". *Full Course.*

- Mr. Waite
- 304f, (C). EDUCATIONAL PSYCHOLOGY. A course dealing with the physical, emotional, social, and intellectual development of the school-age child; and with the most hygienic and economical methods of learning. Observation and case studies in local schools. Required course for all prospective teachers except music education majors. *Full Course.*
- Miss Packham
- 305w, (B). PSYCHOLOGY OF CHARACTER. Interpretive and synthetic psychology; ascending tendencies and their inter-relation; interlocking of processes; the formation and progress of character. *Full Course.*
- Dr. Bailey
- 310w, (A). ABNORMAL PSYCHOLOGY. A study of the usual neuroses and psychoses and their relation to the normal and to mental hygiene; outline of psychotherapy. *Full Course.*
- Mr. Waite
- 311s, (B). APPLIED ETHOLOGY. Application of psychology of character to biography, child study, social genetics, literary psychology, etc. *Full Course.*
- Dr. Bailey
- 401f, 402w, 403s, (*To be arranged*). PSYCHOLOGY SEMINAR. A course in which the student pursues the application of ethology to some one of his interests wherein he can find the best scope for investigation and the most available material. *Seminar.*
- Dr. Bailey, Mr. Waite
- 404s, (B). MENTAL AND EDUCATIONAL TESTING. *Full Course.* See Education 404s.

### Religion and Ethics

- 101f, (C). PROBLEMS OF PERSONAL CONDUCT. A study of the motives and purposes behind our conduct. Establishing a "hierarchy of values" as an aid to more effective living. The course takes up the various personal problems submitted by the class, studying their origins, immediate causes of difficulty, and the alternatives to successful adjustment. *Full Course.*
- Mr. Trowbridge
- 201f, 202w, 203s. UNDERSTANDING RELIGION. A three course study of the origins, sources, and content of our Christian religious outlook, and its social and individual implications.

- 201f, (B). FOUNDATIONS OF RELIGION. The fall term surveys the cosmic background—the universe around us, the solar system, the emergence of protoplasm, the path of life through the ages, the advent of man, the evolution of religion from the primitive beginnings through the Old Testament. *Full Course.*
- Mr. Trowbridge
- 202w, (A). A STUDY OF THE LIFE AND TEACHINGS OF JESUS. Such questions as who was Jesus? What of His background? What did He try to accomplish? How was He received? Why was He opposed and by whom? What was the heart of His teaching? Why was He killed? What happened after He died? *Full Course.*
- Mr. Trowbridge
- 203s, (A). CHRISTIANITY IN THE MODERN WORLD. If Jesus' teachings are of importance to life, how can they be applied in society and among nations? What are the obstacles to applied Christianity? What work in the world needs doing? How can a student go about discovering his life work as a ministry in whatever field he is best fitted for? *Full Course.*
- Mr. Trowbridge
- 210f, (D). THE PHILOSOPHY OF RELIGION. A course designed to aid the student to achieve a consistent and working philosophy of religion for practical application to personal life and the social order. *Full Course.*
- Mr. Denney
- 212w, (C). CONTEMPORARY LITERATURE AND RELIGION. The aim of this course is not an outline of contemporary literature but the presentation of the philosophies and moods behind contemporary literature. Types of literature are stressed from the Victorian Age to modern realism. The purpose is to stimulate the qualitative and cultural reaction of a Christian mind. *Full Course.* (Alternating, given 1939-40.) Mr. Denney
- 213s, (B). THE HISTORY OF RELIGION. This course is a study of the religious experiences in primitive life, a survey of obsolete religions and their living survivals in other forms. The major part of the course is spent on the living religions of our age and their influence in the social structure. *Full Course.* Mr. Denney

- 215w, (C). THE CLASSIC FOUNDATIONS OF THE CHRISTIAN FAITH. A course of study in the historic origins of the basic beliefs of the Christian religion. Beginning with the prophetic schools, the evolving sequence of events is pursued to the period and work of St. Augustine. The teaching of Jesus is included, stressing the Sermon on the Mount and the parables. *Full Course*. (Alternating, given 1938-39.) Mr. Denney
- 304f, (C). THE BIBLE—A BOOK OF BEAUTY. A study of the Bible as a collection of masterpieces in all the literary forms as expressed by the Hebrew genius for literature. Emphasis placed on the King James Version of the Scriptures as the greatest of all translations. *Full Course*. (Alternating, given 1939-40.) Dr. Burton
- 311w, (C). DISCOVERING A MODERN RELIGIOUS BASIS FOR LIVING. A course in further reading for those who wish to build up for themselves a more satisfying religion, as an "adventure of life", a "quest after life's meaning". *Full Course*. Mr. Trowbridge

### Social Science

- 107w; 107s, (S). METHODS OF STUDY. CLINICAL SEMINAR. Individualized discovery of each student's problems in his courses. Reading on how to improve his difficulties, and applying these principles to his present work. *Seminar*. Miss Packham
- SEMINAR B, (D1). MODERN INDIVIDUAL PROBLEMS—restricted to men students. This course attempts, by discussion of the problems of vocation, financial security, social adjustment, and matrimony, to give the student a sound academic basis for dealing with the complex situations which he must inevitably meet upon graduation from college. *Seminar*. Mr. Gregg

### Sociology

- 201f, (C). PRINCIPLES OF SOCIOLOGY. A systematic study of the nature, causes, and effects of forces which shape human society, and of the means of controlling and redirecting them. *Full Course*. (Alternating, given 1939-40.) Dr. Clarke



