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Rollins College

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ROLLINS

COLLEGE

BULLETIN

ANNUAL CATALOGUE

1941-1942



ANNUAL CATALOGUE OF ROLLINS COLLEGE

1941 . 57th YEAR . 1942

WITH ANNOUNCEMENTS FOR 1942-1943



WINTER PARK, FLORIDA

←* THE ROLLINS CAMPUS LOOKING TOWARD KNOWLES MEMORIAL CHAPEL
AND LYMAN AND GALE HALLS

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:

GENERAL INTERESTS, EDUCATIONAL PROGRAM

President or Dean of the College

ENTRANCE CREDITS, ACADEMIC MATTERS, REQUESTS

FOR LITERATURE *Dean of the College or Registrar*

ADMISSIONS* *Director of Admissions*

MEN STUDENTS—PERSONAL WELFARE AND HOUSING . *Dean of Men*

WOMEN STUDENTS—PERSONAL WELFARE AND HOUSING
Dean of Women

FINANCES *Treasurer of the College*

CONSERVATORY OF MUSIC *Director of the Conservatory*

ALUMNI *Alumni Secretary*

EMPLOYMENT OF SENIORS AND ALUMNI . . . *Alumni Secretary*

* A New York office of admissions is under the direction of Miss Marita Stueve, 212 Station Place, Mt. Vernon, New York, telephone Hillcrest 3887, or c/o Harold F. Strong Corporation, 60 East 42nd Street, New York City.

ROLLINS COLLEGE BULLETIN

Vol. XXXVII

FEBRUARY, 1942

No. 3

Issued Quarterly; Admitted as Second-class Matter at Winter Park, Florida, Post Office, under Act of Congress of July, 1894.

FOREWORD

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

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

In 1908 Rollins was given retiring grants for professors by the Carnegie Foundation, although no professor is receiving a Carnegie pension at the present time. It was the first college in Florida, as distinguished from the state institutions of higher learning, to receive membership in the Southern Association of Colleges and Secondary Schools. The College is also fully recognized by the Florida State Department of Education and the New York State Department of Education.

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

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

- The Southern Association of Colleges and Secondary Schools.*
- The Association of American Colleges.*
- The American Council on Education.*
- The Florida Association of Colleges and Universities.*
- The National Association of Schools of Music.*

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

Rollins College is on the approved list of the *American Association of University Professors*.

This Catalogue supersedes all previous issues



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ROLLINS COLLEGE

Winter Park, Florida

1942 CALENDAR 1942

JANUARY							FEBRUARY							MARCH							APRIL							
Sa	Mo	Tu	We	Th	Fr	Sa	Sa	Mo	Tu	We	Th	Fr	Sa	Sa	Mo	Tu	We	Th	Fr	Sa	Sa	Mo	Tu	We	Th	Fr	Sa	
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11	12	13	14	15	16	17	15	16	17	18	19	20	21	15	16	17	18	19	20	21	12	13	14	15	16	17	18	
18	19	20	21	22	23	24	22	23	24	25	26	27	28	22	23	24	25	26	27	28	19	20	21	22	23	24	25	
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3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	23	24	25	26	27	28	29	
31																					30	31					

SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER							
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1943 CALENDAR 1943

JANUARY							FEBRUARY							MARCH							APRIL								
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31																													

MAY							JUNE							JULY							AUGUST						
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SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER						
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5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	
							31																				

COLLEGE CALENDAR

1942

- March 23, Monday; 8:30 a.m. *Spring Term Opens*
May 26, Tuesday *Meeting of the Board of Trustees*
May 31, Sunday *Baccalaureate*
June 4, Thursday *Commencement*

SUMMER VACATION

- September 24, Thursday; 4:00 p.m. *Meeting of Faculty*
September 24-29, Thursday (evening) to Tuesday
 Orientation Week Exercises, Entrance Examinations, and Registration of New Students
September 30, Wednesday *Registration of Former Students*
November 26, Thursday *Thanksgiving Day*
December 16, Wednesday; 12:45 p.m. *Fall Term Ends*

CHRISTMAS RECESS

1943

- January 4, Monday; 8:30 a. m. *Winter Term Opens*
February 17, Wednesday; 10:00 a. m.
 Meeting of the Board of Trustees
February 19, Friday; 4:00 p. m. *Bachelor Short Story Contest*
February 20, Saturday *Alumni Day*
February 21, Sunday; 2:30 p. m., *Literary Vespers, "Rollins Animated Magazine", Vol. XVI, No. 1*
February 22, Monday *Founders' Day*
 10:00 a. m., *Convocation*
March 18, Thursday; 12:45 p. m. *Winter Term Ends*
March 22, Monday; 8:30 a. m. *Spring Term Opens*
May 25, Tuesday *Meeting of the Board of Trustees*
May 30, Sunday *Baccalaureate*
June 3, Thursday *Commencement*

SUMMER VACATION

- September 23, Thursday; 4:00 p. m. *Meeting of Faculty*
September 23-28, Thursday (evening) to Tuesday
 Orientation Week Exercises, Entrance Examinations, and Registration of New Students
September 29, Wednesday *Registration of Former Students*

COLLEGE CALENDAR

COLLEGE OFFICES

Offices of the President, the Dean, the Student Deans, the Registrar, the Treasurer, and the Director of Admissions are located in Carnegie Hall. Office hours are from 10:00 a. m. to 12:30 p. m., except Sunday, and from 1:30 to 4:30 p. m., except Saturday and Sunday.

Offices of the Director of Public Relations, Director of Publicity, and the Purchasing Agent, are in Pinehurst Hall. Office hours are from 9:00 a. m. to 12:30 p. m., except Sunday, and from 1:30 to 5:00 p. m., except Saturday and Sunday.

The Alumni Office, Placement Service, and Post Office are in the Rollins Center. Office hours are from 9:00 a. m. to 12:30 p. m., except Sunday, and from 1:30 to 5:00 p. m., except Saturday and Sunday.

The Conservatory, located in Sparrell Hall, has office hours from 10:00 a. m. to 12:30 p. m., except Sunday, and from 2:00 to 4:30 p. m., except Saturday and Sunday.

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 can be seen during this time only by special appointment made in advance.

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

INDIVIDUALIZING EDUCATION

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

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

CONFERENCE PLAN

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

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

ACHIEVEMENT PLAN

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

INDIVIDUALIZING EDUCATION

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

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

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

The Achievement Plan virtually abolishes the four class categories of freshmen, sophomores, juniors, and seniors and creates instead a Lower Division and an Upper Division. Likewise, the criterion of accomplishment has replaced the conventional system of credits based upon time, the only requirement being that the student must have satisfactorily completed work which is generally understood in the educational world as being the equivalent of a four-year college course. Every entering student will go first into the Lower Division, remaining there as long as necessary.

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

INDIVIDUALIZING EDUCATION

designed to enable a student to obtain a broad knowledge in several fields and yet fit himself for later specialization in some one field.

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

The requirements for graduation are also individualized. The Rollins degree is no longer evaluated in terms of courses, credit hours, points, or terms of residence. The College does, however, keep records of the work accomplished by students and provides such records for students who need them for transfer to professional or graduate schools. Instead of a grading system of letters or percentages, Rollins has substituted a statement by the instructor indicating the accomplishment of the student, his apparent intellectual ability, and his degree of application to the subject. The only requirement dealing with length of residence, other than the fact that no student will be granted a degree, regardless of work done elsewhere, in less than one year of residence at Rollins, two terms of which must be spent in the Upper Division, is that a candidate for a degree must succeed in gaining admission to the Upper Division of the College within a period of three years.

INTEGRATED COURSE PLAN

Four years ago the Faculty Committee on Educational Survey recommended that a program of integrated survey courses be made available to the students. The Committee took as its premise the first principle of the Conference Method: that education should be an active rather than a passive process.

In the Lower Division, integrated courses have been arranged wherein certain knowledge that is deemed essential is presented to the student. The pattern of these courses is designed to develop in the student the ability to correlate the facts which he gathers. This correlation of essential knowledge leads to the integration of ideas and beliefs and this integration of ideas and beliefs is the ground from which an effective philosophy of life may grow. In this process, the collective discussions of the conference plan stimulate the student to think clearly and objectively.

To carry out this plan three new Lower Division courses were

INDIVIDUALIZING EDUCATION

introduced: one in the *Sciences*, one in *Human Affairs*, and one in the *Humanities*. The course in the Sciences lasts for one year, and includes the fundamental principles of astronomy, geology, physics, chemistry, and biology. The type of training offered has for its purpose the early incorporation of the scientific method into the structure of the student's thinking and the development of a sense of the relationships existing between the facts acquired in the various fields. The student, however, may meet the science requirement by taking a one-year course in any of the sciences, including mathematics.

As to the other two courses, the student, after taking an introductory course of one term, chooses between the alternative of a four-term course in Human Affairs, or a four-term course in the Humanities. The introductory term course, to be taken by everyone, is designed to assist the student in making the necessary academic and social adjustments to college life. The course in Human Affairs deals with the social and economic aspects of contemporary governmental problems, local, national, and international, and traces the historical bases for these problems. The alternative course in the Humanities presents the historical development of ideas as illustrated in world literature and the fine arts.

The two courses converge in the sixth term, in which a synthesis or philosophical integration of all the preceding work is attempted. The student thus covers six terms or two full years, in either of the two alternative courses.

In addition, a parallel course called *Foundation English* is offered, lasting for two years. This course stresses the rudiments of clear and concise expression for its own sake and in relation to the material offered in the integrated courses.

Finally, instructors in philosophy and in music and the fine arts are called upon from time to time to indicate the philosophical bases of the connections revealed in the other courses and to supply illustrative examples of specific levels of cultural development.

Near the end of his sixth term in the Lower Division, the student comes before the Upper Division Board to show whether he is capable of integrating all of his Lower Division work, including the fields covered in his elective as well as his integrated courses. The work in the Upper Division is specialized as under the Achievement Plan.

These new integrated courses were offered for the first time in the fall of 1939. A student entering Rollins College may now satisfy the Lower Division requirements by taking these integrated courses, with Foundation English, or he may choose the Achievement Plan, which has been in operation since 1931.

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.

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

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

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

APPLICATION PROCEDURE

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

APPLICATION FOR ADMISSION. Students desiring admission to Rollins College should send for an *Application for Admission* blank. This should be filled out by the prospective student and mailed to the Director of Admissions of the College, with the application fee of \$10.00. This fee is paid only once by any student and is not refundable except in the case of an applicant who has completed the application procedure and has been refused admission by the College. A small photograph or snapshot is a necessary part of the application.

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

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

RECORD OF SECONDARY SCHOOL CREDITS. The *Secondary School Credits* blank is sent to the principal of the secondary school from which the student has graduated. This transcript must show the number of weeks during which each subject was studied, the number

ADMISSION OF STUDENTS

of recitation periods each week, and the length of the period, together with the grade received.

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

PERSONAL INTERVIEW. A *Personal Interview* with a representative of the College will be required whenever possible. Miss Marita Stueve is in charge of the New York Office and available for interviews in the New York and Philadelphia areas. She can be reached at 212 Station Place, Mt. Vernon, New York, telephone Hillcrest 3887, or at the Harold F. Strong Corporation, 60 East 42nd Street, New York City.

ADMISSION

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

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

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

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

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

ENTRANCE REQUIREMENTS

All candidates for admission must present evidence of the satisfactory completion of a four-year course of not less than fifteen units in a secondary school approved by a recognized accrediting agency, or in a secondary school that is a member of the Southern Association of Colleges and Secondary Schools, or the equivalent of such a course as shown by examination. The major portion of the secondary school course accepted for admission must be definitely correlated

ADMISSION OF STUDENTS

with the curriculum of Rollins College, following the fields of work included in the specific Lower Division requirements, and must include at least three units of English. When a language is offered at least two units in the same language must be submitted.

While Rollins desires to place no restrictions upon the secondary school courses, the remaining units should be selected from the courses giving evidence of the greatest value to the student in his college course since admission to Rollins is on a competitive basis. Prospective applicants for admission are advised to write the Director of Admissions relative to the selection of their units.

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

ADMISSION BY CERTIFICATE

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

ADMISSION BY CERTIFICATE OF EXAMINATION

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

Certificates of the New York State Examination Board are accepted. Certificates of the College Entrance Examination Board are accepted.

ADMISSION BY EXAMINATION

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

ADMISSION FROM OTHER COLLEGES

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

ADMISSION OF STUDENTS

of attendance, and a marked catalogue of the institution showing each subject that has been completed.

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

STUDENTS WHO ARE NOT CANDIDATES FOR A DEGREE

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

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

Special and unclassified students are subject to the same financial regulations as regular students.

STUDENT EXPENSES

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

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

The official expenses for each student in 1942-43 are as follows:

Application Fee (<i>new students only</i>).....	\$ 10.00
Contingent Deposit (<i>new students only</i>).....	25.00
Student Association Fee (<i>all students</i>) to be determined by vote of the Student Association. (Fee was \$23.00 for the year 1941-42.)	
Unit-Cost Fee (<i>tuition, board, room, etc.</i>).....	1,150.00

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

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

THE STUDENT ASSOCIATION FEE is payable September 15.

THE UNIT-COST FEE of \$1,150 is payable September 15.

REGULATIONS REGARDING FEES AND EXPENSES

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

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

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 unit-cost 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 student leaves college for any other reason, including suspension or dismissal, no adjustment will be made.

4. A student will be considered in attendance at the College until

STUDENT EXPENSES

formal notice of withdrawal has been filed in the Office of the Dean *by the parent or guardian*. Claim for adjustment prior to the filing of such notice will not be considered.

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

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

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

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

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

STUDENT ASSOCIATION FEE. Upon registration a regular student automatically becomes a member of the Student Association which, in general, controls the student enterprises. The fee in 1941-42 was \$23.00 and will be determined for 1942-43 by vote of the Student Association. This constitutes a special fund for the maintenance and business-like management of student activities and campus interests, except intercollegiate athletics, and is handled by the office of the college treasurer and expended only by order of the Executive Committee of the Association. This fee may be changed at any time by a vote of the Student Association.

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

STUDENT EXPENSES

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

DAY STUDENTS. As a part of its service to the local community the College will accept as day students a limited number whose parents have been bona fide legal residents of Orange County for at least two years prior to the student's matriculation. Such students are eligible to all the benefits of the College excepting board and room upon the payment of an annual fee of \$325.00, plus the student association fee.

Occasionally parents who cannot qualify under the above classification desire to become temporary residents of the community for the full college year and wish to enroll their children as day students. A limited number of these are accepted each year and are entitled to all of the privileges of the College except board and room upon the payment of a fee of \$700.00, plus the student association fee. No student who enters as a boarding student is permitted to become a day student during the course of the college year.

ACCIDENT INSURANCE. As a service to the students, the College has entered into an agreement with the Indemnity Insurance Company of North America which makes available medical reimbursement insurance to any regularly enrolled student at Rollins College. This insurance covers any and all medical expenses due to injuries from accidents up to a maximum limit of \$500.00 per accident. It is effective upon enrolment and arrival on the college campus and throughout the college year until the student leaves college. It covers any accident sustained during any vacation trip during the college year. The cost of this insurance is \$10.00 per year for men and \$5.00 per year for women students. Full details and application blanks will be sent with the college bills so that all who desire to do so may take advantage of this coverage. It should be noted that the College is in no way responsible financially for personal injuries incurred in athletic activities.

STUDENT AID

SCHOLARSHIPS

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

The following points are considered in awarding scholarships:

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

All grants of aid are subject to the letter of notification sent by the Student Aid Committee and to the specific regulations accompanying this letter, which, when signed by the student, constitute a formal acceptance of the entire financial arrangement.

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

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

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

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

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

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

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

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

THE PEARSONS SCHOLARSHIP, established in grateful recognition of the gift to the College of \$50,000 by the late Dr. D. K. Pearsons, of Chicago, and donations made to the Endowment Fund by faculty and students during the years 1903-1905.

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

THE WYETH SCHOLARSHIP, endowed by Mrs. N. J. Wyeth and

STUDENT AID

Messrs. Harry B. Wyeth, John H. Wyeth, Jr., and George A. Wyeth, in memory of their husband and father, John H. Wyeth.

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

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

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

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

EDWARD S. MEYER SCHOLARSHIP. An annual scholarship of approximately \$150.00 to be awarded to some outstanding student, preferably one majoring in Modern Languages. This scholarship was established in 1941 through the generosity of Professor Edward Stockton Meyer.

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

DEFERRED PAYMENTS

In exceptional circumstances a schedule of deferred payments of a portion of the Unit-Cost Fee is sometimes approved by the College under regulations which have been established by the Board of Trustees. Those finding it necessary to request such consideration may obtain full information by writing to the Treasurer of the College giving a clear explanation of the circumstances which make such a request necessary.

WORK

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

However, it is impossible for a student to earn even the major part of his expenses while attending Rollins. Few students can earn in

STUDENT AID

excess of \$200.00 annually and at the same time do justice to their college work.

New students should have resources sufficient for one year's expenses, as the number of jobs is necessarily limited and most of these are naturally taken by upper class students. All old students expecting to earn any part of their expenses during the coming year must file an application therefor with the Treasurer of the College before May 15, 1942.

LOAN FUNDS

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

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

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

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

CAROLINE A. FOX SCHOLARSHIP AND LOAN FUND. This scholarship and loan fund was established by the College in honor of the late Caroline A. Fox, a generous 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 STUDENT AID FUND. A scholarship and loan fund established in 1941 through the generosity of Milton J. Warner, a trustee of Rollins College.

ENDOWMENT INCOME

The most important feature of the Unit-Cost Plan (described on pages 31-33), is that it makes available the entire endowment income of the College for the purpose of loans, scholarships, or student aid, to those who need it the most. Instead of following the usual practice of allocating the endowment income to reduce the cost to all students,

STUDENT AID

the Unit-Cost Plan makes the endowment income available to a selected group of needy and worthy students. The endowment income is thus used *exclusively* for the purpose for which it was originally intended by the donors. Under the Unit-Cost Plan expense is distributed more equitably, and opportunity is more nearly equalized.

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

Rollins was the first American college to inaugurate this financial plan.

SPECIAL REGULATION

A student who receives special financial consideration or aid from the College is specifically forbidden to own or operate an automobile or to indulge in any extravagant personal habits.

GENERAL INFORMATION

HISTORY AND ORGANIZATION

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

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

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

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

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

In 1925, Hamilton Holt, Litt.D., L.H.D., LL.D., former editor of *The Independent* and world peace advocate, was elected president. His administration covering the past sixteen years has been marked by the adoption and development of three major projects, namely, (1) the Conference Plan of Study, (2) the Curriculum Plan based upon individual achievement, and (3) the Unit-Cost Plan of Finance. Continued study of the curriculum has resulted in modification of the Curriculum Plan by the introduction of integrated courses. (See pages 9-12, 31-33 in this catalogue for descriptions of these plans.)

In development of the plan to secure additional endowment funds to improve the quality of instruction, and other funds to provide much-needed equipment and new buildings, Rollins College has received, during President Holt's term of office, more than \$2,800,000 for these combined purposes. These funds have been used to improve the quality of teaching, to repair and improve facilities in old buildings, to strengthen the endowment resources, and to

GENERAL INFORMATION

construct eighteen new buildings in the architectural plan for the New Rollins.

BEQUESTS TO ROLLINS COLLEGE

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

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

BEQUEST OF PERSONAL PROPERTY

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

DEVISE OF REAL PROPERTY

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

RESIDUARY CLAUSE

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

CODICIL TO WILL

Having heretofore made my Last Will and Testament dated (*here insert date*) and being of sound mind and memory, I hereby make, publish, and declare the following codicil thereto: (*Here insert any change it is desired to make in the will.*)

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

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

GIFTS THROUGH INSURANCE AND ANNUITIES

It frequently happens that donors benefit themselves as well as the College by making the College the beneficiary of an insurance or annuity policy. Those interested in learning more about this means of supporting the work of Rollins, while retaining their full annual income, should write to the Treasurer of the College.

Gifts through annuities are of special interest to many donors since the Federal Income tax provisions relating to annuities are very favorable to donors who wish to conserve their income and yet at the same time make a gift to the College.

GIFTS THROUGH TRUST COMPANIES

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

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



AIRPLANE VIEW OF THE CAMPUS AND CITY OF WINTER PARK SHOWING THEIR BEAUTIFUL LOCATION AMONG THE LAKES

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

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

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

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

LOCATION AND ENVIRONMENT

The City of Winter Park, the 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 (40,000).

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

LITERARY AND OTHER ADVANTAGES

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

The Woman's Club, occupying its own beautiful building.

The Allied Arts Society, of which Irving Bacheller is president.



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The Poetry Society of Florida, of which Jessie Rittenhouse Scollard is president.

Tuesday Evening Free Lecture Course.

The Fortnightly Literary Club.

The Rhymers Guild.

The Symphony Orchestra of Central Florida at Winter Park (50 pieces, 4 concerts) affiliated with Rollins College.

The American Association of University Women.

The University Club.

The Winter Park Garden Club.

Hispanic Institute in Florida.

The Bach Festival of Winter Park.

Delius Chamber Music Group.

Several of these organizations hold open meetings from time to time and offer prizes for creative work which are open to Rollins undergraduates. In addition to these activities, the Rollins Conservatory of Music presents each season a series of faculty concerts as well as student recitals.

The town is noted for its clean, brick-paved, oak-shaded streets, its large estates, attractive residences, and public parks. Within two miles there are two well-kept golf courses. Three large winter hotels occupy scenic locations on the shores of two of the lakes which preserve their wild sub-tropical vegetation.

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

ANNIE RUSSELL THEATRE

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

The Rollins Student Players are presenting this year "Through the Night", "A Bill of Divorcement", "Craig's Wife", "Holiday", "Much Ado About Nothing", and "Her Master's Voice".

The Annie Russell Series under the direction of Dorothy Lockhart includes for the year 1941-42 Dr. Harlan Tarbell, "Sightless Vision"; Harold Bauer, Pianist; Alice Duer Miller, Author; Yehudi Menuhin, Violinist; Arthur Menken, War Correspondent; Cornelia Stabler, "One Woman Theatre" (on matinee series); and three plays, including "Distinguished Gathering."

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

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ADULT EDUCATION

In 1936, the College first presented an organized program of Adult Education designed not only for those who wished to take regular courses, but also for those who wished to attend lectures and courses upon an optional basis. From the outset this program met with an enthusiastic response from the residents and visitors of Central Florida.

Encouraged by this reception and by the fact that Adult Education has become a nation-wide movement the College has continued this program. It is evident that the many winter visitors to Central Florida have come to regard the Adult Education Program as an established feature of Rollins College and Winter Park. This program includes several series of lectures on topics of the day and the admission of a limited number of auditors to certain regular academic courses. The Adult Education Program is under the direction of the Dean of the College.

While the major portion of the staff in Adult Education is chosen from members of the faculty, it also includes the following:

Louis J. Alber, *Author, Lecturer.*

Dr. William F. Anderson, *Bishop, Methodist Episcopal Church.*

Alonzo L. Baker, *Field Secretary of the Race Betterment Foundation.*

Dr. Helen Wieand Cole, *Former Professor of Greek and Roman Civilizations at Rollins.*

Hayne Davis, *Pioneer Peace Advocate, Authority on International Political Organization.*

Dr. Kathryn Abbey Hanna, *Former Professor of History and Head of Department, Florida State College for Women.*

Dr. James Henry Leuba, *Professor Emeritus of Psychology, Bryn Mawr College.*

Dr. Charles S. Macfarland, *General Secretary Emeritus of the Federal Council of the Churches of Christ in America.*

Dr. Robert MacGowan, *Author, Lecturer.*

Isidor Philipp, *Visiting Professor of Piano.*

Dr. Carl E. Seashore, *Professor of Psychology and Dean Emeritus of the Graduate School, University of Iowa.*

Anna N. Wheeler, *Director of Equitation, Southern Counselors' Training Institute.*

ECONOMIC CONFERENCE

During the past seven years an Economic Conference has been one of the public features of the College. A three-day session held in the latter part of January has been devoted to important economic and political questions that are uppermost in the minds of the public, such as: transportation, labor, taxation, social security, and the

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national budget. 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.

ROLLINS INSTITUTE ON INTERNATIONAL RELATIONS

The Rollins Institute on International Relations is held under the auspices of Rollins College, the World Alliance for International Friendship through the Church, the Church Peace Union, and the International Relations Club of Knowles Memorial Chapel. Such topics as how the Church and other agencies can cooperate to win the war in order to win the peace are discussed.

PUBLIC SERVICE

In order to carry out the aim of Rollins College to render service to the communities and to the state, as well as to its undergraduate body, public lectures and addresses are offered by many of the members of the Rollins faculty. The topics covered have a wide range and include international relations, political theory, readings in English literature, musical programs, and scientific subjects.

RADIO PROGRAMS

The College presents a weekly radio program of high caliber broadcast from the campus by remote control through Stations WDBO and WLOF, Orlando.

THE UNIT-COST PLAN

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

1. The cost of operating the College is budgeted on an adequate but not an extravagant basis;
2. The annual operating expenses are then divided by the estimated student enrolment;
3. The result of (2) above represents the cost to the individual student for board, room, tuition, and all fees;
4. The income from all endowment funds is thereby made available for reducing the immediate cost of tuition to desirable students who can affirmatively prove they cannot pay the full unit-cost.

The Unit-Cost Plan was suggested by a report on the receipts of privately endowed institutions of higher learning for the years 1923-24 published by the United States Bureau of Education. At that time, a little less than one-half the current expenses of endowed colleges and universities came from students, one-quarter from the



THE CAMPUS LOOKING TOWARD CARNEGIE HALL AND THE WOOLSON HOUSE



THE CHAPEL GARDEN VIEWED FROM THE CLOISTERS

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interest on endowment, and another quarter from gifts and other sources. In other words, the students paid *less than one-half* the actual cost of their education.

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

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

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

BUILDINGS AND EQUIPMENT

THE CAMPUS

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

THE COLLEGE BUILDINGS

During the past eleven years Rollins has erected eighteen new buildings: Rollins Hall, Mayflower Hall, Pugsley Hall, the Annie Russell Theatre, the Knowles Memorial Chapel, Hooker Hall, Lyman Hall, Gale Hall, Lucy A. Cross Hall, Caroline A. Fox Hall, the Constance Fenimore Woolson English House, Strong Hall, the Dyer Memorial, the Rollins Laboratory Theatre, the Beal-Maltbie Shell Museum, the Rollins Center, La Maison Provencale, and the Morse Gallery of Art. The building program provides for an artistic grouping of residential and academic buildings, all of which show a strong Spanish-Mediterranean influence in their design. The four new

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dormitories for men are connected by loggias, as are the five new halls for girls.

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

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

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

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

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

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

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

CAROLINE A. FOX HALL is one of the new dormitories for girls and accommodates twenty-two girls. It is named in honor of Caroline A. Fox, a benefactress of the College.

The last five-named dormitories were completed in September, 1936.

STRONG HALL, built in 1939, was the gift of Mrs. Henry Alvah Strong of Washington, D. C. Distinctly Spanish in design, this dormitory surrounds a beautifully landscaped patio. In addition to a hostess' room, office, guest suite, and library, the building has accommodations and social quarters for twenty-four students.

THE KNOWLES MEMORIAL CHAPEL—This majestic structure is the largest on the campus, and is considered one of the three most beautiful buildings in Florida. It was erected in 1932 and was the gift of Mrs. Frances Knowles Warren of Boston, a trustee of Rollins, in memory of her father who was a charter trustee and benefactor



THE WOMEN'S QUADRANGLE SHOWING STRONG, CROSS, AND FOX HALLS

THE MEN'S QUADRANGLE LOOKING TOWARD HOOKER AND GALE HALLS





THE SOUTH END OF THE WOMEN'S QUADRANGLE SHOWING STRONG, FOX AND CROSS HALLS

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of the College. The Chapel was designed in Spanish Gothic style by Ralph Adams Cram, the noted ecclesiastical architect.

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

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

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

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

THE FRED STONE LABORATORY THEATRE, built in 1939, is a modest but practical building for the sole use of the Rollins Student Players. The major cost of the erection of this building was met by the proceeds of the performances of the play "Lightnin' ", produced in January, 1939 with Fred Stone as the director and in the leading role, and supported by a cast of Rollins student players.

THE CONSTANCE FENIMORE WOOLSON ENGLISH HOUSE, erected in 1938, is a small building for the specific use of members of the English staff and students of literature. It was the gift of Miss Clare A. Benedict in memory of her distinguished aunt for whom the building is named.

DYER MEMORIAL, built in 1939 in memory of Susan H. Dyer, former Director of the Rollins Conservatory of Music, houses the Carnegie phonograph and collection of records and scores, the Barron Berthald gift of opera scores, the Dorothy Lockhart gift of scores and photographs, and approximately five hundred additional phonograph records—many, the gifts of interested friends of the Conservatory. The building is used also for student recitals.

THE BEAL-MALTBIE SHELL MUSEUM, erected in 1940, was the gift of Mr. B. L. Maltbie of Buffalo, New York, and Altamonte Springs, Florida. It houses the collection of shells presented by Dr. J. H. Beal of Merritt Island, Florida. This collection, which represents all parts of the world, is internationally famous. The Beal-

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Maltbie Shell Museum is an outstanding attraction not only to scientists but to the public as well.

THE ROLLINS CENTER. This building, erected in the fall of 1941, includes the Student House and the Alumni House. Funds to construct the building were subscribed by the students of Rollins College and an unnamed donor who made a generous contribution to supplement the subscriptions of the students. These funds were raised as a part of the \$200,000 Orange County Student Aid and Building Fund campaign which was successfully terminated on Commencement Day, June 5, 1941.

The Student House contains a large dance floor and lounge, game rooms, lockers and showers, an outdoor dance patio, soda fountain and grill, and in general provides recreational facilities for the student body. A special rest room and lounge for the women day students has been furnished by the Rollins Women's Association.

The Alumni House includes reception rooms, committee rooms, and offices of the Alumni Association.

LA MAISON PROVENCALE—French Classroom Building. This is the first classroom building to be erected on the Rollins campus that is especially adapted for the Conference Plan of instruction. It was built and furnished through the generosity of Mrs. Mabel Knowles Gage of Worcester, Massachusetts, daughter of the late Francis B. Knowles, one of the Founder-Trustees of Rollins College. The building contains four classrooms with adjacent offices for professors, a large living room with kitchenette facilities and mezzanine library-reading room. This building shows the strong influence of the French provencale architecture and harmonizes with the other modified Mediterranean type of buildings on the Rollins Campus.

THE MORSE GALLERY OF ART. This first unit of new and modern quarters to house the Art Department was finished in February, 1942. It was made possible through the generosity of Miss Jeannette Genius of Greenwich, Connecticut, and Dr. George H. Opdyke of Hartford, Connecticut.

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

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

CLOVERLEAF, a commodious three-story dormitory for freshman girls, is so named because of its shape. While it is one of the oldest buildings on the campus, having been erected in 1891, it is still one



LA MAISON PROVENCALE FOR CLASSES IN FRENCH LANGUAGE AND CULTURE

THE ROLLINS CENTER, HUB OF STUDENT AND ALUMNI ACTIVITIES





A TYPICAL STUDY ROOM IN ONE OF THE MEN'S DORMITORIES

VIEW OF LIVING ROOM IN ONE OF THE WOMEN'S DORMITORIES



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of the most satisfactory and "homelike" residences, and accommodates sixty girls.

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

PINEHURST, built in 1885, contains class and conference rooms which are used by the department of English. Some of the college offices are also located there.

OLD LYMAN HALL, which was the gift of Frederick W. Lyman, erected in 1890, provides class and conference rooms for history, economics, sociology, psychology, and philosophy.

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

RECREATION HALL, built in 1926 on the edge of Lake Virginia, is used as a gymnasium. It contains a basketball court with bleachers, a large stage, and dressing rooms.

SPARRELL HALL, a remodeled dwelling, is the home of the Conservatory of Music and contains offices and studios.

BARZE HALL is a recently acquired dwelling which, with its annex, provides practice studios and organ studio for the Conservatory of Music.

THE ART STUDIO, located a short distance from the main campus, is a remodeled bungalow used for art classrooms and studios. Adjacent to the studio is a smaller building used as a sculpture studio.

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

THE SPEECH STUDIO, a small frame building used for classes in speech, was built originally as an art studio, and used subsequently as a radio broadcasting studio.

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

THE PRESIDENT'S HOUSE, with its beautiful lake shore grounds, is located on Interlachen Avenue, facing Lake Osceola. This property was acquired in 1933.

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THE SHELL HOUSE, on Lake Maitland, houses the four-oared and eight-oared rowing shells used by the Rollins crews.

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

SHELL ISLAND CAMP, an outing place on Shell Island in the Wekiwa River, is situated in the heart of a Florida jungle.

YAMASEE JUNGLE, a tract of 100 acres, 15 miles south of Daytona Beach, was presented to the College in 1939 by Mr. George A. Zabriskie of New York and Ormond Beach, Florida. A spacious house in Spanish architecture, citrus grove, and outdoor picnic facilities add to the recreation opportunities open to Rollins faculty and students.

THE JOHN F. ROLLINS BIRD AND PLANT SANCTUARY, a tract of 100 acres of wild jungle land on historic Fort George Island, the site of Spanish ruins dating from the 15th century, was presented to the College in 1939 by Mrs. Millar Wilson as a memorial to her father, for whom it is named. The property is to be used for scientific purposes by students of botany and allied subjects.

THE LIBRARY

The Rollins College Library is housed in Carnegie Hall, a two-story brick building located near the center of the campus. The general reading room occupies one half of the ground floor; the stack room and work rooms occupy most of the second floor. The library contains 63,916 volumes and 29,864 pamphlets, and receives 411 current periodicals and 14 newspapers.

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

William Sloane Kennedy Memorial Fund of.....	\$9,496.
Stuart Holt Memorial Fund of.....	1,000.
The Book-A-Year Club Fund of.....	1,905.
Newcomb Cleveland Fund of.....	500.
Alexina Crawford Holt Fund of.....	533.
Mertie Graham Grover Fund of.....	300.
Albert Shaw Fund of.....	200.
George A. Bigelow Fund of.....	500.

These and other smaller funds give the library a total endowment of approximately \$14,400.

Important special collections are:

1. Floridiana consisting of books, periodicals, pamphlets, reports, maps, photostats and pictures.
2. Material relating to Walt Whitman which is being purchased from the income of the William Sloane Kennedy Memorial Fund.

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



STUDENTS HAVE FREE ACCESS TO THE LIBRARY STACKS
SELECTIONS OF LIBRARY BOOKS ARE AVAILABLE IN CLASSROOMS



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Outstanding gifts of 500 volumes or more include a valuable collection of English and American literature given by Dr. Fred Lewis Pattee, Professor of American Literature at Rollins; a library of general literature including material concerning Walt Whitman given by William Sloane Kennedy; books from Stephen D. Thaw; many books, including choice bindings, from President Holt and his family; books and other gifts from Dr. Edwin O. Grover, Vice President and Professor of Books at Rollins; books and other material from the library of General John J. Carty, a former trustee of the College, given by Mrs. Carty; books from the library of Dr. William F. Blackman, a former president of the College, given by Mrs. Blackman; books given by Mr. John H. Neville, one of the first graduates of Rollins Academy; volumes on economics given by Professor William A. Scott, a resident of Winter Park; a valuable collection of books on education from the library of Dr. Robert J. Sprague, sometime professor of sociology and economics at Rollins and for two years acting president, given by Mrs. Sprague; a collection of general literature including many fine sets of standard authors given in memory of Mary Allen Ladd; and a collection of volumes of English literature from Dr. Herman F. Harris. Other outstanding gifts include Mrs. Mary Francis Baker's bequest of her library of scientific books, and Dr. James Hartley Beal's collection of books on shells and Lincolnians.

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

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

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

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

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

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

The public library of Winter Park and the Albertson Public

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

THOMAS R. BAKER MUSEUM OF NATURAL SCIENCE

The museum, named in honor of the late Dr. Thomas R. Baker who was in charge of the museum from its foundation until his death in March, 1930, has scientific exhibits arranged so as to be instructive to students and interesting to the general public. In addition there are study collections containing specimens not suited for public exhibit. The museum is actively engaged in making comprehensive collections of Florida specimens within its field. It is at present located on the second floor of Knowles Hall.

In 1939 the City of Winter Park deeded to Rollins College the building and three acres of ground, formerly belonging to the Aloma Country Club, for the purpose of providing new quarters for the museum.

Upon the expected occupation of its new quarters, the usefulness of the museum will be greatly increased, and will include a laboratory and research facilities for visiting scientists, a reading room and library, and lecture room.

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

ALUMNI ORGANIZATION

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

MEMBERSHIP IN ALUMNI ASSOCIATION. 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.

ALUMNI PLACEMENT SERVICE

In 1936 the Alumni Office established an alumni placement bureau. This service is designed to assist graduates and former students in securing employment suited to their training and experience. In order to be considered for placement by the bureau, candidates must secure application blanks from the Alumni Office, fill them out

GENERAL INFORMATION

carefully and fully, and return them to the bureau. A personal interview with the director, whenever possible, is desired.

The bureau maintains constant contact with employers in many fields and is in a position to recommend applicants for suitable vacancies in business, professional, technical, and educational work. The office functions in cooperation with the various departments of the College, all recommendations being made after consultation with the appropriate faculty member. Always with the view of broadening its service, the bureau at all times welcomes information concerning vacancies.

For further information please write the Alumni Secretary.

COLLEGE PUBLICATIONS

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

THE ROLLINS ANIMATED MAGAZINE. Unique among the Rollins 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".

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

A DIRECTORY AND GENERAL INFORMATION BOOKLET is issued yearly by the College in cooperation with the Publications Union.

UNION CATALOG OF FLORIDIANA

The Union Catalog of Floridiana is a library card index and location guide to printed and manuscript records relating to Florida. Its major objectives are (1) to list all existing records in this field and (2) to indicate where such materials may be located. The arrangement of cards follows the system of the Library of Congress; that is, by author, title, and subject with specific headings and analytics.

By "Floridiana" is meant all records, published and unpublished, treating the geographic division recognized at any time as Florida, including (1) printed books, pamphlets, reports, public and private documents; (2) newspapers and periodicals published within the state, and newspaper and periodical articles about Florida published elsewhere; (3) manuscripts, diaries, and letters; (4) maps and charts; (5) pictures, photographs and other likenesses, motion picture

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films and microfilms; and, (6) relics, memorabilia, and other rariora.

In view of the significance of much of the material relating to Florida spanning as it does a period of more than four centuries and assembled in many of the great libraries of the United States, Spain, France, England, Mexico, Cuba, and other countries, it is believed the Union Catalog of Floridiana is rendering a hitherto neglected service to students, teachers, scholars, writers, and the general public. Located in Room 100 of Pinehurst Hall, the Catalog may be used, without charge, from Monday through Friday from 10:00 a. m. to 12:00 noon, and from 2:00 p. m. to 4:00 p. m., and on Saturdays (for the convenience of Florida teachers) from 9:00 a. m. to 5:00 p. m.

The Union Catalog of Floridiana was established in 1937 as a cooperative project under the trusteeship of Rollins College. It is maintained and developed by the gift of materials, service, and funds from librarians, historians, and public-spirited laymen as a specific contribution to the state of Florida and for the general advancement of American scholarship. It is administered by an editor, Della F. Northey, A. B., B. L. S., and an advisory council composed of A. J. Hanna, professor of history in Rollins College, chairman, Julien C. Yonge, editor of the *Florida Historical Quarterly*, Watt Marchman, librarian of the Florida Historical Society, and Seymour Robb of the Library of Congress. Among libraries beyond the confines of Florida which are actively cooperating are the Library of Congress, the John Carter Brown Library of Brown University, the Alderman Library of the University of Virginia, the Emory University Library, and the William L. Clements Library of the University of Michigan.

STUDENT ACTIVITIES

COOPERATIVE STUDENT GOVERNMENT

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

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

The executive and judicial powers of the Association are vested in the Student Council, which is composed of one representative from each social fraternity and social sorority, four independent representatives, including at least one woman, all of whom must be members of the Upper Division or have been regularly enrolled for five terms, one faculty member, and the College Treasurer.

SOCIETIES AND ORGANIZATIONS

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

PHI BETA

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

OMICRON DELTA KAPPA

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

PI GAMMA MU

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

PI KAPPA DELTA

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

PHI SOCIETY

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

STUDENT ACTIVITIES

ZETA ALPHA EPSILON

Zeta Alpha Epsilon is an honorary scientific fraternity, the purpose of which is to give recognition to outstanding students and to promote a broadened interest in the sciences.

THETA ALPHA PHI

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

ROLLINS KEY SOCIETY

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

O. O. O. O.

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

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

THE "R" CLUB

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

W. A. A.

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

STUDIO CLUB

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

STUDENT ACTIVITIES

THE ROLLINS STUDENT PLAYERS

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

LE CERCLE FRANCAIS

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

DUETSCHER VEREIN

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

PAN-AMERICAN LEAGUE

The purpose of this league is 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.

INTERNATIONAL RELATIONS CLUB

The International Relations Club was organized during the year 1926-27 under the auspices of the Carnegie Endowment for International Peace. Through this connection the local club receives current literature on related subjects. Through the broad experience and acquaintance of friends of the club, it is able to present some distinguished authorities and enviable personal contacts.

ROLLINS FLYING CLUB

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

THE CIVILIAN PILOT TRAINING PROGRAM

Rollins College is one of the institutions whose students have the privilege of enrolling in the Civilian Pilot Training Program of the Civil Aeronautics Authority. From thirty to forty students at



NEARBY ORLANDO MUNICIPAL AIRPORT USED FOR CIVILIAN PILOT TRAINING PROGRAM

GROUP OF ROLLINS STUDENTS RECEIVING FLIGHT INSTRUCTION



STUDENT ACTIVITIES

Rollins each year can learn the essentials of flying from expert instructors. All instructors, whether of flight or of the ground-school, hold the Civil Aeronautics Authority certificate. The program is open to all students, except freshmen, between the ages of eighteen and twenty-five who are fully matriculated in the College, have their parents' consent, have maintained satisfactory standards of academic achievement, and can pass the necessary physical examination. The course offers a thorough ground-school training and enough instruction in flying to grant private pilots' certificates of competence to students trained in the course. Further information can be secured from Dean Winslow S. Anderson, Director of the Rollins Civilian Pilot Training Program.

ORATORICAL ASSOCIATION

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

ROLLINS POETRY SOCIETY

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

INTERRACIAL CLUB

The purpose of this group is to study, discuss, and attempt to solve local, as well as national, racial problems. Hungerford School is its chief project.

ORDER OF THE CAT AND THE FOX

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

MUSICAL ORGANIZATIONS

(These are listed under the Conservatory)

RELIGIOUS LIFE

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

Centering in the beautiful Knowles Memorial Chapel, religion finds expression in community worship, religious music, meditation,

STUDENT ACTIVITIES

and in sermons delivered by members of the College and occasional visiting preachers. The Sunday morning service is conducted entirely by the students with the exception of the sermon and the benediction. The vested choir includes sixty voices.

The Chapel Staff, under the direction of Dean Nance, is largely composed of student directors of the various chapel committees. These committees discuss, make recommendations for, and initiate such undergraduate interests as the Chapel Program, Social Service in the Community, Publicity, Hospitality, International Relations, and Interracial Problems. They frequently give expression to student criticism as well as offer constructive suggestions for enriching the religious life of the community. Work which formerly was done by the student Y. M. C. A. and the student Y. W. C. A. is thus carried on.

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

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

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

STUDENT PUBLICATIONS

Rollins College is noted for its encouragement of creative writing, and the student interest is demonstrated by the number and quality of its undergraduate publications. The following are members of the Rollins Publications Union, which has offices in its own building provided by the College:

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

THE FLAMINGO, a magazine of drama, short stories, and poetry, is published monthly during the college year by a board of undergraduate editors. A remarkably high standard has been attained in this publication of undergraduate writing.

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

STUDENT ACTIVITIES

THE NEW STUDENTS' HANDBOOK, commonly called the "R" book, is published annually by the Student Association to furnish information on the traditions, customs, and organizations of the College to entering students.

ATHLETIC ACTIVITIES

Because of the excellent and mild climate of Florida, Rollins is able to maintain out-of-door athletic activities throughout the year. Two hours 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.

FOOTBALL

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

BASEBALL

With the benefit of a long season, baseball is a varsity sport at Rollins. A schedule of games is arranged with neighboring colleges and with other teams that practice in the state.

BASKETBALL

Basketball is a varsity sport at Rollins and a complete schedule of games with nearby college teams is arranged each year.

TENNIS

Tennis is a game which may be played throughout the year at Rollins. The varsity team includes several outstanding players with national ranking.

GOLF

Rollins is fortunate in having several golf courses within easy reach. A golf team is maintained by the College.

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

FENCING

Instruction in fencing is offered to both men and women. Rollins for several years held the fencing championship of the South.

AQUATIC SPORTS

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



THE BASEBALL SEASON IS A LONG ONE AT ROLLINS
ROLLINS IS IDEALLY LOCATED FOR AQUATIC SPORTS





CREW IS AN ALL-YEAR-ROUND SPORT AT ROLLINS

RIDING IS AN APPROVED PHYSICAL EDUCATION ACTIVITY



STUDENT ACTIVITIES

ROWING

Rowing is an all-year-round activity at Rollins. In the first term the women have at their disposal the facilities of the boat house and the instruction of the varsity coach. Short races are held in four-oared gigs. In the second term a series of men's intramural races are held in fours. In the final term varsity and junior varsity crews are boated in eights. In the early spring a series of home races with crews from the small northern colleges are held, and the Rollins crews take an annual trip during the first week in June. In 1939 the College purchased two new eight-oared racing shells.

RIFLE MARKSMANSHIP

Instruction in this important skill is given under the direction of an expert.

EQUITATION

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

The fee for a term's work in riding is \$20.00 for twenty rides with instruction, payable at the time of registration.

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

INTRAMURAL ACTIVITIES

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

ELIGIBILITY RULES FOR ATHLETICS

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

CAMPING TRIPS

Students at Rollins have the privilege of enjoying real camping trips in the wilds of Florida. The Wekiwa River, formed by a spring flowing 60,000 gallons a minute from an underground river, is noted for its beautiful scenery. There one may study the wild animal and plant life of the Florida jungle. A log cabin on Shell Island, which is owned by the College and located three miles from the spring,



STUDENT ACTIVITIES

furnishes shelter for eight Rollins students every week-end during the school year. The weekly camping excursions down this picturesque Wekiwa River are made by groups of students in canoes under the direction of Mr. Peeples, Director of Aquatic Sports.

GREEK LETTER ORGANIZATIONS

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

THETA-GAMMA ZETA OF LAMBDA CHI ALPHA FRATERNITY, installed in 1924.

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

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

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

THE ROLLINS COLLEGE CHAPTER OF DELTA CHI FRATERNITY, installed in 1941.

THE X CLUB (local), organized in 1929.

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

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

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

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

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

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

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

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

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 and helpfulness toward other men and women."

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

ROLLINS DECORATION OF HONOR

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

O. O. O. O. HONOR AWARD

A loving cup is awarded annually to the man in the graduating class who by his conduct and service has made the greatest contribution to the development of the spirit of leadership and cooperation in the student body of Rollins College.

CHI OMEGA SOCIAL SCIENCE AWARD

A prize of \$15.00 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.

HOWARD FOX LITERATURE PRIZE

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

HONORS AND PRIZES

SPRAGUE ORATORICAL PRIZE CONTEST

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

ECONOMICS PRIZE

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

PI BETA PHI DRAMATICS PRIZE

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

THE DOROTHY LOCKHART PRIZE

A prize of \$10.00 is offered by Miss Dorothy Lockhart for the best one-act play written for radio.

TIEDTKE AWARD

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

ZETA ALPHA EPSILON BOOK PRIZE

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

THE JOHN MARTIN ESSAY CONTEST

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

DONALD A. CHENEY, JR. MEMORIAL PRIZE

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

HONORS AND PRIZES

ORANGE COUNTY MINISTERIAL ASSOCIATION CONTEST

The sum of \$50.00 is divided between the three Rollins students who write the best essays on "Christ and Modern Civilization". The awards will be given subject to the approval of the Dean of the Chapel and a committee appointed by him.

SUZANNE WILFLEY RAUSCH PRIZE

An award of \$50.00 is divided between 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.

PHI BETA AWARDS

Phi Beta offers two medals, one to the member of the graduating class who has done the best individual piece of acting, and one to the most outstanding student in music in the graduating class.

THE CAMPUS SING

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.

OMICRON DELTA KAPPA TROPHY

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

PHI MU ATHLETIC TROPHY

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

VOLLEYBALL TROPHY

The Alpha Mu Chapter of Gamma Phi Beta Sorority awards a trophy to the sorority or girls' dormitory winning the volleyball tournament. Permanent possession may be obtained by winning the trophy for three consecutive years.

GARY CUP

First donated by the late Mr. Claude Gary of Winter Park in recognition of men's intramural sports, and continued by Mrs. Gary, this trophy is presented annually to the group gaining the highest

HONORS AND PRIZES

record. Permanent possession may be obtained by winning the trophy for three consecutive years.

ANDERSON TROPHY

Donated by Mr. Gene Anderson of Winter Park, this cup is awarded to the woman's group having the highest record at the completion of the intramural sports season.

INTERFRATERNITY CUPS

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

THE IRVING BACHELLER SHORT STORY CONTEST

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

Eleanor Struble, Orlando, and Bettie Blanchard, Mt. Dora, were the winners of the gold medals in 1941.

ALLIED ARTS SOCIETY PRIZES

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

ADMINISTRATION

CONDUCT OF STUDENTS

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

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

ORIENTATION WEEK

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

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

PHYSICAL EXAMINATIONS

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

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

STUDENT HEALTH SERVICE

The Student Health Service and the College Infirmary are services rendered voluntarily by the College not only for the care of

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the sick but also for the protection of the well, and are under the immediate direction of the college physicians.

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 each student must 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 is not permitted to have his own physician treat him but may be attended only by the college physicians except in emergencies where consultation is necessary.

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

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.

The Rollins College Student Health Service is a member of the American Student Health Association and the Southern Student Health Association.

DORMITORY AND COMMONS REGULATIONS

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

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

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

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

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

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

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

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

RESERVATION OF ROOMS

Rooms will be assigned to new students in order of acceptance as far as possible. When the contingent deposit of \$25.00 is received by the College Treasurer a room is immediately reserved. Should the applicant decide later not to enter Rollins the contingent deposit is refundable; provided, however, that withdrawal takes place on or before August 1 and that the College is able to secure another applicant to fill the vacancy resulting.

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

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

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

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

AUTOMOBILE REGULATIONS

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

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

CLASS ATTENDANCE

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

PROBATION

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

No student on probation, whether for social or scholastic reasons, is allowed to represent the College as a member of any athletic team, or in any other way, nor is he eligible to hold any office, to participate in any public activities, to receive financial aid of any sort, or to make application for admission to the Upper Division. A student who has been placed on probation for unsatisfactory scholarship while at Rollins 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 Student Standing or by the Student-Faculty Discipline Committee. A student on probation may be dropped from the College at any time if he fails to maintain a satisfactory academic standing.

WITHDRAWAL

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

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REGISTRATION

Students must present themselves for registration on the days assigned for that purpose. Registration (the completion of which includes the payment of all financial charges), after the regularly appointed day, subjects the student to exclusion from those classes which may be over-registered.

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

LOWER DIVISION

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

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

Under the Integrated Course Plan the student registers for the integrated courses which are required of all students as a supplement to previous preparation, and in addition for sufficient elective courses to make up the required registration each term.

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

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

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

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

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

UPPER DIVISION

Students applying for admission to the Upper Division should

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make application thirty days prior to the time they expect to appear before the Board of Admissions.

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

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

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

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

CHANGES IN REGISTRATION

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

DROPPING WORK

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

FACULTY ADVISERS

Under the Rollins Plan a system of faculty advisers has been developed to guide the student in accepting the responsibilities which are placed upon him. Only those students who are in sympathy with the ideals and standards of both conduct and scholarship at Rollins will be permitted to remain. The College cannot give undue time to reforming those who are not in sympathy with its aims and standards. The curriculum being individualized makes it necessary for the College to provide counsel and advice for all students. Then, too, Rollins selects its students and aims to give special attention to the problems of the individual.

Much of the supervision of the requirements of conduct falls upon the Dean of Men and the Dean of Women, while the oversight of the

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academic requirements of the College rests with the Dean of the College. These three have general oversight of the manners and morals of the students and will inform parents of the scholarship and conduct of the individual student.

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

It is recognized that some students will accept advice only from those whom they like. In other words some students like to choose their own advisers. In order to achieve this as far as is possible, a careful study will be made of the student's record before assigning him to an adviser. Since the adviser not only gives preliminary approval to the student's courses but is expected to advise the student on all manner of questions relative to his college course and his plans for life, the 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 student will find that there are numerous times when he will need to secure the advice and approval of his adviser before proceeding with his course. It is hoped that all students will make full use of this adviser system which is placed at their disposal.

EVALUATION OF THE STUDENT'S WORK

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

The periodic consideration of the student's work is based upon brief but complete statements of his accomplishment which are furnished the Registrar by the professor. These statements of accomplishment are made upon a special form provided for the purpose and indicate the work done by the student, his scholarship, aptitude and development, his degree of application to the subject, his regularity of attendance, and any other information concerning him which the professor believes should appear in the college records. A

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Faculty Committee on Student Standing is charged with the periodic consideration of these reports which are made by the professor at the end of each term or as often as the committee desires. If a student is not doing satisfactory work he and his parents are notified.

FACULTY BOARD OF ADMISSIONS

As is set forth under the requirements for entrance to the Upper Division a faculty Board of Admissions determines the qualifications of the candidates for admission to the Upper Division. The Board satisfies itself, in such manner as it sees fit, that the statement of accomplishments presented by the candidate truly represents his preparation. In addition the Board considers the estimates by the student's instructors of his ability and character. The student must appear in person before the Board before he is admitted to the Upper Division. The Board certifies the extent to which it finds the student's statement of accomplishments to be true, and these certified reports then become a part of the student's college record as maintained in the Registrar's office.

SPECIAL GRADUATION COMMITTEES

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



UNDER THE CONFERENCE PLAN A PORTION OF THE STUDY IS DONE DURING THE CLASS PERIOD

THE WOOLSON ENGLISH HOUSE PROVIDES A PERFECT ATMOSPHERE FOR INFORMAL DISCUSSIONS



REQUIREMENTS FOR GRADUATION

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

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

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

SPECIFIC LOWER DIVISION REQUIREMENTS

ACHIEVEMENT PLAN

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

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

(a) **ENGLISH.** A competence in English includes the ability to express oneself orally in the English language without glaring violation of the fundamental rules of grammar, and the ability to express oneself in writing with accuracy and effectiveness. All entering students are tested to determine their special needs to meet this requirement.

(b) **AT LEAST ONE FOREIGN LANGUAGE.** A working knowledge in a modern foreign language is commonly understood to include the ability to read the foreign language in its literary and scientific expressions with the moderate use of a dictionary; to understand the foreign language when spoken in a simple way; to speak the

REQUIREMENTS FOR GRADUATION

language, though with the reserve of a foreigner; to write ordinary correspondence and short compositions in grammatically correct form.

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

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

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

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

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

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

(e) **PHYSICS.** The student should have an adequate conception of the material world in which he lives, a knowledge of the law and order that prevail in this world, familiarity with and ability to use the methods of the scientist in reaching conclusions, and an understanding of the role that physics is playing in the development of our civilization.

(f) **CHEMISTRY.** The student should have knowledge of the nature of matter and of the laws which govern changes of matter from one form to another. He should have an appreciation of the applications of chemistry to industry, medicine, and other phases of modern life.

(g) **BIOLOGY.** The student should be familiar with the world of living matter and should know how living organisms, including man, grow and reproduce their kind. He should have an adequate conception of the evolutionary changes that have occurred, and that are occurring, with particular emphasis on the roles played by heredity and by environment. He should be able to apply such

REQUIREMENTS FOR GRADUATION

information to the solution of the problems that confront him as a living being.

These requirements in mathematics and science can be met by (1) taking a one-year course in mathematics or science, or (2) taking the one-year course in Fundamental Science, or (3) taking one term courses in each subject lacking.

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

(i) **PHILOSOPHY, PSYCHOLOGY, AND RELIGION.** The student should have a fundamental knowledge of the character of logical thought, human behavior, and ethical and religious values. This requirement may be satisfied by pursuing an elementary course in one of these three fields.

(j) **ACQUAINTANCE WITH THE FINE ARTS.** Before being admitted to the Upper Division, the student shall demonstrate that he has an acquaintance with the fine arts. The seminars in this field are designed to assist the student in meeting this requirement.

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

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

INTEGRATED COURSE PLAN

The student fulfills his Lower Division requirements by taking the required integrated courses. In addition he takes sufficient electives to make his registration each term three full courses and English.

(a) **APPLICATION OF THE PRINCIPLES OF MENTAL HYGIENE.** This course, given during the student's first term in college, considers problems of adjustment to such life problems as: social relations, correlating of knowledge, and the function of values in conduct. This course is a preparation for the integrated courses in Human Affairs and Humanities.

(b) **HUMAN AFFAIRS INTEGRATED COURSE.** A four-term course beginning with the winter term of the entering year and continuing through the succeeding winter term. The aim of this course is to impart a knowledge of the problems which arise in social groups, local, national, and international, and an understanding of the historical factors which have been significant in the evolution of

REQUIREMENTS FOR GRADUATION

these problems. The essential unity of all the various social problems facing man will be made clear.

or

HUMANITIES INTEGRATED COURSE. A four-term course in the humanities beginning with the winter term of the entering year and continuing through the succeeding winter term. The humanities are conceived to include fields of knowledge which present man as an individual, expressing his life experiences in literature, in works of art, and music, and explaining their meaning in terms of religion and philosophy. This course aims to provide an understanding of the cultural forces that have shaped present-day intellectual, artistic, and spiritual life. The historical approach is employed in tracing the intellectual and cultural life of the western world from the ancient civilizations of the Near East through the civilization of contemporary America.

(c) **ETHICAL PROBLEMS.** This course, coming the spring term of the second year, constitutes a synthesis of the integrated courses in terms of ethical values. The relation between the various fields of study as well as within the fields themselves is made clear. The student is made to realize that he is the integrating agent. This broad background furnishes a sound foundation for the orientation of the student with respect to his special interest.

(d) **ENGLISH FOUNDATION COURSES.** These courses run through the first and second years of the college course. In the first year they are designed to furnish the necessary theory and practice in the use of the sentence, vocabulary, and paragraph. In the second year the emphasis is upon exposition, analysis of thought, and essay. All six courses accompany as independent units the basic courses in humanities and in human affairs. Wherever possible, material in these foundation English courses will be correlated with material in the integrated courses in both humanities and human affairs. However, all class meetings in the English foundation courses are held at times separate from the meetings of the basic courses, and the instruction correlates but does not overlap.

(e) **SCIENCE FUNDAMENTAL COURSE.** The Lower Division requirement in science may be satisfied by taking this three-term course in the presentation of which the entire science faculty cooperates, or a one-year course in any one of the sciences. The course is not a foundation course for a career in science but is non-professional and non-technical in its scope. The aim of the course is to impart an understanding and appreciation of the physical and biological sciences as revealed by the intelligent application of the scientific method. The essential unity of the various special fields of science (e. g., physics, chemistry, biology) will be stressed. Building on a foundation of fundamental law and theory the course will, by numerous examples, show how scientific discoveries inevitably produce profound changes in the economic and social world.

REQUIREMENTS FOR GRADUATION

REQUIREMENTS FOR ADMISSION TO UPPER DIVISION

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

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

A student taking the Integrated Course Plan fulfills these requirements by taking the required integrated courses. He is also given at regular intervals during the first two years of work "integrative questions" stressing ability to think clearly in terms of the relationship and meaning of the facts presented in the integrated courses. Before admission to the Upper Division he is required to defend his answers to these questions orally, thus indicating that he is capable of integrating all of his Lower Division work, including the fields covered in his electives as well as his integrated courses.

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

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

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

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

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

Students should consult the description of majors, page 81 of the catalogue, for information regarding introductory work that should be taken in a given field in the Lower Division.

UPPER DIVISION PROGRAM

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

Such a program involves work of an intensive character in a

REQUIREMENTS FOR GRADUATION

selected field of learning, with such extensive work in related fields as seems desirable in each case, together with a limited amount of work in other fields.

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

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

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

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

In his final Upper Division term each student taking the Integrated Course Plan will be required to complete a thesis under the direction of his major professor and will be required to defend it orally before his graduation committee. Where the preparation of a thesis is impractical, some other project of equally individual endeavor will be required. The writing of the thesis will be the equivalent of one full Upper Division course and will receive credit as such.

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

REQUIREMENTS FOR BACHELOR OF ARTS DEGREE

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

REQUIREMENTS FOR GRADUATION

REQUIREMENTS FOR BACHELOR OF SCIENCE DEGREE

Students majoring in science may become candidates for a Bachelor of Science degree instead of a Bachelor of Arts degree by fulfilling the specific requirements for majoring in science with special reference to the fields of biology, chemistry, mathematics, physics, pre-engineering, or pre-medical as outlined under Majors.

RECONSIDERATION OF CANDIDATES

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

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

PROFESSIONAL REQUIREMENTS IN EDUCATION

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

These courses in education should include three full courses in observation and practice teaching or one course in observation and a term of full-time internship. In lieu of such time devoted to this work in education, a teaching experience of twenty-four months as a full-time teacher may be accepted. Students who have passed college courses in American government and history amounting to two full courses will be exempt from the Florida state examination on the Constitution. Those preparing to teach the natural and physical sciences or the social studies must take a course in Conservation of Natural Resources.

TEACHERS' CERTIFICATES

Students completing six full courses in education will have the same status as will graduates from the four-year educational course offered by the University of Florida and the State College for Women. The Florida State Superintendent of Education at present holds that the law as now on the statute books permits him to grant

REQUIREMENTS FOR GRADUATION

state certificates without examination only to graduates from four-year college courses.

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

PRE-PROFESSIONAL COURSES

Rollins College offers pre-professional courses for students who wish to enter schools of Law, Medicine, Engineering, and the other professions. Special pre-medical and pre-engineering majors are offered, the requirements for which are listed under Majors. When necessary, courses are arranged to satisfy the requirements of the particular school chosen by the student. Each student should provide himself with a catalogue of the professional school he intends to enter and with the aid of his adviser he can plan his course accordingly. This should be done when he first enters college, so that he may be sure to meet all the necessary requirements.

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

COMBINATION COURSES 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 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 the Orange General Hospital School of Nursing or another affiliated school of nursing. Upon her graduation from the school of nursing the student re-enters Rollins College for her 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's degree.

MAJORS

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

DIVISIONS OF INSTRUCTION

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

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

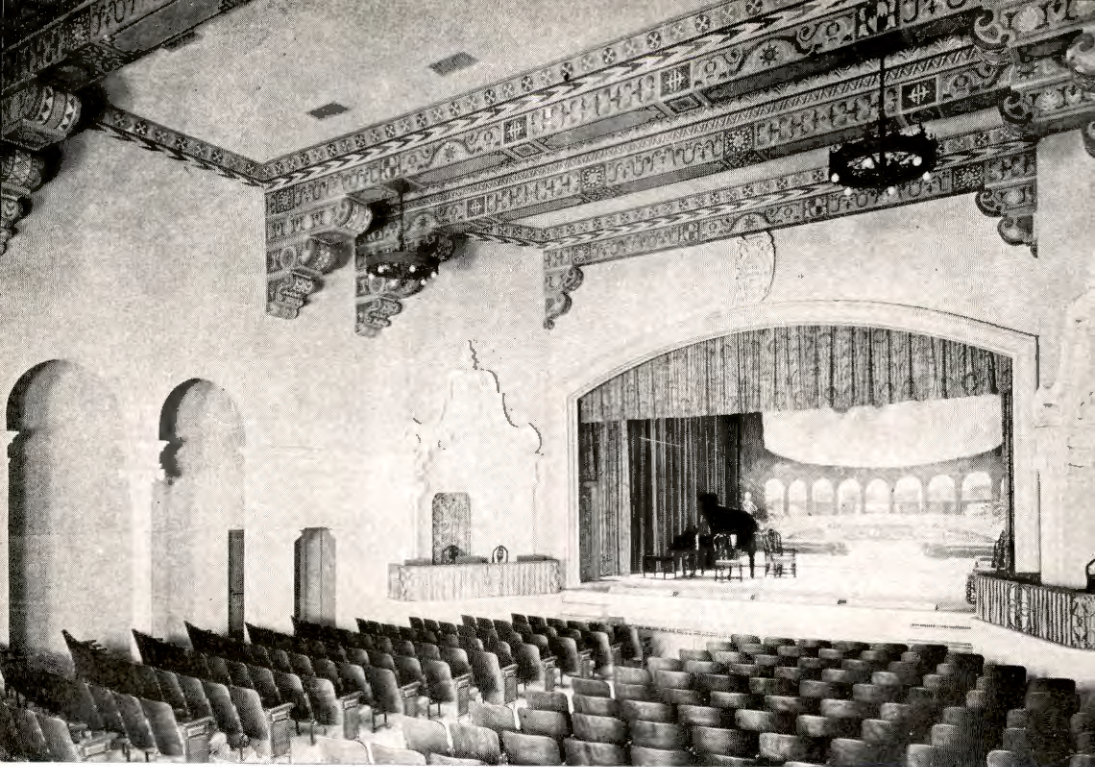
A student is expected while in the Lower Division to do the introductory work in his major subject which will give him the fundamental knowledge necessary for advanced work. He should consult his adviser in regard to this work. The specific achievements which are listed as required under the different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

ENGLISH

OBJECTIVES

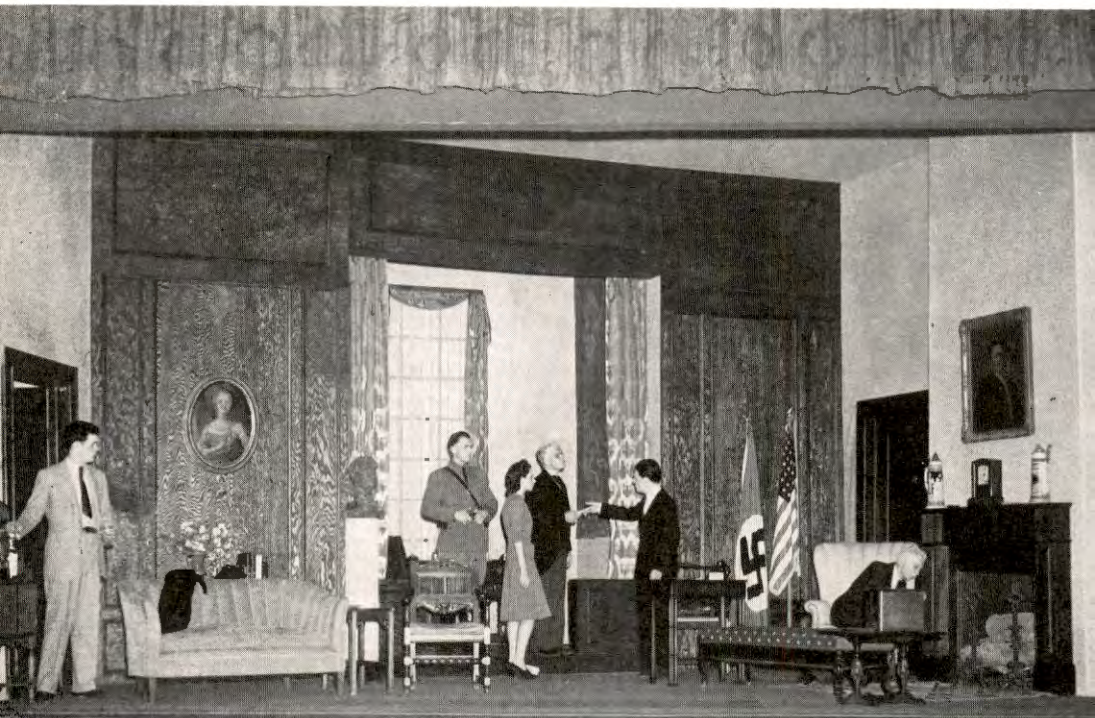
The English Division endeavors:

1. To enrich the student's mind with an historical literary background;
2. To train him in the correct use of form as a means of expres-



INTERIOR OF ANNIE RUSSELL THEATRE WHERE STUDENT PLAYS ARE PRODUCED

SCENE FROM "MARGIN FOR ERROR" PRODUCED BY STUDENT PLAYERS



MAJORS

sion, in written language, in creative speech as public speaking, and in dramatized action as in the theatre;

3. To stimulate his creative instinct as a means of self-development;

4. To encourage right reading habits and an appreciation of the best in English and American literature;

5. To enable him to formulate for himself a set of critical literary values.

ENGLISH AND LITERATURE

Students majoring in this division with special reference to English and literature should 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 course (101-102-103 or 111-112-113-114-115-116) required of all first year students.

In the Upper Division the following courses are required:

- Eighteenth Century (301)
- Nineteenth Century (332, 333)
- Plays of Shakspere (317-318)
- American Literature (302, 303)

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:

- History of the Drama (351-352)
- The English Novel to 1900 (355, 356)
- Epic and Lyric Poetry (361-362-363)
- Contemporary Literature (364, 365, 366)
- Creative Writing (367, 368, 369)
- Magazine and Newspaper (307-308)

SPEECH AND DRAMATIC ART

A student majoring in English with special reference to speech and dramatic art should have a comprehensive knowledge of the nature of all speech activity. He must be able to demonstrate through performance a reasonable degree of proficiency in (a) communicative speaking, (b) interpretative reading, and (c) the acting, directing, designing, and production of plays. To assist in achieving this proficiency, every student is expected to take certain required courses in the Lower Division, while in the Upper Division the prescribed courses depend upon whether the student desires to place special emphasis on speech or dramatic art.

Required Lower Division courses:

- Speech and the Speech Arts
- Fundamentals of Stage Speech



ALL SCENERY FOR STUDENT PLAYS IS MADE IN THE DRAMA WORK-SHOP

THE CONFERENCE PLAN IS IDEAL FOR MODERN LANGUAGE CLASSES



MAJORS

History of the Theatre and Acting
Interpretative Reading
Elementary Acting—three terms
Production Technique—three terms
Make-up

Upper Division course with emphasis on speech—required courses:

Argumentation and Debate
Advanced Public Speaking
Extemporaneous Speaking
Forms of Public Address
Literary Interpretation

Required courses in other departments:

English Literature or Exposition
Plays of Shakspeare
General Psychology

Upper Division course with emphasis on dramatic art—required courses:

Advanced Acting—two terms
The Contemporary Theatre
Play Directing—two terms

Required courses in other departments:

Art Appreciation—one term
Interior Decoration—one term
One year of a foreign language
History of the Drama—two terms
Plays of Shakspeare—two terms

Recommended electives:

Music Appreciation
Voice Training (Private lessons, Chapel Choir)
Literature and Creative Writing
Psychology
Philosophy (Aesthetics)
History
Elementary Drawing and Painting
Dancing and Fencing
Debating

LANGUAGE

OBJECTIVES

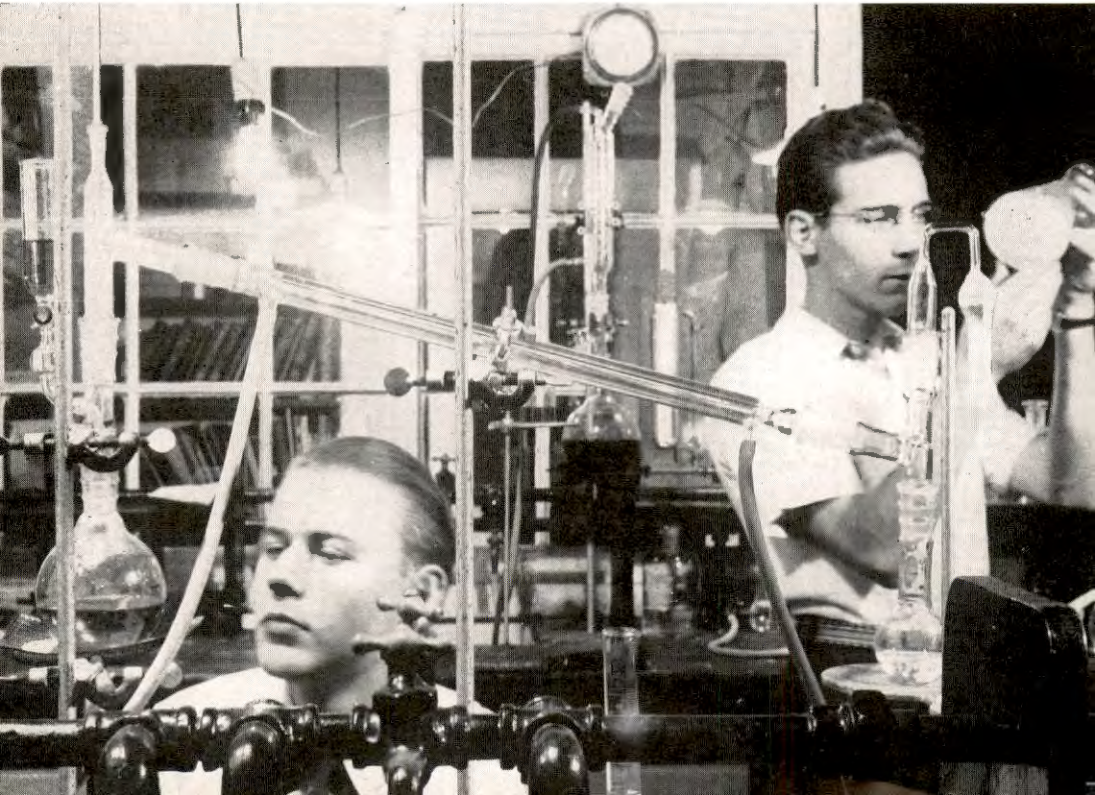
The instruction in the Language Division aims:

1. To broaden the student's outlook by acquainting him with a civilization other than his own through a study of its intellectual and artistic achievements;
2. To give the student a more thorough and appreciative under-



A VIEW OF ONE OF THE WELL-EQUIPPED BIOLOGICAL LABORATORIES

ROLLINS OFFERS THOROUGH TRAINING IN CHEMISTRY



MAJORS

standing of the English language by acquainting him with some of its chief sources;

3. To enable the student in the Lower Division to obtain a working knowledge in a foreign language;

4. To enable the student who majors in the division to obtain a competency in a foreign language.

MODERN LANGUAGES: FRENCH, GERMAN, SPANISH

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

CLASSICS: GREEK, LATIN

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

SCIENCE

OBJECTIVES

The objectives of the Science Division are:

1. To give the student an appreciation of the fundamental importance of science and the scientific method;

2. To give the qualified student an adequate foundation for a career in science and graduate work.

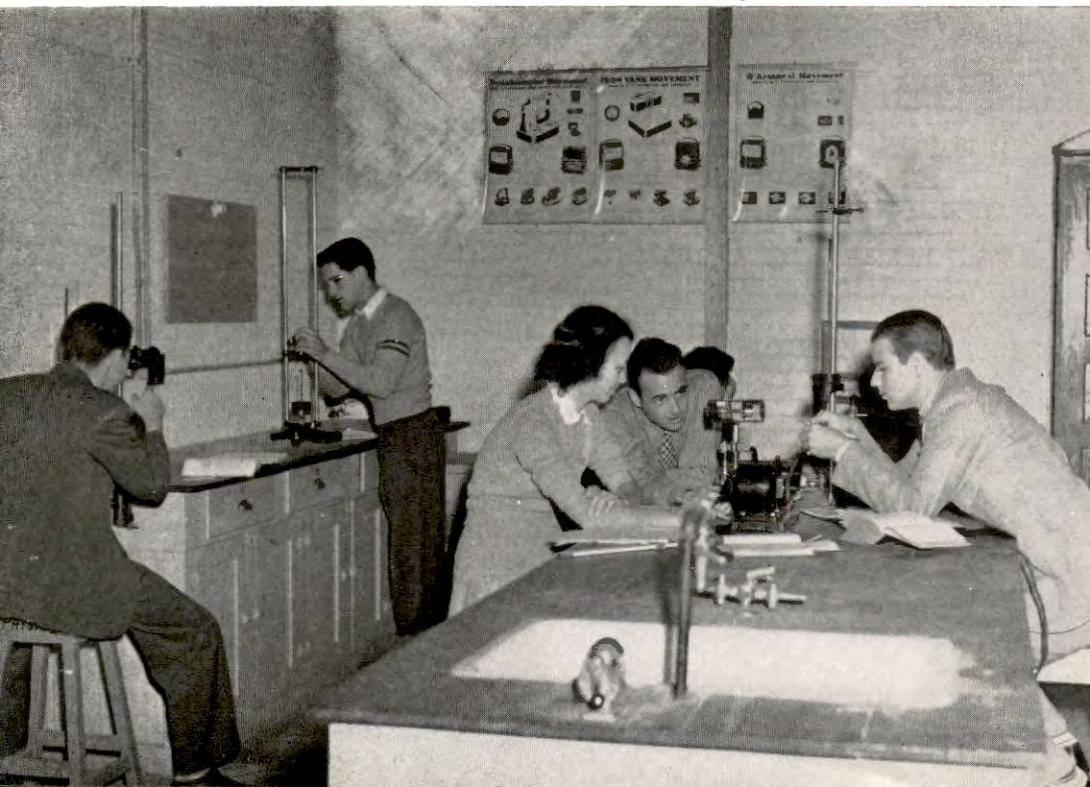
BIOLOGY

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



THE BEAL-MALTBIE MUSEUM HOUSES ONE OF THE WORLD'S BEST COLLECTIONS OF SHELLS

INTERESTING EXPERIMENTS ARE THE RULE IN PHYSICS



MAJORS

CHEMISTRY

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

MATHEMATICS

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

PHYSICS

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

PRE-ENGINEERING

A three-year course has been outlined which will enable a student to enter 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 quantitative analysis, all others take mechanics. Additional subjects to be taken include courses in history, economics, biology, and other Lower Division requirements. Sug-

MAJORS

gested electives include mechanical drawing, surveying, astronomy, and logic, as well as additional cultural subjects.

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

PRE-MEDICAL

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

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

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

GENERAL SCIENCE

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. In general they will follow the Lower Division requirements in science. In the Upper Division they will be allowed to substitute courses in education, economics, or courses appropriate to their minor subject for some of the more specialized Upper Division courses in science. This work will lead to a Bachelor of Arts degree.

HUMAN RELATIONS

OBJECTIVES

The Division of Human Relations has as its objectives:

1. To present the development of institutions and ideas, with the purpose of making the student aware that human institutions are

MAJORS

of necessity in process of change; to cultivate in him an intelligent and tolerant attitude; and to inspire him to active participation in the development of better adjusted individuals and of a better social order;

2. To enable the student to reason from well-chosen premises to valid conclusions; and to distinguish fact from prejudice as well as to evaluate propaganda;

3. To prepare the qualified student for work in graduate school in certain fields of human relations;

4. To assist the student in making his vocational selection.

BUSINESS ADMINISTRATION

A student whose special interest lies in the field of business administration should in the Lower Division obtain a knowledge of:

Principles of Economics (101-102)
Business Mathematics (121)
Principles of Accounting (204-205)
Business Organization (207)

In the Upper Division he should study:

Corporation Finance (307)
Investments (308) or Public Finance (306)
Money and Banking (309)
Advanced Accounting (314-315)
Auditing (333) or Cost Accounting (336)
Personnel Administration (324-325-326)
Advertising (343)
Industrial Management (406)
Marketing and Salesmanagement (411-412)
Business Law (415) or
Government and Business (History 345)
Labor Problems (421)
Business English (317-318-319)

ECONOMICS

A student whose special interest lies in the field of economics should in the Lower Division obtain a knowledge of:

Principles of Economics (101-102)
Business Mathematics (121)
Economic Geography (209)
Principles of Accounting (204-205) (*optional*)
Business Organization (207) (*optional*)

In the Upper Division he should study:

Corporation Finance (307)
Public Finance (306) or Investments (308)
Money and Banking (309)



THE PROFESSOR OF BUSINESS ADMINISTRATION DISCUSSES A MODERN PROBLEM

STUDENT DISCUSSION IS ESSENTIAL TO THE CONFERENCE PLAN



MAJORS

Advanced Accounting (314-315) (*optional*)
Government and Business (History 345)
Business English (317-318-319)
Economic Aspects of Social Trends (323)
Current Economic Problems (414)
Business Law (415)
Labor Problems (421)
Reading in Economic Theory (432)
Seminar in Economics (401-402-403)

In addition the student should take five courses in related fields.

HISTORY AND GOVERNMENT

A student may major in human relations with special reference to:

(a) European history

Required courses:

The Emergence of Modern Europe, 1485-1763 (331)
Revolutionary Europe, 1763-1848 (332)
Nationalism and Imperialism, 1848-1919 (333)
Contemporary History (311)
European Governments (337)
History of Political Theory (335)
History of England (304)
Colonial Hispanic America (231) or Special Problems in
Medieval History (215)
American Foreign Relations (361-362-363)
Historical Biography (367-368-369)

Elective courses, choose two:

Survey of United States History (109) (if not taken in
the Lower Division)
Colonial America, 1492-1783 (341)
Formation of the United States, 1783-1865 (342)
The United States since 1865 (343)
American Government (347-348)
History of Spain (371)

(b) American history

Required courses:

Colonial America, 1492-1783 (341)
Formation of the United States, 1783-1865 (342)
The United States since 1865 (343)
American Government (347-348)
History of England (304)

Choose two of the following:

Colonial Hispanic America (231)
Our Hispanic American Neighbors and the United States
(232)

MAJORS

The Republics of Hispanic America (233)

Choose two of the following:

American Foreign Relations (361-362-363)

American West (364-365-366)

Historical Biography (367-368-369)

Elective courses, choose two:

History of Ancient Civilization (108) (if not taken in the Lower Division)

Medieval Europe (104) (if not taken in the Lower Division)

Modern Europe (107) (if not taken in the Lower Division)

The Emergence of Modern Europe, 1485-1763 (331)

Revolutionary Europe, 1763-1848 (332)

Nationalism and Imperialism, 1848-1919 (333)

Contemporary History (311)

Spanish Colonization with Special Reference to Florida (224)

(c) Government

Required courses:

European Governments (335)

American Government (347-348)

History of Political Theory (335)

Government and Business (345)

Political Parties (350)

American Foreign Relations (361-362-363)

History of England (304)

Public Finance and Taxation (Economics 306)

Business Law (Economics 415)

Elective courses, choose two:

Nationalism and Imperialism, 1848-1919 (333)

Our Hispanic American Neighbors and the United States (232) or The Republics of Hispanic America (233)

Colonial America, 1492-1783 (341)

Formation of the United States, 1783-1865 (342)

Economic Aspects of Social Trends (Economics 323)

PHILOSOPHY

The student majoring in human relations with special reference to philosophy should have a thorough knowledge of the history of philosophy including contemporary philosophy, a survey of the problems of philosophy, knowledge of logic and the scientific method, and work in at least three other specialized fields of philosophy. A student should have studied at least two subjects in psychology and is expected to have knowledge of at least two subjects chosen from the fields of sociology, economics, history, religion, and education.

MAJORS

PSYCHOLOGY

A student majoring in human relations with special reference to psychology should study in the Lower Division general psychology, and at least two courses from the following: experimental psychology, psychology of personality, developmental psychology, social psychology, psychology of religion, and application of principles of mental hygiene to college problems. In addition the student should study general biology.

In the Upper Division the student should have a minimum of six courses from the following three groups, including all the courses in one group and at least one course from each of the other groups:

- Group I—Psychology of Character (305)
Applied Ethology (311)
Philosophy of Character (Philosophy 303)
- Group II—Psychology of Adjustment (303)
Abnormal Psychology (310)
Psychology of Motivation (361)
- Group III—Learning Theories (362)
Psychological Principles (411) (Educational)
Mental and Educational Testing (404)
Adolescent Psychology (351)

In addition the student should have one subject in philosophy, a course in genetics, and three Upper Division subjects chosen from economics, education, history, sociology, and biology. Students whose special subject includes psychology and education should include all the required courses in education.

SOCIOLOGY

While a regular major in human relations with special reference to sociology is not offered, students whose special interest is in this field can take a major in general human relations, placing emphasis on sociology.

GENERAL HUMAN RELATIONS

A student taking a general major in human relations will in the Lower Division study the principles of economics, psychology, and sociology, introduction to philosophy, and a course in religion. As an alternative he may take the human affairs integrated course, including ethical problems, and a course in religion. In either of these alternatives the student may substitute for the work of any term in economics or sociology an equivalent term in the same subject.

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



ROLLINS STUDENTS IN SCULPTURE HAVE WON MANY PRIZES

INSTRUCTOR IN PAINTING GIVES A STUDENT CONSTRUCTIVE CRITICISM



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be in one department. Some election will be made in at least four other departments. The remainder of the full courses in human relations may be in any departments. (Courses listed outside the Human Relations Division, but which have important human relations aspects, such as journalism, 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

OBJECTIVES

The objectives of the Expressive Arts Division are:

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

ART

A major in expressive arts with special reference to art 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 general art principles, a survey course in the history and appreciation of art, and two years of practical work are required as a prerequisite for advanced study. After a student has satisfactorily completed this general training he may work toward specialization in such fields as drawing, painting, sculpture, or the history and appreciation of art.

MUSIC

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

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

In the Lower Division the student must satisfactorily complete work in harmony and counterpoint in the Conservatory of Music. In addition, the student takes two private lessons a week, with an

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average of two hours a day practice, in his chosen field of practical music (voice, piano, etc.).

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

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

COURSES OF INSTRUCTION

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

NUMBERING OF COURSES

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

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

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

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

A—M T Th F—8:30-10:30 W—1:45-2:45
B—M Th—10:45-12:45 W S—8:30-10:30 F—1:45-2:45
C—M Th—1:45-3:45 T—1:45-2:45 W S—10:45-12:45
D—M Th—4:00-6:00 T F—10:45-12:45 W—2:45-3:45
E—T W F—4:00-6:00
S—T F—2:45-3:45

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

The courses offered are arranged alphabetically in the following order:

Art	Books
Astronomy	Chemistry
Biology—	Economics and Business Administration
Botany and Horticulture	Education
Zoology	English
Entomology	French
Ornithology and Nature Study	Geology

COURSES OF INSTRUCTION

German
Greek
Health and Physical Education
History and Government
Latin
Mathematics
Music
Philosophy

Physics
Psychology
Religion and Ethics
Social Science
Sociology
Spanish
Speech and Dramatic Art

ART

- 101f; 101s, (A). INTRODUCTION TO ART AND ARTISTS. An introduction to the great figures in European and American art since Giotto. Required of art majors and prerequisite for all Upper Division art courses. *Full Course.* Mr. McKean
- 131f, 132w, 133s, (D). INTRODUCTION TO PRINCIPLES OF ART. A basic course dealing with the underlying structure upon which all works of art are built. Members do some actual work in drawing, painting, and sculpture, and study historic approaches to artistic problems. Required of art majors and prerequisite for all Upper Division art courses. *Full Course.* Mr. McKean
- 151f, 152w, 153s, (C, D). SCULPTURE SEMINAR—ELEMENTARY. A course in modeling, composition, portraits from models, and casting. *Seminar.* Miss Ortmayer
- 203w, 204s, (A). INTERIOR DECORATION. A course to develop taste in the decoration and furnishing of houses; the evolution of floor plans with reference to historic and contemporary backgrounds; necessary for art majors. *Full Course.* Miss Robie
- 217s, (B). INTRODUCTION TO THE ART OF PHOTOGRAPHY. A study of the chemistry, mechanics, and art of making photographs. Members of the class take photographs, develop negatives, and make prints and enlargements. *Full Course.* Mr. Tiedtke
- 219w, (C). SURVEY OF ARTS OF ANCIENT CIVILIZATIONS. A course in the arts and cultures of Asia Minor, Egypt, Greece, and the Far East, with special reference to sculpture, painting, and ceramics. *Full Course.* (Alternating, given 1943-44.) Miss Robie
- 231f, 232w, 233s, (B). SECOND YEAR PAINTING. Creative work in composition. Students will endeavor to make real works of art, not just studies. Original work from personal experience and memory. The personality and individual point of view, or style, of each student is fostered. Prerequisite, 131, 132, 133. *Full Course.* Mr. McKean
- 247f, (D). CAMOUFLAGE. A course dealing with ways of concealing buildings and airports. Special attention is given to methods most suitable for Florida. *Seminar.* Mr. McKean
- 254f 255w, 256s, (C, D). ELEMENTARY SCULPTURE. A course in modeling in clay, including making compositions, portraits

COURSES OF INSTRUCTION

- from models, and the techniques and practice of casting. *Full Course.* Miss Ortmayer
- 267w, (C). GOTHIC ART AND ARCHITECTURE. A study of the rise and development of Gothic art and architecture with a survey of historic backgrounds; the decorative arts of the period including illuminated manuscripts, carved ivories, mosaics and enamels. *Full Course.* (Alternating, given 1942-43.) Miss Robie
- 304f, 305w, 306s, (C, D). ADVANCED SCULPTURE. A continuation of ELEMENTARY SCULPTURE. *Full Course.* Miss Ortmayer
- 311f, 312w, 313s, (C). A study of the culture and society of the following periods as mirrored in their creative arts. Prerequisite, 101. Miss Robie
- 311f, (C). ART IN ITALY AND SPAIN FROM THE THIRTEENTH THROUGH THE SIXTEENTH CENTURY. *Full Course.* (Alternating, given 1942-43.) Miss Cameron
- 312w, (C). ART IN FRANCE AND NORTHERN EUROPE FROM THE THIRTEENTH THROUGH THE SEVENTEENTH CENTURY. *Full Course.* (Alternating, given 1942-43.) Miss Cameron
- 313s, (C). EIGHTEENTH CENTURY EUROPEAN ART. *Full Course.* (Alternating, given 1942-43.) Miss Cameron
- 321f, 322w, 323s, (C). A study of the culture and society of the following periods as mirrored in their creative arts. Prerequisite, 101.
- 321f, (C). NINETEENTH CENTURY EUROPEAN ART. *Full Course.* (Alternating, given 1943-44.) Miss Cameron
- 322w, (C). ART IN AMERICA FROM THE COLONIAL PERIOD TO THE PRESENT TIME. *Full Course.* (Alternating, given 1943-44.) Miss Cameron
- 323s, (C). CONTEMPORARY ART. *Full Course.* (Alternating, given 1943-44.) Miss Cameron
- 331f, 332w, 333s, (B). THIRD YEAR PAINTING. An advanced course in painting. Work in landscape and painting a model out-of-doors. Prerequisite, 131, 132, 133 and 231, 232, 233. *Full Course.* Mr. McKean
- 351f, 352w, 353s, (C, D). SCULPTURE SEMINAR—ADVANCED. For students who have had elementary work in sculpture. *Seminar.* Miss Ortmayer
- 363w, (*To be arranged*). STUDY OF ANTIQUES. A course designed for collectors and others interested in antiques with emphasis on hobbies; a discussion of frauds and changing fads; old furniture, glass, china, silver, prints, silhouettes, etc. *Seminar.* Miss Robie
- 411f, 412w, 413s, (*To be arranged*). FOURTH YEAR PAINTING. A course in which an art major works towards his senior exhibition.

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The student selects a member of the faculty as his adviser-tutor, but he may work in any of the other classes—or work by himself. *Full Course.*

ASTRONOMY

- 101f, (D). DESCRIPTIVE ASTRONOMY—THE SOLAR SYSTEM. A study of the constitution of the system, the real and apparent motions of its members, their appearance and physical characteristics, and the various phenomena arising from celestial motions: time, the seasons, eclipses, etc. *Full Course.*
Dr. Phyllis Hutchings
- 102w, (D). DESCRIPTIVE ASTRONOMY—THE STELLAR SYSTEM. A study of the membership of and the distribution in our sidereal system of galaxy; the extra-galactic objects; the motions and physical characteristics of the members, and the explanation of their apparent brightness and color; various stellar phenomena, as double stars. *Full Course.* Dr. Phyllis Hutchings
- 105w, (D). NAVIGATION. Coastwise navigation, dead reckoning, compass sailing, position in latitude and longitude by the sextant. *Full Course.* Dr. Phyllis Hutchings
- 207f, 208w, 209s, (*Evenings*). OBSERVATIONAL ASTRONOMY. Brief surveys of the above material studied from an observational viewpoint. *Seminar.* Dr. Phyllis Hutchings

Note: *In all courses in astronomy at least one meeting each week will be held in the evening.*

BIOLOGY

- 101f-102w-103s, (D). GENERAL BIOLOGY. A course in general biology open to all students. Course will enable the student to gain a wide outlook over the biological sciences with a minimum of laboratory work. Students planning to major in the subject will be given additional laboratory work. Field trips and demonstrations. *Full Course.* Miss Shor
- 113f, (D); 113s, (A, C). FUNDAMENTAL BIOLOGY. This course consists of the third term work of the integrated course in Fundamental Science. It may also be taken by students planning to meet the biology requirement of the Achievement Plan. It is designed to give a broad perspective of the vast field of modern biology. Objectives are cultural rather than technical. It stresses unity of life, fundamental similarity in organic structure, vital processes, and natural laws exhibited by plants, animals, and man. *Full Course.* Dr. Uphof
- 304f, (S). BACTERIOLOGY. The application of bacteriology of household and sanitary sciences; bacterial diseases of men,

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- animals, and plants; soil bacteriology; classification of bacteria; preparation of important culture media, transplanting, inoculation, and identification of various types of bacteria; staining and preparation of bacterial slides. Prerequisite, 103. *Seminar*.
Dr. Uphof
- 305f, (B). MICROSCOPICAL TECHNIQUE. A course involving the histology and cytology of plants. Important methods of fixing, hardening, dehydrating, staining, clearing, imbedding, sectioning with rotary and sliding microtome, and mounting objects for microscopical study. Recitations and laboratory work. Prerequisite, 103. *Full Course*.
Dr. Uphof
- 308w-309s, (S). GENETICS. A course dealing with the laws of variation and heredity. Factor analysis; law of Mendel; mutation theory; hybridism; principles of biometry, plant and animal breeding. Textbook and laboratory work. Prerequisite, 103. *Seminar*.
Dr. Uphof
- 317f, (S). HISTORY OF BIOLOGY. A review of the makers of biological sciences, their lives, theories and contributions. Recent and contemporary biologists will be emphasized. *Seminar*.
Miss Shor
- 318w, (S). BIOLOGICAL LITERATA. Reading of the biological classics and more recent writings. Objectives—to familiarize the student with the works of the past and to teach him to interpret biological data and trace the development of important theories. *Seminar*.
Miss Shor

BOTANY AND HORTICULTURE

- 210f, (B). GENERAL BOTANY. General morphology of plants; identification of plants in the field. Textbook, conference notes, laboratory work, field work. *Full Course*.
Dr. Uphof
- 211w, (B). PLANT PHYSIOLOGY AND ANATOMY. A study of the metabolism of plants, their growth, nutrition, photo-synthesis, material transformation in the cells, influence of external conditions, symbiosis, parasitism and fermentation. A study of the tissues of roots, leaves and stems. Embryology. Textbook and laboratory work. Prerequisite, 210. *Full Course*.
Dr. Uphof
- 215s, (B). SYSTEMATIC AND ECONOMIC BOTANY. A study of the flowering plants, ferns, mosses, fungi, and algae, especially with reference to the local flora. Textbook, laboratory work and field trips. Prerequisite, 210. *Full Course*.
Dr. Uphof
- 225w-226s, (B). HORTICULTURE AND FRUIT GROWING. Study of physics, chemistry, and bacteriology of the soil; irrigation and drainage; natural and artificial propagation of plants; general outline of tropical and sub-tropical fruit growing; ornamental plants; grove management; vegetable growing; plant

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diseases and pests, and means of eradication. Textbooks, conference notes, laboratory work, drawing plans of groves and gardens, field work. *Full Course.* Dr. Uphof

ZOOLOGY

- 106s, (A). SYSTEMATIC INVERTEBRATE ZOOLOGY. Practical work in taxonomy, consisting largely of laboratory and field work; collection and classification of terrestrial, marine, and fresh water invertebrates, exclusive of the insects. Prerequisite, 103. *Full Course.* Miss Shor
- 204f-205w-206s, (A). COMPARATIVE ANATOMY. Comparative study of morphology, embryology, ecology, and general classification of vertebrates; representatives of different classes dissected and studied in detail; structures studied from embryological viewpoints to show relationship to man. Students registering for these courses should arrange with their other instructors to be absent for one all-day field trip each term. Required of pre-medical and biology majors. Prerequisite, 103. *Full Course.* Miss Shor
- 231f, 232w, 233s, (A). ZOOLOGICAL PRACTICUM. A course adapted to individual students presenting one year of zoology or equivalent. An introduction to biological research under close supervision. Prerequisite, one course in biology or zoology. *Full Course.* Miss Shor
- 301f-302w-303s, (S). HUMAN ANATOMY AND PHYSIOLOGY. The essentials of anatomy and physiology presented in logical sequence with a biological approach, including brief survey of human embryology. Open only to pre-medical students and nurses. *Seminar.* Miss Shor
- 316s, (S). ANIMAL ECOLOGY. The relation of animals to their environment with laws affecting their geographical distribution. Special attention to American species of vertebrates and local fauna. Prerequisite, 103. *Seminar.* (Alternating, given 1942-43.) Miss Shor
- 326w, (A). HISTOLOGY. A comparative study of the structure of all vertebrate cells, tissues and organs, including their relations to function, with special emphasis on mammalian tissues. Practice in the making of slides. Prerequisite, 103. *Full Course.* Miss Shor
- 327s, (A). EMBRYOLOGY. A study of the orderly series of changes in form and function through which the initial germ of the new individual is transformed into a sexually mature adult. Special study of the chick. Prerequisite, 103. *Full Course.* Miss Shor
- 404f, 405w, 406s, (A). SPECIAL PROBLEMS IN BIOLOGY. Individual problems or special topics in general zoology, inverte-

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- brate zoology, comparative anatomy, histology, embryology, entomology, or general biology, according to the interests and preparation of the students. *Full Course.* Miss Shor
- 416s, (S). BIOLOGY OF MAN. Physical affinities of man with primates, time and place of origin, evolution in structure and function, through a survey of his archeological and ethnological development from apes to Egyptians; race classifications; biological aspects of Indian, Negro, and marginal-white problems in the United States. *Seminar.* (Alternating, given 1943-44.) Miss Shor

ENTOMOLOGY

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

ORNITHOLOGY AND NATURE STUDY

- 362w, (S). ORNITHOLOGY. A special study of a few common birds found in or near Winter Park. *Seminar.* (Not given, 1941-42.) Mr. Davis
- 363w, (B). CONSERVATION OF NATURAL RESOURCES. A course designed to fulfill the requirements of the Florida State Department of Education for teachers of science or social science. *Full Course.* (Alternating, given 1942-43.) Dr. Uphof

BOOKS

- 101f, (S). USE OF THE LIBRARY. A study of the arrangement of books, use of card catalogue, use of reference books and magazines, making of bibliographies. The purpose is to develop independent use of libraries during college and in later life. *Seminar.* Mr. Yust
- 104f; 104s, (S). ART OF READING. A clinical seminar for those who need guidance in overcoming bad reading habits, which handicap them in their ability to interpret the printed page quickly and intelligently, and also for those who have not yet developed a love and appreciation of books. *Seminar.* Dr. Grover
- 204f, (C); 204s, (D). READING COURSE IN ENGLISH AND AMERICAN LITERATURE. First hour of each period is devoted to collective reading, the second hour to individual reading. Each student is encouraged to follow his native aim so as to develop a love of reading. Reports are required on all books read. *Full Course.* Dr. Grover
- 205w, (C—M, W, S). HISTORY OF THE BOOK. A history of hu-

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man records beginning with the clay tablets of Babylonia and the papyrus books of Egypt, and the development of the art of printing by John Gutenberg, followed by a study of the great medieval presses and the making of books by modern machinery. The course is profusely illustrated with historical material.

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

Dr. Grover

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

CHEMISTRY

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

Dr. Waddington

CHEMISTRY 112w, (A,C); 112s, (C,D). FUNDAMENTAL CHEMISTRY. This constitutes the second term of the Fundamental Science course and is also designed to meet the chemistry requirement of students choosing the Achievement Plan. Cultural in its approach, the course gives an understanding of the elements of chemical facts and theories and stresses the influence of science as a force in the modern world. *Full Course*.

Dr. Beatty, Dr. Waddington

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

Dr. Beatty

301f, 302w, (S). THE HISTORY OF CHEMISTRY. A seminar in which the development of chemical theory is treated from the historical point of view. Open to chemistry and physics majors as well as pre-medical students. Required of all Upper Division students majoring in chemistry. *Seminar*. (Alternating, given 1934-44.) Dean Anderson, Dr. Beatty, Dr. Waddington

303s, (S). CHEMICAL LITERATA. The seminar serves the double purpose of making the student acquainted with chemical periodicals and at the same time bringing before him recent developments in this science. Required of chemistry majors. *Seminar*. (Alternating, given 1943-44.)

Dean Anderson, Dr. Beatty, Dr. Waddington

311f-312w-313s, (D). ORGANIC CHEMISTRY. A course designed to

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give the student a thorough knowledge of the chemistry of the more important compounds of carbon. Experimental skill and the methods of organic synthesis are acquired through laboratory practice. Prerequisite, 107. *Full Course.*

Dr. Beatty

401f, 402w, (S). COLLOID CHEMISTRY. The fundamentals of theoretical and practical colloid chemistry are presented. Each student performs several experimental projects. Required of chemistry majors. *Seminar.* (Alternating, given 1942-43.)

Dean Anderson, Dr. Beatty, Dr. Waddington

403s, (S). CHEMICAL LITERATURE. This seminar serves the double purpose of making the student acquainted with chemical periodicals and at the same time bringing before him recent developments in this science. Required of chemistry majors. *Seminar.* (Alternating, given 1942-43.)

Dean Anderson, Dr. Beatty, Dr. Waddington

405f-406w, (D). PHYSICAL CHEMISTRY. A course in theoretical or physical chemistry involving laboratory practice and designed especially to be useful to students majoring in chemistry, biology, physics, or pre-medics. Prerequisite (for chemistry majors), 202 and Calculus. *Full Course.*

Dr. Waddington

407s, (*To be arranged*). ADVANCED THEORETICAL CHEMISTRY. A course designed for students who plan careers in chemistry or physics. Prerequisite, 406. *Full Course.*

Dr. Waddington

411f, (*To be arranged*). ADVANCED INORGANIC PREPARATIONS. A course designed to create skill in laboratory technique by a series of more advanced preparations as well as to give practice in the use of chemical literature. *Full Course.*

Dean Anderson, Dr. Waddington

412w, (*To be arranged*). ADVANCED ORGANIC PREPARATIONS. A laboratory course in which the student prepares a number of typical and more difficult organic compounds by general synthetic methods. Training in the use of literature is also acquired. Prerequisite, 311-312-313, or equivalent. *Full Course.*

Dr. Waddington

413f; 413w; 413s, (*To be arranged*). PROJECTS IN CHEMISTRY. Small elementary research projects are assigned to students for the purpose of giving training in the approach to a research problem, use of chemical literature, and the proper write-up of research studies. *Full Course.*

Dean Anderson, Dr. Beatty, Dr. Waddington

Note: *Any of the courses, 411, 412, 413, may be extended to two terms with the permission of the instructor.*

COURSES OF INSTRUCTION

ECONOMICS AND BUSINESS ADMINISTRATION

- 101f-102w, (A); 101w-102s, (D). PRINCIPLES OF ECONOMICS. A thorough foundation course to provide the student with a general, yet fundamental, knowledge of economic principles and institutions. Two terms are required of business administration and economics majors. The first term only is required of non-majors, though both terms may be taken. *Full Course.*
Dr. France, Dr. Melcher
- 112w, (B,C). AMERICAN ECONOMIC PROBLEMS. A study of the American economic situation, constituting both a survey of the facts and an evaluation of the social, political, and economic aspects of the more important problems now confronting the American people. This is the first term of the Human Affairs Integrated Course. *Full Course.* Dr. France
- 121f, (B); 121s, (A). BUSINESS MATHEMATICS. *Full Course.*
See Mathematics 121f; 121s.
- 204f-205w, (C). PRINCIPLES OF ACCOUNTING. Principles of accounting as applied to trading and manufacturing enterprises operating as sole proprietorship, partnership, or corporation; actual transactions and books set up and proper procedure used; preparation of financial and profit-and-loss statements. The underlying principles and theories of debit and credit are developed. Prerequisite, 121. *Full Course.* Dr. Fort
- 207s, (C). BUSINESS ORGANIZATION. A survey of the nature of a business enterprise; its promotion, financial organization, operating structure, marketing its products, accounting, personnel problems, control and readjustment problems of the enterprise. *Full Course.* Dr. Fort, Dr. Melcher
- 209s, (C). ECONOMIC GEOGRAPHY. A course designed to show the close inter-relationship of the world as a whole economically as well as to give the student practical information as to the economic conditions and trade requirements of the more important countries. *Full Course.* (Alternating, given 1942-43.) Dr. France
- 306w, (A). PUBLIC FINANCE AND TAXATION. A study of the principles and facts of taxation, with emphasis on government expenditures. A course of theory and practice in the field of public finance in general, to meet the need of taxpayers and civic and political leaders. Prerequisite, 101-102, 121. *Full Course.* (Alternating, given 1942-43.) Dean Enyart
- 307f, (A). CORPORATION FINANCE. A study of the forms and instruments of corporate finance; adaptations and comparisons of business organization; corporation stock; types of bonds, marketing securities; growth and expansion; management of income; reorganization and consolidations; causes of business failure; social aspects of corporation finance, practical

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- problems and practice. Prerequisite, 101-102, 121. *Full Course.* Dean Enyart
- 308w, (A). INVESTMENTS. Practice in the use of business forms and papers; supply of capital; demand for capital; determination of an investment policy; stock and bond analysis; judging a good investment; operation of the stock exchange and the bond market; investments and the business cycle and investment forecasting; principles and practice with actual problems. Prerequisite, 101-102, 121. *Full Course.* (Alternating, given 1943-44.) Dean Enyart
- 309s, (A). MONEY AND BANKING. History and development of the use of money; types of currency; kinds in use in the United States; modern banking operations; nature and use of credit; the federal reserve system; application of banking methods to business practice; course conducted through a syllabus of practical problems in banking. Prerequisite, 101-102, 121. *Full Course.* Dean Enyart
- 314f, (B). ADVANCED ACCOUNTING. A course dealing with accounting theory and special problems; a study of individual balance sheet accounts; handling of special accounts; cost accounting; constant emphasis on the relation accounting bears to law, finance, and economics. Prerequisite, 101-102, 204-205. *Full Course.* Dr. Melcher
- 315w, (B). ADVANCED ACCOUNTING—AUDITING. A course built around general problems: how to begin an audit, what to do during the audit, how to end an audit, what to do at completion of an audit. Carefully arranged laboratory work. Prerequisite, 314. *Full Course.* Dr. Melcher
- 317f-318w-319s, (S). BUSINESS ENGLISH. The course is intended to give the student an effective command of the English language as used in business. All types of business correspondence as well as oral business expression are studied through the use and practice of actual business dictation. *Seminar.* Dr. Fort
- 323s, (C). ECONOMIC ASPECTS OF SOCIAL TRENDS. A survey and evaluation of the social, political, and economic aspects of many of our historic problems, centering around the problems of human relations in industry and the utilization of natural resources; an attempt to associate all social forces. Prerequisite, 201 and other human relations courses. *Full Course.* (Alternating, given 1943-44.) Dr. Melcher
- 324f-325w-326s, (D). PERSONNEL ADMINISTRATION. Human relations in industry; an analysis and description of the methods of personnel work and an attempt to understand the psychology of the conflicts that arise and to evaluate the methods of industrial plans for improvement. Prerequisite, 101-102. *Seminar.* Dr. Melcher
- 333s, (B). AUDITING, THEORY, AND PRACTICE. Through the use

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of a standard text as well as laboratory practice auditing theory and procedure are studied. A complete audit is carried out to enable the student to visualize and practice the actual problems, solutions, and routines involved. Prerequisite, 314, 315. *Full Course.* (Alternating, given 1942-43.)

Dr. Melcher

336s, (B). COST ACCOUNTING. A simplified presentation of the means of attaining and the use to be made of accurate cost facts in manufacturing and business. Job-order, process, estimate, standard, by-product, and joint-product methods are discussed in their relation to accounting procedure, production control, and management. Prerequisite, 314, 315. *Full Course.* (Alternating, given 1943-44.) Dr. Melcher

343s, (C). OUTLINE OF ADVERTISING. The student will have opportunity to become familiar with the more important phases of advertising procedure and mechanics. The knowledge attained should make it possible for him to judge intelligently general advertising questions that may confront him in a business career. *Full Course.* (Alternating, given 1942-43.)

Dr. