

August 1951

# Rollins College Catalog 1951-1953

Rollins College

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ROLLINS COLLEGE  
BULLETIN  
CATALOGUE NUMBER •• 1951 - 1953

THE ROLLINS PROGRAM

THE ROLLINS STANDARD

THE ROLLINS CURRICULUM

THE ROLLINS COMMUNITY

WINTER PARK  
FLORIDA



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This catalogue supersedes all previous issues.

The College reserves the right at any time to make whatever changes may be found necessary.

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ROLLINS COLLEGE  
BULLETIN



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WINTER PARK  
FLORIDA



# A FIRST GLANCE AT

## *Its Field*

Rollins is a coeducational undergraduate college of liberal arts and sciences offering courses leading to the Bachelor of Arts, Bachelor of Science, and Bachelor of Music Degrees.

## *Its Distinction*

Rollins is the oldest institution of higher learning in the State of Florida. A pioneer in the Conference Plan, the Individualized Curriculum, and planned smallness as a virtue in education, Rollins is noted chiefly for the individual attention given students through the Conference Plan of Education. It also enjoys a growing reputation for sound training of students who continue their education in outstanding graduate schools in this country and abroad.

## *Its Rating*

Rollins is fully accredited by the Southern Association of Colleges and Secondary Schools and is on the approved list of the American Association of University Professors. The College is also an active member of the Association of American Colleges, the American Council on Education, the Florida Association of Colleges and Universities, the National Association of Schools of Music, the National Collegiate Athletic Association, and the Southern Inter-collegiate Athletic Association.

## *Its Outlook*

Dedicated to the liberal arts curriculum as a valid source for the balance and perspective so sorely needed in the modern citizen, Rollins is equally dedicated to the necessity of flexibility. In general, to perpetuate its heritage and to utilize the still infinite frontier in education, Rollins seeks to embrace what is enduring in the old, at the same time exploring or creating what is worthy in the new. To help meet the specific needs of the students of 1951-1952, for instance, Rollins added over a dozen new courses, including Free Society and a series of world geography courses, to the already broad curriculum. Rollins was founded sixty-seven years ago under Congregational Church auspices to provide for Christian education in the State of Florida. Although undenominational, Rollins has steadfastly maintained the ideals of its heritage.



# ROLLINS COLLEGE

The City of Winter Park, the home of Rollins College, is located in the orange grove and lake region of Central Florida. It is on the main line of the Atlantic Coast Line Railway, within four miles of the growing city of Orlando (62,000). Winter Park, sometimes referred to as "the city which became a university," is an unusually cultural and progressive community of great natural beauty.

*Its  
Location*

Its students are usually from nearly all the forty-eight states, and an increasing number are from foreign countries. The typical student is friendly, cosmopolitan, and inquisitive and came to Rollins because of its approach to education.

*Its  
Students*

While Rollins faculty members are well trained academically for their respective positions, they are noted chiefly for their belief in and practice of the Conference Plan of education. Most of them selected Rollins for the same reason most students do—because they believed in the effectiveness of its educational approach. The typical faculty member is somewhat reticent about his degrees and accomplishments, is friendly, informal, and widely traveled, and is deeply dedicated to the calling of teaching. He prefers, above all, a small class which enjoys spirited discussion.

*Its  
Faculty*

Rollins, through its splendid student government, its numerous academic, social, and athletic organizations, and through its proximity to the cultural center of Winter Park, has practically every wholesome activity found in a large university. The many student organizations, giving training in leadership and the art of getting along with people, are supplemented by intramural and intercollegiate athletic teams. Rollins competes in intercollegiate athletics in baseball, basketball, crew, golf, swimming, and tennis.

*Its  
Activities*

Rollins is an independent, liberal arts college, supported by private benefactions. It is proud of its independence and grateful to its generous contributors who have housed a worthy cause in beautiful structures.

*Its  
Supporters*

# THE ROLLINS CALENDAR

1952-53

## FALL TERM

September 29, Monday, 4:00 p.m. . . . . *Meeting of Faculty*  
September 29-October 1, Monday (evening) through Wednesday  
    *Orientation Period and Registration of New Students*  
October 2, Thursday . . . . . *Registration of Former Students*  
November 27, Thursday . . . . . *Thanksgiving Day (Holiday)*  
December 19, Friday noon . . . . . *Fall Term Ends*

## WINTER TERM

January 6, Tuesday, 8:30 a.m. . . . . *Winter Term Opens*  
February 21, Saturday . . . . . *Alumni Day*  
March 20, Friday noon . . . . . *Winter Term Ends*

## SPRING TERM

March 24, Tuesday, 8:30 a.m. . . . . *Spring Term Opens*  
May 31, Sunday, 10:30 a.m. . . . . *Baccalaureate*  
June 4, Thursday . . . . . *Spring Term Classes End*  
June 5, Friday, 10:00 a.m. . . . . *Commencement*

1953-54

## FALL TERM

September 28, Monday, 4:00 p.m. . . . . *Meeting of Faculty*  
September 28-30, Monday (evening) through Wednesday  
    *Orientation Period and Registration of New Students*  
October 1, Thursday . . . . . *Registration of Former Students*  
November 26, Thursday . . . . . *Thanksgiving Day (Holiday)*  
December 18, Friday noon . . . . . *Fall Term Ends*

## WINTER TERM

January 5, Tuesday, 8:30 a.m. . . . . *Winter Term Opens*  
February 20, Saturday . . . . . *Alumni Day*  
March 19, Friday noon . . . . . *Winter Term Ends*

## SPRING TERM

March 23, Tuesday, 8:30 a.m. . . . . *Spring Term Opens*  
May 30, Sunday, 10:30 a.m. . . . . *Baccalaureate*  
June 3, Thursday . . . . . *Spring Term Classes End*  
June 4, Friday, 10:00 a.m. . . . . *Commencement*



## THE ROLLINS CALENDAR

### DIRECTIONS FOR CORRESPONDENCE

The Rollins College Bulletin, which is issued quarterly throughout the year, gives information about various phases of college life. One number of the Bulletin each year is the College Catalogue.

The College is glad to send copies of the catalogue and other numbers of the Bulletin to those who are interested.

Correspondence relating to the different aspects of the College should be addressed as follows:

ADMISSION OF NEW STUDENTS . . . . .	<i>Director of Admissions</i>
GENERAL INTEREST, EDUCATIONAL PROGRAM .	<i>Dean of the College</i>
ENTRANCE CREDITS . . . . .	<i>Registrar</i>
MEN STUDENTS—PERSONAL WELFARE AND HOUSING .	<i>Dean of Men</i>
WOMEN STUDENTS—PERSONAL WELFARE AND HOUSING	<i>Dean of Women</i>
FINANCES . . . . .	<i>Treasurer of the College</i>
STUDENT FINANCES . . . . .	<i>Cashier</i>
ALUMNI . . . . .	<i>Alumni Secretary</i>

Visitors to the College are welcome at all times, but as the college offices are closed from Saturday noon until Monday morning, members of the administration and faculty may be seen during this time only by special appointment made in advance.

## THE ROLLINS PROGRAM

Nations and societies which believe that democratic institutions exist for the good of individuals must be constantly alert to the danger of excessive and, perhaps, unconscious regimentation of the individual spirit in the beckoning interest of administrative efficiency. One of the paramount obligations of a democratic college or university is to recognize that an individual, once his educational motive is stimulated and directed, acquires knowledge, wisdom, and character largely with his own powers and best in the company of free minds.

Physically, by a deliberate policy which has become its tradition, Rollins College has sought to avoid the hazard to the individual motive of "bigness" for its own sake. It has succeeded in remaining physically small—small in living units, small in class units; Rollins considers an enrolment of approximately six hundred, together with a comparatively large faculty and broad curriculum, as nearly ideal for the pursuit of learning. Insofar as possible, whenever the choice has been presented, Rollins has tried to improve and enhance rather than to increase. A dormitory with a garden is considered better than a dormitory and a half.

Likewise, in its attitude toward the educational process Rollins has attempted, within responsible limits, to protect, and thus to encourage, the individual motive. It believes that not only the



## THE ROLLINS PROGRAM

process of learning but also the survival of democracy is best served by a sound individualized curriculum. Since democracy can thrive only if we utilize to the utmost the talents of each individual, and since no student knows what he can accomplish until he has tried, individualized education has a double function in the accelerated world of today: it helps fit the gifted student for exceptional performance, and it protects the no less deserving but less gifted from the deadening and impersonal education by mass production. Rollins considers the pleasure of discovery too vital a factor in education to be denied by excessive academic authority.

It has always been a question among thoughtful educators as to which student gives more reward to a teacher—the student who brings to his first class powers that are already considerable, or the student, initially apathetic, uninspired and even mediocre, who begins to react to individual guidance with genuine enthusiasm and accomplishment. It is noteworthy that the Individualized Curriculum, together with its handmate, the Rollins Conference Plan, encourages the former and frequently, and even unexpectedly, stimulates the latter.

### THE SIGNIFICANCE OF THE ROLLINS CONFERENCE PLAN

The Rollins Conference Plan itself would be meaningless without a careful analysis of each student's capacities. The student must first become aware of the characteristics of his mind. To provide this knowledge and this basis for self-appraisal, entering students are given aptitude tests. The results of these tests, together with the previous academic record and the subjective impressions of experienced faculty advisers, are discussed with each student.

Student growth could not be taken for granted, however, if the assumptions which lie behind careful counseling were not translated into terms of classroom instruction. At Rollins this translation into the Conference Plan operates in two important ways. In the first place Rollins attempts to keep classes small enough so that it is practicable to instruct through full interchange between instructor and student, in other words through the method of the round table discussion; the formal lecture plays a relatively minor part in instruction at Rollins. In the

## THE ROLLINS PROGRAM

second place, education in the classroom is supplemented by frequent conferences with the individual student. This plan, expensive though it is in time and effort, has become so much a part of the educational philosophy at Rollins that it is difficult for some faculty members to conceive of having taught successfully in any other way.

Twenty-seven years ago Hamilton Holt came to Rollins College as President. Through him and the resilient minds that gathered around him, the Conference Plan came into being. Considered radical, at first, its initial opposition was formidable; yet today it has come to be a highly regarded approach to education. But if Rollins is gratified that the Conference Plan has had an influence on American education, it is prouder still that it is being improved by each new class of students on this campus and that each class reveals anew that it is a continually flexible approach, self-perpetuating with the spirit of the individual.

In the conference room individual speaks to individual in a close communion of intellectual interests and mutual understanding. In the words of the late Hamilton Holt, the Conference Plan enables instructors to teach students not subjects. It is at once a highly effective approach to education and an encouragement to academic companionship between instructor and student.

## THE GUIDANCE PROGRAM

Entering students arrive early in order to get acquainted with one another and with their advisers without the distracting influence of a large body of upperclassmen. Under the guidance of a faculty adviser, each student makes out his initial program of study in terms of its balance among the three great fields of the sciences, the humanities, and the human relations. The adviser has frequent conferences with the student and attempts to lead him into the practice of the art of accepting responsibility.

These advisers are chosen from a group of the faculty especially interested in this work. In addition to assisting in the arrangement of a program of study, 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 practical, the Deans work



## THE ROLLINS PROGRAM

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 is 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 Dean will from time to time interview both the advisers and advisees to ascertain their progress, and will make shifts of advisees when a change seems desirable.

### THE ELEMENT OF FRIENDLINESS

In the attempt to *humanize* education, to substitute *learning* for *instruction*, Rollins has seen another attribute gradually evolve which is, perhaps, of even more value than either the Individualized Curriculum or the Conference Plan. It is mentioned here because the students have asked that it be mentioned in the catalogue. This quality is the pervading spirit of friendliness that is generated both within and without the conference room, that exists alike in student to student, student to teacher, and student to Dean relationships. This friendliness is readily apparent in the Student Center over coffee, on the Chapel lawn after services, on the campus at large, and, especially, in the continuing correspondence between faculty members and former students.

Most educational institutions, fortunately, are friendly places. In calling attention to what it believes to be an unusual degree of beneficial companionship in education, Rollins expresses the firm pride of all its members who have learned the inestimable rewards of neighborliness in mutual undertakings.

Without this neighborliness, without the friendly give and take of spirited discussion, the Rollins Program with its basis in the individual would certainly be an empty one. With it, probably more is achieved than the original proponents of the Conference Plan would have thought possible.

# ADMISSIONS AND EXPENSES

## ADMISSION OF STUDENTS

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

In addition to meeting the scholastic requirements as listed below, all candidates for admission to the College must offer satisfactory testimonials of good moral character. Those who have been in attendance at other colleges must present certificates of honorable dismissal.

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

## ENTRANCE REQUIREMENTS

All candidates for admission must present evidence of the satisfactory completion of not less than fifteen units of secondary school work. In addition, the student's record must meet the certification level of his secondary school, and he must be recommended by his principal. The major portion of the secondary school course accepted for admission should be definitely correlated with the curriculum of Rollins College.



## ADMISSION OF STUDENTS

While Rollins desires to place no restrictions upon the secondary school curriculum, a minimum of twelve units of college preparatory courses are required of each applicant, as follows:

Three units must be in English.

Nine units may be selected from the following:

Languages—Latin, Greek, French, German, Italian, Spanish  
(To receive credit, a student must have completed during his four years of secondary school two or more years of the language.)

Mathematics—algebra, plane geometry, solid geometry, trigonometry.

Science—biology, botany, chemistry, geography, physics, zoology.

Social Studies—history, government, and related subjects.

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 secondary schools which are approved by a recognized accrediting agency, if certified by their principals, are eligible for consideration without entrance examinations.

### ADMISSION BY CERTIFICATE OF EXAMINATION

Academic diplomas issued by the Regents of the University of the State of New York are accepted in all 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

If students do not meet the standards for entrance but, in the opinion of the Admissions Committee, show compensating abilities, they may be allowed to take examinations. These examinations will be sent to a regular member of the staff of the student's preparatory school to be administered there.

Candidates who are graduates of non-accredited secondary schools will be expected to submit transcripts from such schools showing the subjects studied, and in addition may be required to

## ADMISSION OF STUDENTS

pass entrance examinations in four high school subjects, English being one of the four.

### ADMISSION FROM OTHER COLLEGES

Students from other colleges, seeking admission to Rollins College, in addition to complying with all admission requirements, must present evidence of honorable dismissal, a statement of methods of admission, an official statement in detail of studies taken by terms or semesters, with standing in the same, and the exact number of terms of attendance.

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 completed the equivalent of the Lower Division plan at Rollins. They will not be granted a degree in less than one year of residence at Rollins, regardless of work done elsewhere. Two terms of this year of residence must be spent in the Upper Division.

### VETERANS

Rollins College is approved by the Veterans Administration for the education of honorably discharged veterans. Its individualized educational plan and concern for the particular needs of each of its students provide excellent facilities to meet their varied requirements.

Honorably discharged veterans are eligible for consideration for admission to Rollins College:

- (1) If they present 15 satisfactory entrance credits, or
- (2) If, presenting at least 12 units covering courses taken in secondary school including 3 in English, they make satisfactory scores on nationally-standardized achievement and aptitude tests.

Subject to the regulations laid down by its accrediting agencies, Rollins College will grant a limited amount of credit for courses taken under the auspices of the Armed Forces Institute or for specialized courses taken while in service. It may wish to determine the validity of these credits by requiring the applicant to pass tests covering the content of the courses taken while in service.

Veterans accepted under Public Law 346 must present *before registration* a satisfactorily-completed V.A. Form 7-1953, Certificate of Eligibility and Entitlement.

Before a veteran accepted for training under Public Law 16 may be registered, the College must receive from the Veterans Administration Form 7-1905, Authorization and Notice of Entrance into Training.



## ADMISSION OF STUDENTS

### APPLICATION PROCEDURE

The following procedure is necessary before a student may be considered as an applicant for admission to Rollins College:

1. Request the Director of Admissions to send an *Application for Admission* and return this form with the application fee of \$10. (This fee, which partially covers the cost of collecting information, is paid only once and is not refundable.) A small photograph, preferably of passport size, is a necessary part of this application procedure.
2. The Admissions Office will then send to the candidate:
  - a. *The Parent Questionnaire*. The parents of each applicant are requested to fill out this questionnaire in order that the College may have a better picture of the background and training of the applicant.
  - b. *Certificate of Health*. This form must be filled out by a physician, preferably one who has had previous knowledge of the health of the applicant.

The *Secondary School Credits* form will be sent by the Admissions Office to the principal of the secondary school from which the student has been 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, the grade received and the units of credit granted.

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

After an applicant has complied with the foregoing requirements his name will be placed before the Admissions Committee and he will be notified regarding his status. The contingent deposit fee of \$25.00 is paid upon notice of acceptance.

An accepted student who requests that his application be transferred to a later term should be advised that he must be reconsidered by the Admissions Committee. 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.

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

### THE ORIENTATION PROGRAM

All entering students assemble at the College a few days in advance of the rest of the students. During these opening days, matters of importance are presented to the new members of the college body. Attendance throughout this period is therefore required of all new students.

## STUDENT EXPENSES

### STUDENT EXPENSES

The official expenses for each student in Rollins College for 1952-1953 are as follows:\*

Application fee ( <i>new students only</i> ).....	\$ 10.00
payable upon application for entrance.	
Contingent Deposit ( <i>new students only</i> ).....	25.00
payable immediately upon acceptance.	
Student Association Fee ( <i>all students</i> ).....	35.00
payable September 15.	
(determined annually by vote of the Student Association)	
General Fee, Boarding Students ( <i>tuition, board, room, etc.</i> )	\$1,600.00
payable, \$250 July 1; \$1,350 September 15.	
General Fee, Day Students ( <i>tuition, etc.</i> ).....	900.00
payable, \$100 July 1; \$800 September 15.	

**APPLICATION FEE.** Upon application for admission to the College, new students pay the application fee of \$10. This sum is paid but once and is not refundable under any circumstances as it covers only part of the actual cash outlay of the College in collecting and evaluating the applicant's credentials.

**CONTINGENT DEPOSIT.** The Contingent Deposit of \$25 is paid by the student immediately upon notification of acceptance. Upon receipt of the deposit the College promptly reserves a place for the student with the deposit serving as a guarantee that the student will enter as planned. This deposit remains to the credit of the student until graduation or until the student officially withdraws at the close of any college year, whereupon any unused balance will be refunded upon application, provided all obligations to the College have been met.

**STUDENT ASSOCIATION FEE.** All students pay the Student Association Fee which is levied by the Student Association and collected by the College. This fee covers certain student activities and publications and is administered by the Student Association under the direction of the College and may be changed at any time by vote of the Student Association.

**GENERAL FEE, BOARDING STUDENTS.** The general fee includes items usually differentiated as tuition, board, room, certain special fees such as laboratory fees and private lessons in music; limited medical and infirmary service for minor illnesses, use of tennis courts, swimming course, and canoes; and in general the use of all college facilities necessary in pursuing a Liberal Arts course. (Riding lessons, equitation lectures, and water-skiing are not covered by the general fee.)

\* *The fees listed are subject to change at any time by action of the Board of Trustees.*



## STUDENT EXPENSES

**GENERAL FEE, DAY STUDENTS.** A limited number of day students, residing with their parents within fifty miles of Winter Park, will be accepted for 1952-53, subject to the payment of the General Fee of \$900, plus the other special fees. Day students are entitled to all the privileges of boarding students, except board and room.

No student entering as a boarding student is permitted to change his status to a day student during the college year.

### REGULATIONS REGARDING FEES AND EXPENSES

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

1. If a student, on account of serious and prolonged 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.

2. If any student enrolled at Rollins receives a mandatory call from the Federal Government to enter the military or naval service on an active duty status, the general fee for the year will be pro-rated as of the date the student is required to leave college to report for duty.

3. If a new student fails to enter college after acceptance has been granted, or if a student who has been in previous attendance fails to return, or if any student leaves college for any reason other than those stated in No. 1 and No. 2 above, or is suspended or dismissed, no refund will be made.

Failure to pay the stipulated installments of the applicable General Fee promptly upon the dates specified forfeits all previous payments and deposits as well as the right to a place in the College, and the College reserves the right to select another student immediately to fill the vacancy thereby created.

4. A student will be considered in attendance at the College until formal notice of withdrawal has been filed in the Office of the Dean by the parent or guardian.

All financial obligations must be fulfilled before the student attends classes.

### ACCIDENT INSURANCE

While the College itself assumes no liability for accidents, an agreement has been entered into with an insurance company which makes available medical reimbursement insurance covering accidents to the students at Rollins College. Full details and application blanks will be available in the cashier's office. This insurance is optional.

### INSURANCE OF PERSONAL BELONGINGS

The College does not carry insurance on students' personal

## STUDENT EXPENSES

belongings and is not responsible for loss or damage from any cause. Students should arrange for extended coverage on existing policies or make arrangements for insurance locally upon arrival.

### FINANCIAL AID AVAILABLE TO STUDENTS

Rollins College prides itself on its generous record of helping worthy students who can prove their need for financial aid. In selecting such students the following qualifications are carefully considered:

- (a) Financial need supported by a confidential statement furnished by the parents or guardian.
- (b) Possession of high moral character.
- (c) Ability to maintain a good scholastic record.

Several types of financial aid and self-help are available, such as deferred payment of a portion of the general fee, part-time work, and loans.

Application for financial aid for the coming year must be filed by new students with their application for admission, and by returning students before March 1.

### DEFERRED PAYMENTS

Since the College predicates its budget on the assumption that all fees and expenses will be paid promptly and in full on the dates outlined in this catalogue, exceptions can be made only in the most unusual circumstances. Parents or students who find it essential to discuss any variation in the stated terms or dates of payment should take the matter up in writing with the College Cashier in ample time to have any proposed change officially reviewed before the stipulated date of payment arrives.

### PART-TIME WORK

A number of students earn a small portion of their expenses by part-time work at Rollins. Qualified students may be assigned work in the college dining hall, library, administrative offices, et cetera. Few working students can earn more than \$150 per year while carrying a full college load.

### LOANS TO STUDENTS

The College has a number of loan funds from which loans may be made to exceptional students. Ordinarily only upperclass students are eligible to borrow from these loan funds. If a student who has been granted a loan transfers to another institution, the loan must be paid in full before the student will be granted an honorable dismissal from Rollins College.

**ELBERT H. GARY LOAN FUND.** This fund was established by a generous gift of the late Judge Elbert H. Gary and is to be used in helping ambitious and hardworking boys and girls to



## STUDENT EXPENSES

secure a college education which they otherwise could not afford.

**SENIOR LOAN FUND.** A loan fund started by the Senior Class of 1929 and increased by subsequent classes. This fund is available only to seniors.

**CAROLINE A. FOX LOAN FUND.** This fund was established in honor of the late Caroline A. Fox, a generous benefactress of the College.

**FRANKLIN A. COBB MEMORIAL LOAN FUND.** This is a small loan fund established by Harrison S. Cobb, Class of '30, as a memorial to his brother, the late Franklin A. Cobb, who also attended Rollins for one year. Loans from this fund are made only to exceptional students of the highest moral character.

**MILTON J. WARNER LOAN FUND.** A loan fund established in 1941 through the generosity of Milton J. Warner, a trustee of Rollins College.

**JOHN G. AND FANNIE F. RUGE LOAN-SCHOLARSHIP FUND.** This fund was established by the late John G. and Fannie F. Ruge of Apalachicola, Florida, and amounts to \$4,500 annually for a period of ten years. The first grant was available for the college year 1946-47. Loans are to be made to worthy students with preference being given to students who are natives of Florida and who have resided therein continuously for five years preceding the award of such loans. Upon certain conditions, the Board of Trustees may grant scholarships from this fund.

**THOMAS G. LEE MEMORIAL LOAN FUND.** A student loan fund, created by the wife of the late Thomas G. Lee in memory of her husband, a distinguished educator.

### SPECIAL REGULATIONS

Boarding students who receive scholarships or other aid on the basis of financial need shall be disqualified from receiving such scholarship or aid if they own and maintain an automobile on the Rollins campus. Exceptions will be made for students who use cars for business during the college year.

For further information regarding financial aid to students, address Chloe M. Lyle, Cashier, Rollins College, Winter Park.

### SCHOLARSHIPS

Scholarships at Rollins are awarded primarily on the basis of superior ability and promise of unusual achievement. Entering students interested should write to the Office of Admissions for full information.

### HONOR SCHOLARSHIPS

**HONOR SCHOLARSHIPS.** Rollins College awards annually a limited number of Honor Scholarships to first year students. The winners are selected from candidates recommended by their high

## STUDENT EXPENSES

school principals before January 15. A superior academic record is a basic requirement. These scholarships are valued at \$1,000 each and are renewable for that amount if the student maintains a high academic record and a high standard of conduct.

**MUSIC HONOR SCHOLARSHIPS.** Rollins College is awarding for the academic year 1952-53 one Honor Scholarship in piano, valued at \$1,000. This will be given to a pupil of a member of the National Guild of Piano Teachers. The competing students must have a high academic record, must be recommended by their piano teachers, and must submit recordings of their piano playing.

### ACHIEVEMENT SCHOLARSHIPS

**ACHIEVEMENT SCHOLARSHIPS.** Rollins College awards a limited number of Achievement Scholarships to new as well as returning students each year. These are given to students who have a good academic high school or college record and unusual ability and promise in a special field, and who cannot pay the full fee at Rollins College. The amount of such scholarships varies according to need and ability.

Choir scholarships and scholarships in violin, viola, or cello are available from time to time. Latest information concerning these may be obtained by writing to the Director of the Conservatory of Music.

Students must apply and be accepted for admission to Rollins before they can be considered for achievement scholarships. Application for achievement scholarships as well as completed admission applications must be filed by new students not later than March 1.

Application for scholarships for the succeeding year must be filed by returning students before March 1.

**ENDOWED SCHOLARSHIPS.** The following endowed scholarships are offered annually by Rollins College to upperclass students in honor of donors to the endowment fund of the College:

THE CHASE SCHOLARSHIP  
THE HALL SCHOLARSHIP  
THE MARK SCHOLARSHIP  
THE SCOTT SCHOLARSHIP  
THE BURLEIGH SCHOLARSHIP  
THE PEARSONS SCHOLARSHIP  
THE ANGIER SCHOLARSHIP  
THE WYETH SCHOLARSHIP  
THE PALMER SCHOLARSHIP  
THE DUVAL SCHOLARSHIP  
THE WORTHINGTON SCHOLARSHIP

Each of the above scholarships has a value of \$50 per year.

**ANNA G. BURT SCHOLARSHIP.** This scholarship is available only to Florida girls and amounts to approximately \$500 annually.

**EDWARD S. MEYER SCHOLARSHIP.** An annual scholarship of ap-



## STUDENT EXPENSES

proximately \$150 to be awarded to an outstanding student, preferably one majoring in modern languages. This scholarship was established in 1941 through the generosity of the late Professor Edward Stockton Meyer.

**THEODORE CLARENCE HOLLANDER SCHOLARSHIP.** The Theodore Clarence Hollander Cooperative Scholarship Committee of the Permanent Charity Fund, Incorporated, Boston, Massachusetts, offers an annual scholarship to be awarded to an outstanding student, preferably one coming from the vicinity of Boston, Massachusetts. This scholarship is on a cooperative basis and is to be awarded to a student who is earning a part of his college expenses.

**CAROLINE G. PLANT SCHOLARSHIP FUND.** An annual award of \$1,150 to be given to an outstanding student. This award may be in the form of a scholarship or loan. This fund was established in 1949 through the generosity of the late Caroline G. Plant.

**PRESSER MUSIC SCHOLARSHIP.** An annual scholarship of \$250 will be awarded by the Presser Foundation to a student majoring in music.

**THE DAVIS' BROTHERS SCHOLARSHIP FUND.** An annual award of \$600 to be given to outstanding students in the Department of Business Administration, Pre-Law, or Education. The individual awards may be a minimum of \$100 or a maximum of \$200. Applicant must have resided in Florida or Georgia for at least ten years prior to enrolment in Rollins College and intend to make his home in Florida, Georgia, or Louisville, Kentucky, after graduation. This fund is made possible through the generosity of Lovetts and Table Supply Stores Welfare Fund.

### CENTRAL FLORIDA SCHOLARSHIPS

As a gesture of appreciation for the loyal support which the residents of Central Florida have accorded Rollins College during its entire history, Rollins College will, in 1952-53, award a limited number of scholarships of \$400 each to selected day students whose parents are bona fide legal residents living within fifty miles of the college campus. These special scholarships will be applied toward the final payment of the General Fee for Day Students. Boarding students are not eligible to hold these Central Florida Scholarships.

### SCHOLARSHIPS FOR FOREIGN STUDENTS

Rollins occasionally offers scholarships to foreign students. These are often awarded in consultation with the Institute of International Education. The value and number of foreign scholarships vary from year to year.

**CHARLES D. HURREY SCHOLARSHIP FUND FOR LATIN AMERICANS.** \$2,105.00 has thus far been raised for this fund designed to establish Latin American scholarships at Rollins in honor of Mr. Charles D. Hurrey who spent many years as a "Good Will Ambassador" in Latin America.

# THE ROLLINS STANDARD

## CONDUCT OF STUDENTS

Rollins is concerned not only with the scholastic standing but with the social habits and influence of the individual student. In helping achieve maturity the college administration tries to enter into each student's problems sympathetically and understandingly. But 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, or dropped from college, as the conditions warrant. Specifically, a student, with or without overt acts, may be dismissed from the College without particular charges, if in the opinion of the faculty and administration his attitude and conduct are incompatible with the best interests of the College.

### 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 placed on probation or may 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



## CONDUCT OF STUDENTS

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.

No student on probation, whether for social or scholastic reasons, is allowed to represent the College as a member of any athletic team, in an extra-curricular dramatic production, or in any other way, nor is he eligible to hold any college or fraternity office, to participate in any public activities, to receive financial aid of any sort, to own and maintain a car, or to be admitted to the Upper Division. A student who has been placed on probation for unsatisfactory scholarship must complete one term with a satisfactory record *after* being removed from probation before being eligible for initiation into a fraternity or sorority.

While on probation a student must comply with the restrictions outlined for him by the Faculty Committee on Academic Standing, the Student-Faculty Discipline Committee, or the Student Deans. A student on probation may be dropped from the College at any time if he fails to meet the scholarship standards of the College.

### WITHDRAWALS

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.

### MARRIAGE

If marriage during the college year is contemplated, notification of such must be made to the Student Deans. If the Student Deans are not notified prior to marriage, the student or students will automatically be suspended from college for the balance of the year.

### 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.

# EVALUATION OF THE STUDENT'S WORK

## 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 may not 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.

# EVALUATION OF THE STUDENT'S WORK

Although the College stresses the importance of academic achievement, it believes that educational progress may be judged in many ways. Educational development should be a reflection of the development of the whole person. To this end, a rating sheet is used which reflects this attitude. A copy of the report is sent to the parent as well as to the student at the end of each term. The form is reproduced below.

NAME		COURSE					TERM AND YEAR						
<i>Explanation of card on reverse side</i>							Satisfactory	Below Usual	At Usual Stage	Above Usual	Outstanding	ROLLINS COLLEGE	
												Recommendation: (For Seniors Only) This student shows promise for doing graduate work in this field. Yes <input type="checkbox"/> No <input type="checkbox"/>	
1. SUCCESS IN ACHIEVING THE SPECIFIC PURPOSES OF THE COURSE							Report on Total Number of Absences:						
2. THOUGHTFUL PARTICIPATION IN DISCUSSION							How Many Excused? _____						
3. PROGRESS IN LEARNING TO THINK							How Many Unexcused? _____						
4. SOCIAL RESPONSIBILITY													
GENERAL HABITS OF WORK (Check only if seriously below or exceptionally above an acceptable standard):													
		Below	Above					Below	Above				
Conscientiousness of Effort				Efficient Use of Time and Energy									
Self-Reliance				Attendance									
Originality				Punctuality in Arriving at Class									
Effectiveness in Communicating Ideas: Oral				Punctuality in Completing Assignments									
Effectiveness in Communicating Ideas: Written				Neatness and Orderliness									
GENERAL COMMENTS:													
											Signature of Instructor		

For the purpose of transfer, the work of the student is recorded in the Registrar's office as A, B, C, D, F.



## EVALUATION OF THE STUDENT'S WORK

### EXPLANATION OF THE CARD AND OF THE ITEMS TO BE RATED

This report card is based on the following principles:

A. The evaluation of a student should be an appraisal of desirable habits and qualities of character as well as of scholarship.

B. Every attempt should be made to de-emphasize grades as being in themselves the objective of education.

C. The report card should be an individualized report card.

The goal at Rollins is individualized education. This is achieved by individualized teaching. To be consistent, the report card should provide for individualized grading.

The card should offer the opportunity to evaluate many habits and traits of character; but the card should be so designed that all these traits do not require grading for every student. In other words, the instructor may use as much or as little of the card as he chooses.

The instructor will mark *Success in Achieving the Specific Purposes of the Course* (item 1) and only such other items as he feels qualified to rate or he feels need to be rated.

*Success in Achieving the Specific Purposes of the Course* (item 1). These "purposes" include understanding and appreciation as well as skills, techniques, and essential information.

*Social Responsibility* (item 4). By this is meant unselfish consideration for personality, property, time and general welfare of individuals, Rollins College, and the world at large, as shown in the class group.

The category *At Usual Stage* indicates an average quality of work based on the instructor's standards for the course and not necessarily on a statistical average.

The category *Seriously Below Usual* indicates failure in the items so checked.

As stated above, item 1 shall be checked for all students. Instructors are urged to check the other items, and include a general comment, except when the nature of the subject matter or work in the course is such that it is difficult or impossible to evaluate the student in this ability or trait, or when the instructor feels he has not yet had the opportunity to make a valid judgment of this trait or ability in the student.

*General Comment.* This section should be used to comment on significant interests, limitations, merits, general cooperation for the objectives of the College, and, particularly, advice to students and parents as to how they can cooperate in overcoming any weakness indicated.

If, in the opinion of the instructor, the student needs more work in this field, or would not profit by more work in this field, or is in the wrong major, this should be specifically noted under *General Comment.*

## REQUIREMENTS FOR GRADUATION

### REQUIREMENTS FOR GRADUATION

Rollins College grants to its graduates the degrees of Bachelor of Arts, Bachelor of Science, and Bachelor of Music. The awarding of a degree means that the College believes the student has acquired the fundamentals of a liberal arts education. In order to be eligible for a degree, a student must demonstrate a satisfactory level of achievement both qualitatively and quantitatively.

The work of the College is divided into two divisions, a Lower Division in which students become acquainted with the fundamentals of several areas of learning, and an Upper Division where they pursue more deeply a somewhat specialized field of learning.

#### LOWER DIVISION REQUIREMENTS

*Courses.* The student's schedule in the Lower Division will include: (1) An adequate spread of courses in the Humanities, the Sciences, and Human Relations; (2) A few introductory courses in the field in which the student believes he will major; and (3) A foundation course in English Composition as a half course running for six terms.

*Advisers.* When the first-year student enters he is assigned a Faculty Adviser who helps him in scheduling his courses. This Faculty Adviser may be changed at any time at the request of either the student or the Dean of the College.

Final approval of the student's schedule rests with the Dean of the College or the Registrar.

*Schedule.* Every Lower Division student should register for three full academic courses, Foundation English, and one Physical Education activity each term unless special dispensation is granted upon the recommendation of the Adviser and with the approval of the Dean of the College or the Registrar. In addition to his regular courses each first-year student is required in the fall term to take certain nationally standardized Achievement and Aptitude Tests. The results of these are used by the Deans and Advisers in counselling students.

#### *Scholarship Standards Required of First-Year Students.*

In order to maintain a satisfactory academic standard during his first year in college, a student should have achieved, as a minimum:

(a) an academic average of *Usual*, or only slightly below, for his second and third terms, or

(b) an academic average of *Usual*, or better, for his third 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.



## REQUIREMENTS FOR GRADUATION

### REQUIREMENTS FOR ADMISSION TO UPPER DIVISION

I. In order to demonstrate his ability to go into the Upper Division and pursue his major, a student must achieve as a minimum, in his second year, either

- (a) A general academic average of *Usual* with an average of slightly better than *Usual* in the courses already taken in his proposed major field, or
  - (b) A general academic average of *Usual* or only slightly below, with an average of *Above Usual* in the courses already taken in his proposed major field.
- II. (a) A student shall be admitted to the Upper Division with a major only in a field in which he has demonstrated adequate ability, as defined in I above.
- (b) In borderline cases, however, the Upper Division Board, while not admitting the student to the Upper Division, may at its discretion allow him to pursue his major for one term. If in this term he meets the standards of I above, the Board shall admit him and allow him to go with his major. If the student does not meet these standards, II (a) above shall apply.
- (c) If after one or two terms in the Upper Division a student is not achieving an average of slightly better than *Usual* in his major courses, he shall, with the advice and approval of his major professor, the Registrar, and the Dean of the College, change his major. Otherwise he shall be liable to suspension or dismissal from college.

In addition, the student must demonstrate 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 that work he will have satisfied the requirements for a degree.

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

Second year students must file their Upper Division papers before the end of the winter term, and transfers who expect to complete their college work within two years must file their Upper Division papers before November 20 if entering in the fall term or by mid-term of their first term if entering at any other time.

Students should consult the description of major, page 33 of the catalogue, for information regarding introductory work that should be taken in a given field in the Lower Division.

Failure to meet the requirements for admission to the Upper

## REQUIREMENTS FOR GRADUATION

Division in three years will result in the student being dropped from college.

### UPPER DIVISION PROGRAM

At the time of application for admission to the Upper Division, the student must, in consultation with a major professor, plan the work to be accomplished in this division.

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

Course changes should be made only when necessary, after consultation with the student's major professor, and with the approval of the Dean of the College, the Registrar, or the Board of Admissions to the Upper Division. In all cases the proposed changes should be equivalent to the original courses. A change in major can be made only by making re-application to the Board.

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

Each Upper Division student should register for three full academic courses, a seminar, and one physical education activity each term, unless special dispensation is granted upon the recommendation of the adviser and with the approval of the Dean of the College.

*Quantitative Requirements.* The absolute minimum quantitative requirement for graduation is thirty-six full courses and twelve hours of seminar, or the equivalent, plus nine hours of Physical Education. Under certain circumstances a student may complete the work for Lower and Upper Divisions in three years if he continues his work for four terms each year.

*Qualitative Requirements.* In order to be eligible to receive a diploma from Rollins College a student must achieve in the Upper Division:

1. An academic average of slightly better than *usual* in the courses taken in his major field and

2. An academic average of *Usual* in the courses taken outside his major field.

*Residence Requirements.* A student must be in the Upper Division for at least two terms. The entire senior year must be taken consecutively at Rollins.

### HONORS WORK

A student whose work is of high quality showing special aptitude in his major field may, with the approval of his major professor, make application to be considered for Honors Work not later than the middle of the last term preceding his senior year. This special work



## HONORS AND PRIZES

shall count for not more than one full course. If the application is approved, a special House Committee will examine the student toward the end of his senior year to determine whether he is to be granted his degree with distinction in his major field.

A student whose work is of high quality but who does not undertake such specialized work will be awarded his degree with distinction without reference to a specialized subject.

## HONORS AND PRIZES

**ALGERNON SYDNEY SULLIVAN AWARD**—In 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 limited number of institutions chosen to bestow this award. It may be given each year to not more than one man and one woman of the graduating class and to one other person who is not a student 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 the helpfulness toward other men and women."

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

**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.

**THE GENERAL REEVE AWARDS FOR SCHOLARSHIP**, established in 1945 by the late General Charles McCormick Reeve in recognition of high scholastic standing, are awarded at graduation each year to the five seniors who have maintained the highest scholastic record during their last three years in Rollins.

**THE O.D.K. HONOR AWARD** is conferred upon 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.

**THE ORDER OF THE LIBRA CUP** is awarded to the woman in the graduating class who by her conduct and service has made the great-

## HONORS AND PRIZES

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

THE CHI OMEGA SOCIAL SCIENCE AWARD of \$25.00 is presented by the Upsilon Beta Chapter of Chi Omega Fraternity to the girl in the graduating class with the highest scholarship record in the fields of history, sociology, psychology, or political science.

AN ECONOMICS PRIZE of \$10.00 is offered by the Gamma Phi Beta Sorority to the senior woman who has won the highest scholarship record in economics or business administration. The object of this cash prize, which is awarded at commencement time, is to create interest in this field among women students.

THE HOWARD FOX LITERATURE PRIZE of \$50.00 has been 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 shall be considered.

THE GENERAL REEVE CONTEST offers each year to the men students who shall compose the best original essays in the English language six prizes of \$75.00 each, given through the generosity of the late General Charles McCormick Reeve of Minneapolis and Winter Park. The subjects for these essays shall be chosen in each academic year by a Committee of the Faculty. No discrimination as to merit shall be made among the six essays designated for prizes by the Committee. All essays awarded prizes shall be delivered by their authors at a public meeting of the members of the College. The author who, in the opinion of judges specially selected for the purpose, has most effectively composed and delivered his material will be awarded in addition the Hamilton Holt Gold Medal.

THE EDWARD HOOKER DEWEY ORATORICAL PRIZE FOR WOMEN is offered by Mr. and Mrs. Walter E. Dewey in honor of their son, Edward Hooker Dewey, late associate professor of English at Rollins College. The competition is open to all women students. A prize of \$35.00 will be awarded for first place and \$15.00 for second place for the best original essays on some topic of international import.

THE SUZANNE WILFLEY RAUSCHER PRIZE of \$50.00 is divided among three Rollins students submitting the best essays on the question, "What can religion contribute toward making our civilization and industrial life more humane?" The contest is open to all students interested, and the award will be given subject to the approval of the Dean of the Chapel and a committee appointed by him.

THE ZETA ALPHA EPSILON BOOK PRIZE is awarded at the final Honors Day program of the academic year to the senior student member of the society having the highest record of achievement in science.



## HONORS AND PRIZES

THE THOMAS R. BAKER MEMORIAL PRIZE is awarded annually to the third year student in Rollins who has maintained the highest scholarship record in the study of chemistry.

THE CLASS OF 1941 SCIENCE PRIZE, a year's subscription to "The Journal of Chemical Education," is awarded annually to "a promising" chemistry student. This prize is presented by the science majors of 1941 in order to stimulate further scientific studies.

PHI BETA AWARDS, one in Theatre Arts and one in Music, are offered to the women members of the graduating class who have shown the greatest accomplishment in these fields.

THE PI BETA PHI DRAMATICS PRIZE of \$20.00 is given by Pi Beta Phi Fraternity for the greatest improvement made by a student in theatre arts.

THE THETA ALPHA PHI AWARD is a prize given by Theta Alpha Phi, national honorary dramatic fraternity, to the freshman man and woman doing the most outstanding work in the Theatre Arts Department.

THE SPEECH CUP is awarded by the Speech Society. At each meeting a "best speaker" is chosen by the group and given one month's possession of the cup. Any individual who has won the cup three times during the academic year is awarded it as a permanent possession.

THE TIEDTKE AWARD is a gold medal given by Mr. John Tiedtke to a student who has shown outstanding achievement and progress in the fine arts.

THE HIRAM POWERS MEMORIAL PRIZE AWARDS FOR ART, in amounts of \$50.00, \$25.00 and \$10.00, are donated by his daughter Rose Powers Rochelle to be awarded to Rollins students, for "excellence in painting."

THE ROSE MILLS POWERS MEMORIAL PRIZE AWARDS FOR POETRY, in amounts of \$50.00, \$25.00 and \$10.00, are donated by her daughter Rose Powers Rochelle to be awarded to Rollins students, for "those poems marked by mastery of form, power of imagination, and persuasive communication."

THE O.O.O.O. TROPHY is presented by the organization to the man who has most distinguished himself in athletics during the year at Rollins.

THE PHI MU ATHLETIC AWARD is presented annually by the Phi Mu Fraternity to the outstanding senior woman athlete.

WOMEN'S INTRAMURAL TROPHIES are awarded annually. Permanent possession is granted to any group winning a trophy for three consecutive years.

Archery—presented by Pi Beta Phi.

Basketball—presented by Alpha Phi.

## HONORS AND PRIZES

Golf—presented by Kappa Alpha Theta.

Horsemanship—presented by Independent Women.

Swimming—presented by Chi Omega.

Tennis—presented by Kappa Kappa Gamma.

Volleyball—presented by Gamma Phi Beta.

THE O'BRIEN INTRAMURAL TROPHY, donated by Mr. Neill O'Brien of Winter Park in 1946, is awarded to the women's group having the greatest number of points at the completion of the intramural sports season. Permanent possession is granted to any group winning the trophy for three consecutive years.

THE J. GORDON CLERK INTRAMURAL TROPHY was donated in 1945 by Mrs. J. Gordon Clerk in memory of her husband, a Rollins alumnus of the Class of 1932 who was killed in action in World War II. The cup is awarded to the men's group having the greatest number of points at the completion of the intramural sports season, and must be won three years in order to become a permanent possession.

THE CAMPUS SING, sponsored by the Independents, was organized to stimulate group singing on the campus. Prizes are awarded to the fraternity and the sorority that are winners in the competition held every spring.

SOCIAL ORGANIZATIONS SCHOLARSHIP TROPHIES were established through the generosity of the late Hamilton Holt, during his presidency of the College, and are awarded annually under the auspices of the Panhellenic Association and Interfraternity Council, to the men's and women's social organizations having the highest scholastic group standing.



# THE ROLLINS CURRICULUM

## MAJORS

The different divisions of instruction are arranged under seven groups. A student majors in a subject listed under one of the first six groups. Subjects printed in italics may not be chosen as majors. With the approval of the adviser, the Board of Admissions to the Upper Division, and the Dean of the College, a student may elect a combined major chosen from subjects in different divisions.

### DIVISIONS OF INSTRUCTION

ENGLISH  
English and Literature  
Theatre Arts

LANGUAGE  
French  
German  
Italian  
*Latin*  
*Russian*  
Spanish

SCIENCE  
Biology  
Chemistry  
Mathematics  
Physics

ECONOMICS AND BUSINESS  
ADMINISTRATION  
Business Administration  
Economics

HUMAN RELATIONS  
Education  
*Geography*  
History and Government  
*Inter-American Studies*  
Philosophy  
Psychology  
*Religion*  
Sociology

EXPRESSIVE ARTS  
Art  
Music

HEALTH AND PHYSICAL  
EDUCATION  
*Physical Education*  
*Athletic Activities and Sports*

## MAJORS

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 interests 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.

## ENGLISH

### ENGLISH AND LITERATURE

*Akerman, Cobb, Constable, Dean, Granberry, James, Mendell, Shelton, Starr*

Students majoring in English and literature should in the Lower Division lay the foundation for advanced study by taking in the second year English Literature and its Backgrounds (203, 204, 205). This is in addition to the foundation courses (111-112-113-114-115-116) required of all students.

Students in the English major are urged to elect at least one year course in a foreign language, or in the cultural history of a foreign country. In any case they *must* do so unless they have satisfactorily completed at least three years in language before coming to college.

In the Upper Division the following courses are required:

Eighteenth Century (301)

Nineteenth Century (332, 333)

Plays of Shakespeare (317, 318, 319) two terms

In addition there must be a specialized study covering all the work offered in at least one of the following subjects and amounting in all to a minimum of three terms:

American Literature (303, 304)

Magazine and Newspaper (307)

History of the Drama (351, 352) and (364, Part I, II)

The English Novel (355, 356) and (365)

Contemporary Literature (364, 365)

Creative Writing (367, 368, 369)

### THEATRE ARTS

*Allen, Aycrigg, Bailey, Dorsett,\* Eaton, Gaines, Verigan, Whitaker\**

A student majoring in theatre arts should have a compre-

\* On leave 1951-52.



## MAJORS

hensive knowledge of the nature of all speech activity. He must be able to demonstrate through performance a high degree of proficiency in (a) communicative speaking, (b) interpretative reading, and either (c) radio production or (d) the acting, directing, designing, and production of plays. To assist in achieving this proficiency, every student is expected to take certain specified courses, and will be required to participate in two major events each year in his special field. This participation can be in platform speaking or debate, radio production, or theatre production, depending on the student's particular interest. A complete record of this activity will be kept and entered in the student's permanent file.

Required courses in the Lower Division:

Fundamentals of Speech (101)  
Introduction to the Theatre (121)  
Introduction to Acting (151)  
Stage Lighting and Make-up (214) *Seminar*  
Radio (202) *or*  
Acting (251)  
Stagecraft (261)

Required major courses in the Upper Division:

Advanced Acting—two terms (304-305)  
Oral Interpretation (312)  
The Modern Theatre (337-338-339) *Seminar*  
Fundamentals of Play Directing (401)  
Play Directing (402)

Required courses in other departments:

One year of a foreign language (if student has not had at least two years in preparatory or high school)  
Plays of Shakespeare—two terms  
Development of Drama—two terms (351-352) *and/or*  
Contemporary Drama—two terms (364, Part I, II)

Recommended electives:

Voice training (Private lessons, Chapel Choir)  
Literature and Creative Writing  
Plays of Shakespeare—third term  
Contemporary Literature—(Drama) (364)  
Interior Decoration  
Upper Division Speech courses—three

## LANGUAGE

**MODERN LANGUAGES: FRENCH, GERMAN, SPANISH**

*Campbell, Fischer, Grand, Minor, van Boecop*

Even though the outline of study in a major in modern foreign languages varies according to the individual interest and the lan-

## MAJORS

guage chosen, the following constitutes the normal plan.

After completing two years of college work or its equivalent in the language the student will take nine Upper Division courses in the major field. Students planning to go into graduate work are advised to add three more Upper Division courses in the major field.

The student must also have a working knowledge in a second foreign language, either ancient or modern. (A student majoring in Spanish and Inter-American studies may be excused from this requirement provided he takes a minimum of six Upper Division courses in the Inter-American field.)

### SCIENCE

#### BIOLOGY

*Shor, Vestal*

With the unique opportunity offered in Florida for out-of-door study, a major in biology stresses two objectives, (1) a broad understanding of the inter-relationships of the local fauna and flora correlated with (2) the basic ideas and techniques associated with the more formal training in the laboratory. The course as outlined offers the broad basic background desired for the many opportunities existing in the numerous fields in botany, zoology, and conservation.

A student majoring in biology shall in the Lower Division obtain a knowledge of:

General Biology (104-105-106)

Field Biology (201-202-203)

In the Upper Division he shall take six advanced courses in the field. All students majoring in biology shall have a knowledge of general chemistry and a distribution of courses in other fields of study which shall give a broad cultural background. If graduate work is contemplated, the student is strongly urged to obtain a knowledge of organic chemistry and modern physics, and a reading knowledge of German or French.

#### CHEMISTRY

*Bell, Huntley, Wager*

For a major in chemistry, the following courses are required:

General Chemistry and Qualitative Analysis (105-106-107)

Analytical Chemistry (201-202-203)

Organic Chemistry (311-312-313)

Physical Chemistry (405-406-407)

Advanced Chemistry (Either 413 or 421-422-423)

General Physics (201-202-203)

Mathematics through Calculus (211,212,213)

Recommended: General Biology (104-105-106)



## MAJORS

If graduate work is contemplated, one or two years of German are essential.

### MATHEMATICS

*Jones, Sauté*

A student majoring in mathematics should in the Lower Division obtain a knowledge of:

- Advanced College Algebra (101)
- Plane and Spherical Trigonometry (102)
- Analytic Geometry and Calculus (211, 212, 213)

Two of the following sciences, as represented by a full year course with laboratory: physics, chemistry, biology. At least one of these must be taken in college.

In the Upper Division he should take six full courses from the following:

- Graphic Statics (303)
- Mechanics (307-308)
- Advanced Calculus (311-312-313)
- Fundamental Concepts of Mathematics (401-402-403)
- Statistical Method (407)
- Mathematics of Finance (408)
- History of Mathematics (409-410)
- Advanced Mathematics (421-422-423) (Such fields as theory of equations, advanced geometry, theory of numerical analysis, algebra of logic)

In addition he should take at least three full courses beyond the first year course in either physics, chemistry, or biology.

For balance, he should elect at least three full courses outside the division of science.

If graduate work is contemplated, the student should take courses to acquire a good reading knowledge of German.

### PHYSICS

*Gilbert, Huntley*

A student majoring in physics should in the Lower Division obtain a knowledge of:

- General Physics (201-202-203)
- Mathematics through Calculus (211, 212, 213)
- French or German or Spanish
- General Chemistry and Qualitative Analysis (105-106-107)

In the Upper Division he should take seven courses including 307-308 and 315-316 and at least one laboratory course.

Students expecting to enter graduate schools are advised to take courses in advanced calculus, physical chemistry, and German.

## MAJORS

### PRE-ENGINEERING

*Bell, Gilbert, Huntley, Jones, Sauté, Wager*

A three-year course has been outlined which will enable a student to enter any engineering school in the junior class with a broader education than he would otherwise 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 analytical chemistry, all others take mechanics. Suggested electives include mechanical drawing, surveying, astronomy, and logic, as well as other courses outside the field of science.

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, aeronautical, etc.

### PRE-MEDICAL

*Bell, Gilbert, Huntley, Jones, Sauté, Shor, Vestal, Wager*

A student intending to study medicine should take as broad training in scientific and general cultural courses as possible in college besides the particular courses required for entering into medical study. The minimum requirements of most medical schools of this country include:

- General Biology (104-105-106)
- Comparative Anatomy (204-205-206)
- General Chemistry and Qualitative Analysis (Chem. 105-106-107)
- Organic Chemistry (Chem. 311-312-313)
- General Physics (Physics 201-202-203)

Further, the student should have an understanding of college algebra and trigonometry, at least one year of English, and a reading knowledge of either French or German. For a Bachelor of Science degree from Rollins, the student shall in addition complete a major in biology or chemistry or have a minimum of six full Upper Division courses in science which in the opinion of his adviser would be useful as preliminary training for medical school. A choice of the following may be suggested:

- Genetics (308)
- Bacteriology (328)
- Human Anatomy and Physiology (301-302-303)
- Analytical Chemistry (Chem. 201-202-203)
- Physical Chemistry (Chem. 405-406-407)
- Analytic Geometry and the Calculus (Math. 211, 212, 213)



## MAJORS

### GENERAL SCIENCE

*Bell, Gilbert, Huntley, Jones, Sauté, Shor, Vestal, Wager*

A student wishing a broad training in science may take a major in General Science. The primary purpose of this course is to satisfy the needs of those students wishing to teach science or to enter the business side of technical industries. This work will lead to a Bachelor of Arts degree.

In the Lower Division the student should take the first year course in biology, chemistry, and physics, and should have had mathematics through trigonometry.

In the Upper Division the student should take at least seven additional full courses in science, of which at least three should be of Upper Division rank, and at least five Upper Division courses in another department or division.

### ECONOMICS AND BUSINESS ADMINISTRATION

#### BUSINESS ADMINISTRATION

*Evans, Freeman, France, Ironside, Magoun, Melcher, Plumer, Sharpe, Tiedtke*

A student majoring in business administration must complete the following courses in the Lower Division:

- Principles of Economics (Ec. 101-102)
- Business Mathematics (Math. 121) or equivalent
- Principles of Accounting (Bus. 204-205)
- Business Organization (Bus. 207)

Students interested in secretarial practice must complete two years' work in typing and shorthand, or equivalent, but are required to take only the first term of accounting (Bus. 204).

In the Upper Division the student should complete Business English (Bus. 317-318-319) and eight full courses chosen from the following (or equivalent):

- Public Finance (Ec. 306)
- Corporation Finance (Bus. 307)
- Fundamentals of Investments (Bus. 308)
- Money and Banking (Ec. 309)
- Intermediate Accounting (Bus. 314, 315)
- Economic Aspects of Social Trends (Ec. 323) *or*  
Current Economic Problems (Ec. 414)
- Personnel Administration (Bus. 324-325-326)
- Advertising (Bus. 332)
- Income Tax Accounting (Bus. 335)
- Cost Accounting (Bus. 336)
- Public Relations (Bus. 342)
- Business and Industrial Psychology (Psych. 373)

## MAJORS

Transportation (Bus. 404, 405)  
Industrial Management (Bus. 406)  
Statistical Method (Math. 407)  
Mathematics of Finance (Math. 408)  
Marketing (Bus. 411-412)  
Business Law (Bus. 416, 417)  
Accounting (Bus. 451, 452, 453, 455)

## ECONOMICS

*Evans, Freeman, France, Ironside, Knox, Magoun, Melcher, Plumer, Sharpe, Tiedtke*

A student majoring in economics must complete the following courses in the Lower Division:

Principles of Economics (Ec. 101-102)  
Business Mathematics (Math. 121) or equivalent  
Principles of Sociology (Soc. 201)  
Economic Aspects of American History (Ec. 202)

In the Upper Division he must complete:

Economic Aspects of Social Trends (Ec. 323)  
Labor Problems (Ec. 421)  
Readings in Economic Theory (Ec. 432)  
Economics Seminar (Ec. 401, 402, 403) (*at least one term*)

and five full courses chosen from the following:

Public Finance (Ec. 306)  
Corporation Finance (Bus. 307)  
Fundamentals of Investments (Bus. 308)  
Money and Banking (Ec. 309)  
Advertising (Bus. 332)  
Public Relations (Bus. 342)  
Business and Industrial Psychology (Psych. 373)  
Transportation (Bus. 404)  
Industrial Management (Bus. 406)  
Statistical Method (Math. 407)  
Mathematics of Finance (Math. 408)  
Marketing (Bus. 411)  
Current Economic Problems (Ec. 414)  
Business Law (Bus. 416, 417)

and one year of seminar chosen from the following:

Business English (Bus. 317-318-319)  
Personnel Administration (Bus. 324-325-326)  
Geopolitics (Ec. 351, 352, 353)



## MAJORS

### HUMAN RELATIONS

#### EDUCATION

*Packham, Russell, Shank, Waite*

Students majoring in education should study in the Lower Division at least one course from each of the following fields: psychology, education, and speech. In addition the General Preparation requirements for teachers' certificates as found on page 45 must be taken. Students planning to teach in the elementary school should begin the specialization requirements. Those planning to teach in secondary schools should begin taking courses in the field or fields in which they plan to teach.

In the Upper Division the student should take at least six Upper Division courses in Professional Education field including the practical experience courses. Those who plan to teach in the elementary school should complete all the Specialization requirements. Those for secondary school teaching should complete certification requirements for the field or fields of specialization in which at least three courses must be Upper Division courses. All General Preparation requirements must have been met for the certificate.

#### HISTORY

*Bradley, Collier, Hanna, Smith*

Students majoring in history will take a minimum of twelve courses in their major field. In the Lower Division they will take at least three survey courses in order to obtain a broad background for their later specialization in the Upper Division. The nine other courses, at least six of which must be Upper Division courses, will be selected in accordance with their special interests and the nature of the later pursuits for which they are preparing. It is highly desirable that these courses and their electives should be so integrated as to give the history majors a broad understanding of the complexities of contemporary life and their responsibilities as citizens.

#### INTER-AMERICAN STUDIES

The course in Inter-American Studies has as its twin objectives to offer education (1) broadly in basic subjects of liberal arts, and (2) specifically in the national cultures of the Western Hemisphere, as a basis for a comprehension of the goals and obstacles of Pan-American policy, or as a preparation for further study in the field. It permits the coordination of pertinent courses from the several divisions of academic studies into individual student programs sufficiently comprehensive and flexible to adapt themselves to the interests and varied preparation of both Latin-American and Anglo-American students.

## MAJORS

This course of Inter-American Studies can be integrated in the major in the following manner: Students majoring in economics, history, literature, or languages will offer the course as partial fulfillment of the major requirements.

### PHILOSOPHY

*Fort, Starr, Stone*

A student majoring in philosophy should study in the Lower Division:

- A Survey of the Problems of Philosophy (203)
- Logic (223)
- The History of Ancient and Medieval Philosophy (201)
- History of Modern Philosophy (202)
- Ethics (221)

In the Upper Division he should study five full Upper Division courses in philosophy.

The philosophy major is urged in consultation with his instructor to make as wide a selection in related courses as possible. The specific courses will depend upon the area of his special interest in philosophy.

### PSYCHOLOGY

*Fort, Packham, Russell, Waite*

A student majoring in psychology should study general psychology, at least two other Lower Division courses in psychology, a course in philosophy, a course in biological science, and a course in sociology. If possible, this work should be completed in the Lower Division but, with the consent of the major professor, part of it may be taken in the Upper Division.

In the Upper Division, the student should study a minimum of eight Upper Division psychology courses and four additional Upper Division courses chosen from the field of economics, education, history, philosophy, religion, and sociology.

Students considering graduate work should develop a reading knowledge in French or German or, preferably, both.

### SOCIOLOGY

*King,\* Peterson, Sleight*

The student majoring in sociology should, in the Lower Division, take at least three courses in sociology, including Sociology 201. He should also schedule Psychology 201 and 205 and Economics 101-102. History 109 is recommended, with at least one additional course in history and a course in science and philosophy.

The Upper Division student should take three full courses and a seminar in sociology. A minimum of two full Upper Division

On leave 1951-52.



## MAJORS

courses in psychology is recommended, together with one each in economics, history, and philosophy.

Students considering graduate work in *sociology* should develop a reading knowledge in French or German or, preferably, both. Such a knowledge, while desirable, is not essential for graduate study in *social work*.

### PRE-SOCIAL WORK

Graduate schools of social work prefer applicants who have had a broad liberal arts education with emphasis on the social sciences. Some work in biological science and deftness in both written and oral self-expression are important. The American Association of Schools of Social Work states that "a student interested in social work may properly major in any one of the social sciences so long as he supplements with courses from the others."

### GENERAL HUMAN RELATIONS

*Bradley, Collier, Darrak, Fort, Hanna, King,\* Packham, Russell, Smith, Stone, Waite*

A student taking a general major in human relations will in the Lower Division study the principles of economics, psychology, and sociology, and a course in philosophy, history, and 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 including economics. The remainder of the full courses in human relations may be in any department. Courses listed outside the Human Relations Division, but which have important human relations aspects, such as journalism, may be included as part of the above "remainder" and may count as part of the major, with the consent of the major professor.

### EXPRESSIVE ARTS

#### ART

*Cameron, McKean, Ortmayer, Tasker, Wilde*

A major in art requires a broad fundamental training in the various phases of art expression. The student should have a thorough understanding of fundamental art principles, be able to analyze individual art problems, and suggest a logical plan for their solution. Emphasis on creative thinking is the aim of the department. A course in art principles (131-132), two of the following survey courses in the history and appreciation of art (101, 102, 103, 219 or 267), and one year of practical work are required as a prerequisite for advanced study.

After a student has completed the two term course in art principles, he may choose between Creative Art or Art History and Appreciation, and will schedule the three terms of Lower Division work in the field selected.

## MAJORS

In the Upper Division a student specializing in creative work is required to take six creative art courses (one of which must be 371) in the field of his choice and at least three Upper Division art history courses.

Recommended electives:

French or German  
Philosophy (Aesthetics)  
History  
Literature

Art History majors are required to take two years general survey in the field of art history: in the Lower Division survey courses in the history and appreciation of art (101, 219, 267); in the Upper Division Early Italian and French Art (311, 312), Contemporary Art (323). In addition he must schedule three creative art courses of his own choosing, two philosophy courses, one to be aesthetics, and he must acquire a reading knowledge of French or German.

Recommended electives:

Later European Art (313, 321)  
American Art (322)

and as many courses in human relations as possible.

### MUSIC

*A. Carlo, K. Carlo, Carter, Charmbury, Fischer, Johnston, Monsour, Moore, Nelson, Rosazza, Siewert, Woodruff*

For a student majoring in 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 applied music, varying with the major subject (voice, piano, violin, organ, etc.).

In the Lower Division the student must satisfactorily complete two years of theoretical music 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 applied music (voice, piano, etc.).

The candidate for a degree must have made satisfactory achievement in the study of the history of music, solfeggio, and ear training, and have played in various ensemble and repertoire classes. Participation in student recitals is required, and one full recital program must be given to which the public is invited.

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



## SPECIALIZED TRAINING

### COURSES IN CURRENT PROBLEMS

In order to give its students the opportunity to keep abreast of the current problems of the day, the College has established the following courses: Orientation for the Armed Services (Psychology 221); A Free Society (History 222); Physiographic Influences on World Affairs (Geography 223); and Everyday Finance for Women (Economics 225). Other courses are being contemplated.

## SPECIALIZED TRAINING

### TEACHER EDUCATION AND CERTIFICATION

Rollins College offers a major in Education which is particularly desirable for those planning to teach in Elementary schools, whereas, those preparing to teach in Secondary schools may major in the subject which they desire to teach and as part of their elective work they may select courses in Education.

Requirements for teacher certification for Florida are divided into three categories, namely, General Preparation, Professional Preparation, and Specialized Preparation. Other states have similar requirements, which can be ascertained from the Registrar or from the Education Department at Rollins.

Among the courses in General Preparation required for the Florida Certificate are included a minimum of fourteen full courses or the equivalent divided among the following fields, with a minimum of two full courses in each field and a maximum of not more than four full courses in each.

1. Arts of Communication (English—at least 9 term hours, speech, foreign language)
2. Human Adjustment (health, physical education, psychology, religion, logic, ethics, nutrition, problems of living in home and family, community living)
3. The Biological and Physical Sciences; Mathematics (in no case may the entire amount be presented from mathematics)
4. The Social Studies (at least two of the following: geography, history, political science, sociology, economics)
5. Humanities and Applied Arts (at least two of the following: literature (English, American, World); literature written in a foreign language; technological arts; constructive design and fine arts; music)

In the Professional Preparation are the course requirements in *Education* totaling no less than the equivalent of six full courses which must include *Practical Experience in Teaching* courses.

## **SPECIALIZED TRAINING**

For the Specialization Requirements for elementary teachers or for secondary teachers and for the special requirements in other states the Registrar or the Education Department should be consulted as early as possible in the college course.

### **ACCOUNTING PROFESSION**

Rollins College offers a complete course in Accountancy for students who wish to enter this profession. Students who complete a major in accounting will meet all the educational requirements to take the Florida examination to become a Certified Public Accountant. Under the Florida law, no experience is necessary in order to take the examination, but one year of experience in public accounting is required before a certificate will be issued to the successful candidate.

Since there are specific requirements for this examination, both in Business Administration and other fields, any student planning to become a Certified Public Accountant should consult the professors of accounting as early as possible in his college course for full information in regard to these requirements.

### **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, 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.

### **COMBINATION COURSE FOR NURSES**

Rollins College cooperates with hospital schools which are accredited by the American College of Surgeons and the American Hospital Association and which meet the requirements of the American Red Cross and the United States Public Health Service, in providing a course for nurses leading to the Bachelor's degree. The course of study meets all the requirements of the Florida State Board



## COURSES OF INSTRUCTION

of Examiners of Nurses and of the National League of Nursing Education. The school of nursing must be recommended to the College by the State Training School Inspector.

It will normally require six years to complete the course, although by special arrangements and by taking summer school work the time may be shortened. The first two years are spent at Rollins or at another accredited college or university. After completing the second year of college work the student enters an accredited school of nursing. Upon graduation from the school of nursing the student reenters Rollins College for the final year's work. Upon satisfactory completion of the course, including graduation from an approved hospital school of nursing, the student will receive the Bachelor of Science degree.

## COURSES OF INSTRUCTION

1952-1953, 1953-1954

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 (5 term hours' credit) 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.

## COURSES OF INSTRUCTION

The courses offered are arranged in the following order:

Art Biology Business Administration Chemistry Code Economics Education English French Geography German Health and Physical Education History and Government	Italian Latin Mathematics Music Philosophy Physics Psychology Religion Russian Science Sociology Spanish Theatre Arts and Speech
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### ART

- 101f, 102w, 103s. INTRODUCTION TO ART AND ARTISTS. Open to all students. 101 required of art history majors. *Full Course.*  
McKean
- 104f, 105w, 106s. CREATIVE ART. The practice of drawing, painting, and the graphic arts as means of personal expression and experiment. Open to all students. *Two-hour Seminar.*  
Tasker
- 131f-132w. INTRODUCTION TO PRINCIPLES OF ART. A basic course dealing with the underlying structure upon which all works of art are built. Open to all students, required of majors. *Full Course.*  
Tasker
- 151f, 152w, 153s. SCULPTURE SEMINAR—ELEMENTARY. Creative work in modeling and casting in plaster. Open to all students. *Two-hour Seminar.*  
Ortmayer
- 203f, 204w, 205s. INTERIOR DECORATION. A course to develop taste in the decoration and furnishing of houses. Open to all students. *Full Course.*  
Wilde
- 219w. A SURVEY OF THE ARTS OF ANCIENT CIVILIZATIONS. Deals with the visual arts of the Stone Age, Assyrian, Babylonian, Egyptian, Greek, and Roman civilizations. Stresses the aesthetic elements, while considering the relationship of style to the total thought of a period. Open to all students. *Full Course.* (1953-54)  
Cameron
- 233s. PAINTING. Science and practice of painting and of various studio techniques. Prereq. 132 or consent of instructor. *Full Course.*  
McKean
- 241f, 242w, 243s. COMMERCIAL ILLUSTRATION. Handling of pencil and pen and ink, in reference to commercial reproduction. Principles of design; commercial portraiture; color theory and textile design. *Full Course.*  
Wilde
- 254f, 255w, 256s. ELEMENTARY SCULPTURE. Creative work in modeling and casting in plaster. Open to all students. *Full Course.*  
Ortmayer
- 267w. MEDIEVAL ART AND ARCHITECTURE. A survey of Early Christian, Byzantine, Romanesque, and Gothic arts. Stresses the



## COURSES OF INSTRUCTION

- aesthetic elements and considers the relationship of these styles to the life and thought of the people. Open to all students. *Full Course.* (1952-53) Cameron
- 271f. APPLIED DESIGN. The design of art products utilizing basic art principles. Practical experience in layout, lettering, and model construction. *Full Course.* Tasker
- 272w. ADVANCED APPLIED DESIGN. Practical experience in the creative use of materials and processes: jewelry, silk-screen and block printing, creative embroidery. Prereq. 271. *Full Course.* Tasker
- 273s. INTRODUCTION TO DOMESTIC ARCHITECTURE. A study of the house as a means of developing the student creatively and personally; the relationship of architecture with painting and sculpture and the needs of man; model construction. *Full Course.* Tasker
- 304f, 305w, 306s. ADVANCED SCULPTURE. A continuation of elementary sculpture; wood carving optional. Prereq. three terms elementary sculpture or consent of instructor. *Full Course.* Ortmayer
- 311f, 312w, 313s. A survey of the art of the Renaissance. Prereq. 132 or one Lower Division history of art course.
- 311f. ART IN ITALY FROM THE THIRTEENTH THROUGH THE SIXTEENTH CENTURY. *Full Course.* (1952-53) Cameron
- 312w. ART IN FRANCE AND NORTHERN EUROPE FROM THE THIRTEENTH CENTURY THROUGH THE SIXTEENTH CENTURY. *Full Course.* (1952-53) Cameron
- 313s. SEVENTEENTH AND EIGHTEENTH CENTURY EUROPEAN ART. *Full Course.* (1952-53) Cameron
- 321f, 322w, 323s. A study of the culture and society of the following periods as mirrored in their creative arts. Prereq. 132 or one Lower Division history of art course.
- 321f. NINETEENTH CENTURY EUROPEAN ART. *Full Course.* (1953-54) Cameron
- 322w. ART IN AMERICA FROM THE COLONIAL PERIOD THROUGH THE NINETEENTH CENTURY. *Full Course.* (1953-54) Cameron
- 323s. CONTEMPORARY ART. *Full Course.* (1953-54) Cameron
- 331f, 332w, 333s. ADVANCED PAINTING. An advanced course in painting. Consent of instructor. *Full Course.* McKean
- 341f-342w-343s. COMMERCIAL ILLUSTRATION, SECOND YEAR. The use of photographs for general advertising. Lettering; figure sketching; fashion layouts; posters and commercial portraiture in color. Prereq. 243 or 272. *Full Course.* Wilde
- 351f, 352w, 353s. SCULPTURE SEMINAR—ADVANCED. For students who have had elementary work in sculpture. *Two-hour Seminar.* Ortmayer
- 361f, 362w, 363s. ART LITERATURE. A study of art literature and bibliography adapted to the needs of individual students. Open to

## COURSES OF INSTRUCTION

- art majors and others. Prereq. consent of instructor. *Two-hour Seminar.* Cameron
- 371f. APPLICATION OF THE PRINCIPLES OF ART. A more intensive study of the underlying structure upon which all works of art are built with special emphasis on its use in the students' own creative development. Open to students offering five creative art courses. Required of all art majors. *Full Course.* McKean
- 381f, 382w, 383s. SPECIAL PROBLEMS IN CREATIVE ART. Consent of instructor required. *Full Course.* McKean
- 411f, 412w, 413s. SENIOR COURSES IN CREATIVE ART. A student does further advanced study and works toward the senior exhibitions. He may choose between painting, sculpture, or special problems. Consent of instructor required. *Full Course.*
- 441f-442w-443s. COMMERCIAL ILLUSTRATION, THIRD YEAR. Advanced work in posters, book jackets; colored fashions; advertising campaigns; newspaper layouts; window display; drawing from merchandise; simple story illustrations. Professional handling of various mediums and techniques. With consent of instructor, advanced students may specialize in their favorite subject. Prereq. 343. *Full Course.* Wilde

Students who are eligible for honors program may undertake a senior project in art with consent of art department.

## BIOLOGY

- 104f-105w-106s. GENERAL BIOLOGY. An introduction to the entire wide field of General Biology, formulated to make it significant to a general education, as well as basic to major work in the field. Evolution is used as the unifying principle. Open to all students. *Full Course.* Shor, Vestal
- 201f-202w-203s. FIELD BIOLOGY. A correlated study of natural history as it occurs in Florida, stressing the interrelationships between organisms as well as their taxonomy. Field trips, laboratory work, and discussions. *Full Course.* (1952-53) Shor, Vestal
- 204f-205w-206s. COMPARATIVE ANATOMY. Comparative morphological and embryological studies of the organ systems of the vertebrates. Discussions, and dissection of representative types. Prereq. 106. *Full Course.* (1953-54) Shor
- 301f-302w-303s. HUMAN ANATOMY AND PHYSIOLOGY. The essentials of anatomy and physiology presented in logical sequence with a biological approach. Open only to pre-medical students and nurses. Prereq. 106. *Three-hour Seminar.* (1952-53) Shor
- 308f. GENETICS. A course dealing with the laws of variation and heredity. Textbook and laboratory work. Prereq. 106. *Full Course.* (1953-54) Vestal
- 316s. BIO-ECOLOGY. The relation of organisms to their environment with laws affecting their geographical distribution. Special



## COURSES OF INSTRUCTION

- attention to local forms. Prereq. 106. *Full Course.* (1953-54)  
Vestal
- 328w. BACTERIOLOGY. The application of bacteriology of household and sanitary sciences; bacterial diseases; classification of bacteria; identification of various types of bacteria. Prereq. 106. *Full Course.* (1952-53)  
Shor
- 328bw. BACTERIOLOGY CONFERENCE. An hour of summarizing and correlating principles and problems encountered in text and laboratory. To be taken in conjunction with Biol. 328w. *One-hour Seminar.* (1952-53)  
Shor
- 336s. BIOLOGICAL LITERATURE. The critical reading and discussion of important biological literature. Classical writings as well as recent papers will be read. Emphasis will be placed on scientific literature as a tool for research and education. *Full Course.* (1952-53)  
Shor, Vestal
- 337f-338w. BIOLOGICAL HISTORY. Case histories of important men and their work with a view to the understanding and appreciation of their thinking and researches. *One-hour Seminar.* (1952-53)  
Vestal
- 339s. ETHNOBIOLOGY. A study directed toward an understanding of how people, living in close contact with their natural environment, effectively use their limited resources by making them a dynamic part of their cultural pattern. *One-hour Seminar.* (1952-53)  
Vestal
- 344f, 345w, 346s. PLANTS AND MAN. A study of those plants used by man for foods, drugs, fibers, etc. *Two-hour Seminar.* (1953-54)  
Vestal
- 351f. ENTOMOLOGY. Studies in the general characteristics, metamorphosis, control, and economic importance of the principal families of insects. Field work in collection, preservation, and identification of some Florida insects. Prereq. 106. *Full Course.* (1952-53)  
Shor
- 353w-354s. ANIMAL PARASITES. Study of some of the principal parasites affecting man with emphasis on life histories and control. Practical work in collecting, mounting, and identification. Prereq. 106. *Three-hour Seminar.* (1953-54)  
Shor
- 363w. CONSERVATION OF NATURAL RESOURCES. The course presents the principal biological concepts and techniques that contribute to the maximum use of our natural resources. Stress is placed upon the responsibilities of man as a vital yet dependent resource. *Full Course.* (1953-54)  
Shor, Vestal
- 364f, 365w, 366s. ORNITHOLOGY. A special study of a few common birds found in or near Winter Park. *One-hour Seminar.* Shor
- 404f, 405w, 406s. SPECIAL PROBLEMS IN BIOLOGY. Individual problems or special topics according to the interests and preparation of the students. For majors only. *Full Course.* Shor, Vestal
- 407f, 408w, 409s. PROJECT IN FLORIDA FAUNA AND FLORA. Prereq.

## COURSES OF INSTRUCTION

404, 405, and 406. *Full Course.* (To be arranged) Shor, Vestal

### BUSINESS ADMINISTRATION

- 161f-162w-163s. **ELEMENTARY TYPING.** Mastery of the keyboard, development of correct typing habits, application of typewriting skills to the writing of letters and simple manuscripts, development of speed and accuracy. *Two-hour Seminar.* Magoun
- 164f-165w-166s. **FUNDAMENTALS OF SHORTHAND.** A study of the principles of Gregg shorthand, development of proficiency in writing shorthand from dictation and transcribing it accurately, complete coverage of shorthand theory. Prereq. Demonstration of typing ability equivalent to courses 161-162-163, or enrolment in those courses. *Three-hour Seminar. With Typing Full Course.* Magoun
- 204f-205w. **PRINCIPLES OF ACCOUNTING.** Principles of accounting, as applied to trading and manufacturing enterprises, operating as sole proprietorship, partnership, or corporation, including the analysis of transactions, the making of all types of original entry, posting, adjusting, summarizing, and the interpretation of statements. *Full Course.* Evans, Melcher
- 207s. **BUSINESS ORGANIZATION.** A survey of the nature of a business enterprise: its promotion, operating structure, marketing of products, personnel problems, control and readjustment problems. Prereq. Ec. 102 or Ec. 201. *Full Course.* Sharpe, Tiedtke
- 261f-262w. **ADVANCED TYPING.** Improvement in typewriting habits and techniques, development of speed and accuracy in sustained typing, application of typing skills to tabulation and statistical matter. Prereq. 163. *Two-hour Seminar.* Magoun
- 263s. **OFFICE PRACTICE.** Development of facility in taking dictation direct to typewriter; preparation of contracts, financial reports, and other business forms; typing of manuscripts, plays, scenarios, and radio sequences. Prereq. 262 or equivalent. *Two-hour Seminar. With 266 Full Course.* Magoun
- 264f-265w. **ADVANCED SHORTHAND.** Review of shorthand theory, intensive practice for speed and accuracy in taking dictation and in transcription. Prereq. 166. *Three-hour Seminar. With Typing Full Course.* Magoun
- 266s. **SECRETARIAL PRACTICE.** A course in advanced dictation and transcription, involving a wide variety of office forms and techniques with a sampling of specific secretarial duties that are encountered in a number of typical business establishments. Prereq. 265 or equivalent. *Three-hour Seminar. With 263. Full Course.* Magoun
- 307f. **CORPORATION FINANCE.** A study of the problem of finance from the viewpoint of the corporation: formation and control; capitalization; long term and short term sources of funds; ex-



## COURSES OF INSTRUCTION

- pansion, combination, and reorganization. Prereq. Ec. 102, Math. 121. *Full Course.* Sharpe
- 308s. FUNDAMENTALS OF INVESTMENTS. A study of the problem of investment funds from the point of view of the investor; evaluation of present forecasting methods, security analysis. Prereq. Ec. 102. *Full Course.* Sharpe
- 314s. INTERMEDIATE ACCOUNTING: INCOME AND VALUATION. Analysis and review of the principles underlying double entry, single entry, cash and accrual accounting, and other work incident to the preparation of financial statements; a study of the principles of correct determination and measurement of incomes, expenses and profits, and the proper valuation of various assets usually reported on the balance sheet. Prereq. 205. *Full Course.* Evans
- 315f. INTERMEDIATE ACCOUNTING: LAW AND FINANCE. A study of problems largely conditioned by law, including contingent, current, and fixed liabilities; advanced problems in partnership; advanced problems of capital stock, reserves, and surplus; a study of financial reports from the point of view of business management and finance, including correct reporting, ratio analysis, interpretation and reading. Prereq. 205. *Full Course.* Evans
- 317f-318w-319s. BUSINESS ENGLISH. A course intended to give the student an effective command of the English language as used in business. Knowledge of typing advisable. *Two-hour Seminar.* Magoun
- 324f-325w-326s. PERSONNEL ADMINISTRATION. Human relations in industry; an analysis and description of the methods of personnel work and an attempt to evaluate plans for improvement. Prereq. Ec. 102. *Two-hour Seminar.* Melcher
- 327w. BUSINESS PROBLEMS. A course designed to give practice in the formulation of business decisions from actual field experience. Open to business administration and economics majors. *Two-hour Seminar.* Tiedtke
- 332w. ADVERTISING—ORGANIZATIONS AND MEDIA. A broad survey course designed to give a comprehensive, over-all picture of the entire field of present day advertising and practices, with special study of the functions of the modern advertising agency. *Full Course.* Freeman
- 335w. INCOME TAX ACCOUNTING. A study of taxable income as defined in the Internal Revenue Code, the regulations, and court decisions, which must be reported on returns filed by individuals, partnerships, corporations, fiduciaries, and others. Prereq. 205. *Full Course.* Evans
- 336s. COST ACCOUNTING. A study of the nature and purposes of cost accounting in relation to management; departmental costs; unit costs; process costs; specific order costs; accounting for labor, materials, and manufacturing expenses; budgets and standard

## COURSES OF INSTRUCTION

- costs; special problems including joint- and by-products, and others. Prereq. 205. *Full Course.* Evans
- 342w. PUBLIC RELATIONS. A course designed to introduce majors in business administration and political science to methods and techniques that succeed in business and in public life. Ethical aspects are stressed, basic principles analyzed, and case histories of effective programs studied. Emphasis on practical work. *Full Course.* Freeman
- 404f. PRINCIPLES OF TRANSPORTATION. A study of the many forms of transportation and the underlying principles in the economics of transportation; the transportation problem as a whole; and ways to the solution of our domestic transportation conflicts. *Full Course.* (1953-54) Melcher
- 405w. ADVANCED TRANSPORTATION AND INTERNATIONAL TRADE. A description of the development of ocean transportation and a study of the problems of the merchant marine and of the relation between international trade and transportation. A special study of international air routes. *Full Course.* (1953-54) Melcher
- 406s. INDUSTRIAL MANAGEMENT. Business and factory management. Types of organization and control; adjustment to changing conditions; conversion problems. Actual cases studied. Prereq. Ec. 102, Bus. 205, 207. *Full Course.* Melcher
- 411f-412w. MARKETING, SALESMANAGEMENT AND ADVERTISING. An analysis of marketing practices and a study of the development and trends of marketing institutions. Prereq. Ec. 102, Bus. 205, and 207 or 307. *Full Course.* (1952-53) Melcher
- 416f. BUSINESS LAW. Elementary principles of contracts including a study of sales and agencies. *Full Course.* France
- 417w. BUSINESS LAW. A study of specialized types of business contracts, such as negotiable instruments, bankruptcy, etc., and business organizations—partnership and corporation. Prereq. 416. *Full Course.* Plumer
- 442w. VOCATIONAL OPPORTUNITIES. A practical course in the principles involved in locating and obtaining a position. Covers methods of finding openings, application letters and techniques, interviews, and follow-ups. *One- or two-hour Seminar.* Sharpe
- 451f. ADVANCED ACCOUNTING PROBLEMS. A study of problems of an advanced and complex nature, including installments, consignments, agencies and branches, receiverships, estates and trusts, mergers, consolidations, and others. Prereq. 314. *Full Course.* Evans
- 452w. ADVANCED ACCOUNTING: CONTROLLERSHIP. A study of accounting in its relation to management; the nature of controllership; duties of the controller; the accounting system, its design, installation, and operation; special problems; particular emphasis on financial reports and their use by management. Prereq. 451. *Full Course.* (1952-53) Evans



## COURSES OF INSTRUCTION

- 453s. AUDITING AND PUBLIC ACCOUNTING. Consideration will be given to internal auditing and control; regulation and social aspects of public accounting; ethics and legal responsibilities; working papers; auditing procedures and practices; auditor's reports. Reports, discussions, and problems. Prereq. 452. *Full Course.*  
Evans
- 455w. GOVERNMENTAL AND INSTITUTIONAL ACCOUNTING. A course dealing in accounting for governmental units, city, state, etc., and non-profit private and public institutions. Funds and their accountability are studied thoroughly. Essential principles of governmental accounting, classification of accounts, budgeting, and financial reporting are presented. Prereq. 314, 315. *Full Course.* (1953-54)  
Evans

### CHEMISTRY

- 105f-106w-107s. GENERAL CHEMISTRY AND QUALITATIVE ANALYSIS. A course of principles, theory, and laboratory practice designed for all students desiring the fundamentals of chemistry. Prereq. working knowledge of arithmetic and algebra. *Full Course.* Bell
- 112w; 112s. CHEMISTRY SURVEY. A cultural course designed for the non-science student. It includes the fundamental facts and theories and stresses the influence of chemistry as a force in the modern world. *Full Course.* (Dropped after 1952-53)  
Huntley, Wager
- 201f-202w-203s. ANALYTICAL CHEMISTRY. Principles of separation, volumetric and gravimetric theory and technique, chemical equilibria, stoichiometry, principles of colorimetry and spectrophotometry, and introductory statistical analysis. Two class hours and two laboratory periods per week. Prereq. 107. *Four-hour Seminar.*  
Wager
- 311f-312w-313s. ORGANIC CHEMISTRY. A year course on the basic chemical principles and theories of the hydrocarbons and their derivatives. Qualitative organic analysis is included in the treatment of both subject matter and laboratory work. Three class hours and two laboratory periods per week. Prereq. 107. *Full Course.*  
Wager
- 405f-406w-407s. PHYSICAL CHEMISTRY. A course in theoretical chemistry including laboratory work. Prereq. 203, Physics 203, and Calculus. *Full Course.* Bell
- 411w. INORGANIC PREPARATIONS. A course with laboratory work covering the chemical principles and technique involved in the preparation and purification of inorganic substances. *Full Course.*  
Bell
- 413w. PROBLEMS IN INORGANIC AND PHYSICAL CHEMISTRY. Individual problems or special topics according to the interest and preparation of the student. For majors only. *Full Course.* Bell

## COURSES OF INSTRUCTION

- 421f-422w-423s. **ADVANCED CHEMISTRY.** A term each is devoted to advanced and integrated qualitative and quantitative analysis, organic chemistry, and introductory biochemistry. Prereq. three one-year courses in chemistry, including organic chemistry. Two class hours and one laboratory period per week. *Three-hour Seminar.* Wager
- 427f-428w-429s. **RESEARCH IN CHEMISTRY.** In order to allow training in initiative and independent performance, investigative work is assigned whereby use of the literature, preparation of reports, and experimental work are required. One class hour per week for progress reports and seminars. Open only to outstanding students in chemistry. *Full Course.* Wager

### CODE

- 114f, 115w, 116s. **RADIO COMMUNICATIONS.** A course teaching students to send and receive in Morse Code at the rate of 20 or more words per minute; this qualifies them for a government "B" license, Amateur Radio Operator. *Two-hour Seminar.* Jones

### ECONOMICS

- 101f-102w; 101w-102s. **PRINCIPLES OF ECONOMICS.** A thorough foundation course to provide the student with a fundamental knowledge of economic principles and institutions required for Business Administration and Economics Majors. *Full Course.* France, Ironside, Sharpe
- 109f. **CONSUMER PROBLEMS.** The untrained buyer in a world of high-pressure selling, efficient buying of consumers' goods, consumer movements. *Full Course.* (1952-53) Ironside
- 112f. **AMERICAN ECONOMIC PROBLEMS.** A study of the American economic situation, giving a survey of the facts and an evaluation of the social, political, and economic aspects of present-day problems. For non-majors. *Full Course.* (1953-54) France
- 201f; 201w; 201s. **PRINCIPLES OF ECONOMICS.** A one-term foundation course to provide the student with a general, yet fundamental, knowledge of economic principles and institutions. For non-majors. *Full Course.* Ironside, Sharpe
- 202f. **ECONOMIC ASPECTS OF AMERICAN HISTORY.** A study of the important economic events in U. S. History. Particular emphasis is placed on post-World War I developments. *Full Course.* (1953-54) Ironside
- 209f. **ECONOMIC GEOGRAPHY.** Designed to show the economic interrelation of the world and give the student practical information as to economic conditions and trade requirements of important countries. *Full Course.* France
- 225w. **EVERYDAY FINANCE FOR WOMEN.** A course designed to help women with their special problems of finance. *One-hour Seminar.* Knox



## COURSES OF INSTRUCTION

- 306s. **PRINCIPLES OF PUBLIC FINANCE.** Study of government revenues and expenditures, financial planning, effects of government finance on business, theory and practice of taxation. Prereq. 102. *Full Course.* Ironside
- 309w. **MONEY AND BANKING...** History and development of the use of money; types of currency; modern banking operations; nature and use of credit; application of banking methods to business practice; problems. Prereq. 102, Math 121. *Full Course.* Sharpe
- 323s. **ECONOMIC ASPECTS OF SOCIAL TRENDS.** A survey and evaluation of the social, political, and economic aspects of many of our historic problems. An attempt to associate all social forces. Prereq. 102. *Full Course.* Melcher
- 351f, 352w, 353s. **GEOPOLITICS.** The relations of geography to the development of peoples and states, including a study of the effect of environmental factors on national cultures and the relationship of geographic and economic factors to world peace. *One- or two-hour Seminar.* (1952-53) France
- 371f, 372w, 373s. **CURRENT PROBLEMS.** A seminar in current events, for the study of current developments in the fields of economics, government, and international relations. *One- or two-hour Seminar.* (1953-54) France
- 401f, 402w, 403s. **ECONOMICS SEMINAR.** A course for advanced students who make independent research and report on special problems. Prereq. 101-102 or equivalent. *One- or two-hour Seminar.* Plummer
- 414w. **CURRENT ECONOMIC PROBLEMS.** A course teaching students to use current economic material and using the financial sections of New York daily papers and weekly and monthly publications. Prereq. one full course in the principles of economics. *Full Course.* (1953-54) France
- 421f; 421s. **LABOR PROBLEMS.** A study of labor problems and of the relations between labor and capital, especially in the United States. Prereq. one full course in the principles of economics. *Full Course.* (421f, 1952-53) France
- 432w. **READINGS IN ECONOMIC THEORY.** Study of some of the works of the great thinkers in the field of economics and of some of the leaders of economic thought today. Prereq. 101-102 or equivalent. *Full Course.* (1952-53) France

## EDUCATION

- 204f; 204w. **CHILD DEVELOPMENT.** Includes the growth and development of the child from birth to adolescence with emphasis on the school-age child's adjustment in school and home. Practical experience with children. To be taken second year. *Full Course.* Packham, Russell.

## COURSES OF INSTRUCTION

- 233s. INTRODUCTION TO EDUCATION. Includes education in its relation to society and introduces the most significant problems in the schools of today. Community and school surveys. To be taken third or fourth year. *Full Course.* Packham
- 324f. SCHOOL ORGANIZATION FOR TEACHERS. Includes the principles of teaching, curriculum organization, and the relationships of the teacher to the community and to the administration. To be taken third or fourth year. *Full Course.* Packham
- 343f. PRINCIPLES OF CHILD GUIDANCE. Examination and evaluation of the principles of adult-child relationships and the consequences of their application in the social and emotional growth of children. *Full Course.* Waite
- 351w. ADOLESCENT DEVELOPMENT. Includes the study of adolescents in the school, the home, and the community, and how to overcome difficulties encountered at this age. To be taken third or fourth year. *Full Course.* Shank
- 404s. TESTS AND MEASUREMENTS. Includes the interpretation and use of evaluative techniques for use in classrooms and in school. To be taken third or fourth year. *Full Course.* Packham
- 411f. PRINCIPLES OF TEACHING. A course on teaching methods and courses of study. Elementary and secondary teachers study for their own level. To be taken third or fourth year. Prereq. 233 or 324. *Full Course.* Packham
- 412-413 (fall, winter, or spring). PRACTICE TEACHING AND SPECIAL METHODS. A minimum of 160 clock hours of observation and practice teaching in an elementary or secondary public school, distributed for sixteen weeks of two hours per day or eight weeks of four hours per day, and planning in the special field of teaching. Prereq. 411. *Two Full Courses.* Packham
- 414-415-416 (fall, winter, or spring). INTERNSHIP AND SPECIAL METHODS. Eight weeks of all day experience in an elementary or secondary public school and three weeks of planning in the special field of teaching. Prereq. 411. *Three Full Courses.* Packham
- 417f; 417w; 417s. SPECIAL METHODS. A course that gives specific help in teaching materials content, and techniques in the special field which the individual plans to teach. *Three-hour Seminar.* Packham
- Courses for Elementary Teachers (Open to the Community)*
- 203s. CHILDREN'S LITERATURE. Comprehensive survey of books for children and use of library and visual aid materials. To be taken first or second year. *Full Course.* Henderson
- 205f. MUSIC IN ELEMENTARY EDUCATION. Content and method of teaching music in the elementary grades. To be taken first or second year. *Full Course.* Nelson
- 206w. EXPERIENCES IN MUSIC FOR ELEMENTARY TEACHERS. *Three-hour Seminar.* Monsour, Nelson



## COURSES OF INSTRUCTION

- 230f-231w-232s. ART IN ELEMENTARY EDUCATION. Contents and methods of teaching art in the elementary grades. To be taken first or second year. *Two-hour Seminar.* Ludwick
- 303f. TEACHING IN ELEMENTARY SCHOOL. Comprehensive course dealing with curriculum, general methods, and organization of elementary schools for those teachers who are converting their secondary school certificate to an elementary one. *Full Course.* Packham
- 305w. READING IN ELEMENTARY SCHOOL. Objectives of a reading program for the elementary grades with techniques of developing reading skills. *Three-hour Seminar.* Packham
- 308s. REMEDIAL READING IN ELEMENTARY SCHOOL. Technique of handling reading difficulties in elementary school classrooms. *Three-hour Seminar.*
- 309s. HEALTH EDUCATION IN ELEMENTARY SCHOOL. Principles of health education with attention to safety and healthful home and school living. To be taken third or fourth year. *Full Course.* McDowall
- 310w. PHYSICAL EDUCATION IN ELEMENTARY SCHOOL. The organization and conducting of physical education program in elementary grades. To be taken third or fourth year. *Full Course.* McDowall
- 311f-312w-313s. EXPLORING THE CHILD'S PHYSICAL ENVIRONMENT. Content and method of teaching science in elementary school. To be taken third or fourth year. *Two-hour Seminar.* Huntley, Vestal
- 314s. REMEDIAL SPEECH IN ELEMENTARY SCHOOL. Technique of handling speech difficulties in elementary classrooms. *Three-hour Seminar.* Kelly

## ENGLISH

- 104f. CLINIC IN ENGLISH COMPOSITION. Review of the principles of grammar and their application to written composition with emphasis on corrective work and attention to individual difficulties. *Half Course.* Cobb
- 111f-112w-113s. FOUNDATION COURSE IN COMPOSITION. Fundamentals of writing—the sentence, paragraph, and short composition. Expository writing studied through compositions and illustrative readings. Required first year. *Half Course.* Akerman, Cobb, James
- 114f-115w-116s. FOUNDATION COURSE IN COMPOSITION. Review of fundamentals of composition. Further practice in exposition. Emphasis upon analysis of thought and upon the structure of the essay. Required second year. *Half Course.* Cobb, Granberry, James, Shelton, Starr
- 203f, 204w, 205s. ENGLISH LITERATURE AND ITS BACKGROUNDS. Fall—Old English and Middle English periods; winter—the

## COURSES OF INSTRUCTION

- Elizabethans and Cavalier Poets; spring—Milton and the writers of the Restoration. *Full Course.* Dean, Mendell
- 231f, 232w, 233s. CREATIVE WRITING WITH EMPHASIS ON SHORT STORY AND PLAY WRITING. A course for those interested in branches of creative writing—fiction, drama, journalism, editing, or publishing. *Two-hour Seminar.* Granberry
- 261w, 262s. INTRODUCTION TO LITERATURE. The course will analyze the sources of literary power. Critical study of selected texts in world literature. Winter—Prose; spring—Poetry, especially narrative and lyrical. *Full Course.* Starr
- 281f, 283s. LITERATURE AS EXPERIENCE. A study of human values and experience as revealed in selected biography, poetry, essays, short stories, and plays, mostly of our own time. For non-English majors. Business Administration majors will receive preference. *Full Course.* Cobb, James
- 301f. EIGHTEENTH CENTURY. English literature from Swift to Burns, with special emphasis on the beginnings of the Romantic Movement and the ideas that have shaped the thinking of modern times. Consent of instructor. *Full Course.* Mendell
- 303w, 304s. AMERICAN LITERATURE. Winter—from colonial days to Walt Whitman; spring—from Whitman to the present. Integrated with American history. *Full Course.* James
- 307f. NEWSPAPER WRITING AND EDITING. A course in newspaper reporting, writing, copy reading, and head writing conducted on the workshop plan. Open to qualified Lower Division students. Prereq. elementary typing or equivalent. *Full Course.*
- 313f. SOUTHERN FOLK LORE. A study of the fiction, poetry, and biography written by Southerners or reflecting the life in the region, and a consideration of the folk tales of the section in their relation to the literary media. *Full Course.* (1953-54) Dean
- 317f, 318w, 319s. SHAKESPEARE. A study of twenty of the plays of Shakespeare and the sonnets, with brief studies of the Pre-Shakespearean drama, and of some of his later contemporaries. *Full Course.* Constable, Dean
- 332w. NINETEENTH CENTURY, PART I. A study of the literature of the English Romantic Movement, with special emphasis on the poetry of Wordsworth, Coleridge, Byron, Shelley, and Keats. *Full Course.* Starr
- 333s. NINETEENTH CENTURY, PART II. The literature of England from 1850 to 1900. Special attention will be given to Tennyson, Browning, Arnold, Morris, Carlyle, and Swinburne. *Full Course.* Starr
- 351w, 352s. DEVELOPMENT OF THE DRAMA. A survey of the important plays, mainly English, from the Greeks to the 19th century. Emphasis on dramatic principles as an aid in enjoying the theatre. *Full Course.* (1952-53) Mendell
- 355w, 356s. ENGLISH NOVEL. The development of the novel from



## COURSES OF INSTRUCTION

- its beginning through its periods of greatness: first term, from Defoe to Scott; second term, from Dickens to Hardy. *Full Course.* (1953-54) Mendell
- 364s. (PART I). CONTEMPORARY DRAMA: EUROPEAN. From Ibsen to Sartre, including Strindberg, Chekhov, Rostand, Benavente, Pirandello, and others. Open to second year students. *Full Course.* (1953-54) Constable
- 364s. (PART II). CONTEMPORARY DRAMA: BRITISH AND AMERICAN. From Shaw to Tennessee Williams, including Wilde, Galsworthy, Barrie, Coward, Fry, Yeats, Synge, O'Casey, O'Neill, Maxwell Anderson, Thornton Wilder, Odets, and others. Open to second year students. *Full Course.* (1952-53) Constable
- 365f. THE CONTEMPORARY ENGLISH AND AMERICAN NOVEL. A study of ten representative novels of the twentieth century. Emphasis on the techniques and attitudes of our day. Class papers and outside reports. *Full Course.* Starr
- 367f, 368w, 369s. ROLLINS WRITING WORKSHOP. An advanced course in creative writing, conducted on the workshop plan. Weekly reading and criticism of manuscripts written outside of class. *Full Course.* Granberry
- 401f. ENGLISH TEACHING, METHOD AND MATERIAL. Adapted to the training of English teachers in junior and senior high school. Meets requirements of state certification. (To be arranged) *Three-hour Seminar.*
- 467f, 468w, 469s. ADVANCED CREATIVE WRITING. Prereq. 231, 232, 233, 367, 368, 369. Consent of instructor required. *Full Course.* Granberry

## FRENCH

- 101f-102w-103s. ELEMENTARY FRENCH. Beginners' course: Phonetics, elementary French grammar, reading, translations, vocabulary building, simple conversation. Student should acquire good reading knowledge, fair speaking and writing knowledge. *Full Course.* Grand, van Boecop
- 117f, 118w, 119s. PHONETICS. A course in French and Italian phonetics. *One- or Two-hour Seminar.* (To be arranged) van Boecop
- 201f, 202w, 203s. INTERMEDIATE FRENCH. Review of French grammar and syntax; vocabulary building; training in conversation; practice in writing free compositions; reading of modern masterpieces with explanations in French. Prereq. 103. *Full Course.* Grand
- 251f, 252w, 253s. REVIEW COURSE. *Two-hour Seminar.* van Boecop
- 301f, 302w, 303s. ADVANCED FRENCH COMPOSITION AND CONVERSATION. Conducted in French; written composition; interpretive reading; masterpieces of French literature. *Full Course.* van Boecop

## COURSES OF INSTRUCTION

- 309s. METHODS OF TEACHING FRENCH. Didactics and methods of teaching French in secondary schools. *Full Course.* (To be arranged) van Boecop
- 371f, 372w, 373s. LITERATURE AND CIVILIZATION. *Full Course.* (1952-53) van Boecop
- 381f, 382w, 383s. MODERN FRENCH LITERATURE AND LIFE. *Full Course.* (1953-54) van Boecop
- 401f, 402w, 403s. SEMINAR IN FRENCH LITERATURE. Study of special problems of periods according to preference of student. *Two-hour Seminar or Full Course.* van Boecop
- 404f-405w-406s. PHILOLOGY. The philology of ancient and medieval French and its relation to Latin. *Two-hour Seminar.* (To be arranged) van Boecop

## GEOGRAPHY

- 201f. PRINCIPLES OF GEOGRAPHY. *Full Course.* (1953-54) Fischer
- 202w. THE GEOGRAPHY OF NORTH AMERICA, THE ARCTIC AND GREENLAND. Prereq. 201 advisable. *Full Course* (1953-54) Fischer
- 203s. THE GEOGRAPHY OF CENTRAL AND SOUTH AMERICA AND THE ANTARCTIC. Prereq. 201 advisable. *Full Course.* 1953-54) Fischer
- 204f. THE GEOGRAPHY OF EUROPE TO THE URAL MOUNTAINS. Prereq. 201 advisable. *Full Course.* (1952-53) Fischer
- 205w. THE GEOGRAPHY OF THE MIDDLE EAST, AFRICA, AUSTRALIA AND NEW ZEALAND. Prereq. 201 advisable. *Full Course.* (1952-53) Fischer
- 206s. THE GEOGRAPHY OF ASIA, THE FAR EAST AND THE PACIFIC. Prereq. 201 advisable. *Full Course.* (1952-53) Fischer
- In the courses listed above, all aspects of geography, such as geology, physical geography, soils, climate, drainage, natural vegetation and fauna, aborigines and anthropology, natural resources, agriculture and industry, communications, historical development and government, economic and political geography, with special reference to relation to the United States, will be considered.
- 223s. PHYSIOGRAPHIC INFLUENCES ON WORLD AFFAIRS. A course designed to evaluate the physical and natural influences which produce the variations in the cultures of the world with a view to improving the understanding between the citizens of the world. *Full Course.*

## GERMAN

- 101f-102w-103s. ELEMENTARY GERMAN. Beginners' course. Phonetics, elementary grammar, reading, translations, vocabulary building, simple conversation. Student should acquire good reading knowledge, fair speaking and writing knowledge. *Full Course.* Fischer



## COURSES OF INSTRUCTION

- 201f, 202w, 203s. INTERMEDIATE GERMAN. Thorough review of German grammar and syntax; interpretive reading of German masterpieces with explanations in German; translations and easy free compositions; conversation on everyday topics; special consideration of the economy, geography, and history of Germany and German speaking countries; scientific German. Conducted in German. Prereq. 103 or equivalent. *Full Course.* Fischer
- 251f, 252w, 253s. REVIEW COURSE. Some emphasis on scientific German. Prereq. 103. *Two-hour Seminar.* Fischer
- 301f, 302w, 303s. ADVANCED GERMAN. Systematic study of German history and civilization, combined with the study of the outstanding masterpieces of German literature; advanced composition and conversation. Student expected to acquire fluency in speaking and writing German. Course conducted entirely in German. Prereq. 203 or equivalent. *Full Course.* Fischer
- 309s. METHODS OF TEACHING GERMAN. Didactics and methods of teaching German in secondary schools. *Full Course.* (To be arranged) Fischer
- 401f, 402w, 403s. GERMAN CIVILIZATION AND LITERATURE. Thorough study of the civilization and literature of German speaking countries. Specific periods and authors presented alternately each year: (a) Sagen und Dichtung des Mittelalters, die deutschen Klassiker; (b) Romantik und Neuzeit, das deutsche Drama. Course conducted in German. Prereq. 303 or equivalent. *Full Course or Two-hour Seminar.* Fischer
- 404f, 405w, 406s. SCIENTIFIC GERMAN. Aspects of German philology. Special problems considered according to preference of individual student. Independent work. Course conducted in German. Prereq. 303 or equivalent. *Full Course or Two-hour Seminar.* Fischer

## HEALTH AND PHYSICAL EDUCATION

### MEDICAL CERTIFICATE AND PHYSICAL EXAMINATION

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

All students should 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.

Swimming tests are required of all students before they may use the canoes.

## COURSES OF INSTRUCTION

### PHYSICAL EDUCATION FOR MEN

#### EQUIPMENT

Each student in physical education is 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.

#### 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.* Fencing, Football, Golf, Riding, Swimming, Tennis, Water-skiing.

*Winter Term.* Baseball, Basketball, Canoeing, Crew, Fencing, Football, Golf, Riding, Tennis.

*Spring Term.* Baseball, Crew, Diving, Fencing, Golf, Life-saving, Riding, Swimming, Tennis, Water-skiing.

*Competitive Intramural Activities.* Basketball, Crew, Softball, Swimming, Tennis, Touch football, Volleyball, and other sports.

Lower Division students must register for instruction in physical education classes of individual sports such as golf, tennis, swimming—activities that can be carried on after college. Upper Division students may specialize in any activity, team or individual.

### PHYSICAL EDUCATION FOR WOMEN

#### 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.

#### ACTIVITIES FOR WOMEN

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



## COURSES OF INSTRUCTION

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

*Fall Term.* Aquatics (Diving, Swimming, Tarpon), Archery, Basketball, Dancing (Folk, Modern), Fencing, Golf, Riding, Tennis, Water-skiing.

*Winter Term.* Aquatics (Canoeing), Archery, Dancing (Folk, Modern), Fencing, Field Hockey, Golf, Riding and Equitation Lecture, Softball, Tennis.

*Spring Term.* Aquatics (Diving, Life-saving, Swimming, Tarpon), Archery, Fencing, Golf, Riding, Tennis, Volleyball, Water-skiing.

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, riding, fencing, water-skiing.
2. One team sport: choice of basketball, volleyball, softball.
3. One team's work in dancing: choice of folk-dancing, modern dancing.
4. Swimming, canoeing, or tarpon.

Upper Division students may specialize in one of these activities or in the fall and spring terms may register for intramurals if they have completed all of their Lower Division requirements.

*The following courses are vocational in nature; only those students planning to coach and teach should register for them.*

362f. PRINCIPLES OF PHYSICAL EDUCATION. Designed to give the student an understanding of the basic principles and objectives underlying the physical education activities. It is intended to prepare the student to evaluate methods and practices in light of valid principles. *Full Course.* (1953-54) Justice

363s. COACHING OF FOOTBALL, BASKETBALL, AND BASEBALL. Fundamentals in theory and practice. A survey is made of the principal offensive and defensive team maneuvers. *Full Course.* (1953-54) McDowall

372f. TEACHING PHYSICAL EDUCATION IN THE SECONDARY SCHOOL. Methods and material with opportunities for observation and practice teaching. *Full Course.* (1952-53) Justice

373w. PSYCHOLOGY OF ATHLETICS AND COACHING. Designed to aid the prospective coach in understanding and solving problems of a psychological nature. *Full Course.* (1952-53) McDowall

## HISTORY AND GOVERNMENT

104f; 104w. 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. *Full Course.*

Collier, Smith

## COURSES OF INSTRUCTION

- 107f; 107w; 107s. MODERN EUROPE. From the Renaissance to the present day. A foundation course for history majors which also fulfills the Lower Division requirements in this subject. *Full Course.* Bradley, Smith
- 109w; 109s. SURVEY OF UNITED STATES HISTORY. Course for majors and non-majors. With History 347 fulfills the Constitution requirements for Florida teachers' certificate. *Full Course.* Bradley
- 110f. HISTORY OF THE ANCIENT NEAR EAST AND GREECE. A study of the rise of civilization on the Nile and Tigris-Euphrates valleys and the rise and fall of empires in the Ancient Near East, with principal concentration on the civilization and political vicissitudes of Greece to the end of the Hellenistic period. *Full Course.* Smith
- 111w. HISTORY OF ROME. An intensive study of the civilization, history, and cultural and political contributions of the Roman Empire. *Full Course.* Smith
- 222w. A FREE SOCIETY. A course designed to trace the influences which have developed the American Way of Life and the responsibilities which every citizen assumes with his individual rights as a heritage of liberty and free enterprise. *Full Course.*
- 231f. COLONIAL HISPANIC AMERICA. An intensive study of aboriginal cultures and the evolution of Spanish policies and settlements in the New World to the recognition of independence. *Full Course.* (1952-53) Smith
- 233f. REPUBLICS OF LATIN AMERICA. The historical development of the republics of the other Americas, with special emphasis on their systems of government, political and social problems, economic conditions, and their international relations. *Full Course.* Hanna
- 236f. HISTORY OF MEXICO AND SPANISH NORTH AMERICA. A survey of the political, economic, and social development of Mexico and other areas of North America once under Spanish sovereignty. *Full Course.* Hanna
- 238s. HISTORY OF THE CARIBBEAN AREA. A survey of the political, economic, and social development of the republics and dependencies in the Caribbean region. *Full Course.* Hanna
- 246s. HISTORY OF SPAIN. An analysis of the problems of Spanish evolution from prehistoric to contemporary times. *Full Course.* (1953-54) Smith
- 263s. HISTORY OF THE FAR EAST AND THE PACIFIC. The impact of the West upon the Far East, especially China, Japan, and India; effect upon internal developments and foreign relations. The struggle for the Pacific; interests and policies of the Powers involved. *Full Course.* Collier
- 277f-278w-279s. HISTORICAL RESEARCH AND WRITING. The gathering and criticizing of data and the presenting of facts in ef-



## COURSES OF INSTRUCTION

- fective form. The source of materials used are limited to the history of Florida and Hispanic America. May not be elected for less than three terms. Consent of instructor required. *Four-hour Seminar.* Hanna
- 304f-305w-306s. HISTORY OF ENGLAND. A survey of the evolution of English political, economic, and social institutions and policies. Consent of instructor required. *Two-hour Seminar.* Smith
- 311f. CONTEMPORARY EUROPE. A study of political, economic, and social conditions and international relations of the European states since 1919; effects of the second World War; problems of reconstruction. *Full Course.* 1953-54) Smith
- 331f. 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. Prereq. 104 and 107, or consent of instructor. *Full Course.* (1953-54) Smith
- 332w. THE REVOLUTIONARY AND NAPOLEONIC ERA, 1715-1815. The Old Regime; the "Age of Enlightenment" and the ferment of new ideas, political, economic, and social; the Revolution in France and in Europe; the Empire of Napoleon. Open to qualified Lower Division students, with the consent of the instructor. *Full Course.* Collier
- 333s. EUROPE, 1815-1914. A study of formative forces and significant developments in nineteenth century Europe; nationalism; liberalism; industrialism; colonial expansion and imperialism; technological and scientific advance; social progress; causes of the first World War. Open to qualified Lower Division students, with the consent of instructor. *Full Course.* Collier
- 335f-336w. 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. Consent of instructor required. *Full Course.* Collier
- 341f. ENGLISH COLONIES IN AMERICA. An intensive study of the colonization of North America, from the discovery of America to the conclusion of the American Revolution. Prereq. 109, or consent of instructor. *Full Course.* (1952-53) Smith
- 342w. FORMATION OF THE UNITED STATES, 1783-1865. A survey of the foundations of the United States from the adoption of the Constitution to the end of the Civil War. *Full Course.* Hanna
- 343s. THE UNITED STATES SINCE 1865. A survey of political, social, and economic life of the United States from 1865 to the present day. Prereq. 109, or consent of instructor. *Full Course.* Hanna
- 347f. AMERICAN GOVERNMENT. A study of the operation of national government. Emphasis on constitutional interpretation with discussion of important decisions of the United States Supreme Court. *Full Course.* Bradley

## COURSES OF INSTRUCTION

- 355w. HISTORY OF MODERN RUSSIA. Russia under the Tsars. The Revolution of 1917. Soviet Russia, its political, economic, and social development; foreign policy and relations. Open to qualified Lower Division students, with the consent of instructor. *Full Course.* Collier
- 364f-365w-366s. AMERICAN WEST. An intensive study of the westward movement of the British colonies and the westward extension of the boundaries of the United States and the organization and settlement of new states and territories to develop an understanding of the contributions of the frontier to American institutions. Consent of instructor required. *Two-hour Seminar.* Smith

### ITALIAN

- 101f-102w-103s. ELEMENTARY ITALIAN. *Two-hour Seminar.* van Boecop

### LATIN

- 101f-102w-103s. ELEMENTARY LATIN. A study of the elements of the language and reading in Cæsar's Gallic War. *Full Course.* Grand  
(To be arranged)
- 204f-205w-206s. MASTERPIECES OF ROMAN LITERATURE. Reading of selected orations of Cicero, selections from Ovid, several plays of Plautus and Terence, and a study of the history of the Roman Comedy. *Full Course.* (To be arranged) Grand

### MATHEMATICS

- 101f; 101w. ADVANCED COLLEGE ALGEBRA. Includes such topics as: quadrate equations, mathematical induction, binomial theorem, progressions, complex numbers, permutations, determinants, scales of notation. *Full Course.* Jones
- 102w; 102s. PLANE TRIGONOMETRY. Includes such topics as: use of tables of natural functions, logarithms, functions and solution of angles, plane sailing, graph of functions, identities and equations. *Full Course.* Jones
- 121f; 121w; 121s. BUSINESS MATHEMATICS. Review; arithmetic, algebra, denominate numbers, interest, discount, present worth, annuities, perpetuities, depreciation, permutations, combinations, and probabilities. *Full Course.* Jones
- 204w. MECHANICAL DRAWING. Applied geometry; the theory of projection; orthographic projection; working drawings, perspective drawing, charts, graphs, diagrams. Drawing equipment required. Prereq. 102. *Full Course.* (To be arranged) Jones
- 208s. ELEMENTARY STATISTICS. The meaning and use of statistics. The use of numbers, ratio, percentages; organization of statistical problems; collecting and editing statistical data; frequency distribution; graphic presentation; averages, dispersion, skewness,



## COURSES OF INSTRUCTION

- variation; linear regression; correlation and determination; tabular analysis; sampling, probability and error. *Full Course.*  
Jones
- 211f, 212w, 213s. ANALYTIC GEOMETRY AND THE CALCULUS. Fall—coordinate systems, graphs, geometry of the straight line and conic sections. Winter and spring—methods of differentiation and integration with applications to physical problems and geometry. Prereq. 102. *Full Course.* Sauté
- 301s. PLANE SURVEYING. Field work; notes, care of field equipment; use of chain and tape; the compass, level, transit; practical surveying; methods of computing. Prereq. 102. *Full Course.*  
(To be arranged) Jones
- 303w. GRAPHIC STATICS. A course especially designed for science majors. Arranged to fit the needs of the individual student. Prereq. 102. *Full Course.* Jones
- 304f. CONTENT. Content and methods for teaching mathematics in secondary school. *Three-hour Seminar.* Jones
- 307f-308w. MECHANICS. See Physics 307f-308w. Gilbert
- 311f, 312w, 313s. INTERMEDIATE CALCULUS AND DIFFERENTIAL EQUATIONS. Fall—completion of topics begun in 213; winter—partial derivatives, multiple integrals, infinite series; spring—solution and applications of ordinary differential equations. Prereq. 213. *Full Course.* Sauté
- 401f, 402w, 403s. FUNDAMENTAL CONCEPTS OF MATHEMATICS. A course for science majors to meet the needs of the individual student. Consists in reading books on the concept of algebra, geometry, and analysis. Prereq. 313 or consent of instructor. *Two-hour Seminar.* (1952-53) Sauté
- 407f. STATISTICAL METHOD. Includes such topics as tabular and graphical representation; frequency distribution; measures of central tendency; moments; linear trends; correlation; normal curve. *Full Course.* Jones
- 408f. MATHEMATICS OF FINANCE. Review of commercial algebra; application to commercial problems; annuities; amortization; valuation of bonds; mathematics of depreciation; life insurance. *Full Course.* Jones
- 409f-410w. HISTORY OF MATHEMATICS. The history of the science from the beginning to the present. Prereq. 211. *Full Course.*  
(To be arranged) Jones
- 421f, 422w, 423s. ADVANCED MATHEMATICS. Topics suited to needs of individual students. Subjects include theory of equations, analytic geometry in space, determinants and matrices, advanced calculus, calculus of variations. Prereq. 313. *Full Course.*  
(1953-54) Sauté

## MUSIC

*The courses for music majors are listed under Conservatory of Music.*

## COURSES OF INSTRUCTION

- 101f, 102w, 103s. MUSIC APPRECIATION. For non-music majors. Fall—extensive, covering examples of many musical forms: opera, oratorio, overture, symphony, and symphonic suite; winter—intensive, devoted largely to the study of sonata allegro form as found in the works of Beethoven, Mozart, and Haydn; spring—varied. *One-hour Seminar.* Nelson
- 111f-112w; 111w-112s. FUNDAMENTALS OF MUSIC. A course in rudiments, terminology, and knowledge of the keyboard. Prerequisite for students taking applied music who have had little or no previous training. With permission of instructor, may be taken simultaneously with applied music. Open to non-music majors only. *One-hour Seminar.* K. Carlo
- 181f, 182w, 183s. APPLIED MUSIC.
- 281f, 282w, 283s. APPLIED MUSIC.
- 381f, 382w, 383s. APPLIED MUSIC.
- 481f, 482w, 483s. APPLIED MUSIC.

Non-music majors may register for applied music provided it is taken in connection with, or subsequent to, 111-112 and is carried for at least two terms. *One- or two-hour Seminar.*

Students may register for courses in Music History and Theory with permission of the instructor.

## PHILOSOPHY

- 201w. HISTORY OF ANCIENT MEDIEVAL PHILOSOPHY. The history of western philosophy from the work of Thales through that of Roger Bacon, emphasizing the middle period of Greek philosophy. *Full Course.* Fort
- 202s. HISTORY OF MODERN PHILOSOPHY. The history of philosophy beginning with Roger Bacon and concluding with Herbert Spencer. Issues emphasized are those of present significance. *Full Course.* Fort
- 203f; 203s. A SURVEY OF THE PROBLEMS OF 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.* Stone
- 221f; 221w. ETHICS. A study of the alternative concepts of the good life and the problems of moral judgment. *Full Course.* Fort
- 223f; 223w. 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.* (223f, 1952-53) Stone
- 303s. CONTEMPORARY PHILOSOPHY. Study is confined to the dominant members of the contemporary group. Each student studies especially the works of one man. Prereq. 201, or 202, or 203, or consent of instructor. *Three-hour Seminar.* (1952-53) Fort



## CONSERVATORY OF MUSIC

- 305f. PLATO. The greater part of Plato's Dialogues and certain sections of Aristotle's Metaphysics and Ethics are read and discussed. Prereq. one course in philosophy. *Full Course.* (1953-54)  
Stone
- 307s. PHILOSOPHY OF RELIGION. A study of the various attempts which have been made to formulate adequate religious values and to comprehend man's relation with God. *Full Course.* (1953-54)  
Fort
- 308w. PHILOSOPHY OF SCIENCE. A non-technical course in the development of scientific ideas from Galileo's time to the present day. Except for science majors, a course in philosophy is advised. *Full Course.*  
Stone
- 309f. AESTHETICS. A course in the philosophical basis of the various arts. In the light of knowledge gained the attempt is made to establish a basis for aesthetic judgment. *Full Course.* Starr
- 325s. PHILOSOPHY OF HISTORY. A study of recent attempts to understand the significance of historical development, values arising in the historical process and the goals of men's historical efforts which are yet to be achieved. *Full Course.* (1952-53)  
Fort
- 343s. PHILOSOPHY OF THE RECENT PAST. A study of those thinkers who come between the "modern" and the "contemporary" periods. Reports and class discussions. Prereq. 201, or 202, or 203, or consent of instructor. *Two-hour Seminar.* (1953-54)  
Fort
- 401f, 402w, 403s. SEMINAR IN PHILOSOPHY. Specific topics for study are chosen each year upon consultation with the class. For majors and those students who have had at least three courses in philosophy. *Two-hour Seminar.*  
Stone

## PHYSICS

- 111f; 111s. PHYSICS SURVEY. A descriptive non-mathematical survey of the outlines of classical and modern physics. Designed for students in other than science departments who wish to obtain some knowledge of the subject matter and methods of physical science. *Full Course.* (Dropped after 1952-53) Huntley
- 201f-202w-203s. GENERAL PHYSICS. A general course covering the entire field of physics. Class discussions and laboratory. Designed for students who desire a thorough knowledge of the fundamental principles of physics and some training in the laboratory. Prereq. a working knowledge of algebra and plane geometry. *Full Course.* Gilbert, Huntley
- 307f-308w. MECHANICS. A course covering the fundamentals of mechanics including statics and kinetics. Class discussions and solution of problems. Prereq. 203, Math. 213. *Full Course.* (1953-54) Gilbert

## CONSERVATORY OF MUSIC

- 310s. THEORY OF HEAT. Class discussions and solution of problems. Prereq. 203, Math 213. *Full Course.* (1953-54) Gilbert
- 311f-312w. OPTICS. A class room and laboratory course covering geometrical and physical optics and applications to the design of optical apparatus. Prereq. 203, Math 213. *Full Course.* (To be arranged) Huntley
- 315f-316w. ELECTRICITY AND MAGNETISM. A course covering the theory and applications of electricity and magnetism. Designed for students planning to continue studies in the direction of teaching, engineering, or electronics, and for those wishing a further knowledge of the applications of electricity met in daily life. Prereq. 203, Math 213. *Full Course.* (1952-53) Gilbert
- 317s. MODERN PHYSICS. A class room course covering the outline of the recent discoveries and developments in atomic physics, electronics, radiation, etc. Prereq. 203. *Full Course.* (1952-53) Gilbert
- 319f, 320w, 321s. PHYSICAL MEASUREMENTS. An intermediate laboratory course covering experiments in mechanics, electricity, and optics. Prereq. 203. *Full Course or Seminar.* (To be arranged) Gilbert, Huntley
- 401f, 402w, 403s. ADVANCED LABORATORY PRACTICE. Open to qualified students who have completed an advanced course in mechanics, optics, or electricity and magnetism. Work may be chosen to suit the requirements of individual students. Arrange with instructor. *Full Course or Seminar.* Huntley

## PSYCHOLOGY

- 111f. PROBLEMS IN SELF-KNOWLEDGE AND SELF-GUIDANCE. Problems of adjustment to college and other life problems. Analysis of student's mental and social qualities, scholastic abilities and achievements. *Full Course.* Fort
- 201f; 201w; 201s. 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.* Russell, Waite
- 204f; 204w. CHILD DEVELOPMENT. *Full Course.* See Education 204. Fort, Packham
- 205w. SOCIAL PSYCHOLOGY. A study of the behavior of the individual in the group situation with attention to the social factors in human nature and personality, to differential psychology, to social interaction, and to social psychology. *Full Course.* Packham
- 221f. ORIENTATION FOR THE ARMED SERVICES. A course designed to orientate the student in the missions and functions of the three armed services and to his responsibilities for military service as civilian. *Full Course.*
- 251f-252w-253s. EXPERIMENTAL PSYCHOLOGY. An introduction to experimental psychology, emphasizing the scientific method



## COURSES OF INSTRUCTION

- and contemporary trends in psychology: statement of problems, collection of data, interpretation, and written reports. Prereq. 201. *Three-hour Seminar.* Waite
- 254f-255w. PSYCHOLOGY OF PERSONALITY. A study of the development of a wholesome personality. *Two- and three-hour Seminar.* (1953-54) Fort
- 303s. PSYCHOLOGY OF ADJUSTMENT. A study of personality factors as related to adjustment problems and success in solving them. Designed to aid the student in securing techniques and understandings instrumental in the development of healthy attitudes. Prereq. one course in psychology. Open to Lower Division students who have taken 201. *Full Course.* (1952-53) Waite
- 306s. PHYSIOLOGICAL PSYCHOLOGY. Physiological facts and methods which are related to psychological problems. *Full Course.* (1953-54) Waite
- 312s. METHODS IN CLINICAL PSYCHOLOGY. A survey of the basic concepts, methods and procedures used in evaluating human personality, abilities and behavior disorders. Case studies will be analyzed and techniques of guidance and mental health considered. Field trips to institutions. Prereq. three courses in psychology. *Full Course.* (1952-53) Russell
- 316w. HISTORY OF PSYCHOLOGY. A study of the historical background of the major contemporary points of view in psychology. *Full Course.* (1952-53) Waite
- 343f. PRINCIPLES OF CHILD GUIDANCE. *Full Course.*  
See Education 343. Waite
- 351w. ADOLESCENT DEVELOPMENT. *Full Course.*  
See Education 351. Packham
- 355w. PSYCHOLOGICAL THEORY. A study of the fundamental ideas, concepts, theories and problems of the chief areas in the field of psychology with special emphasis on theory construction. *Full Course.* (1953-54) Waite
- 361w. PSYCHOLOGY OF MOTIVATION. A study of motivation forces in behavior; their development and organization in the total personality. Implications for education. Prereq. 201. *Full Course.* (1952-53) Waite
- 362w. LEARNING THEORIES. The contributions of experimental and theoretical psychology to the problem of learning; antecedents and interpretations of the major theories. Prereq. 201. *Full Course.* (1953-54) Waite
- 364f; 364s. CASE STUDIES IN CHILD GUIDANCE. Study of the participation in the preparation of social histories, reports of psychological and psychiatric examinations and staff conferences and of correspondence with referring agencies and individuals.

## COURSES OF INSTRUCTION

For majors in general human relations, psychology, and sociology. Consent of instructor required. *Two- or three-hour Seminar.*

- Russell
- 373s. PSYCHOLOGY APPLIED TO BUSINESS AND INDUSTRY. Application of the principles and methods of psychology to appropriate problems in business and industry. Studies in personnel selection, employment, job analysis, effect of conditions and methods of work on productivity, psychological factors in advertising and selling. Trips to representative establishments. *Full Course.* (1953-54) Russell
- 394f. INTERVIEWING TECHNIQUES. *Two-hour Seminar.* (1952-53) Russell
- 395w. COUNSELLING TECHNIQUE. *Two-hour Seminar.* (1952-53) Russell
- 396s. VOCATIONAL INFORMATION. *Two-hour Seminar.* (1952-53) Russell
- 404s. TESTS AND MEASUREMENTS. *Full Course.* See Education 404. Packham
- 410s. ABNORMAL PSYCHOLOGY. A study of neurotic and psychotic behavior in relation to normal behavior and mental health; survey of psychotherapies; field trips to state institutions. Prereq. four courses in psychology including 303 and 312. *Full Course.* Russell
- 414f-415w-416s. APPLIED CLINICAL PSYCHOLOGY. The administration, scoring, and interpretation of standardized tests in a clinical situation. Prereq. 312 or 404. Consent of instructor. *Two- or three-hour Seminar.* (1953-54) Russell
- 441f, 442w, 443s. CLINICAL PRACTICE. Supervised administration, scoring, and interpretation of objective and projective tests in a clinic. One hour class, eight hours supervised clinical practice per week. For seniors contemplating graduate study in clinical psychology. Prereq. 312, 414-415-416 (may be taken concurrently), and consent of instructor. *Full Course.* Russell

### RELIGION

- 227f. THE OLD TESTAMENT. A study of the literature and religion of the Old Testament. *Full Course.* Darrah
- 229s. THE NEW TESTAMENT. A study of the content, character, hope, and promise of the New Testament. *Full Course.* Darrah
- 332w. BASIC PROBLEMS OF RELIGION. Religion and science; faith and reason; the idea of God; free will; immortality; human responsibility; the universal concepts common to all religions. *Full Course.*

### RUSSIAN

- 101f-102w-103s. ELEMENTARY RUSSIAN. *Two-hour Seminar.* Moriarty



## COURSES OF INSTRUCTION

### SCIENCE

- 101f-102w-103s. **INTRODUCTION TO THE SCIENCES.** A course designed to give to non-scientific majors some knowledge of the place of science in the world today. Studied first, matter and energy, the fundamental materials of nature, and the fundamental laws describing the reactions of these materials; next, the applications of these laws to the development of our planet from "star-dust" to its present condition. These applications are then traced in the development and functions of present day life, in the response of man to his environment, and in the manner in which he is using his knowledge of the processes of nature to direct these processes to his physical and social progress. *Full Course.*  
Members of Science Faculty

### SOCIOLOGY

- 103w. **SOCIAL PATHOLOGY.** Problems of dependency, delinquency, mental and physical disabilities; proposed adjustments through social welfare and other techniques. *Full Course.* (1953-54) King
- 201f; 201s. **INTRODUCTORY SOCIOLOGY.** A survey of the major factors influencing group life and the development of culture. Some consideration is given to the adjustments of primitive as well as modern man to his need and life conditions. *Full Course.*  
King
- 208s. **MARRIAGE AND THE FAMILY.** The family as a social institution and a system of personal relationships. Significant elements in marital selection and compatibility. Problems confronting the modern family. *Full Course.*  
King
- 211w. **THE AMERICAN COMMUNITY.** Patterns and problems of modern community life. City growth and the resulting ecological structure. Social groups, the slum, housing, and city planning. *Full Course.* (1952-53)  
King
- 222w. **INTER-GROUP RELATIONS.** Basic characteristics of cultures; areas of irritation—economic, racial, and religious; principles of inter-group cooperation; living together in a democracy. *Full Course.*
- 301w. **GENERAL ANTHROPOLOGY.** Emphasis will be placed on the cultures of surviving primitive societies and the significance of anthropological knowledge in understanding modern as well as primitive group life. Included to some extent will be the biological and cultural evolution of prehistoric man. *Full Course.* Sleight
- 318f. **AMERICAN MINORITIES.** The position in American Society of selected minority groups; The Oriental, Negro, Mexican, Jew, and Indian. Historical and cultural factors contributing to the disabilities which persist and to those undergoing modification. *Full Course.* (1953-54)  
King
- 364f; 364s. **CASE STUDIES IN CHILD GUIDANCE.** *Two- or three-hour Seminar.* See Psychology 364.  
Russell

## COURSES OF INSTRUCTION

- 404s. SOCIAL CHANGE. An analysis of social reforms and experiments in society, their role in social change, and the possibilities and problems of rational control and planning in social life. Individual research on specific programs and movements. Open only to majors in the human relations fields. *Full Course.* (1952-53) King
- 414f, 415w, 416s. SOCIOLOGY SEMINAR. Exploration of major problems and concepts in anthropology and sociology through some of the outstanding works in these fields. The cultural approach in understanding society and the individual will be stressed. Prereq. 201, 301, or consent of instructor. *Two-hour Seminar.* King
- 417f. INTRODUCTION TO SOCIAL WORK. A study of the basic assumptions, goals, and methods of social work. Discussion of types of agencies, personal qualifications, and divisions of the field. Observational field trips. Consent of a member of the sociology or psychology departments required. *Two-hour Seminar.*
- 418w, 419s. THE CASE STUDY. Techniques in the gathering, recording, and interpretation of case materials. Particularly designed for students considering social work as a profession. Agency and field experience for competent students. Prereq. 417. *Two-hour Seminar.*

## SPANISH

- 101f-102w-103s. ELEMENTARY SPANISH. Grammar and composition as foundations for reading and speaking Spanish; reading of easy stories; introduction of conversation. *Full Course.* Minor
- 201f, 202w, 203s. INTERMEDIATE SPANISH. Grammar review; composition; readings from modern authors; conversation based on current events; correspondence. Prereq. 103. *Full Course.* Minor
- 309w. 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.* (To be arranged) Minor
- 321f, 322w, 323s. ORAL SPANISH AND COMPOSITION. A course designed to develop ability in the use of the Spanish language, both in composition and oral discussion. *Full Course.* Campbell
- 361f, 362w, 363s. SPANISH CLASSICS: PROSE OF THE GOLDEN AGE. This course includes a special study of Don Quixote. *Full Course.* (1953-54) Campbell
- 364f, 365w, 366s. SPANISH CLASSICS: DRAMA OF THE GOLDEN AGE. *Full Course.* (1952-53) Campbell



## COURSES OF INSTRUCTION

- 371f. THE ROMANTIC PERIOD IN SPAIN. Readings from representative authors. *Full Course.* Minor
- 374w, 375s. MODERN SPANISH LITERATURE. First term—Novel and Essay, from Valera to Baroja; second term—Drama and Poetry. *Full Course.* Minor
- 413f, 414w, 415s. SPANISH CULTURE. Fall—a study of Spain through its history; winter—sixteenth century Spain, the Spanish Mystics: Fray Luis de Leon, Santa Teresa, San Juan de la Cruz, etc.; spring—Spanish culture as interpreted by Menendez Pelayo, Unamuno, Ortega y Gasset, Ganivet, etc. Consent of instructor required. *Full Course.* Campbell

### THEATRE ARTS AND SPEECH

- 101f; 101w; 101s. FUNDAMENTALS OF SPEECH. A practical course in speech including oral exercises to improve voice, pronunciation, vocabulary, and oral reading habits. *Full Course.* Aycrigg, Gaines
- 121f. AN INTRODUCTION TO THE THEATRE. A course designed to acquaint the student with the background and the important production activities contributing to good theatre. Open to all students but required of theatre majors. *Full Course.* Allen
- 151w. AN INTRODUCTION TO ACTING. A course in the fundamentals of acting. Includes theory of acting and exercises in vocal expression, pantomimes, and scenes from plays. Prereq. 121. *Full Course.* Bailey
- 202w. ELEMENTARY RADIO. A first course in radio, designed to give the student a general beginning in the techniques of radio production. Prereq. 101 or consent of instructor. *Full Course.* Aycrigg
- 207f. DISCUSSION AND DEBATE. A course covering the fundamental concepts of logic and reasoning in debate. The latter weeks of the course are devoted to classroom debates utilizing the principles learned in the course. Prereq. 101. *Full Course.* Gaines
- 214f. STAGE LIGHTING AND MAKE-UP. Designed to give the student fundamental training in the principles of stage lighting and theatre make-up. Open to theatre majors only. *Two-hour Seminar.* Allen, Verigan
- 251w; 251s. ACTING LABORATORY. A laboratory course planned to give the student additional experience in the technique of acting. Prereq. 101, 151. Not open to first year students. *Full Course.* Allen
- 261f; 261w; 261s. STAGECRAFT. Practical course in the technical aspects of the design, construction, and painting of scenery with some consideration for the historical development of stagecraft and some design. Open only to theatre arts and art majors. *Full Course.* Verigan

## COURSES OF INSTRUCTION

- 303s. RADIO PRODUCTION TECHNIQUE. Designed to give the student advanced practice in broadcast techniques, including radio speech, radio acting, and dramatic production. Students in this course will produce and record full length programs. Prereq. 202. *Full Course.* Aycrigg
- 304w-305s. ADVANCED ACTING. A course designed to give the student an opportunity for advanced study in acting technique. Prereq. 251. *Full Course.* Bailey
- 307w. ADVANCED DISCUSSION AND DEBATE. Emphasis on formal debate. Participation in intercollegiate debate on extra-curricular basis voluntary. Prereq. 101, 207. Permission of instructor required. *Full Course.* Gaines
- 311s. ADVANCED PUBLIC SPEAKING. A functional course in public speaking, covering the four basic speech types. Classroom time spent in delivery of prepared speeches, use of recognized speech techniques, analysis and criticism. Prereq. 101. *Full Course.* Gaines
- 312s. ORAL INTERPRETATION OF LITERATURE. Subject matter drawn from the literature of all ages, both prose and poetry, including the Bible. Prereq. 101. *Full Course.* Bailey
- 331w. WRITING THE ONE ACT PLAY. A course designed to train students in the fundamentals of dramatic writing. *Full Course.* Eaton
- 337f-338w-339s. THE MODERN AMERICAN THEATRE. A course designed to give the student an opportunity to study the important trends, productions, and personalities in the American theatre of the twentieth century. Open only to theatre arts majors. *Two-hour Seminar.* Allen
- 354w. DRAMATIC CRITICISM. A course designed to train students in an understanding of the objective evaluation of dramatic production. *Full Course.* Eaton
- 401f. FUNDAMENTALS OF PLAY DIRECTING. A course designed to acquaint the student with the basic theories of the direction of plays and a study of the methods of outstanding theatre directors. Prereq. 305 or consent of instructor. *Full Course.* Bailey
- 402w; 402s. PLAY DIRECTING. A course designed to give the student practical experience in the direction of plays. Open only to theatre arts majors. Prereq. 401. *Full Course.* Allen



## CONSERVATORY OF MUSIC

### CONSERVATORY OF MUSIC

*A. Carlo, K. Carlo, Carter, Charmbury, Fischer, Johnston, Monsour, Moore, Nelson, Rosazza, Siewert, Woodruff*

The courses of study in the Conservatory of Music, which is a department of Rollins College, are arranged in accordance with the general aims and program of the College. The requirements for entrance and for graduation, as set forth in this catalogue, are also in accordance with the published regulations of the National Association of Schools of Music, of which the Rollins Conservatory of Music is a member.

Students in music may matriculate for the Bachelor of Music degree or 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. All regularly enrolled students of the College, whether pursuing work leading to the Bachelor of Arts or the Bachelor of Music degree, are entitled to private lessons in music, as well as to the use of the Conservatory library and practice room facilities.

#### **COURSE LEADING TO A 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 skill in a field of specialization, and is in possession of qualities needed for good citizenship.

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. Approximately two-thirds of the work is in music and one-third in non-music courses.

#### **COURSE LEADING TO BACHELOR OF ARTS DEGREE WITH 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. Naturally, the proportion of non-music work required for this degree is greater than for the Bachelor of Music degree. The major in music may be found on page 44.

#### **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

## CONSERVATORY OF MUSIC

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.

### ENTRANCE REQUIREMENTS

The musical preparation required for admission to the degree courses, whether or not expressed in terms of units accepted for high school graduation, includes a knowledge of elementary theory which should embrace the subjects of notation, keys and scale construction.

A student selects his major subject upon entrance in consultation with the Director of the Conservatory and by examination before members of the faculty. This examination is a testing program, designed to determine more accurately the individual needs of the student, who should come prepared to perform some work or works representative of those listed in the following requirements for majors in applied music:

*Voice.* To enter the four-year degree course in voice the student should be able to sing on pitch with correct phrasing and with musical intelligence standard songs in English (the simpler classics are recommended). He should also demonstrate his ability to read a simple song at sight and a knowledge of the rudiments of music. Some knowledge of piano is urgently recommended.

*Piano.* To enter the four-year degree course in piano the student should be grounded in correct touch and reliable technique. He should play all major and minor scales correctly in moderately rapid tempo, also broken chords in octave position in all keys and should have acquired systematic methods of practice.

He should have studied some of the standard etudes, such as Czerny, Op. 299, Bk. 1; Heller, Op. 47 and 46 (according to the individual needs of the pupil); Bach, Little Preludes; a few Bach 2 Part Inventions and composition corresponding in difficulty to—

Haydn, Sonata No. 11, G major No. 20 (Schirmer)

Mozart, Sonata C major No. 3, F major No. 13 (Schirmer)

Beethoven, Variations on Nel cor Piu, Sonata Op. 49 No. 1

Schubert, Impromptu Op. 142, No. 2, etc.

*Organ.* To enter the four-year degree course in organ the student should have completed sufficient piano study to enable him to play some Bach Inventions, Mozart Sonatas, easier Beethoven Sonatas, compositions by Mendelssohn, Grieg, Schubert, Schumann, etc.

*Violin.* To enter the four-year degree course in violin the student should play satisfactorily major and minor scales and arpeggios in two octaves, should have the ability to perform etudes of the diffi-



## CONSERVATORY OF MUSIC

culty of the Kreutzer Etudes, Nos. 1 to 32, and works of the difficulty of the Viotti Concerto, No. 23, the DeBeriot Concerti, Nos. 7 and 9, and the Tartini G minor Sonata. An elementary knowledge of the pianoforte is urgently recommended.

*Orchestral Instruments.* Students of violoncello, viola, bass, and woodwind instruments should demonstrate the same degree of proficiency in their chosen instrument as is required of violin entrants. Some knowledge of piano is urgently recommended.

### MAJOR REQUIREMENTS FOR THE DEGREE OF BACHELOR OF MUSIC

A student must complete in his major field the achievements outlined below. In addition to giving numerous other public performances during the four-year course of study, all majors in applied music must in the junior year at least take part in a joint solo recital and, in the senior year, present a complete solo recital from memory. Composition majors will present a program of original works in varied musical forms before graduation. A required number of hours of recital attendance by all music majors is mandatory for graduation.

#### *Piano:*

##### 1. Lower Division

The student must show technical proficiency permitting even scales and arpeggios, as well as the knowledge of finger and wrist action required for the performance of advanced studies from Cramer or Czerny, Opus 740. The student must be able to perform satisfactorily works equivalent musically and technically to the difficulty of the following:

- Bach, 3-Part Inventions, French or English Suites
- Mozart, Sonata in D major, K284
- Beethoven, Sonata Opus 10, Nos. 2 and 3
- Schumann, Fantasiestuecke
- Mendelssohn, Songs Without Words
- Representative Modern Works

##### 2. Upper Division

The student must be able to perform satisfactorily the larger keyboard works of Bach, the later sonatas of Beethoven, or a concerto of equal difficulty; shorter pieces from the works of Brahms, Chopin, Schumann, Debussy; some modern works.

#### *Voice:*

##### 1. Lower Division

The student must exhibit some command of breathing, phrasing, and musical style as well as the ability to sing satisfactorily

## CONSERVATORY OF MUSIC

such works as songs from the earlier Italian composers, lieder, and oratorio and operatic arias.

### 2. Upper Division

The student must evidence the ability to sing in Italian, French, and German as well as in English, and demonstrate maturity in matters of phrasing and style. Creditable performances of the larger arias from oratorio and opera as well as representative songs in other styles are expected.

### *Violin:*

#### 1. Lower Division

The student must be able to play satisfactorily major and minor scales in three octaves; studies by Kreutzer, Fiorillo, etc.; standard concerti by Bach, Vivaldi, and Mozart; sonatas by Handel and Mozart; and shorter representative pieces.

#### 2. Upper Division

The student must be able to perform satisfactorily studies equal in difficulty to those of Rode, Gaviniés, Paganini; Bach Sonatas for violin alone; advanced concerti and sonatas from the classic, romantic and modern repertoire. Two years of ensemble and study of the viola as a secondary instrument required.

### *Violoncello:*

#### 1. Lower Division

The student must be able to play suitable scales, exercises, easier sonatas, and recital pieces.

#### 2. Upper Division

The student must be able to play the more difficult sonatas and representative concerti, as well as concert pieces from the standard classic and modern repertoire. Two years of ensemble playing required.

### *Organ:*

#### 1. Lower Division

The student must be able to play satisfactorily some of the easier sonatas, fugues, and concert pieces.

#### 2. Upper Division

Some of the larger works of Bach, representative concert pieces and sonatas required; knowledge of registration; ability to modulate at the keyboard.



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### *Composition:*

#### 1. Lower Division

The student must show unusual aptitude for theoretical courses, together with creative ability.

#### 2. Upper Division

The student must show ability to compose in the larger forms such as the sonata, fugue, etc., as well as in the shorter lyric forms of the song and short instrumental piece. The scoring of a composition for full orchestra is required.

### *Music Education:*

#### 1. Lower Division

The student must meet the requirements for admission to the upper division in some field of applied music and also be able to play simple piano accompaniments.

#### 2. Upper Division

The student must maintain a creditable record in all subjects included in the course of study outlined for majors in music education.

In addition to taking the required major subjects and music electives, all students, in consultation with their advisers, will select from academic courses the equivalent of five full courses in the Lower Division and six full courses in the Upper Division. They must also demonstrate a definite achievement in physical education. This will ordinarily be satisfied by participation in an approved physical activity each term.

## OUTLINE OF COURSES OF STUDY

### BACHELOR OF MUSIC DEGREE WITH INSTRUMENTAL MAJOR (PIANO, VIOLIN, 'CELLO, ORGAN, ETC.)

The courses shall include the following studies:

1. The study of applied music, consisting of two private lessons a week, during each of the years of residence.

2. Theoretical Music:

Lower	Harmony (104-105-106)
Division	Sight-singing and Dictation (107-108-109)
	Survey of Recorded Music (147-148-149)
	Advanced Harmony (214-215-216)
	Advanced Sight-singing and Dictation (217-218-219)
	History of Music (224-225-226)

## CONSERVATORY OF MUSIC

Upper 16th Century Counterpoint (301-302)  
Division Form and Analysis (306)  
Instrumentation and Orchestration (307-308-309)  
Conducting (314-315-316)  
Survey of Recorded Music (347-348-349)  
Canon and Fugue (401)

### 3. Music Electives:

Survey of German Lieder (327)  
Survey of Beethoven Pianoforte sonatas (328-329)  
Piano Pedagogy and Practice Teaching (334, 335)  
Analysis of Bach's "Mass in B Minor" (336)  
Analysis of "The Passion According to St. Matthew" by  
Bach (337)  
Analysis of "Die Walküre" by Wagner (338)  
Survey of Chamber Music (339)  
Advanced Conducting (414-415-416)

### 4. Minor Subject:

Applied music in a minor field may be taken by the piano major at the discretion of the adviser. Students majoring in string or wind instruments are expected to have or to acquire sufficient skill at the piano to enable them to perform music of moderate difficulty.

### 5. Academic Courses:

Approximately one-third of the total scheduled hours of the student's course of study will be devoted to subjects of general cultural value and will be selected in consultation with the student's adviser.

## BACHELOR OF MUSIC DEGREE WITH VOICE MAJOR

The courses shall include the following studies:

1. The study of voice, consisting of two private lessons a week, during each of the years of residence.

### 2. Theoretical Music:

Lower Harmony (104-105-106)  
Division Sight-singing and Dictation (107-108-109)  
Vocal Workshop (127, 128, 129)  
Survey of Recorded Music (147-148-149)  
Advanced Harmony (214-215-216)  
Advanced Sight-singing and Dictation (217-218-  
219)  
History of Music (224-225-226)  
Song Repertoire (227, 228, 229)



## CONSERVATORY OF MUSIC

Upper 16th Century Counterpoint (301-302)  
Division Form and Analysis (306)  
Instrumentation and Orchestration (307-308-309)  
Conducting (314-315-316)  
Survey of Recorded Music (347-348-349)

### 3. Music Electives:

Survey of German Lieder (327)  
Survey of Beethoven Pianoforte Sonatas (328-329)  
Analysis of Bach's "Mass in B Minor" (336)  
Analysis of "The Passion According to St. Matthew" by  
Bach (337)  
Analysis of "Die Walküre" by Wagner (338)  
Survey of Chamber Music (339)  
Canon and Fugue (401)  
Composition Seminar (405)  
Advanced Conducting (414-415-416)

### 4. Minor Subject:

Applied music in a minor field may be taken by the voice major at the discretion of the adviser. Students are expected to have, or to acquire, sufficient skill at the piano to enable them to play accompaniments of moderate difficulty. At least two years of vocal ensemble singing is also required.

### 5. Academic Courses:

Approximately one-third of the total scheduled hours of the student's course of study will be devoted to subjects of general cultural value, including two full years of foreign language, one of which is to be taken in the Lower Division. Entrance credit in language will not be counted.

## BACHELOR OF MUSIC DEGREE WITH COMPOSITION MAJOR

The courses shall include the following studies:

### 1. Theoretical Music:

Lower Harmony (104-105-106)  
Division Sight-singing and Dictation (107-108-109)  
Survey of Recorded Music (147-148-149)  
Advanced Harmony (214-215-216)  
Advanced Sight-singing and Dictation (217-218-  
219)  
History of Music (224-225-226)

Upper 16th Century Counterpoint (301-302)  
Division Form and Analysis (306)  
Instrumentation and Orchestration (307-308-309)  
Survey of Recorded Music (347-348-349)

## CONSERVATORY OF MUSIC

Canon and Fugue (401)  
Composition (391-392-393)  
Advanced Composition (491-492-493)

### 2. Music Electives:

Survey of German Lieder (327)  
Survey of Beethoven Pianoforte Sonatas (328-329)  
Analysis of Bach's "Mass in B Minor" (336)  
Analysis of "The Passion According to St. Matthew" by  
Bach (337)  
Analysis of "Die Walküre" by Wagner (338)  
Survey of Chamber Music (339)  
Conducting (314-315-316)  
Advanced Conducting (414-415-416)

### 3. Applied Music:

The student will continue the study of applied music throughout the four years of his course, whether or not the piano is the major instrument. A thorough knowledge of the pianoforte should be acquired and, if possible, the student should spend one term each in the study of three orchestral instruments, to include one from each section of the orchestra: strings, woodwinds, and brass.

### 4. Academic Courses:

Approximately one-third of the total scheduled hours of the student's course of study will be devoted to subjects of general cultural value and will be selected in consultation with the student's adviser.

## BACHELOR OF MUSIC DEGREE WITH MUSIC EDUCATION MAJOR

The courses shall include the following studies:

### 1. Theoretical Music:

Lower	Harmony (104-105-106)
Division	Sight-singing and Dictation (107-108-109)
	Survey of Recorded Music (147-148-149)
	Advanced Harmony (214-215-216)
	Advanced sight-singing and Dictation (217-218-219)
	History of Music (224-225-226)
Upper	16th Century Counterpoint (301-302)
Division	Form and Analysis (306)
	Instrumentation and Orchestration (307-308-309)
	Survey of Recorded Music (347-348-349)
	Conducting (314-315-316)



## CONSERVATORY OF MUSIC

Advanced Conducting (414-415-416)  
Elementary School Music Methods (311-312)  
Junior High School Methods (313)  
Secondary School Methods (Vocal) (411)  
Secondary School Methods (Theory and Music  
Appreciation) (412)  
Problems in School Music (413)

### 2. Music Electives:

Canon and Fugue (401)  
Composition Seminar (405)  
Survey of German Lieder (327)  
Survey of Beethoven Pianoforte Sonatas (328-329)  
Analysis of Bach's "Mass in B Minor" (336)  
Analysis of "The Passion According to St. Matthew" (337)  
Analysis of Wagner's "Die Walküre" (338)  
Survey of Chamber Music (339)

### 3. Applied Music:

In the Upper Division, the student is required to play simple piano accompaniments and to demonstrate at least a secondary advancement in applied music. Participation in some manner of public solo performance is a graduation requirement. The student who plans to enter the field of instrumental specialization is expected to demonstrate a high degree of performing ability on at least one orchestral instrument, and a practical knowledge of one from each major family of orchestral instruments. At least 45 term hours of applied music are required.

### 4. Academic Courses:

Courses to insure a broad general culture, and preparation for and in the experience of teaching, will be selected with the help of the student's adviser. The course of study, including observation and practice teaching, will meet the current requirements of the Florida State Department of Education for teacher certification. The equivalent of four full courses in education will be included.

## REQUIREMENTS FOR GRADUATION

Candidates for the Bachelor of Music degree or the Bachelor of Arts degree with a major in music will meet the requirements for admission to the Upper Division and for graduation outlined on pages 25-27.

## COURSES OF INSTRUCTION

*See page 47 for explanation of numbering of courses*

### MUSIC HISTORY AND LITERATURE

These courses are for music majors and other students with sufficient background. The lives and works of great composers will be

## CONSERVATORY OF MUSIC

studied and analyzed, with comparative analysis of both vocal and instrumental compositions. Assigned readings.

147f-148w-149s. SURVEY OF RECORDED MUSIC. A seminar designed to acquaint the student with the finest of recorded music in varied media. Emphasis is placed on listening. *One-hour Seminar.*

Carter

224f-225w-226s. HISTORY OF MUSIC. The study of the development of music from primitive times to the present. Correlation with general history; pictures, recordings, illustrative materials and outside reading. *Three-hour Seminar.*

A. Carlo

327f. SURVEY OF GERMAN LIEDER. (1953-54) *One-hour Seminar.*

Carter

328w. SURVEY OF BEETHOVEN PIANOFORTE SONATAS — Part I, (1953-54) *One-hour Seminar.*

Moore

329s. SURVEY OF BEETHOVEN PIANOFORTE SONATAS—Part II. (1952-53) *One-hour Seminar.*

Moore

336w. ANALYSIS OF BACH'S "MASS IN B MINOR". *One-hour Seminar.* (1953-54)

Rosazza

337f. ANALYSIS OF BACH'S "THE PASSION ACCORDING TO ST. MATTHEW." (1952-53) *One-hour Seminar.*

Rosazza

338w. ANALYSIS OF WAGNER'S "DIE WALKURE." (1952-53) *One-hour Seminar*

Carter

339s. SURVEY OF CHAMBER MUSIC. (1953-54) *One-hour Seminar.*

A. Carlo

347f-348w-349s. SURVEY OF RECORDED MUSIC. A seminar designed to acquaint the student with the finest of recorded music in varied media. Emphasis is placed on listening. Prereq. 147-148-149. *One-hour Seminar.*

Carter

### THEORY

104f-105w-106s. HARMONY. Presentation of the elements of music and their combination in simple and complex melodic and choral structures; dissonance, diatonic and chromatic, together with simple formal organization. Special emphasis on chorale style of J. S. Bach. *Three-hour Seminar.*

Carter

107f-108w-109s. SIGHT-SINGING AND DICTATION. Study of meter, development of rhythmic and melodic reading and dictation skill. Special emphasis on harmonic and contrapuntal dictation. Correlated with theory and study. *Three-hour Seminar.*

A. Carlo

214f-215w-216s. ADVANCED HARMONY. Continuation on higher level of 104-105-106. *Three-hour Seminar.*

Carter



## CONSERVATORY OF MUSIC

- 217f-218w-219s. **ADVANCED SIGHT-SINGING AND DICTATION.** Continuation on higher level of 107-108-109. *Three-hour Seminar.* A. Carlo
- 301f-302w. **SIXTEENTH CENTURY COUNTERPOINT.** Study of the history, the evolution of style, and the aesthetic and musical materials of liturgical music of the sixteenth century as reflected in the music of Palestrina. Practical application through the five species of counterpoint preparatory to composition in small forms to Latin texts. *Three-hour Seminar.* Carter
- 306s. **FORM AND ANALYSIS.** Summarizes the important style periods of music and emphasizes prominent composers. Special reference to the solution of formal problems by the individual composer and a survey of the orchestral and harmonic 'color typical of each. Analysis by the student. *Three-hour Seminar.* Carter
- 307f-308w-309s. **INSTRUMENTATION AND ORCHESTRATION.** A study of the various orchestral instruments. Practical work in arranging music for the different orchestral choirs and full symphony orchestra. Training in reading scores of great symphonic composers. *Two-hour Seminar.* A. Carlo
- 401f. **CANON AND FUGUE.** Practical application of contrapuntal devices and procedures of canon and fugue to original composition by the student. A survey of Bach's "Well-tempered Clavichord" preparatory to the detailed analysis of his "Musical Offering" and "Art of Fugue". *Three-hour Seminar.* Carter
- 405w. **COMPOSITION.** Survey of practical application of contrapuntal devices and procedures of canon and fugue to original composition by the student. *One-hour Seminar.* Carter
- 111f-112w; 111w-112s. **FUNDAMENTALS OF MUSIC.** For non-music majors. See page 70. *One-hour Seminar.* K. Carlo

### MUSIC EDUCATION

The elementary music education course includes psychology of public school music teaching, techniques and materials for the teaching of singing, music appreciation, rhythmic activities, instrumental instruction, and observation and practice teaching. The advanced music education course includes junior high and high school methods, choral and orchestral conducting, instrumental and vocal materials, organization and supervision of music in schools of various types, observation and practice teaching.

- 311f-312w. **ELEMENTARY SCHOOL MUSIC METHODS.** *Three-hour Seminar.* Nelson
- 313s. **JUNIOR HIGH SCHOOL METHODS.** *Three-hour Seminar.* Nelson

## CONSERVATORY OF MUSIC

- 411f. SECONDARY SCHOOL METHODS. (Vocal). *Three-hour Seminar.* Monsour, Nelson  
412w. SECONDARY SCHOOL METHODS. (Theory and Music Appreciation.) *Three-hour Seminar.* Monsour, Nelson  
413s. PROBLEMS IN SCHOOL MUSIC. *Three-hour Seminar.* Monsour, Nelson

### PIANO PEDAGOGY

A course for piano majors with special emphasis upon the principles of learning as applied to piano study, including comparative analysis of various approaches for the beginner; musical and pianistic development; teacher skills and techniques for private and group instruction; problems of program building, memorization, and performance.

- 334f. THEORY. *Two-hour Seminar.*  
335w. PRACTICE TEACHING. Prereq. 334. *One- or Two-hour Seminar.* Nelson

### COMPOSITION

Courses in composition evaluate traditional and contemporary practices in the use of harmonic color, and melodic and formal organization. Discussion is based largely upon the problems arising in the manuscripts of students.

- 391f-392w-393s. COMPOSITION. *Full Course.* Carter  
491f-492w-493s. ADVANCED COMPOSITION. *Full Course.* Carter

### CONDUCTING

The elementary course is designed to prepare the student in the basic elements in the art of conducting and to give him practical experience in the leading of group singing and the training and conducting of small vocal and instrumental groups.

The advanced course offers intensive work of a more advanced nature with both choral and instrumental groups, and is designed to acquaint the student with a considerable repertoire of material useful to anyone undertaking musical leadership in school, church, college, or community. Student-conducted programs are given during the year.

- 314f-315w-316s. CONDUCTING. *Two-hour Seminar.* Woodruff  
414f-415w-416s. ADVANCED CONDUCTING. *Two-hour Seminar.* Woodruff



## CONSERVATORY OF MUSIC

### VOICE

*Rosazza*

The voice department offers opportunity for occasional participation in small operatic scenes, appearance of advanced students with orchestral accompaniments, and participation in radio programs. The courses include development of vocal technique together with musicianly style in singing. The literature includes opera, oratorio, and art songs of the great composers.

121f, 122w, 123s. FIRST YEAR SINGING. *Four-hour Seminar.*

221f, 222w, 223s. SECOND YEAR SINGING. *Four-hour Seminar.*

321f, 322w, 323s. THIRD YEAR SINGING. *Four-hour Seminar.*

421f, 422w, 423s. FOURTH YEAR SINGING. *Full Course.*

127f, 128w, 129s. VOCAL WORKSHOP. A laboratory workshop dealing with the fundamentals of voice production and basic principles of singing. Required of all beginning voice students. *One-hour Seminar.* Rosazza

227f, 228w, 229s. SONG REPERTOIRE. A studio course designed to enrich the voice student's repertoire and to stimulate his progress through observation and practical experience in the studio. Required of all voice students. Prereq. 127, 128, 129. *One-hour Seminar.* Rosazza

181f, 182w, 183s, etc. APPLIED MUSIC (Voice). For non-voice majors. *One-hour Seminar.*

### PIANO

*Carter, Charmbury, Moore*

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.

131f, 132w, 133s. FIRST YEAR PIANO. *Full Course.*

231f, 232w, 233s. SECOND YEAR PIANO. *Full Course.*

331f, 332w, 333s. THIRD YEAR PIANO. *Full Course.*

431f, 432w, 433s. FOURTH YEAR PIANO. *Full Course.*

181f, 182w, 183s, etc. APPLIED MUSIC (PIANO). For non-piano majors. *Two-hour Seminar.*

## CONSERVATORY OF MUSIC

### STRINGED INSTRUMENTS

*Carlo, Fischer*

In violin the student will cover material selected from technical foundation work equivalent to Sevcik, Dounis, and Flesch; études from Kreutzer through Paganini, and the standard advanced solo repertoire of concerti, sonatas, and shorter compositions. Attention is placed on solo, ensemble, and orchestral aspects of violin playing.

- 141f, 142w, 143s. FIRST YEAR VIOLIN. *Full Course.*  
241f, 242w, 243s. SECOND YEAR VIOLIN. *Full Course.*  
341f, 342w, 343s. THIRD YEAR VIOLIN. *Full Course.*  
441f, 442w, 443s. FOURTH YEAR VIOLIN. *Full Course.*  
144f, 145w, 146s. FIRST YEAR VIOLA. *Full Course.*  
244f, 245w, 246s. SECOND YEAR VIOLA. *Full Course.*  
344f, 345w, 346s. THIRD YEAR VIOLA. *Full Course.*  
444f, 445w, 446s. FOURTH YEAR VIOLA. *Full Course.*  
151f, 152w, 153s. FIRST YEAR CELLO. *Full Course.*  
251f, 252w, 253s. SECOND YEAR CELLO. *Full Course.*  
351f, 352w, 353s. THIRD YEAR CELLO. *Full Course.*  
451f, 452w, 453s. FOURTH YEAR CELLO. *Full Course.*  
181f, 182w, 183s, etc. APPLIED MUSIC (VIOLIN, VIOLA, OR CELLO).  
For non-majors. *Two-hour Seminar.*

### WOODWIND INSTRUMENTS

*Johnston*

Students studying woodwind instruments will be preparing for professional work, either as teachers or performers, and as a consequence their courses of study will be arranged with this object in view. All advanced students will be expected to take part in as many ensemble groups as possible.

- 161f, 162w, 163s. FIRST YEAR WOODWIND.  
261f, 262w, 263s. SECOND YEAR WOODWIND.  
361f, 362w, 363s. THIRD YEAR WOODWIND.  
461f, 462w, 463s. FOURTH YEAR WOODWIND.

### ORGAN

*Siewert*

The courses are designed for the development of a facile technique, hymn playing, ability to perform representative concert



## CONSERVATORY OF MUSIC

works, a knowledge of registration, and ability to modulate at the keyboard.

171f, 172w, 173s. FIRST YEAR ORGAN. *Full Course.*

271f, 272w, 273s. SECOND YEAR ORGAN. *Full Course.*

371f, 372w, 373s. THIRD YEAR ORGAN. *Full Course.*

471f, 472w, 473s. FOURTH YEAR ORGAN. *Full Course.*

181f, 182w, 183s, etc. APPLIED MUSIC (ORGAN). For non-organ majors. *Two-hour Seminar.*

### COURSES FOR THE COMMUNITY

Courses in the Extension Division of the Conservatory of Music are open to non-college students, both children and adults. Students in this division have the use of the music library and are entitled to the student rate for all activities sponsored by the Conservatory. No college credit is allowed. All lessons are one half-hour unless otherwise stated. Students may begin lessons at any time.

Tuition rates for Community Courses are as follows:

	Single Lesson	1 lesson per week per term	2 lessons per week per term
PIANO—Katherine Carlo .....	\$3.00	\$30.00	\$55.00
PIANO—John Carter .....	4.00	38.00	70.00
PIANO—Walter Charnbury .....	4.00	38.00	70.00
PIANO—Sally Monsour .....	2.50	27.50	55.00
PIANO—Helen Moore .....	4.00	38.00	70.00
PIANO—Mary Nelson .....	3.50		40.00
(One class and one private lesson per week. 45 min.)			
VOICE—Michael Malis .....	3.00	33.00	—
VOICE—Ross Rosazza .....	4.00	38.00	70.00
VIOLIN and VIOLA—Alphonse Carlo ..	4.00	38.00	70.00
VIOLIN—Anne Lovell .....	2.00	20.00	40.00
(One hour lesson)			
VIOLONCELLO—Rudolph Fischer .....	2.50	27.50	55.00
ORGAN—Herman Siewert .....	4.00	38.00	70.00
FLUTE—Edna Wallace Johnston .....	2.50	27.50	55.00
THEORY and COMPOSITION—John Carter .....	3.50	35.00	67.00

Arrangements for these lessons may be made at the Conservatory office. Practice studio pianos and use of practice organ are available to students registered in the Extension Division as follows:

Use of piano, one hour per day, per term .....\$7.50

Use of organ, per hour ..... .25

Tuition rates for class courses are determined by the hours per week.

# THE ROLLINS COMMUNITY

## THE COLLEGE

### HISTORY AND ORGANIZATION

Rollins was founded sixty-five years ago under Congregational auspices to provide for Christian education in Florida, and is the oldest institution of higher learning in the State. Although un-denominational, it has steadfastly maintained the ideals of its heritage.

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. The first president was Dr. Edward Payson Hooker. Outstanding among other presidents were Dr. William Freemont Blackman who came to Rollins from the faculty of Yale University and Dr. George Morgan Ward who later became president of Wells College.

In 1925 Dr. Hamilton Holt, former editor of *The Independent* and world peace advocate, was elected president. His administration, covering twenty-four years, was marked by the adoption and development of the Conference Plan of Study and the Individualized Curriculum, as well as several other educational advances. During his term of office, Rollins College received more than \$4,300,000 for general expenses, endowment funds, equipment, and new buildings.



## THE COLLEGE

Pledges, including \$500,000 for a new library, brought the total to over \$5,000,000.

In May, 1951, as successor to Paul A. Wagner, who followed Dr. Holt, the Board of Trustees appointed Hugh F. McKean as acting President, Alfred J. Hanna as Vice President and John M. Tiedtke as Second Vice President and Treasurer. Under the leadership of this Interim Administration, the College opened in September, 1951, with a normal full time enrolment of 291 women and 312 men students, and the largest number of part time students in its history.

Rollins was the first college in Florida, as distinguished from the state institutions of higher learning, to be accredited by the Southern Association of Colleges and Secondary Schools. It is also fully recognized by the Florida State Department of Education and the New York State Department of Education.

Rollins is a coeducational undergraduate institution, offering no graduate work.

### LOCATION AND ENVIRONMENT

The City of Winter Park, the home 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 (62,000), which is served by the Eastern Air Lines and National Airlines companies.

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. The college campus borders on one of four lakes which 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.

### BUILDINGS AND EQUIPMENT

The main campus, consisting of approximately forty-five acres, is well shaded by pines, palms, 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 building program provides for an artistic grouping of residential and academic buildings, all of which show a strong Mediterranean influence in their design. Under this program Rollins has erected twenty-four new buildings during the past

## THE COLLEGE

twenty years as well as having acquired other properties by gift or purchase.

### THE MILLS MEMORIAL LIBRARY

The new \$525,000 Mills Memorial Library building was occupied in the fall of 1951. Presented through the generosity of the Davella Mills Foundation, this building, the largest on the campus, is designed to accommodate the growing library collection for years to come. The collection, at present, exceeds 81,000 volumes and 200,000 periodicals.

The spacious T-shaped building has two main floors in the public area, a full basement and a five-level, all-steel, air-conditioned book stack with a capacity of 150,000 volumes. Reading rooms and individual study desks, seating approximately 250 readers, are available on both floors. The reference room, which contains a carefully selected collection of encyclopedias and other reference materials needed in an undergraduate college, opens into a shaded patio for outside reading. Adjacent to the reference room are the attractively furnished newspaper and periodical lounge and the map and atlas room.

The reserve reading room, which has a capacity of 80 readers, and the browsing room are located on the second floor. Also on the second floor are the Rittenhouse, Whitman, and Woolson collections, the library of the Hispanic Institute, which contains several hundred volumes on Hispanic and Hispanic American Civilization, and the art reference picture collection of more than 7,500 mounted prints and photographs.

In the basement are two modern broadcasting studios, a microfilm and microcard reading room, a photostat laboratory and dark room, and a fifty-six capacity projection studio for the presentation of instructional films.

The Rare Books room on the main floor contains an outstanding Florida collection noted for its valuable and rare items of Floridiana. The Union Catalog of Floridiana is, by far, the most complete index on this subject in existence.

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

Carefully planned facilities in the Mills Memorial Library provide easy access to information contained on materials other than books. Students may view 16mm motion pictures, 35mm filmstrips and slides, and other projected materials shown with up-to-date equipment in a 56-seat projection studio. Since the studio contains a lecture platform and both a blackboard and a whiteboard, visual aids can be supplemented by personal instruction and discussion. Students may also read micro-cards and micro-films on simply operated, modern machines. A map-room that provides space for



## STUDENT ACTIVITIES

study of large maps, photostat equipment that makes possible the copying of documents and rare books, and numerous show cases and glassed display boards round out the audio-visual services of the Mills Memorial Library.

The Mills Memorial Library also administers the lending of films on deposit with the Inter-American Center of Rollins College. These 16mm sound films, many of which are in color, are lent for a small service charge and transportation costs to schools, clubs, educational and civic groups interested in disseminating information about the Americas and in creating a better understanding among the peoples of the Western Hemisphere.

### THE ROLLINS MUSEUMS

The Thomas R. Baker Museum of Natural Science, named in honor of its founder, has scientific study collections used in the instruction of students. At present, the museum has no public display.

The Beal-Maltbie Shell Museum with its famous collection of 80,000 shells occupies a specially designed building on the campus. The building is of Mediterranean architecture with red tile roof and is without windows in order to protect the colors of the rare and beautiful shells from daylight. The exhibit hall has overhead fluorescent lighting, and each display case has concealed fluorescent lamps which add greatly to the beauty of the exhibit. Few objects of Nature present so vast a variety of forms, such varied and beautiful designs, and so brilliant a display of colors as do the myriad shell fish known as mollusks. Many of the shells on display are noted for their rare beauty.

## STUDENT ACTIVITIES

### RELIGIOUS LIFE

Rollins College was founded under the auspices of the Congregational Churches. Although now non-sectarian, we still maintain the ideals of our heritage.

A religious program has three responsibilities: teaching, worshipping, and serving. The teaching responsibility is shared between the courses offered in the College and the services of the Chapel. The other responsibilities center in the program of the Knowles Memorial Chapel.

The services of worship are held in the Chapel Sunday mornings, on special days and in certain seasons of the Christian Year. In our services students participate in the conduct of worship, either as readers or as members of the Rollins Chapel Choir. Organ Vespers are usually held on Wednesdays during the winter season.

## STUDENT ACTIVITIES

Our Chapel Service Program is channelled through three student committees: Race Relations, Community Service, and International Relations.

The over-all Religious Program on the Rollins campus is carried on by the Dean of the Chapel and the Chapel Staff. The Staff is composed of the chairmen of the student committees, nine elected students, and two members of the faculty. The Dean of the Chapel is available for guidance and for conferences with students on religious problems.

All students are urged to join in the services of the churches in Winter Park: Baptist, Brethren, Congregational-Christian, Episcopal, Methodist, Roman Catholic.

## STUDENT GOVERNMENT

Cooperative Student Government. Student activities at Rollins College are administered 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 management of publications and other student activities, and the promotion of good fellowship and self-government.

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, four independent representatives, including at least one woman, all of whom must have been regularly enrolled for two terms; the Dean of Men and the Dean of Women.

## STUDENT PUBLICATIONS

STUDENT PUBLICATIONS UNION. 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:

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



## STUDENT ACTIVITIES

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 "R" BOOK is published by the Student Association to furnish entering students with information on the traditions, customs, and organizations of the College.

THE ROLLINS NEWSREEL is a student organization which combines photography, writing, and acting. The two main purposes are to make a motion picture history of important college functions and to produce a film showing the life at Rollins.

## 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 of each day are available for recreation and supervised instruction in physical activities in order to enable the students to participate in the sports in which they are particularly interested.

Rollins competes in the following inter-collegiate sports: baseball, basketball, crew, golf, swimming, and tennis. A full schedule of intramural sports is conducted under expert direction. These include intramural competition for men in basketball, crew, diamond-ball, touch-football, golf, swimming, tennis, and volleyball, and intramural competition for women in basketball, golf, tennis, riding, archery, swimming, volleyball, and softball.

It is of course understood that these activities are carried on in addition to the regular classes scheduled in physical education.

## SOCIETIES AND ORGANIZATIONS

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

THE THETA CHAPTER OF PHI BETA FRATERNITY, a music and dramatic art fraternity for women, was installed at Rollins in 1923.

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.

THE FLORIDA DELTA CHAPTER OF PI GAMMA MU, national social science honor society, was installed at Rollins in 1932.

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

## STUDENT ACTIVITIES

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.

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.

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 high scholastic work.

O.O.O.O. is a men's honorary organization, the purpose of which 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, a small honorary society for Upper Division women, was organized in 1935, for the purpose of recognizing balanced living and broad interests, and for encouraging further development in high scholarship, extra-curricular activities, generous citizenship, and integrity of character.

THE "R" CLUB is composed of letter men who have been awarded their "R" in some major sport. The purpose of the club is to promote sportsmanship, cooperation, and interest in athletics.

THE WOMEN'S ATHLETIC ASSOCIATION was organized to promote and foster the highest spirit of sportsmanship and cooperation among the girls. All women students automatically become members.

Those who have excelled in the field of athletics are granted membership in the Women's "R" Club.

THE ROLLINS SCIENTIFIC SOCIETY, organized by the undergraduate majors in Science in the fall of 1942, has as its purpose the bringing together of students interested in discussing and hearing about advancements within the several fields of science. Prominent scientists are invited to be present at the meetings to discuss developments in their particular field of science or the Fellows of the Society discuss significant research they are doing and report recent advances which have appeared in the various scientific journals.

THE ROLLINS PLAYERS, under the direction of the Theatre Arts Department, present a series of plays during the year in both the Annie Russell and Fred Stone Theatres. This organization is composed of students who have done outstanding work in dramatics. A point system for work accomplished in acting and



## STUDENT ACTIVITIES

stagecraft has been established as a basis for membership. Try-outs for the plays produced by The Rollins Players are open to all Rollins students with preference given to Theatre Arts majors.

LE CERCLE FRANCAIS is an organization, membership in which is open to those who have a working knowledge of French. It is affiliated with *La Fédération de l'Alliance Française aux États-Unis et au Canada*.

DER DEUTSCHE VEREIN is an organization, membership in which is open to those who have a working knowledge of German.

THE PAN-AMERICAN LEAGUE has for its purpose to encourage the young people of both our continents to build up a lasting friendship which will preserve, forever, peaceful relations and settle all differences around the conference table instead of by war; to unite in goodwill and to cultivate friendship and understanding and American solidarity among the twenty-one sovereign republics of the Western Hemisphere.

THE SPEECH SOCIETY is composed of students who are interested in improving their everyday ability to speak. To accomplish its aims of effective articulation and mastery of the spoken word, students deliver talks before the society at monthly meetings.

THE STUDIO CLUB provides an opportunity for students with artistic interests to meet for study and to further æsthetic appreciation.

MUSICAL ORGANIZATIONS are listed under Music Activities.

## GREEK LETTER ORGANIZATIONS

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

LAMBDA CHI ALPHA FRATERNITY

KAPPA ALPHA ORDER

SIGMA NU

DELTA CHI FRATERNITY

and the following local fraternities:

THE X CLUB

ALPHA PHI LAMBDA

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

GAMMA PHI BETA SORORITY

PHI MU FRATERNITY

PI BETA PHI FRATERNITY

CHI OMEGA FRATERNITY

ALPHA PHI FRATERNITY

KAPPA KAPPA GAMMA FRATERNITY

## STUDENT ACTIVITIES

### KAPPA ALPHA THETA FRATERNITY

The INDEPENDENT MEN and INDEPENDENT WOMEN include all students who are not members of a fraternity and enjoy the same privileges as the fraternities, competing with them in all intramural activities and participating in the student government.

## SERVICES AND REGULATIONS

### PHYSICAL EXAMINATIONS

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

If it seems advisable students must submit to a physical examination each year, given by the college physicians. A report giving special advice and recommendations when necessary will then be filed so that no student shall enter any activity for which he or she is not physically fit.

### STUDENT HEALTH SERVICE

The Student Health Service and treatment at the College Infirmary are services rendered by the College, not only for the care of the sick, but also for the protection of the well.

The Infirmary is intended only for the treatment of out patients or ambulatory patients, or of bed patients with minor illnesses. It does not offer treatment of major illnesses, chronic illnesses of a serious nature, or cases involving operation and hospitalization, and affords only temporary treatment in the case of serious accidents. In cases of this sort, the College will make such temporary arrangements as are necessary, but will in all cases notify the parents or guardians of the students, who must assume full responsibility. While a student would thus be confined to a hospital and not to the College Infirmary, he may have the college physicians treat him but would be expected to pay the college physicians privately for this treatment.

While students may be required to submit to a physical examination by the college physicians, no student is required to have the college physicians treat him but may seek medical advice and treatment from any physician of his own choosing, the expenses of which he himself shall bear. Upon entering the Infirmary, however, a student may receive treatment only from the Infirmary Physician, or from any member of The Orange County Medical Association with the approval of the college physician.

Because the Student Health Service and Infirmary are private, voluntary services rendered by the College, for which no charge above the general fee is made, the following financial arrangements are necessary:



## STUDENT ACTIVITIES

1. All prescriptions and medicines will be charged at cost.
2. No charge will be made for small items of equipment such as gauze bandages, cotton, etc., when kept in stock at the Infirmary.
3. No charge will be made for the first three days of confinement in the Infirmary. It is assumed that for any minor illness a stay of three days will be adequate. After three days, however, the College reserves the right to transfer a student to a hospital or to make a reasonable charge for a longer period of confinement in the Infirmary. This charge will be determined by the service and treatment given the patient.

The College does not undertake to furnish medical treatment during vacation periods, and the Infirmary will be closed at such times.

### DORMITORY AND COMMONS REGULATIONS

The Board of Trustees has adopted the following requirements for college 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, unless otherwise assigned by the Student Deans.
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 students who must remain in the freshman dormitory during the entire first year.
4. Only regularly enrolled undergraduate students may live in college dormitories without special written approval of the College Administration.

These regulations do not apply to the day students who live at home with their parents.

5. Alcoholic beverages may not be served at college functions on college property, in dormitories, or on any other college property. This regulation includes light wines and beer.

First-year women students must be in the dormitory at 10:00 P.M. except Friday (10:30 P.M.) and Saturday (11:00 P.M.); upperclass women students at 10:30 P.M. except Friday and Saturday (12 midnight).

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.

## MUSIC ACTIVITIES

### RESERVATION OF ROOMS

When the contingent deposit of \$25.00 is received from a boarding student a room is immediately reserved.

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 is held responsible for the condition of all equipment in his room. 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 with the permission of their parents and under the following regulations:

1. 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 on the front of the car.
2. All drivers shall be obliged to have a state driver's license before getting a number plate.
3. Every campus student's car shall carry personal liability and property damage insurance.
4. All accidents and cases of reckless driving shall be investigated by the Student-Faculty Traffic Committee.
5. Students who are on probation shall not be allowed to own and maintain a car.
6. Boarding students who receive scholarships or other financial aid on the basis of need shall not own and maintain a car on the Rollins campus. Exceptions will be made for students who use cars for business during the college year. 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.

## MUSIC ACTIVITIES

**ROLLINS CHAPEL CHOIR.** The choir of the Knowles Memorial Chapel 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. The choir participates in the Knowles Memorial Chapel services and sings in the annual Bach Festival of Winter Park. Auditions, which are held at the beginning of the college year, are open to all students matriculated in the College. One or two term hours of credit are granted for each term of satisfactory membership in the Choir.



## COMMUNITY 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 and original composition. Only students in the Upper Division are eligible for consideration for membership.

**THE STUDENT MUSIC GUILD,** comprised of students who are interested in promoting the musical welfare of the College, holds regular meetings and is active on campus in the sponsoring of recitals and other activities of musical worth.

**AFTER-DINNER SINGS.** An informal sing open to all students and directed by members of the conducting classes is held each Wednesday in Dyer Memorial after the evening meal.

**STUDENT RECITALS AND RADIO.** Formal and informal recitals are given throughout the college year by students of the Conservatory, and frequent opportunities are available for appearances on radio programs.

**FACULTY RECITAL SERIES.** Members of the Conservatory faculty present a series of concerts, including violin, piano, voice, and chamber music.

**ORGAN VESPER RECITALS.** During the greater part of the college year a weekly organ program is presented, with assisting soloists, on the beautiful three manual Skinner organ in the Knowles Memorial Chapel.

**THE SEVENTEENTH ANNUAL BACH FESTIVAL OF WINTER PARK.** The Bach Festival of Winter Park, consisting of a series of three programs by the Bach Choir of one hundred and thirty voices assisted by renowned Bach soloists, orchestra, and organ, will be held in March at the Knowles Memorial Chapel. The chorus, under the direction of Professor Harvey L. Woodruff, includes the Chapel Choir and selected singers from Central Florida communities. The orchestra is composed of artists from the well-known Central Florida Symphony, including the concertmaster and first-chair players. A special performance of the Mass in B Minor, or the Passion According to St. Matthew, will be given for students of colleges and high schools in the State of Florida by invitation of the Board of Trustees of the Bach Festival Society on a Saturday early in March.

## COMMUNITY ACTIVITIES

### PUBLIC SERVICE

In order to carry out the aim of Rollins College to render Spanish, art, music, and several series of lectures on topics of service to the communities and to the state, as well as to its undergraduate body, public lectures and addresses are offered by many

## COMMUNITY ACTIVITIES

of the members of the Rollins faculty. The topics covered have a wide range and include international relations, political theory, readings in English literature, scientific subjects, and musical programs. There is full cooperation with the public schools and social agencies.

### COURSES FOR THE COMMUNITY

In 1936, the College first presented an organized program of Adult Education. For several years the number of courses offered was somewhat limited. These included creative writing, Spanish, art, music and several series of lectures on topics of the day.

In 1951, the Adult Education Program was enlarged and renamed Courses for the Community. A number of adult courses, both credit and non-credit, is now offered to help fill the vocational, cultural, civic, and recreational needs of the community. These include a series of Education courses to enable Elementary school teachers to qualify for certification, and an extensive program of activities for young people, including junior theater, piano, junior choir, arts and crafts, and rhythmic.

A separate bulletin is available on the enlarged Courses for the Community program.

### MILITARY COURSES

In addition to the course "Orientation for the Armed Services" described elsewhere in the catalogue, Rollins offers courses in three neighboring air bases: Patrick Air Force Base in Cocoa, Naval Air Station at Sanford and Orlando Air Force Base.

Each course lasts sixteen weeks and offers credit for three semester hours. Under the armed forces program "Operation Bootstrap" the student pays one-fourth of the fee of ten dollars per semester hour and the remainder is paid by the armed services. If the student has educational privileges under the G. I. Bill of Rights, the cost is borne by the Veterans Administration.

Typical courses are: Spanish, English Composition, Algebra and Trigonometry, Analytic Geometry and Calculus, Business Law, and Social Psychology.

### The 479th SIRA Unit

Through an affiliation agreement with the Assistant Chief of Staff, G-12, Department of the Army, signed March 8, 1949, the 479th Strategic Intelligence (Research and Analysis) Unit was activated at Rollins College on November 1, 1950. The unit is directed administratively by the Commanding General, Third Army,



## COMMUNITY ACTIVITIES

and operationally by the Assistant Chief of Staff, G-2. Its purpose is to train students for service in the Army as Strategic Intelligence specialists and to undertake research projects for the Assistant Chief of Staff, G-2. The unit as a whole is ordered to active duty training in the Department of the Army for two weeks each summer. Qualified students are selected for assignment to and training in the unit and if there are vacancies available are recommended for commissions in the Organized Reserve Corps upon their graduation. The strength of the unit is three officers and three enlisted men, all members of the Organized Reserve Corps.

## ECONOMIC CONFERENCE

During the past seventeen years an Economic Conference has been one of the public features of the College. It is held annually, late in January or early in February. Sessions have been devoted to important economic, political, and industrial questions that are uppermost in the mind of the public, such as transportation, industrial relations, social security, taxation, the national budget, international trade, and world order and stability. Able authorities upon these questions have been secured to lead the discussions, which are followed by an open forum in which all participate. The conference is under the chairmanship of Dr. William Melcher.

## THE ROLLINS ANIMATED MAGAZINE

Unique among Rollins "periodicals" is the *Rollins Animated Magazine* published annually out-of-doors on the college campus 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."

## RADIO ACTIVITIES

The Rollins Chapel Choir usually broadcasts at least once a year over one of the national radio networks. In addition, programs produced on the campus that are considered representative of Rollins are broadcast over the local Orlando stations throughout the year. Rollins students studying radio broadcasting have also been part and full time announcers on the four Orlando stations.

Campus recording and broadcasting facilities are now available in two modern radio studios in the Mills Memorial Library. When the new station goes on the air in September of 1952, Rollins students will receive training in all phases of radio broadcasting, and will

## ALUMNI ACTIVITIES

make an even greater contribution to the radio listening of Central Florida.

### INTER-AMERICAN STUDIES AND ACTIVITIES

Inter-American studies and activities were inaugurated at Rollins by the late distinguished scholar Dr. E. C. Hills, during the Spanish American War when students from Cuba were accommodated on the campus to prevent the interruption of their studies. In the fall of 1942 these studies and activities were accelerated as a part of the war effort to stimulate interest in and disseminate information about Latin America. This program was placed on a permanent basis in 1944 with the establishment of Casa Iberia, Inter-American Center. Affiliation is maintained with the Council for Inter-American Cooperation, New York, with other Inter-American Centers throughout the United States and programs are developed in cooperation with the Department of State and with international, national, state, and local groups of similar purpose.

Emphasis is placed on courses of study for both undergraduates and adults in the Spanish language and literature, in the history of Spain, Portugal, and Latin America, and in lectures by specialists from both North and South America. Among the activities are programs of motion pictures in color and with sound, exhibits of art and handicrafts, conferences and discussion groups, as well as programs of music, drama, and radio. Printed materials are distributed to the public and to schools.

## ALUMNI ACTIVITIES

**THE ALUMNI ASSOCIATION.** The Rollins Alumni Association was founded in 1898 by the late 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.

**MEMBERSHIP IN ALUMNI ASSOCIATION.** Following the custom of other standard colleges, every student leaving Rollins after having completed one year of study automatically becomes an alumnus and a member of 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.

**GOVERNMENT.** In view of the rapid increase and wide distribution of the membership, the government of the Alumni Association was reorganized on a nationally representative basis in 1946. Twenty-five representative Alumni are elected annually by mail ballot to serve with officers of the Association as an Alumni Council in matters of policy.



## ALUMNI ACTIVITIES

**OFFICES.** An Alumni House, next to the Rollins Student Center, was built in 1941. The attractive lounge of this building provides a central and pleasant place on campus for alumni and student meetings. Up-to-date files are maintained on former students and a quarterly magazine, *The Rollins Alumni Record*, is published for and mailed to each alumnus on the Alumni Office mailing list.

**REUNIONS.** Alumni Day is celebrated each year on the Saturday nearest George Washington's birthday during Founders' Week. The annual business meeting of the Alumni Association and election of officers takes place then. Rollins alumni again assemble on Commencement morning in June to give a Sunrise Breakfast for the Senior Class, which is the oldest continuous tradition at Rollins College.

# ROLLINS PERSONNEL

## OFFICERS AND TRUSTEES

### OFFICERS

- WINTHROP BANCROFT, LL.B. . . . . *Chairman of the Board*  
HALSTED W. CALDWELL, E.M., L.H.D. . . . . *Secretary*  
HUGH FERGUSON MCKEAN, A.M., A.M. . . . . *Acting President*  
ALFRED JACKSON HANNA, A.B., L.H.D. . . . . *First Vice President*  
JOHN MEYER TIEDTKE, A.B., M.C.S. . . . . *Second Vice President*  
*and Treasurer*  
FREDERIC H. WARD, A.B. . . . . *Assistant Treasurer and Comptroller*

### TRUSTEES

#### TERMS TO EXPIRE IN 1952

- MRS. PAULA DOMMERICH SEIDENBURG . . . . . *Greenwich, Connecticut*  
ROGER SHAW, A.B., A.M., PH.D., LL.D. . . . . *Hartford, Connecticut*  
MRS. JEANNETTE GENIUS MCKEAN . . . . . *Winter Park, Florida*  
REGINALD T. CLOUGH, A.B.

*Jackson Heights, Long Island, New York*

- ELDRIDGE HAYNES . . . . . *New York, New York*  
\*MRS. REBECCA COLEMAN WILSON, A.B. . . . . *Winter Park, Florida*

#### TERMS TO EXPIRE IN 1953

- ROBERT W. STEPHENS, A.B. . . . . *Brooklyn, New York*  
\*HOWARD W. SHOWALTER, JR., A.B. . . . . *Winter Park, Florida*  
PAUL E. STILLMAN, A.B., LL.D. . . . . *Corona del Mar, California*  
MRS. FRANCES KNOWLES WARREN, L.H.D. . . . . *Boston, Massachusetts*  
ARTHUR SCHULTZ . . . . . *Winter Park, Florida*



## ADMINISTRATIVE AND EXECUTIVE STAFF

### TERMS TO EXPIRE IN 1954

HALSTED W. CALDWELL, E.M., L.H.D.	. . .	<i>Winter Park, Florida</i>
THOMAS PHILLIPS JOHNSON, A.B., LL.B.		<i>Pittsburgh, Pennsylvania</i>
OLCOTT DEMING, A.B., A.M.	. . . . .	<i>Washington, D. C.</i>
L. CORRIN STRONG, Ph.B., LL.D.	. . . . .	<i>Washington, D. C.</i>
*H. GEORGE CARRISON, A.B.	. . . . .	<i>Atlantic Beach, Florida</i>
WINTHROP BANCROFT, LL.B.	. . . . .	<i>Jacksonville, Florida</i>
MILLER WALTON, LL.B.	. . . . .	<i>Miami, Florida</i>
LOUIS W. INGRAM, A.B., A.M.	. . . . .	<i>Winter Park, Florida</i>

### EXECUTIVE COMMITTEE OF THE BOARD OF TRUSTEES

HUGH FERGUSON MCKEAN, <i>Chairman</i>		
HALSTED W. CALDWELL	H. GEORGE CARRISON	ARTHUR SCHULZ
HOWARD W. SHOWALTER, JR.	MILLER WALTON	
MRS. FRANCES KNOWLES WARREN		

\* Nominated by the Alumni

## ADMINISTRATIVE AND EXECUTIVE STAFF (1951-1952)

### ACADEMIC STAFF

HUGH FERGUSON MCKEAN, A.B., A.M.	. . . . .	<i>Acting President;</i> <i>Director, Morse Gallery of Art</i>
ALFRED JACKSON HANNA, A.B., L.H.D.	. . . . .	<i>First Vice President;</i> <i>Director of Inter-American Studies</i>
CHARLES STETSON MENDELL, JR., A.B., A.M.		<i>Acting Dean of College</i>
JOSEPH JUSTICE, A.B.	. . . . .	<i>Acting Dean of Men</i>
MARIAN VAN BUREN CLEVELAND, L.H.D.	. . . . .	<i>Dean of Women</i>
MARIAN HOXIE WILCOX	. . . . .	<i>Assistant Dean of Women</i>
THEODORE STANLEY DARRAH, B.S., S.T.B.		<i>Dean of Knowles Memorial Chapel</i>
DOROTHY IRENE KOEHLER, A.B.	. . . . .	<i>Registrar</i>
PAUL KRUSE, A.B., B.S. IN L.S.	. . . . .	<i>Librarian</i>
RHEA MARSH SMITH, A.B., A.M., PH.D.		<i>Assistant to the President</i>
CYNTHIA WILLIAMS EASTWOOD		<i>Administrative Secretary of the College</i>
JOHN OLIVER RICH, A.B., A.M.	. . . . .	<i>Director of Admissions</i>
JOHN WILLIAM SHANK, A.B., M.S. IN EDUC., PH.D.		<i>Associate Director of Admissions</i>
WILLIAM ROY SHELTON, JR., A.B.	. . . . .	<i>Director of Public Relations</i>
ROBERT H. AKERMAN, A.B.		<i>Assistant Director of Public Relations</i>
GEORGE SAUTE, Ph.B., A.M.		<i>Director of Courses for the Community</i>

## ADMINISTRATIVE AND EXECUTIVE STAFF

- HARVEY LEWIS WOODRUFF, B.Sc., M.A.  
*Director of the Conservatory*
- AURORA MCKAY, A.B.  
*Executive Secretary to the Alumni Association*
- HOWARD WILLIAM BAILEY, A.B.  
*Director of the Annie Russell Theatre*
- DONALD SIMPSON ALLEN, A.B., A.M.  
*Director of the Fred Stone Theatre*
- JEANNETTE GENIUS MCKEAN  
*Director of Exhibitions, Morse Gallery of Art*
- PAUL ANTHONY VESTAL, A.B., A.M., PH.D. . *Director of the  
Thomas R. Baker Museum of Natural Science and the  
Beal-Maltbie Shell Museum*
- DOROTHY C. T. DAVIS . *Curator of the Beal-Maltbie Shell Museum*

## FINANCIAL AND BUSINESS STAFF

- JOHN MEYER TIEDTKE, A.B., M.C.S. . . *Second Vice President;  
Treasurer and Business Manager*
- FREDERIC H. WARD, A.B. . *Assistant Treasurer and Comptroller*
- CHLOE M. LYLE . . . . . *Cashier*
- HAROLD MUTISPAUGH, B.S. . . . . *Purchasing Agent*
- GEORGE C. CARTWRIGHT, *Superintendent of Buildings and Grounds*
- GEORGE H. CARTWRIGHT, E.E. . . *Assistant Superintendent of  
Buildings and Grounds*
- CHARLES E. MAYS . . . . *Manager of the College Commons*
- JAMES GREGG . . . . . *Manager of the Rollins Center*

## SECRETARIAL AND OTHER STAFF

- CLARA B. ADOLFS, A.B. . *Assistant and Secretary to the Dean  
of Knowles Memorial Chapel*
- WARREN W. AVERILL . . . . . *Assistant, Treasurer's Office*
- HALSTED W. CALDWELL, JR., A.B. . . . . *College Postmaster*
- VIRGINIA R. CHENEY, A.B. . . . . *Assistant, Admissions Office*
- DELLA F. DAVIS, A.B. . . . . *Assistant, Registrar's Office*
- MARGARET W. DETTMAR . . . . . *Assistant, Alumni Office*
- RUTH FAIRCHILD . . . . . *Secretary to the Student Deans*
- CLAIRE W. KENT . . . . *Executive Secretary of the Conservatory*
- A. LEONA LYLE . . . . . *Secretary to the Cashier*
- MARY E. MCQUATERS . *Recorder and Secretary to the Registrar*
- HELEN E. PATTERSON . . . . . *Assistant, Registrar's Office*
- ALICE E. PEEL, A.B. . . . . *Secretary to the Treasurer*
- GEORGIA PHILLIPS . . . . . *Secretary of Special Services*
- MARILYN SHEPHERD . . . . . *Secretary to the Acting President*
- OLIVE L. SPEIDEN . . . *Registrar, Rollins Museum of Living Art*
- HELEN STOTLER . . . . . *Bookkeeper*
- MARJORY P. TRIPP . . . *Secretary to the Admissions Committee*





## FACULTY

- EDWIN OSGOOD GROVER *Professor Emeritus of Books*  
 B.L., Dartmouth College; Litt.D., L.H.D. (1926;1942)
- HERMAN FERMAIN HARRIS *Professor Emeritus of English*  
 A.B., Ped.B., A.M., University of Missouri; Litt.D. (1924;1941)
- ARTHUR KNOWLES HUTCHINS *Professor Emeritus of Voice*  
 Mus.D. (1944;1952)
- JOSEPH DARLING IBBOTSON *Librarian Emeritus*  
 A.B., A.M., Hamilton College; Litt.D. (1942;1946)
- HARRY RAYMOND PIERCE *Professor Emeritus of Speech*  
 B.O., M.O., Sp.D. (1929;1942)
- VIRGINIA ROBIE *Professor Emeritus of Art*  
 Museum of Fine Arts, Boston; Certificate, Art Institute, Chicago  
 (1927;1944)
- ANNA BIGELOW TREAT *Registrar Emeritus*  
 A.B., Smith College (1927;1948)

\* \* \*

- ROBERT HOWARD AKERMAN *Instructor in English*  
 A.B., Rollins College (1952;1952)
- DONALD SIMPSON ALLEN *Professor of Theatre Arts;*  
*Director of the Fred Stone Theatre*  
 A.B., A.M., Ohio Wesleyan University (1934;1945)
- BENJAMIN AYCRIGG *Instructor in Speech and English*  
 A.B., Rollins College (1950;1950)
- HOWARD WILLIAM BAILEY *Professor of Theatre Arts;*  
*Director of the Annie Russell Theatre*  
 A.B., University of North Carolina (1938;1945)
- JAMES EDGAR BELL *Visiting Professor of Chemistry*  
 B.S., University of Chicago; Ph.D., University of Illinois (1945;1945)
- UDOLPHO THEODORE BRADLEY *Professor of History*  
 A.B., Princeton University; A.M., Ph.D., Cornell University  
 (1933;1942)
- ELIZABETH CAMERON *Assistant Professor of Art*  
 A.B., Rollins College; B.L.S., Pratt Institute; St. Louis School of  
 Fine Arts (1937;1944)
- ANGELA PALOMO CAMPBELL *Professor of Spanish; Director of*  
*Casa Iberia; Chairman of the Division*  
*of Foreign Languages*  
 B.A., Instituto del Cardenal Cisneros, Madrid; A.M., Wellesley College  
 (1936;1944)
- MARC THADDEUS CAMPBELL, JR. *Circulation Librarian*  
*(Assistant Professor)*  
 B.S., Pennsylvania State Teachers College, Clarion; A.M., George  
 Peabody College for Teachers (1951;1951)
- MARIAN VAN BUREN CLEVELAND *Dean of Women (Professor)*  
 L.H.D. (1940;1941)
- MARIE WAGNER COBB *Professor of English*  
 B.S., A.M., Ph.D., New York University (1946;1950)
- THEODORE COLLIER *Visiting Professor of History*  
 A.B., A.M., Hamilton College; Ph.D., Cornell University; L.H.D.  
 (1945;1945)



## FACULTY

- WILLIAM ABBOTT CONSTABLE *Associate Professor of English*  
M.A., University of Edinburgh (1943;1945)
- THEODORE STANLEY DARRAH *Dean of Knowles Memorial Chapel;*  
*Professor of Religion*  
B.S., S.T.B., Harvard University (1947;1947)
- NINA OLIVER DEAN *Associate Professor of English*  
A.B., Mississippi State College for Women; A.M., Columbia University  
(1943;1947)
- \*WILBUR DORSETT *Assistant Professor of Theatre Arts*  
A.B., A.M., University of North Carolina (1946;1948)
- SARA JANE DORSEY *Instructor in Physical Education for Women*  
B.S., Rollins College (1948;1948)
- WALTER PRICHARD EATON *Visiting Professor of Drama*  
(*Winter Term*)  
A.B., Harvard University; A.M., Yale University (1952;1952)
- ADOLPHUS ROSS EVANS *Associate Professor of Business*  
*Administration*  
B.A.E., University of Florida; M.S., Columbia University; C.P.A.  
(1949;1949)
- RUDOLPH FISCHER *Associate Professor of French and German*  
A.B., University of Basle; A.M., Rollins College; Gymnasiallehrer  
Staatsexamen, University of Basle; Diplômes pour l'Enseignement  
du Français des Universités d'Aix-Marseille et de Poitiers (1940;1946)
- WILLIAM EDWARDS FORT, JR. *Professor of Philosophy*  
*and Psychology*  
B.S., Georgia Institute of Technology; A.M., Ph.D., Duke University  
(1941;1946)
- ROYAL WILBUR FRANCE *Professor of Economics*  
A.B., George Washington University; A.M., Hamilton College; LL.D.,  
L.H.D. (1929;1929)
- GEORGE WILLARD FREEMAN *Assistant Professor of Business*  
*Administration (Winter Term)*  
D.B.S. (1947;1947)
- MARION TOULMIN GAINES, III *Instructor in Theatre Arts*  
*and Speech*  
A.B., University of Florida (1948;1948)
- NORMAN EVERETT GILBERT *Visiting Professor of Physics*  
A.B., A.M., Wesleyan University; Ph.D., Johns Hopkins University  
(1945;1945)
- EDWIN PHILLIPS GRANBERRY *Irving Bacheller Professor*  
*of Creative Writing*  
A.B., Columbia University; Litt.D. (1933;1940)
- EUGENIE MARIE YVONNE GRAND *Assistant Professor of French*  
A.B., Rollins College (1930;1944)
- ALICE MCBRIDE HANSEN *Order Librarian (Assistant Professor)*  
A.B., Vassar College; B.L.S., Columbia University School of Library  
Service; Ed.M., Harvard University (1951;1951)
- GLADYS STANALAND HENDERSON *Reference Librarian*  
*(Assistant Professor)*  
A.B., Hardin-Simmons University; B.S. in L.S., Louisiana State  
University (1943;1946)

\*Absent on leave 1951-1952

## FACULTY

- RALPH THEODORE HUNTLEY *Associate Professor of Physics*  
 A.B., Oberlin College (1946;1946)
- CHARLES EDWARD IRONSIDE *Visiting Professor of Economics  
 and Sociology*  
 M.A., Aberdeen University; Ph.D., Columbia University (1951;1951)
- STUART BURKE JAMES *Instructor in English*  
 A.B., Rollins College (1950;1950)
- EDWARD FRANCIS JONES *Professor of Mathematics*  
 B.S., C.E., Manhattan College (1922;1922)
- JOSEPH JUSTICE *Acting Dean of Men; Assistant Professor  
 of Physical Education*  
 A.B., Rollins College (1946;1951)
- CLYDE VERNON KELLY, JR. *Instructor in Golf*  
 A.B., Rollins College (1951;1951)
- \*CLARENCE WENDELL KING *Associate Professor of Sociology*  
 A.B., A.M., Ph.D., Yale University (1946;1949)
- DOROTHY IRENE KOEHLER *Registrar (Assistant Professor);  
 Secretary of the Faculty*  
 A.B., Woman's College of the University of North Carolina (1948;1951)
- PAUL KRUSE *Librarian (Associate Professor)*  
 A.B., John Fletcher College; B.S. in L.S., University of Illinois  
 (1951;1951)
- JAMES MCDOUGALL *Instructor in Tennis*  
 (1947;1947)
- JOHN WITHERSPOON McDOWALL *Professor of Physical Education;  
 Director of Athletics; Chairman of the Division  
 of Health and Physical Education*  
 B.S., North Carolina State College; M.S., Duke University (1929;1949)
- FLORA LINDSAY MAGOUN *Assistant Professor of Business  
 Education; Chairman of the Division of Economics  
 and Business Administration*  
 A.B., Wellesley College; A.M., Columbia University (1935;1945)
- WILLIAM MELCHER *Professor of Business Administration*  
 A.B., Drury College; A.M., Harvard University; Ph.D., University of  
 Wisconsin; LL.D. (1934;1934)
- CHARLES STETSON MENDELL, JR. *Acting Dean of the College  
 Professor of English*  
 A.B., Dartmouth College; A.M., Harvard University (1936;1951)
- AINSLIE BURKE MINOR *Assistant Professor of Spanish*  
 A.B., Marietta College; A.M., Ph.D., Princeton University (1945;1945)
- CONSTANCE ORTMAYER *Professor of Sculpture*  
 Graduate, Royal Academy of Vienna and Royal Academy Master  
 School (1937;1947)
- AUDREY LILLIAN PACKHAM *Professor of Education;  
 Chairman of the Division of Human Relations*  
 B.S. in Educ., Florida State College for Women; A.M., Columbia  
 University (1930;1947)
- FLEETWOOD PEEPLES *Director of Aquatic Sports*  
 (1922;1922)

*\*Absent on leave 1951-52*



## FACULTY

- FLORENCE PETERSON *Visiting Professor of Economics*  
(*Winter Term*)  
A.B., Ohio Wesleyan University; A.M., University of Wisconsin  
(1952;1952)
- RICHARD CHARLES PLUMER *Visiting Instructor in Business*  
*Administration*  
A.B., Dartmouth College; LL.B., Harvard Law School (1949;1949)
- JOHN OLIVER RICH *Director of Admissions (Assistant Professor)*  
A.B., Rollins College; A.M., Johns Hopkins University (1949;1949)
- JAMES HERSHEY RUSSELL *Professor of Psychology*  
A.B., Allegheny College; A.M., Columbia University; Ph.D., Indiana  
University (1947;1947)
- GEORGE SAUTE *Professor of Mathematics; Director of*  
*Courses for the Community*  
Ph.B., A.M., Brown University (1943;1946)
- JOHN WILLIAM SHANK *Visiting Associate Professor*  
*of Educational Psychology (Winter Term)*  
A.B., Ottawa University; M.S. in Educ., Ph.D., Northwestern Uni-  
versity (1951;1952)
- GARDNER SHARPE *Assistant Professor of Economics*  
A.B., Cornell University; M.B.A., Harvard University (1947;1947)
- WILLIAM ROY SHELTON, JR. *Assistant Professor of English;*  
*Director of Public Relations*  
A.B., Rollins College (1950;1950)
- BERNICE CATHERINE SHOR *Associate Professor of Biology*  
B.S., M.S., Rollins College (1926-1944)
- FREDERICK WINFIELD SLEIGHT *Instructor in Anthropology*  
(*Winter Term*)  
A.B., University of Arizona (1947;1952)
- RHEA MARSH SMITH *Professor of History*  
A.B., Southern Methodist University; A.M., Princeton University;  
Ph.D., University of Pennsylvania (1930;1942)
- NATHAN COMFORT STARR *Professor of English;*  
*Chairman of the Division of English*  
A.B., A.M., Ph.D., Harvard University; B.A., M.A., Oxford University;  
Litt.D. (1941;1944)
- WENDELL CORNELL STONE *Professor of Philosophy*  
A.B., Pomona College; Ph.D., Yale University; LL.D. (1933;1941)
- STANLEY DOUGLAS TASKER *Associate Professor of Art*  
B.A.E., School of the Art Institute of Chicago (1951;1951)
- COLETTE VAN BOECOP *Visiting Lecturer and Professor of*  
*French Civilization*  
License de Philosophie, faculté de Paris; Agrégation de Lettres A  
and B (license et agrégation) de Français littérature, philologie,  
phonétiques, Université d'Amsterdam (1942;1943)
- RICHARD HOWARD VERIGAN *Instructor in Theatre Arts*  
B.S., Rollins College (1945;1949)
- PAUL ANTHONY VESTAL *Professor of Biology; Director of*  
*the Thomas R. Baker Museum of Natural Science*  
*and the Beal-Maltbie Shell Museum;*  
*Chairman of the Division of Science*  
A.B., Colorado College; A.M., Ph.D., Harvard University (1942;1949)

## FACULTY

- †DONALD CHAMBERLAIN VINCENT *Instructor in Journalism*  
(Fall Term)  
(1945;1945)
- RALPH WALDO WAGER *Associate Professor of Chemistry*  
A.B., M.S., Emory University; Ph.D., University of Illinois  
(1948;1948)
- ALEXANDER WAITE *Professor of Psychology*  
A.B., University of South Carolina; M.Ed., Ph.D., Duke University  
(1937;1942)
- \*WILLIAM BISHOP WHITAKER *Professor of Speech*  
A.B., St. Cloud Teachers College; A.M., Northwestern University;  
Ph.D., University of Wisconsin  
(1946;1949)
- MARIAN HOXIE WILCOX *Assistant Dean of Women*  
(Assistant Professor)  
(1931;1951)
- FLORENCE RUTLEDGE ABEL WILDE *Associate Professor of Art*  
Normal Art Diploma; graduate in design and graduate in illustration,  
Pratt Institute; foreign study  
(1944;1949)
- BARBARA PARSONS ZEIGLER *Instructor in Modern Dance*  
(Winter Term)  
(1950;1950)
- A.B., Rollins College

## CONSERVATORY OF MUSIC

- HARVEY LEWIS WOODRUFF *Director of the Conservatory of Music;*  
*Associate Professor of Music Education; Choirmaster of*  
*Knowles Memorial Chapel*  
B.Sc., New York University; A.M., Columbia University; graduate  
study, Rutgers University, Westminster Choir College  
(1949;1949)
- ALPHONSO CARLO *Associate Professor of Violin and Viola*  
Graduate, Teacher's Diploma, and post-graduate study, Juilliard School  
of Music; graduate, National Orchestral Association, New York City  
(1942;1944)
- KATHERINE CARLO *Instructor in Theory and Piano*  
Graduate, Institute of Musical Art, Juilliard School of Music; pupil  
in piano of Carl M. Roeder; study at Yale Summer School of Music;  
piano with Bruce Simonds  
(1942;1949)
- JOHN CARTER *Professor of Theory and Composition and Piano;*  
*Chairman of the Division of Expressive Arts*  
B.M. in Composition, Rollins College; graduate work, Juilliard School  
of Music; pupil of Roy Harris in composition and musicology; pupil  
in piano of Muriel Kerr, Alton Jones, James Friskin; coached in  
German lieder by Coenraad Bos  
(1938;1949)
- WALTER CHARMBURY *Professor of Piano*  
Artist Diploma, Peabody Conservatory; graduate study with Isidor  
Philipp, Paris Conservatoire; pupil of Ernest Hutcheson  
(1939;1945)
- RUDOLPH FISCHER *Instructor in Violoncello*  
Teacher's Diploma, Musikschule und Konservatorium, Basel, Switzer-  
land  
(1940;1946)

\*Absent on leave, 1951-1952

†Resigned December, 1951



## FACULTY

- SALLY ALICIA MONSOUR *Instructor in Music Education*  
 B.M., Manhattanville College of the Sacred Heart; A.M., Columbia  
 University (1951;1951)
- HELEN MOORE *Professor of Piano*  
 B.M., University of Illinois; Mus.D.; graduate fellowship, Juilliard  
 School of Music; Diplôme d'Execution, Conservatoire Americain,  
 Fontainebleau; pupil of Isidor Philipp, Olga Samaroff, James Friskin,  
 Harold Bauer (1928;1945)
- MARY JARMAN NELSON *Assistant Professor of Music Education*  
 B.M. in piano, Queens-Chicora College; graduate study, University  
 of California, University of South Carolina, University of Montana;  
 pupil in piano of Guy Maier (1947;1948)
- JOHN ROSS ROSAZZA *Assistant Professor of Voice*  
 B.M., Westminster Choir College; graduate study, Conservatoire  
 Americain, Fontainebleau; Conservatoire National de Musique, Paris  
 (1950;1950)
- HERMAN FREDERICK SIEWERT *Professor of Organ;*  
*Organist of Knowles Memorial Chapel*  
 F.A.G.O., Mus.D.; graduate, Guilman Organ School; diploma, Con-  
 servatoire Americain, Fontainebleau; pupil of William C. Carl and  
 Marcel Dupré (1923;1945)

### ADDITIONAL INSTRUCTIONAL STAFF

- BARBARA ANN BAILEY *Instructor in Sociology*  
 A.B., University of Illinois; M.S.W., Washington University  
 (1951;1951)
- MARION SWAN BEAKLEY *Assistant in Piano, Courses*  
*for the Community*  
 A.B., Carnegie Institute of Technology; diploma, Conservatoire  
 Americain, Fontainebleau; pupil of Robert Casadesus (1951;1951)
- OLIVER KNIGHT EATON *Consultant on American Institutions*  
 A.B., Allegheny College; LL.D. (1951;1951)
- JOHN THOMAS FAULS *Instructor in Psychology, Off-Campus*  
*Courses, U.S. Military Bases*  
 A.B., Harvard University (1951;1951)
- WILLARD MERRILL HALL *Consultant on American Institutions*  
 B.S., United States Military Academy (1951;1951)
- ROBERT HARE, JR. *Instructor in Mathematics, Off-Campus*  
*Courses, U.S. Military Bases*  
 A.B., DePaul University; A.M., Indiana University (1951;1951)
- LOUISE MANLEY HOLLENBECK *Instructor in Accounting, Off-*  
*Campus Courses, U.S. Military Bases*  
 B.S., Memphis State College; M.S., University of Tennessee  
 (1951;1951)
- HELEN JANE HOOD *Assistant in Piano, Courses for the Community*  
 A.B., B.M., Rollins College (1951;1951)
- EDNA WALLACE JOHNSTON *Associate Professor of Flute,*  
*Courses for the Community*  
 B.M., Rollins College; graduate study, Eastman School of Music  
 (1925;1951)
- HERBERT ANTHONY JORDAN *Instructor in Psychology,*  
*Off-Campus Courses, U.S. Military Bases*  
 B.S., Sam Houston State Teachers College (1951;1951)

## FACULTY

- EMILIA EULALIA KNIGHT *Instructor in Spanish, Courses for the Community*  
(1945;1945)
- HELEN KNOX *Consultant on Economics (Winter Term)*  
A.B., University of Texas (1952;1952)
- JOANNE LADUE *Instructor in Theatre Arts, Courses for the Community*  
A.B., A.M., Mills College (1951;1951)
- ANNE LOVELL *Instructor in Violin, Courses for the Community*  
B.M., Rollins College (1951;1951)
- VIOLA LUDWICK *Instructor in Education*  
(1951;1951)
- MICHAEL MALIS *Instructor in Voice, Courses for the Community*  
B.M., Rollins College; A.M., Columbia University (1952;1952)
- JOHN MARTIN *Consultant on International Relations*  
B.S., University of London; LL.D. (1929;1929)
- MARION MARWICK *Assistant in Piano, Courses for the Community*  
Associate, Toronto Conservatory of Music; graduate study with Alberto Guerrero and Myrtle Rose (1951;1951)
- JAMES FREDERICK MORIARTY *Instructor in Russian, Courses for the Community*  
B.S., C.E., The Citadel (1951;1951)
- EDITH ROSE SCHULZ *Instructor in Art, Courses for the Community*  
A.B., Rollins College (1951;1951)
- WILLIAM ROY SHELTON, SR. *Instructor in English, Off-Campus Courses, U.S. Military Bases; Courses for the Community*  
A.B., Trinity College (now Duke University); LL.B., University of North Carolina (1952;1952)
- PHYLLIS SIAS *Assistant in Piano, Courses for the Community*  
A.B., Boston University; graduate study, École Normale de Musique, Paris (1943;1943)
- ANNA NORTON WHEELER *Instructor in Equitation*  
(1937;1944)

### MILITARY CONSULTANTS FOR ORIENTATION FOR THE ARMED SERVICES

- LIEUTENANT GENERAL GEORGE H. BRETT, USAF, RET.  
LIEUTENANT GENERAL LEWIS H. BRERETON, USAF, RET.  
VICE ADMIRAL ALLAN R. McCANN, USN, RET.  
BRIGADIER GENERAL HENRY A. BARBER, JR., USA  
BRIGADIER GENERAL JOHN F. EGAN, USAF, RET.  
BRIGADIER GENERAL JAMES F. MORIARTY, USMC, RET.  
COLONEL RICHARD C. BABBITT, USA, RET.

### LIBRARY STAFF

- PAUL KRUSE, A.B., B.S. IN L.S. . . . . *Librarian*  
GLADYS S. HENDERSON, A.B., B.S. IN L.S. . . . . *Reference Librarian*  
ELIZABETH CAMERON, A.B., B.L.S. . . . . *Art Reference Librarian*  
MARC T. CAMPBELL, B.S., A.M. . . . . *Circulation Librarian*  
ALICE MCB. HANSEN, A.B., B.L.S., ED.M. . . . . *Ordering*



## FACULTY

MIRIAM NICHOLSON, A.B. . . . .	<i>Cataloguing</i>
AILEEN PAUL . . . . .	<i>Circulation and Reference Assistant</i>
LOUISE ROBINS . . . . .	<i>Circulation and Reference Assistant</i>
AIDA JOHNS . . . . .	<i>Circulation Assistant</i>
LORENA GRAHAM . . . . .	<i>Typist</i>

## GRADUATE ASSISTANTS

JULIET H. MASON, A.B. . . . .	<i>Research Curator, The Thomas R. Baker Museum of Natural Science and the Beal-Maltbie Shell Museum</i>
MARJORIE JANET PATTON, A.B. . . . .	<i>Physical Education</i>

## UNDERGRADUATE ASSISTANTS

FRANK D. SHERWOOD EVANS . . . . .	<i>Biology</i>
RAYMOND HARRISON RYDER, JR. . . . .	<i>Biology</i>
RALPH FREDERIC SEIDEL . . . . .	<i>Biology</i>
DONALD RAY WORK . . . . .	<i>Biology</i>
BARBARA JEANNE MACK . . . . .	<i>Biology</i>
ROBERT PETER NEUHAUS . . . . .	<i>Chemistry</i>
JOHN PAUL SHELTON . . . . .	<i>Chemistry</i>
ELIZABETH CAMILLE WILLIAMS . . . . .	<i>Chemistry</i>

## ORIENTATION FOR THE ARMED SERVICES

1ST LT. JOHN DEGREVE, USA
2ND LT. DAVID REDDING, USAF
CWO RALPH SNYDER, USA
M/SGT. RICHARD SYDNOR, USAF
T/S RICHARD F. EAGLE, USA
T/S HAL SUIT, USA

## STUDENT HEALTH SERVICE AND INFIRMARY

MEREDITH MALLORY, A.B., M.D., D.Sc. . . . .	<i>College Physician</i>
WALTER BAILEY JOHNSTON, B.S., M.D. . . . .	<i>Infirmary Physician</i>
EDITH NICHOLAS, R.N. . . . .	<i>Head Nurse</i>
ELIZABETH PLUMMER, R.N. . . . .	<i>Assistant Nurse</i>

## CONSULTING PHYSICIANS

DUNCAN T. MCEWAN, M.D. . . . .	<i>Surgery</i>
JOHN R. CHAPPELL, M.D. . . . .	<i>Surgery</i>
LOUIS M. ORR, II, B.S., M.D. . . . .	<i>Urology</i>
H. A. DAY, B.S., M.D. . . . .	<i>Gynecology</i>
CHARLES JOSEPH COLLINS, M.D. . . . .	<i>Gynecology</i>
HEWITT JOHNSTON, M.D. . . . .	<i>Ophthalmology and Otolaryngology</i>
HOLLIS C. INGRAM, B.S., M.D., . . . . .	<i>Ophthalmology and Otolaryngology</i>
RICHARD H. WALKER, JR., B.S., M.D. . . . .	<i>Orthopedic Surgery</i>

# DEGREES AND AWARDS

## DEGREES CONFERRED

FEBRUARY 18, 1950

ROBERT MAYNARD HUTCHINS—*Doctor of Laws*

JUNE 1, 1950

### *Bachelor of Arts*

Robert Howard Akerman <i>with Distinction in Philosophy</i>	Charles Blaisdell Dawson
James Bruce Anderson	Mary Davron DeLano
Louis Rexroat Anderson	Andoni Luis deUresti
Robert Wellman Arbogast	Jon Edith deUresti
Julian Ray Arnold	Mary Bland Dew
Richard Hall Bailey	Arthur Livingstone Dorsey, Jr.
Ricardo Balbiers	Robert Frey Draughon
Glenn Hugh Barrington	Theodore Evans Emery, Jr.
James Bruce Bartlett	Kendrick Elwell Fenderson, Jr.
James Lewis Bedortha	John Edward Fitzgerald
Jack Wentworth Belt	Mary Parker Flanders
Hartland John Allen Bennett	George Lewis Franklin
Paul Lee Bissell	Nathan Friedland
Sally McDowall Blake	Nancy Jane Fry
Dorothea Bufalino Blakemore	Carol Lee Gehr
Milton Hugh Blakemore	John Junior Genz
Thomas George Blakemore	Richard Ward Glatthar
Katherine Susan Bowen	Jeane Elizabeth Hagan
Robert William Boyle	Mary Legere Haley
Charles Woodsworth Brakefield	Harold Stanley Hamblen
Elizabeth Ann Brelsford	Betty Carolyn Hammer
Macy Brenner	Harry Hancock
Hubert Ellsworth Brown	John Ballard Hannum
John Hiram Heywood Brown	Beverly Jane Hanson
*Herman Lester Brumley	Robert Orville Harland
Mary Jacqualine Bullock	Gail Elizabeth Hastings
Virginia Pearl Butler	Harry Dice Hegler
Gracellen Butt	Sally Louise Hidey
Gerard Prosper Cabrié	Rachel Louise Holden
Oscar Worth Cashwell, Jr.	Robert Stewart Hopps
Barbara Marie Cavicchi	Franklin Louis Horch
Virginia Robinson Cheney	Paul Arnold Howell
Ralph Virgil Chisholm	Connie Grace Hubbard
Guy F. Colado	Daniel Boone Hudgens
Nathan Norman Copeland	Genevieve Wright James
David Walton Cramp	George Willard Johnson, Jr.



## DEGREES AND AWARDS

Neil Justice	Richard Clark Podmore
Ann Elizabeth Knight	Joseph Popeck
Richard Francis Knott, Jr.	Carol Ann Posten
James Robert Kuykendall	Vincent Anthony Rapetti
Wilson William Landley	<i>with Distinction in French</i>
Herbert Peter LeFevre	Robert Baker Riggs
Jeannette Webman Levy	Harris Rubin Rodenbaugh
Myron Homer McBryde	Martha Louise Rowsey
Cameron Huntington	Jack Tarleton Sayers
MacCardell	Richard Saylor
David Jameson McCreery	Peter Burrill Sholley
David Henry McKeithan, Jr.	Everts Sargent Sibbersen
Elizabeth Ann Mackenzie-Reid	Harold Eugene Simmons
Robert Ellsworth McManigle, II.	Joseph Philip Simonaro
James Eaglesham McMenemy	Elizabeth Abbott Smith
Patricia Estelle May	Eugene Taft Smith
Francis Charles Mayer	James Stokes Smith
David Wallace Meifert	Duane Bruce Somers
Richard John Meifert	Joan Margaret Steinmetz
James Foxworthy Mellon	Clarence Kenneth Stone
Bettie Lee Merrell	Patricia Eleanor Sutliff
Betty Joan Mikkelson	Arthur Walter Swacker, Jr.
Henry Shelton Moody, Jr.	Edgar Arthur Swindle
George W. Mooney	Fred Marsh Taylor
Mona Lou Morris	Edgar Hall Tennis
Clara Jane Mosack	Pierre Dutasta Thompson
Marcia Anne Mulholland	Robert Witten Van Hoose
Thomas Eugene Mullen	Nancy Lee Van Zile
<i>with Distinction</i>	Walter Ernest Vincent, Jr.
Gerald Ross Murphy	Marilyn Lee Walker
Nancy Lankford Neide	Virginia Estes Walker
Nancy Bishop Palmer	Patricia Ann Warren
Gloria Jean Parker	William Watts Wharton, Jr.
Marjorie Janet Patton	Jolie Alexander Wheeler
Gus Peeples	Wiley Roy Whidden
Patricia Van Sickle Peeples	John Stedman Whitmire
Joseph Daniel Peoples	Billie Dean Williams
William Shepherd Pittman, Jr.	

### *Bachelor of Science*

John Lawrence Brown, Jr.	Thomas Alton Hagood
Donald Malcolm Cobb	Leo J. Lister
Vincent Joseph Covello	Nellie Roselyn McCormick
Hugh C. Davis	James Pascal Martin, Jr.
Henry Ragland Gooch	James William Ogilvie, Jr.
Edwin Phillips Granberry, Jr.	<i>with Distinction</i>
Mary Jo Gunter	Bartow Tucker Robbins

## DEGREES AND AWARDS

Yarda Carlson Salario  
William Warren Schafer  
Frank Shelton Scott

William Rodger Smythe, Jr.  
*with Distinction in Mathematics*  
George Minard Spencer

### *Bachelor of Music*

Hilda Margaret Bell  
(Voice)  
Sara Joanne Byrd  
(Piano)  
Vincent Harold Gehr  
(Music Education)  
Jeannette Webman Levy  
(Piano)  
Anne Lovell  
(Music Education and Violin)

William Oliver Madsen  
(Piano)  
Mary Louise Sinclair  
(Voice)  
Catharine Elizabeth Sorey  
(Voice)  
Joyce Collins Yeomans  
(Piano)

\*Diploma withheld until the completion of certain academic work.

### FEBRUARY 26, 1951

JOHN HAYNES HOLMES—*Doctor of Humanities*  
PAUL HOWARD DOUGLAS—*Doctor of Literature*  
THOMAS STANLEY MATTHEWS—*Doctor of Literature*

### JUNE 1, 1951

#### *Bachelor of Arts*

Carolyn Louise Alfred  
Wilson Frank Allen, Jr.  
Howell DeWitt Baggary, Jr.  
Harry Alexander Baldwin  
William James Bazley  
Clarke Berdan  
Virginia Brooks Berdan  
Liston Donneal Bochette, Jr.  
Lucy Lea Bright  
Don Eugene Brinegar  
Frances Burnet Brown  
Kenneth Starr Brown  
James Andrew Bryson  
Lacy Norman Catledge  
Joan Champion  
Shirley Elizabeth Christensen  
Pauline Elizabeth Clark  
Della Fay Davis  
John Ray DeWerd, Jr.  
Lewis Merton Duke, Jr.  
Josephine Anne Dunn  
Daniel Wilbur Eastwood, Jr.  
James Trebing Edens

John Cheney Ellerbe  
Joanne Kathleen Endriss  
Peter Thorp Fay  
Virginia Viola Fischbeck  
Betty Salisbury Fleming  
William Frangus  
Ronald Lyle Frymire  
Betty June Garrett  
Lee Gibson  
Luis Manuel Gonzalez  
Charlotte Ann Greene  
Alexander George Gregory  
Arthur Emory Gregory, Jr.  
Ann Marilyn Groves  
Cornelia Hall  
James Ray Hendrix  
Gretchen Herpel  
Russell Jay Hoffman, Jr.  
Helen Jane Hood  
Kenneth Neil Horton  
Warren Harding Horton  
Carolyn Virginia Hughes  
Eleanor Elaine Hummel



## DEGREES AND AWARDS

<p>James Edward Imand Doris Louise Jensen Joan Camille Joerns Wilbur Eugene Johnson Lois Ina Johnston Kathlyn Ann Keller Clyde Vernon Kelly, Jr. James Andrew Kelly Leonard Weightman Kitts Charles William Knecht †Hubert Theodore Leibfarth, Jr. Damon Lyons Jack Alfred McCauslin Robert Arthur McCue Carolyn Jean Maass John Frederick Mehlek, III Robert Warren Miller Mary Lou Mills Vernon Richard Morgan <i>with Distinction</i> Edwin Raymond Motch, III George Seese Munson Henrietta Lou Nemeroff Lolita Nicholis Marjorie Mae Norris <i>with Distinction in History</i> Edmund Ralph Okoniewski Janet Elinor Olson Lois Anne Paxton John Dwight Phillips Frank Anthony Polak Mariel Linda Riddle Warren Howard Rieders Henry Brittingham Roberts, Jr. Charles Kaminski Robinson, Jr.</p>	<p>Robert Lee Robinson Walter Randall Roose, Jr. Betty Zane Rowland Stanley Rockhill Rudd William Frederick Sanders Corky Hobbs Scarborough Irma Helen Schaefer Edith Rose Schulz Pauline Ruth Schwing Roger Dean Scudder Elsie Babbitt Shaw Sarah Mason Shute Carol Edith Smith Gale Smith Norman Will Smith Stanley Wilbur Smith Valerie Stanley Stacy Clyde Elbert Stevens Frank Richard Stockton Dorothy Ann Stone Joseph Carr Swicegood Wilson Thomas Tate Norma Jean Thaggard Joe Dan Trigg Maud Detmar Trismen Ann Lewis Turley Mary Jane Urban Lawrence Reith Wagner Randolph St. George Walker Carol Grimes Wesley Patricia Ann Wheaton Mary Elizabeth White Dallas Scott Williams Robert Stewart Witherell William John Wittbold</p>
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### *Bachelor of Science*

<p>Paul Franklin Anderson Elaine Marie Brackett Alton Osborne Forehand William Robert Gordon James Max Grulke</p>	<p>Richard Lynn Johnson <i>with Distinction in Chemistry</i> Mark Orlando Lambert Francis Joseph Natolis Howard Crowther Wieland</p>
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### *Bachelor of Music*

<p>Jacqueline Jeannette Biggerstaff (Music Education) Shirley Elizabeth Christensen (Music Education)</p>	<p>Helen Jane Hood (Music Education) Iris Esther Johnson (Piano)</p>
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## DEGREES AND AWARDS

Frederick Dunham McFalls (Violin)	Jeannine Gaynor Romer (Piano)
Fred McFeely Rogers (Composition) <i>with Distinction</i> †Deceased.	Mary Jo Wagner (Voice)

1949-50

### HONORS AND AWARDS

1950-51

#### *Elected to Phi Society*

Paul Raymond Binner  
Phyllis Jeanne Brettell  
Hester Ashmead Davis  
Helen Kate Demetrelis  
Marian Eberson  
Betty June Garrett  
Norbett Lawrence Mintz  
Robert Peter Neuhaus  
William Rich Pierce  
Phyllis Joan Rick

#### *The General Reeve Awards for Scholarship*

Robert Howard Akerman	Richard Lynn Johnson
Thomas Eugene Mullen	Marjorie Mae Norris
James William Ogilvie, Jr.	Robert Lee Robinson
Vincent Anthony Rapetti	Fred McFeely Rogers
William Rodger Smythe, Jr.	Maud Detmar Trisman

#### *Algernon Sydney Sullivan Medallion*

Hamilton Holt	George Hammond Sullivan
Hugh Cuthbert Davis	
Henry Ragland Gooch	
Jack Tarleton Sayers	

#### *Order of the Libra Cup*

Carol Ann Posten	Ann Lewis Turley
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#### *Omicron Delta Kappa Award*

Kendrick Elwell Fenderson, Jr.

#### *Chi Omega Social Science Award*

Mona Lou Morris	Marjorie Mae Norris
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#### *Gamma Phi Beta Economics Prize*

Elizabeth Ann Mackenzie-Reid	Ann Lewis Turley
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## DEGREES AND AWARDS

### *The General Reeve Essay Contest*

James Bruce Anderson	Derek Dunn-Rankin
Paul Lee Bissell	David Estes
Gordon Baine Clark	Jack Alfred McCauslin
Charles Blaisdell Dawson	*Raymond Daryl McMullin II
*Jack Alfred McCauslin	Norbett Lawrence Mintz
Harold Price McKinney	Walter Randall Roose, Jr.

\* Winner of the Hamilton Holt Gold Medal

### *Zeta Alpha Epsilon Book Prize*

William Rodger Smythe, Jr.	Richard Lynn Johnson
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### *Thomas R. Baker Memorial Prize*

Richard Lynn Johnson	Robert Peter Neuhaus
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### *The Phi Beta Awards*

#### *Music*

Sara Joanne Byrd	Shirley Elizabeth Christensen
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#### *Theatre Arts*

Virginia Estes Walker	Betty June Garrett
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### *Pi Beta Phi Dramatics Prize*

Nancy Lee Van Zile	Jerome Stuart Clark
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### *Theta Alpha Phi Award*

Natalie Grace Merritt	Lynne Jacquelyn Bailey
Raymond Reedy Waln	Anthony Perkins

### *The Tiedtke Award*

Nathan Friedland	Leonard Weightman Kitts
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### *The Hiram Powers Memorial Prizes for Art*

Harry Alexander Baldwin	William Watts Wharton, Jr.
Leonard Weightman Kitts	

## DEGREES AND AWARDS

### *The Rose Mills Powers Memorial Prizes for Poetry*

- (Gordon Baine Clark  
*First* (Richard Ward Glatthar  
*Second* (Paul Lee Bissell  
(Marilyn Louise Briggs  
*Third* (Harold Price McKinney  
(Edgar Hall Tennis  
(Wiley Roy Whidden

### *The Howard Fox Literature Prize*

Gordon Baine Clark

### *O.O.O.O. Trophy*

Arthur Delano Enyart

### *Phi Mu Athletic Trophy*

Nancy Lankford Neide                      Doris Louise Jensen

### *The O'Brien Intramural Trophy*

Kappa Kappa Gamma                      Independent Women

### *The J. Gordon Clerk Intramural Trophy*

X Club    X Club

### *Campus Sing*

Delta Chi    Delta Chi  
Phi Mu    Phi Mu

### *Scholarship Trophy*

Alpha Phi Lambda                                      Alpha Phi Lambda  
Phi Mu    Phi Mu



# SUMMARY OF ENROLMENT

Fall Term 1950-51

## GEOGRAPHICAL DISTRIBUTION OF STUDENTS

ALABAMA	5	MISSISSIPPI	3
ARKANSAS	1	MISSOURI	5
CALIFORNIA	8	NEBRASKA	2
COLORADO	2	NEW HAMPSHIRE	5
CONNECTICUT	19	NEW JERSEY	24
DISTRICT OF COLUMBIA	7	NEW YORK	40
DELAWARE	2	NORTH CAROLINA	11
FLORIDA	233	OHIO	29
GEORGIA	15	OKLAHOMA	3
ILLINOIS	43	PENNSYLVANIA	20
INDIANA	17	RHODE ISLAND	2
IOWA	2	SOUTH CAROLINA	7
KANSAS	1	SOUTH DAKOTA	1
KENTUCKY	11	TENNESSEE	13
LOUISIANA	2	TEXAS	3
MAINE	5	VERMONT	3
MARYLAND	5	VIRGINIA	5
MASSACHUSETTS	20	WEST VIRGINIA	8
MICHIGAN	23	WISCONSIN	17
MINNESOTA	4	HAWAII	1

## FOREIGN COUNTRIES

COLOMBIA	1	IRAN	2
COSTA RICA	1	ITALY	1
DOMINICAN REPUBLIC	1	MEXICO	1
EGYPT	1	PHILIPPINE ISLANDS	1

## GENERAL SUMMARY FOR FALL TERM 1950-51

WOMEN STUDENTS	300	TOTAL ENROLMENT	*636
MEN STUDENTS	336		

\* This includes 13 unclassified students taking courses for credit on the Rollins campus.

Fall Term 1951-52

## GEOGRAPHICAL DISTRIBUTION OF STUDENTS

ALABAMA	2	MISSISSIPPI	3
ARKANSAS	2	MISSOURI	5
CALIFORNIA	5	NEW HAMPSHIRE	2
COLORADO	1	NEW JERSEY	14
CONNECTICUT	12	NEW YORK	55
DELAWARE	1	NORTH CAROLINA	12
DISTRICT OF COLUMBIA	6	OHIO	31
FLORIDA	273	OKLAHOMA	2
GEORGIA	9	PENNSYLVANIA	19
ILLINOIS	49	RHODE ISLAND	1
INDIANA	13	SOUTH CAROLINA	5
KANSAS	1	SOUTH DAKOTA	1
KENTUCKY	7	TENNESSEE	13
LOUISIANA	1	TEXAS	2
MAINE	6	VERMONT	2
MARYLAND	10	VIRGINIA	4
MASSACHUSETTS	20	WEST VIRGINIA	3
MICHIGAN	22	WISCONSIN	14
MINNESOTA	3	HAWAII	1

## FOREIGN COUNTRIES

BRAZIL	1	IRAN	1
CANADA	1	JAPAN	1
CHILE	1	MEXICO	2
COLOMBIA	1	PHILIPPINE ISLANDS	1
COSTA RICA	1	PUERTO RICO	1
EGYPT	1	VENEZUELA	1
FRANCE	1		

## GENERAL SUMMARY FOR FALL TERM 1951-52

WOMEN STUDENTS	326	TOTAL ENROLMENT	*646
MEN STUDENTS	320		

\* This includes 43 unclassified students taking courses for credit on the Rollins campus.

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