- 202f, (A); 202w, (D); 202s, (C). **SOCIOLOGY SURVEY.** American society and its current problems. This course is recommended for students whose work in sociology will be limited to a single term. *Full Course.*  
Dr. Clarke
- 203s, (B). **SOCIAL PATHOLOGY, SOCIAL WORK, SOCIAL REFORM.** Problems of dependents, delinquents, and defectives, such as poverty, neglected children, and the physically and mentally handicapped. Projects for prevention and cure. *Full Course.* (Alternating, given 1939-40.)  
Dr. Clarke
- 204f, (C). **THE ART OF STRAIGHT THINKING.** A course on the special pitfalls which beset the student of social problems. The influences of prejudice, faulty hypotheses, poor observation, false testimony, unreliable documentary sources, dishonest propaganda, and bad logic are considered in detail. *Full Course.* (Alternating, given 1938-39.)  
Dr. Clarke
- 304s, (A). **THE FAMILY.** Social problems of the normal family, contemporary problems of family instability, education for marriage and parenthood. *Full Course.*  
Dr. Clarke
- 314w, (A). **CRIMINOLOGY.** Causes, cures, and preventives of crime. *Full Course.* (Alternating, given 1939-40.)  
Dr. Clarke
- 318w, (A). **AMERICAN RACE PROBLEMS.** The Oriental, Mexican, Indian, and Negro. *Full Course.* (Alternating, given 1938-39.)  
Dr. Clarke
- 321f, 322w, 323s, (*To be arranged*). **WAR AND PEACE.** Causes, effects, and proposed preventives of war. *Seminar.* (Alternating, given 1939-40.)  
Dr. Clarke
- 401f, 402w, 403s, (*To be arranged*). **SOCIOLOGY SEMINAR.** Topics for study are chosen each year upon consultation with the class. *Seminar.* Prerequisite, major work in sociology or permission of the instructor. (Alternating, given 1938-39.)  
Dr. Clarke

### Spanish

- 101f, 102w, 103s, (C). **ELEMENTARY SPANISH.** Grammar and composition as foundations for reading and speak-

- ing Spanish; reading of easy stories; introduction of conversation. *Full Course.* Mrs. Campbell
- 201f, 202w, (B). INTERMEDIATE SPANISH. Grammar review; composition; readings from modern authors; conversation based on current events. *Full Course.* Prerequisite, 103 or equivalent. Mrs. Lamb
- 203s, (B). ADVANCED COMPOSITION. Advanced composition; reading of works by modern authors; current events in Spanish, and commercial correspondence. *Full Course.* Prerequisite, 202 or equivalent. Mrs. Lamb
- 307f, 308w, (A). SPANISH PROSE AND POETRY. A survey of the principal literary movements in Spain, with readings from the best authors. *Full Course.* Mrs. Lamb
- 309s, (A). METHODS OF TEACHING HIGH SCHOOL SPANISH. Phonetics; examination and criticism of high school Spanish text books; intensive review of syntax; readings on methods of teaching Spanish in high school. *Full Course.* Mrs. Lamb
- 354f, 355w, 356s, (B). SPANISH CIVILIZATION. The aim of this course is to acquaint the student with Spanish life and thought; study Spain's contribution to the world of letters, art, religion, etc.; and trace its influence in the development of world civilization. *Full Course.* Mrs. Campbell
- 361f, 362w, 363s, (C). SPANISH CLASSICS—PROSE OF THE GOLDEN AGE. This course includes a special study of Don Quijote. *Full Course.* (Alternating, given 1939-40.) Mrs. Lamb
- 364f, 365w, 366s, (C). SPANISH CLASSICS—DRAMA OF THE GOLDEN AGE. *Full Course.* (Alternating, given 1938-39.) Mrs. Lamb
- 401f, 402w, 403s, (D). SPANISH SEMINAR. Modern and contemporary literature. *Full Course.* Mrs. Campbell

### Speech and Dramatic Art

- 101f, (B); 101s, (A). SPEECH AND THE SPEECH ARTS. Fundamental principles of speech; development of breath control, voice placement, articulation, posture, bodily action, and practice in their application; with study of interpretative reading, story telling, original



- speech, and dramatics; theory and practice in simple direct public speaking; speech material and composition. *Full Course.* Dr. Pierce
- 104f, 105w, 106s, (S). CLINICAL SEMINAR IN SPEECH. Individual conferences with students who show need of special help in speech. *Seminar.*
- 111f, 112w, 113s, (D1). VOICE AND DICTION. Practical training of the speaking voice; development of breath control, musical quality of the voice, the principles of respiration; a study of speech on phonetic principles, ear training, analysis and classification of speech sounds; treatment of speech defects. *Seminar.* Dr. Pierce
- 206f, (C). COMMUNICATIVE SPEAKING. Speaking habits, debating and speech construction: (a) to form the proper speech habits; (b) to teach students to speak extempore, to encourage thoroughness in the preparation of speech ideas and develop ability to think logically; (c) to study what constitutes a good speech. *Full Course.* Dr. Pierce
- 207w, (C). ARGUMENTATION AND DEBATE. A systematic study of the principles and practice of argumentation; the analysis of propositions, evidence, brief-making and the preparation and delivery of forensics; special emphasis upon debating style and the psychology of the audience. *Full Course.* Dr. Pierce
- 251f-252w-253s, (A). ELEMENTARY ACTING. A laboratory course planned to give the student an opportunity to study the fundamental principles of acting and voice training; the history of the theatre, and trends in the contemporary theatre. This is a required course for majors but may be elected by non-major students. *Full Course.* Prerequisite, 101. Mr. Allen
- 261f, 262w, 263s, (C). PLAY PRODUCTION AND STAGECRAFT. Practical courses in which the technical aspects of play production are taught. The student will receive instruction in (a) the elementary principles of scenic design, (b) the construction and painting of scenery, (c) elementary principles of stage lighting, and (d) back-stage organization. Two courses in stagecraft are required of majors in dramatic art—Speech 261f and 262w or 263s. Students not majoring in dramatic art



- may take Speech 261f and 262w or 263s. *Full Course.*  
Mr. Allen
- 264f, 265w, 266s, (C). **COSTUME DESIGN.** A course covering the general history of stage costume and accessories, such as furniture, textiles, etc.; its theory of reproduction; the scientific use of color and light. A practical foundation in costume knowledge is given to actor and designer alike. *Full Course.* Miss Daves
- 303w, (A). **ADVANCED PUBLIC SPEAKING.** A study of the psychological principles involved in speech, and their application to the training and development of speakers; consideration of the factors of emotion, habit, attention, imagery, memory, thought, suggestion. *Full Course.* (Alternating, given 1938-39.) Dr. Pierce
- 304f-305w-306s, (B). **ADVANCED ACTING.** An advanced course in acting technique. The student will be given more difficult problems in acting, and will be assigned more responsible duties in connection with the production of plays. A study of the American theatre, the Little Theatre Movement, and the contemporary theatre will be included in this course. *Full Course.*  
Prerequisite, 251, 252, 253. Miss Daves
- 309w, (A). **LITERARY INTERPRETATION.** The art of oral interpretation; a study of the construction and nature of creative literature; imagination, emotion, and action in interpretation; a study of selected authors from the field of American literature. *Full Course.* (Alternating, given 1939-40.) Dr. Pierce
- 311s, (C). **EXTEMPORANEOUS SPEAKING.** A course designed to meet the demands of present-day audiences in the social and business worlds; developing business-like, straight-from-the-shoulder speeches; a study of speech analysis, the outline, picturing ideas; the composition and delivery of the speech; after-dinner speaking. *Full Course.* (Alternating, given 1939-40.) Dr. Pierce
- 314f, 315w, 316s, (S). **MAKE-UP.** A course designed to teach the basic principles of make-up. Dramatic art majors are required to take one term of this course. *Seminar.* Mr. Allen
- 317f, 318w, 319s, (C). **SCENIC DESIGN.** A course presenting the history of scenic design, the present-day theory of scenic design, the technique of scale drawings, and

the use of color and light in scenic design. It is intended for both actor and designer. *Full Course.*

Miss Daves  
351s, (B). FORMS OF PUBLIC ADDRESS. Study of masterpieces of modern oratory; writing and delivery of original orations; development of mental imagery in original descriptions of scenes. *Full Course.* (Alternating, given 1938-39.)

Dr. Pierce  
401f, 402w, 403s, (B). PLAY DIRECTION. To teach the students the fundamental principles of play directing through the media of text books, observation of rehearsals, and training in directing plays in the Laboratory Theatre. One course in directing is required for majors in dramatic art. *Full Course.* Prerequisite, 251-252-253, 261, 262, 304, 305, 306. Mr. Allen

### Clinical Seminars

In order to assist students who through faulty preparation or other cause lack the fundamental background and the habits of study necessary for successful college work, special classes called clinical seminars have been organized where either in groups or individually these students may obtain the special help which they require.

Clinical seminars have been established in:

The Art of Reading

The Use of the Library

English Grammar and Sentence Structure

Speech

Methods of Study

## CONSERVATORY OF MUSIC

**T**HE courses of study in the Conservatory of Music, which is a department of Rollins College, are arranged in accordance with the Rollins Plan. Students in music ordinarily matriculate for the Bachelor of Music degree but may matriculate for the Bachelor of Arts degree with a major in music. With additional study a student may secure both the Bachelor of Arts and Bachelor of Music degrees. Students of the College pursuing work leading to the Bachelor of Arts degree may elect music as an incidental subject without further charge.

### Course Leading to Bachelor of Music Degree

The award of the degree of Bachelor of Music to a student at Rollins College means that the College certifies that the student has acquired a specified broad fundamental training in music, a mastery in a field of specialization, and is in possession of the moral qualities needed for good citizenship.

A Rollins degree is no longer evaluated in terms of courses, grades, hours, points, or terms of residence, but depends upon the student's fulfilling the required achievements.

The work of the Conservatory of Music is divided into two divisions, a Lower Division in which all students must acquire their broad fundamental training, and an Upper Division where they are to obtain their specialized work.

### Course Leading to Bachelor of Arts Degree With a Major in Music

Students wishing to qualify for the Bachelor of Arts degree with a major in music must complete the Lower Division requirements for both the Bachelor of Arts and the Bachelor of Music courses. The major in music may be found on page 111.



## Course Leading to Bachelor of Arts and Bachelor of Music Degrees

Students expecting to qualify for both degrees should indicate their intention at the time they have completed the Lower Division requirements for the Bachelor of Music degree and should consult both the Dean of the College and the Director of the Conservatory before proceeding.

To complete the work for both degrees will take at least five years. The actual time required depends upon the qualifications of the individual student.

## Course Leading to Diploma

The Diploma of the Conservatory of Music may be granted after completion of the musical courses in one of the major departments. The musical requirements are the same as for the Bachelor of Music degree but the liberal arts requirements are waived. The diploma may be granted to persons who are ineligible for the Bachelor of Music degree.

## Specific Lower Division Requirements

(a) *Major Subject.* A student must choose his major subject upon entrance. The majors offered in music are voice, piano, violin, cello, harp, organ, composition, music education, and brass and woodwind instruments. The Lower Division requirements in each of these are described below.

(b) *Minor Subject.* Each student chooses a minor subject after consultation with his adviser. (Students in violin, voice, music education, brass and woodwind must demonstrate a proficiency in piano.)

(c) *Sight-singing and Ear-training.* The student must be able to read, at sight, melodies involving moderate chromatic difficulties, and to take from dictation four-part music, involving use of seventh chords and modulations.

(d) *Theory.* The student must have a good knowledge of harmony, counterpoint, and musical forms, and be able to transpose simple musical phrases at sight at the keyboard.

(e) *History and Appreciation of Music.* The student must show a knowledge of the development of all principal branches of music and the lives and works of the great composers.

(f) *College Electives.* Each student must present the equivalent of one full course a term extended over a period of three terms in courses chosen from other fields in the College.

(g) *Physical Fitness.* In addition to the above academic requirements, admission to the Upper Division will be contingent on the student's demonstrating a definite achievement in physical education. This will ordinarily be satisfied by participation in an approved physical activity each term.

When a definite need for a corrective program is discovered in a student, the directors of physical education will, with the approval of the college physician, require a program designed to correct the deficiency shown.

#### *Major Requirements For Admission to the Upper Division*

*Voice.* The student must exhibit a suitable command of the fundamentals of breathing, phrasing, and musical style. The student should be able to sing satisfactorily such works as songs from the earlier Italian masters, German Lieder, and oratorio or operatic arias.

*Piano.* The student must show technical proficiency permitting even scales and arpeggios in all forms; also a knowledge of finger and wrist motion shown in the performance of advanced studies from Cramer or Czerny opus 740. The student must be able to play works of such difficulty as the Bach Three Part Inventions, French or English Suites, classic sonatas such as Mozart K284 or Beethoven opus 10, Nos. 2 or 3, pieces such as the Fantasy Pieces by Schumann, or the Songs without Words by Mendelssohn, and modern compositions of corresponding difficulty.

*Violin.* The student must be able to play satisfactorily major and minor scales in three octaves, studies by Kreutzer, Mazas, Fiorillo, etc., and standard student concerti such as DeBeriot, Viotti, etc.

*Cello.* The student must be able to play suitable scales and exercises, easier sonatas, and recital pieces.



*Harp.* The student must be able to play suitable scales, exercises, and recital pieces.

*Organ.* The student must be able to play satisfactorily some of the easier sonatas, fugues, and concert pieces.

*Composition.* The student must satisfy the board that he is unusually apt in the theoretical branches and that he has some talent for original work.

*Music Education.* The student must meet the requirements for admission to the Upper Division in piano or voice.

*Brass or Woodwind Instruments.* The student must show sufficient advancement in his or her particular instrument.

## Requirements for Admission to Upper Division

Admission to the Upper Division is contingent on the student's demonstrating to the Board of Admissions to the Upper Division:

1. That he is in possession of the requisite degree of competence in each of the specific Lower Division requirements.

2. That he has occupied the time, not expended on specific Lower Division requirements, in the profitable pursuit of (a) additional academic work of his own selection, (b) extra-curricular activities whether of an organized nature or not.

It is not the intention of the College to prescribe a definite body of subject matter with which every student should be familiar, but that the student will, in consultation with his adviser, make an intelligent selection of such work as will best serve to round out his training and fit him to meet the requirements of the College.

3. That he has acquired sufficient maturity to enable him to make an intelligent selection of a field of specialization for his work in the Upper Division, and that on completion of the work he will have the equivalent of a four-year college course on both a quantity and quality basis.

These statements must be presented in writing at the time the student makes application for admission to the Upper Division.



The student must also fill out all blanks and comply with the procedure established by the Board of Admissions to the Upper Division.

Students should consult the description of majors, page 162 of the catalogue, for information regarding introductory work that should be taken in a given field in the Lower Division.

### Upper Division Requirements

(a) *Major Subject.* A student must complete in the major field the achievement outlined under Majors, and all majors in practical music must give a complete recital.

(b) *Minor Subject.* A student must carry on work in the minor subject at the discretion of the adviser.

(c) *Theory*

(1) *For Voice majors.* The student must satisfactorily complete the equivalent of three terms work in Upper Division music courses.

(2) *For majors in instrumental music.* The student must have a knowledge of fugue, advanced form, and the elements of modern orchestration. He must be able to score acceptably and to arrange music for various combinations of voices and instruments.

(3) *For majors in music education.*

(a) *General Methods.* Students taking the general supervisor's course may elect any Upper Division courses in music, to be substituted for equivalent work from the liberal arts curriculum.

(b) *Instrumental supervisors.* The student must have a knowledge of the elements of modern orchestration and be able to score acceptably for small orchestra.

(d) *Repertoire and Ensemble.* A student majoring in practical music must be able to read at sight music of average difficulty, and have had some experience in ensemble playing or singing. The student must further exhibit a knowledge of the literature of his major subject.

Students majoring in practical music are required to give a full recital, unassisted, and to take part in other public performances.

Students majoring in brass, woodwind, and all stringed instruments are required to play in the symphony orchestra for two years.

(e) *College electives.*

(1) *For voice majors.* The student must present, in addition to the requirements for admission to the Upper Division, the equivalent of two full courses a term, extending over a two-year period, in courses chosen from the liberal arts curriculum. A student majoring in voice must be able to sing in three modern languages besides English, and must have a working knowledge in one or a reading knowledge in two. The equivalent of one full course a term, extending over one year, may be substituted from Upper Division courses in music.

(2) *For majors in instrumental music.* The student must present, in addition to the requirements for admission to the Upper Division, the equivalent of one full course a term, extending over a two-year period, in subjects chosen from the liberal arts curriculum.

(3) *For majors in music education.* The student must present, in addition to the requirements for admission to the Upper Division, the equivalent of two full courses a term, over a two-year period, in liberal arts courses. The equivalent of one full course a term over a two-year period may be substituted from Upper Division music courses. Four full courses must be in education or psychology.

(f) *Physical Education.* Students in the Upper Division must meet the same requirements for physical fitness as prescribed for Lower Division students, except that the student may specialize in any sport of his own choosing and do so with the minimum of direction.

## Requirements for Bachelor of Music Degree

A candidate for the Bachelor of Music degree must follow the procedure required of a candidate for the Bachelor of Arts degree, as stated on page 96.

## Majors

The following brief description of the requirements in practical music is meant only as a general indication of the advancement of the student. Each student is furnished with a syllabus outlining the work to be accomplished in practical music for the term or the year, as soon as the instructor can determine his requirements.

A secondary proficiency in any of the major fields will be considered equivalent to satisfactory progress on the basis of one lesson a week and one hour's practice each day.

### *Voice*

The student must sing satisfactorily in Italian, French, and German as well as in English. He must show a suitable maturity of phrasing and style and be able to sing satisfactorily some of the larger oratorio and operatic arias as well as representative songs of other styles.

Students majoring in voice must elect at least three terms of work in a modern foreign language *in the Lower Division*.

### *Piano*

The student must be able to play such music as the larger piano works of Bach, sonatas, such as the later ones of Beethoven, or a concerto of equal difficulty. The student must also play well representative shorter pieces from the works of Brahms, Chopin, Schumann, Debussy, and some modern music.

### *Violin*

The student must be able to play studies equal in difficulty to those by Rode, Gaviniès, Spohr, etc.; standard concerti such as the Mendelssohn, Bruch, G Minor, Bach sonatas, etc.

### *Organ*

The student must be able to play some of the larger works of Bach, and difficult sonatas and concert pieces. He must show a good knowledge of registration and some ability to modulate at the console.



*Cello*

The student must be able to play the more difficult sonatas and representative concerti and have had considerable experience in ensemble playing.

*Harp*

The student must be able to play standard symphonic music in a satisfactory manner, as well as representative pieces for the harp as a solo instrument.

*Composition*

The student must compose music in the larger forms, and a number of songs and smaller pieces. He must also show a good knowledge of the orchestra.

*Music Education**(a) General music education methods*

The student must have satisfactorily completed the courses in elementary and advanced music education methods, as well as the course in conducting. All music education majors are required to take as a part of their work in liberal arts courses the equivalent of four terms work in psychology and education. All students majoring in music education are further required to demonstrate at least a secondary advancement in practical music.

*(b) Instrumental supervisors*

Students taking the instrumental supervisors' course are required to take, in addition to the general courses in music education, the course in instrumental class methods, and to have an understanding of the string, brass and woodwind groups sufficient to enable them to play music of an easy grade on at least one instrument of each group.

*Brass and Woodwind Instruments*

Students must be able to play standard symphonic literature at sight.

**Courses of Instruction**

*See pages 113-114 for explanation of numbering of courses and periods.*

*History and Appreciation*

These courses are for music majors and students with sufficient background. The lives and works of composers will be studied and analyzed with comparative analysis of both choral and instrumental compositions. Assigned readings.

124f, 125w, 126s, (D1). FIRST YEAR HISTORY AND APPRECIATION. *Seminar.*

224f, 225w, 226s, (D1). SECOND YEAR HISTORY AND APPRECIATION. *Seminar.*

324f, 325w, 326s, (D1). THIRD YEAR HISTORY AND APPRECIATION. *Seminar.*

424f, 425w, 426s, (D1). FOURTH YEAR HISTORY AND APPRECIATION. *Seminar.*

*Theory*

The intellectual and formal side of the student's training is built up around the theoretical courses, which are organized with great care, and coordinated one with another in such a way that they may conduce to clear musical thinking and habits of economical and concentrated study.

The courses include harmony, counterpoint, musical forms, canon and fugue, composition, and orchestration, and are so coordinated that the student should be enabled to form a clear conception of the materials and the structure of music.

104f-105w-106s, (Ba). FIRST YEAR THEORY. *Full course.*  
107f-108w-109s, (Bb). ELEMENTARY SIGHT SINGING AND EAR TRAINING. *Half course.*

204f-205w-206s, (Aa). SECOND YEAR THEORY. *Full course.*  
207f-208w-209s, (Ab). ADVANCED SIGHT SINGING AND EAR TRAINING. *Half course.*

304f-305w-306s, (Ab). THIRD YEAR THEORY. *Full course.*  
404f-405w-406s, (*To be arranged*). FOURTH YEAR THEORY. *Full course.*

*Music Education*

The courses in music education are intended to provide the broad, thorough training which is so essential to successful teaching. The great demand for well trained supervisors and teachers of public school music points to the fact that the cultural and vocational values of the study of music are recognized by educators throughout the country. High-



ly specialized teachers are now needed for this branch of pedagogy, and students may major in either vocal or instrumental supervision.

The elementary public school methods course includes the psychology of public school music teaching, the teaching of singing, music appreciation, rhythmic activities, the creative approach, instrumental instruction, observation, and practice teaching. The advanced public school music course includes high school methods, choral and orchestral conducting, instrumental and vocal materials, the teaching of history and music appreciation, organization and supervision of music in schools of various types, observation, and practice teaching.

Of equal importance with the preceding is the experience in actual teaching under supervision and the observation of trained teachers.

#### *Instrumental Supervisors*

The recent demand for instrumental supervisors has opened a new field which requires the highest specialized training. The instructor must know the orchestral instruments and have an adequate knowledge of band instruments. A knowledge of the technique of conducting and a good repertoire are obligatory.

311f-312w-313s, (Aa). ELEMENTARY PUBLIC SCHOOL METHODS. *Full course.*

411f-412w-413s, (Ba). ADVANCED PUBLIC SCHOOL METHODS. *Full Course.*

417f-418w-419s, (*To be arranged*). INSTRUMENTAL METHODS. *Full course.*

*All work in the following subjects  
is given in private lessons*

#### *Composition*

These courses are for those students who are majoring in theory and composition and offer intensive work in composition in all forms, and arrangement for all groups of instruments and voices.

391f, 392w, 393s. ADVANCED THEORY AND COMPOSITION.

491f, 492w, 493s. SECOND YEAR OF ADVANCED THEORY AND COMPOSITION.



*Conducting*

Supervisors of music in the public schools as well as most players of orchestral instruments should have a knowledge of conducting. These courses include the technique of the baton, a study of the literature of the orchestra and voice ensembles, and practical experience in conducting.

314f, 315w, 316s. ELEMENTARY COURSE IN CONDUCTING.

*Voice*

True cultivation of the voice consists in the development of pure tone and its easy, natural use and control in singing. Correct use of the breath, intonation, attack, legato, accent, phrasing, and enunciation are the leading features of technical drill.

By the adoption of what are believed to be the best features of all methods as well as by the use of a discriminating judgment as to the needs of the voice under treatment, the endeavor is made to carry forward the formation and development of the singing voice.

At the same time, a higher ideal than the perfection of mere technical skill is aimed at, viz., a musicianly style of singing, and all that is implied in the broad term "interpretation", together with a thorough appreciation of the best works of the great masters, both new and old.

121f, 122w, 123s. FIRST YEAR SINGING.

221f, 222w, 223s. SECOND YEAR SINGING.

321f, 322w, 323s. THIRD YEAR SINGING.

421f, 422w, 423s. FOURTH YEAR SINGING.

*Piano*

The objects for which the study of the piano may be pursued are many, and the instrument occupies a correspondingly important place in the musical field. As a solo instrument it possesses a literature embracing many different styles, whose mastery is in itself a liberal musical education. As an instrument of accompaniment it finds a place in nearly all musical activities. Through piano transcriptions the study of orchestral and operatic music by the individual is made possible, and for the study of harmony and other phases of musical structure a knowledge of the keyboard is almost an essential.

The study of piano as a secondary subject is a requirement for all students of singing, violin, and other melodic instruments, and for all whose musical education is to be broad and thorough.

For those who are making piano solo work their central interest no secondary instrument is required, but the equipment needed to carry piano study to any advancement is rather extensive.

131f, 132w, 133s. FIRST YEAR PIANO.

231f, 232w, 233s. SECOND YEAR PIANO.

331f, 332w, 333s. THIRD YEAR PIANO.

431f, 432w, 433s. FOURTH YEAR PIANO.

### *Stringed Instruments*

The stringed instruments, in addition to their beauty for solo purposes, are the instruments par excellence for ensemble use. Not only are they the basis of the orchestra, but many combinations in small groups are in constant demand. To the competent string player is open the delightful field of chamber music, to which nearly all of the great composers have made contributions.

The training of the violinist, violist, or cellist is necessarily exacting, and it is especially important that the foundational work should be well done. Not only are the elementary principles carefully inculcated, but the early experience in group playing is both an incentive and a valuable discipline.

Advanced students are required to play in the symphony orchestra. Admission to its rehearsals is granted to all students of the department, and they are thereby enabled to form standards of performance in concerted playing toward which to strive.

Violin students may be required to learn viola at the discretion of their major professor.

### *Violin*

141f, 142w, 143s. FIRST YEAR VIOLIN.

241f, 242w, 243s. SECOND YEAR VIOLIN.

341f, 342w, 343s. THIRD YEAR VIOLIN.

441f, 442w, 443s. FOURTH YEAR VIOLIN.

*Cello*

- 151f, 152w, 153s. FIRST YEAR CELLO.  
 251f, 252w, 253s. SECOND YEAR CELLO.  
 351f, 352w, 353s. THIRD YEAR CELLO.  
 451f, 452w, 453s. FOURTH YEAR CELLO.

*Harp*

- 181f, 182w, 183s. FIRST YEAR HARP.  
 281f, 282w, 283s. SECOND YEAR HARP.  
 381f, 382w, 383s. THIRD YEAR HARP.  
 481f, 482w, 483s. FOURTH YEAR HARP.

*Organ*

The training of the organist is of necessity complex. The mastery of the instrument requires not only a facile technique in manual and pedal playing, but special readiness in the application of musical theory. The church musician is called upon constantly for improvisation, the adaptation of accompaniments, accurate and intelligent sight reading and score reading, and sympathetic ensemble playing.

- 171f, 172w, 173s. FIRST YEAR ORGAN.  
 271f, 272w, 273s. SECOND YEAR ORGAN.  
 371f, 372w, 373s. THIRD YEAR ORGAN.  
 471f, 472w, 473s. FOURTH YEAR ORGAN.

*Brass and Woodwind Instruments*

Students majoring in brass and woodwind instruments will be preparing for professional work in large orchestras and as a consequence their courses of study should be arranged with this object in view. All advanced students will be expected to play in the symphony orchestra and to take part in as many ensemble groups as possible.

- 161f, 162w, 163s. FIRST YEAR BRASS AND WOODWIND.  
 261f, 262w, 263s. SECOND YEAR BRASS AND WOODWIND.  
 361f, 362w, 363s. THIRD YEAR BRASS AND WOODWIND.  
 461f, 462w, 463s. FOURTH YEAR BRASS AND WOODWIND.

*Repertoire and Ensemble*

All students majoring in practical music are required to have some experience in ensemble work. Those majoring in



voice should take part in choir, those majoring in brass, woodwind and all stringed instruments must take part in the symphony orchestra for two years.

**A CAPPELLA CHOIR.** The A Cappella Choir of the Knowles Memorial Chapel, a choral organization of sixty selected voices, devotes its entire time to the serious study of representative types of the best choral literature from the early English and Roman schools up to and including contemporary composers. Several trips are made during the year; the choir participates in the Knowles Memorial Chapel services and sings in the annual Bach Festival at Winter Park. Auditions, which are held at the beginning of the college year, are open to all students matriculated in the College.

**COLLEGE MIXED OCTETTE.** The Mixed Octette is selected from the voices of the A Cappella Choir, and its repertoire is confined to secular music, such as madrigals, chanteys, and glees. The group appears with the Choir in concerts and also frequently gives programs at resort hotels. The male voices of the Octette form the College Quartet.

**STUDENT ENSEMBLES.** There are various chamber music organizations such as trios, quartets, violin and piano ensembles. Two years of ensemble experience is required of all instrumental majors.

**PHI BETA.** (Listed under Student Activities).

**PI KAPPA LAMBDA.** The XI Chapter of Pi Kappa Lambda, national honorary music society, was installed at Rollins in 1935. Its prime object is the encouragement of eminent achievement in performance or original composition. Membership is open to Conservatory students who are in the last term of their college course and who rank among the upper fourth of their class in both theoretical and applied music.

**THE MADRIGAL SINGERS.** The Madrigal Singers is a voluntary choral organization which meets one evening weekly for informal singing of madrigals, spirituals, and other types of a cappella music, "just for the fun of singing".

**SYMPHONY ORCHESTRA OF CENTRAL FLORIDA AT WINTER PARK.** Affiliated with Rollins College is the Symphony Orchestra of Central Florida at Winter Park, an organization of fifty musicians which was founded through the vision and generosity of Dr. Mary L. Leonard. It is under the con-

ductorship of the distinguished musician Alexander Bloch, a pupil of Leopold Auer. The faculty of the Conservatory of Music in most instances play the first chairs in their sections. Advanced students in instrumental music are given auditions, and those who are qualified and acceptable to the conductor are accorded the opportunity of orchestral training with professional musicians in a symphony orchestra of high artistic standards, an opportunity seldom found even in large metropolitan centers.

**FOURTH ANNUAL BACH FESTIVAL AT WINTER PARK.** The Bach Festival at Winter Park, consisting of three programs by the Bach Choir of one hundred and fifty voices assisted by renowned soloists, is held in March, annually, at the Knowles Memorial Chapel, Rollins College. The Rollins A Cappella Choir serves as a nucleus, with choral units in various communities. Student, faculty and staff members who desire to sing in the Bach Choir may have an audition prior to November first, at which time the Bach rehearsals begin. "The Passion according to St. Matthew" is given in its entirety annually, and different cantatas are offered each succeeding year.

**SEVENTH ANNUAL STATE INTERSCHOLASTIC MUSIC FESTIVAL.** The Music Festival is held annually in the spring, and is open to all sophomores, juniors, and seniors of the secondary schools of Florida. Prizes are awarded to solo divisions in violin, piano, voice, cello, brass, and woodwind instruments. Cups are awarded to orchestras, girls' glee clubs, boys' glee clubs, and mixed glee clubs.

**GRADE SCHOOL MUSIC FESTIVAL OF CENTRAL FLORIDA.** Started in 1938, the Grade School Music Festival of Central Florida is an event sponsored by Rollins College for the purpose of promoting interest and high ideals in music in the elementary grades.



# INDEX

A Cappella Choir	173
Achievement Plan, Description of	69
Activities, Athletic	57
Activities, Student	51
Administration	81
Admission by Certificate	75
Admission by Certificate of Examination	75
Admission by Examination	75
Admission from Other Colleges	75
Admission of Students	72
Admission to Upper Division	88, 94, 163
Adult Education	49
Advisers, Faculty	86
Aid, Student	60
Algernon Sydney Sullivan Award	64
Allied Arts Society Prizes	67
Alpha Phi Sorority	59
Alumni Association	48
Alumni Organization	48
Alumni Placement Service	48
Animated Magazine	49
Annie Russell Theatre	40
Application Fee	78
Application Procedure	72
Aquatic Sports	58
Art, Courses in	114
Art Major	111
Assistants, Student	20
Astronomy, Courses in	117
Athletic Activities	57
Athletics, Eligibility Rules	58
Attendance, Class	84
Automobile Regulations	83
Award of Honors and Prizes	34
Bach Festival	174
Bachelor Essay Contest	67
Bachelor of Arts Degree, Requirements	96
Bachelor of Arts Degree with major in Music, Requirements	160
Bachelor of Arts and Bachelor of Music Degrees, Requirements	161
Bachelor of Music Degree, Requirements	160, 165
Bachelor of Science Degree, Requirements	96
Bequest, Form of	87
Biology, Courses in	117
Biology Major	105
Board of Admissions to Upper Division	70, 88
Board of Trustees	9
Books, Courses in	121
Botany and Horticulture, Courses in	118
Buildings and Equipment	42
Bulletin, Rollins College	49
Business Administration, Courses in	124
Business Administration Major	109
Calendar, College	7
Camping Trips	58
Campus	42
Catalogue, College	49
Cercle Francals, Le	54
Certificates, Teachers'	97
Changes in Registration	86
Chapel, Knowles Memorial	56
Chemistry, Courses in	122
Chemistry Major	106
Chi Omega Prize	64
Chi Omega Sorority	59



Choir, A Cappella .....	173
Circulo Espanol .....	54
Class Attendance .....	84
Classics Major .....	105
Clinical Seminars .....	159
College Calendar .....	7
College Mixed Octette .....	173
College Publications .....	49
Committees for the Faculty .....	18
Commons Regulations .....	82
Conduct of Students .....	81
Conference Plan, Description of .....	68
Conservatory of Music .....	160
Consulting Physicians .....	17
Contingent Deposit .....	78
Correspondence, Directions for .....	Inside front cover
Courses of Instruction .....	113-159
Courses of Instruction in Conservatory of Music .....	167-172
Curriculum Plan, Description of .....	68
Day Students, Fees for .....	79
Decoration of Honor, Rollins .....	64
Degrees Conferred .....	32
Deutscher Verein .....	54
Directory and General Information Booklet .....	50
Divisions of Instruction .....	101
Donald A. Cheney, Jr. Memorial Prize .....	66
Dormitory and Commons Regulations .....	82
Dramatic Art, Courses in .....	156
Dramatic Art Major .....	103
Dramatics Prize, Pi Beta Phi .....	65
Dropping Work .....	86
Economics, Courses in .....	124
Economics Major .....	109
Economics Prize .....	65
Education, Courses in .....	128
Education, Professional Requirements in .....	97
Eldridge Hart Political Science Essay Contest .....	66
Eligibility Rules for Athletics .....	58
Endowment Income .....	63
English, Courses in .....	129
English Division, Objectives of .....	102
English Major .....	102
Ensembles, Student .....	173
Entomology, Courses in .....	121
Entrance Requirements .....	74
Equitation .....	58
Evaluation of the Student's Work .....	88
Executive Staff .....	10
Expenses, Student .....	77
Expressive Arts Division, Objectives of .....	111
Expressive Arts Major .....	111
Faculty of Arts and Sciences .....	11
Faculty, Committees for the .....	18
Faculty of the Conservatory of Music .....	15
Fees and Expenses, Regulations regarding .....	77
Fencing .....	57
Financial Aid .....	60
Flamingo .....	56
Flying Club, Rollins .....	54
Folklore Society, Rollins .....	55
Football .....	57
Foreign Students, Scholarships for .....	61
Foreign Study Plan .....	98
Fraternities .....	59
French, Courses in .....	133
French Major .....	105

Gamma Phi Beta Economics Prize .....	65
Gamma Phi Beta Sorority .....	59
General Information .....	36
Geographical Distribution of Students .....	31
Geology, Courses in .....	134
German, Courses in .....	134
German Major .....	105
Gifts through Insurance and Annuities .....	37
Gifts through Trust Companies .....	38
Golf .....	57
Government, Courses in .....	136
Grade School Music Festival .....	174
Graduation Committees .....	89
Graduation, Requirements for .....	91
Greek, Courses in .....	135
Greek Letter Organizations .....	59
Greek Major .....	105
Heads of Residence Halls .....	20
History and Government Major .....	109
History and Organization of Rollins College .....	36
History, Courses in .....	136
Honors and Prizes .....	64
Honors, Prizes, and Awards .....	34
Horseback Riding .....	58
Horticulture, Courses in .....	118
Howard Fox Literature Prize .....	65
Human Relations Division, Objectives of .....	108
Human Relations Major .....	108
Individualizing Education .....	68
Infirmiry Staff .....	16
Information, General .....	36
Instruction, Courses of .....	113-159
Instruction, Courses of in Conservatory of Music .....	167-172
Instruction, Divisions of .....	101
Interfraternity Council .....	59
Interfraternity Cups .....	66
International Relations Club .....	54
Interscholastic Music Contest .....	174
Intramural Activities .....	58
Irving Bacheller Essay Contest .....	67
John Mariin Essay Contest .....	65
Kappa Alpha Fraternity .....	59
Kappa Alpha Theta Sorority .....	59
Kappa Kappa Gamma Sorority .....	59
Key Society, Rollins .....	52
Knowles Memorial Chapel .....	56
Laboratory Theatre, Rollins .....	53
Language Division, Objectives of .....	104
Language Major .....	104
Latin, Courses in .....	140
Latin Major .....	105
Length of Residence .....	71
Library .....	45
Literary Advantages .....	39
Loan Funds .....	62
Location and Environment of Rollins College .....	38
Lower Division .....	70, 85
Lower Division Requirements for A.B. and B.S. Degrees .....	91
Lower Division Requirements for B.M. Degree .....	161
Lower Division Students, 1937-38 .....	24
Madrigal Singers .....	173
Majors .....	101
Majors in Conservatory of Music .....	166



Mathematics, Courses in .....	141
Mathematics Major .....	106
Medical Certificate and Physical Examination .....	147
Modern Language Major .....	105
Museum, Thomas R. Baker .....	47
Music, Courses in .....	143, 167-172
Music Diploma, Requirements for .....	161
Music Major .....	111
Musical Organizations .....	173
New Students' Handbook .....	57
Numbering of Courses .....	113
Octette, College Mixed .....	173
Office Hours .....	8
Officers of Administration and Instruction .....	11
Omicron Delta Kappa .....	51
Omicron Delta Kappa Trophy .....	66
O. O. O. O. .....	52
O. O. O. O. Honor Award .....	64
Oratorical Association .....	54
Orchestra, Symphony .....	173
Order of the Cat and the Fox .....	55
Order of the Libra .....	52
Organizations, Student .....	51
Orientation Week .....	81
Ornithology and Nature Study, Courses in .....	121
Panhellenic Association .....	59
Phi Beta Awards .....	66
Phi Beta Fraternity .....	51
Phi Delta Theta Fraternity .....	59
Philosophy, Courses in .....	144
Philosophy Major .....	110
Phi Mu Athletic Trophy .....	66
Phi Mu Sorority .....	59
Phi Society .....	52
Physical Education and Health Division, Objectives of .....	145
Physical Education, Courses in .....	147, 148
Physical Education for Men .....	147
Physical Education for Women .....	148
Physical Education Requirements .....	146
Physical Examination .....	81, 147
Physics, Courses in .....	149
Physics Major .....	106
Pi Beta Phi Dramatics Prize .....	65
Pi Beta Phi Sorority .....	59
Pi Gamma Mu .....	51
Pi Kappa Delta .....	52
Pi Kappa Lambda .....	173
Placement Service, Alumni .....	42
Players, Rollins Student .....	53
Poetry Society, Rollins .....	55
Pre-Engineering Course .....	97
Pre-Engineering Major .....	106
Pre-Law Course .....	97
Pre-Medical Course .....	97
Pre-Medical Major .....	107
Pre-Professional Courses .....	97
Prizes, Award of .....	84
Prizes Offered .....	64
Probation .....	84
Professional Requirements in Education .....	97
Psychology, Courses in .....	151
Psychology Major .....	110
Public Service .....	49
Publications, College .....	49
Publications, Student .....	56



"R" Book	57
"R" Club	53
Radio Club, Rollins College	55
Reconsideration of Candidates	96
Register of Students	21
Registration	84
Registration, Changes in	86
Religion and Ethics, Courses in	152
Religious Life	55
Repertoire and Ensemble	172
Requirements, Entrance	74
Requirements for A.B. Degree with Major in Music	160
Requirements for A.B. and B.M. Degrees	161
Requirements for Admission to Upper Division	94, 163
Requirements for Bachelor of Arts Degree	96
Requirements for Bachelor of Music Degree	160, 165
Requirements for Bachelor of Science Degree	96
Requirements for Graduation	91
Requirements, Specific Lower Division for A.B. and B.S. Degrees	91
Requirements, Specific Lower Division for B.M. Degree	161
Requirements, Upper Division for B.M. Degree	164
Reservation of Rooms	82
Residence Halls, Heads of	20
Rollins Animated Magazine	49
Rollins College Bulletin	49
Rollins College Radio Club	55
Rollins Conference Plan	68
Rollins Decoration of Honor	64
Rollins Flying Club	54
Rollins Folklore Society	55
Rollins Key Society	52
Rollins Laboratory Theatre	53
Rollins Plan	68
Rollins Poetry Society	55
Rollins Record	50
Rollins Student Players	53
Rowing	58
Sandspur	57
Scholarships	60
Science Division, Objectives of	105
Science Major	105
Sigma Nu Fraternity	59
Social Problems Club	55
Social Science, Courses in	154
Societies and Organizations	51
Sociology, Courses in	154
Sociology Major	110
Sororities	59
Southern Intercollegiate Athletic Association	58
Spanish, Courses in	155
Spanish Major	105
Special Students	76
Special Students, 1937-38	80
Speech, Courses in	156
Speech Major	103
Sports for Men	148
Sports for Women	148
Sprague Oratorical Prize Contest	65
Student Activities	51
Student Aid	60
Student Assistants	20
Student Association Fee	78
Student Ensembles	173
Student Expenses	77
Student Government	51
Student Health Service	16
Student Organizations	51
Student Publications	56

Students, Register of .....	21
Studio Club .....	53
Sullivan Medallion .....	64
Summary for Year 1937-38 .....	31
Supervisory Officers and Secretaries .....	10
Symphony Orchestra .....	173
Teachers' Certificates .....	97
Tennis .....	57
Theatre, Annie Russell .....	40
Theta Alpha Phi .....	52
Theta Kappa Nu Fraternity .....	59
Thomas R. Baker Museum .....	47
Tiedtke Award .....	65
Tomokan .....	56
Transfer Students .....	70, 75
Trustees, Board of .....	9
Tuition .....	77
Unclassified Students, 1937-38 .....	30
Unit-Cost Plan .....	40, 68, 79
Upper Division .....	70, 85
Upper Division Program .....	95
Upper Division Students, 1937-38 .....	21
W. A. A. .....	53
Withdrawal .....	84
Work .....	62
X Club .....	59
Zeta Alpha Epsilon .....	52
Zeta Alpha Epsilon Book Prize .....	65
Zoology, Courses in .....	119



ROLLINS COLLEGE  
BULLETIN

1937 - ANNUAL CATALOGUE - 1938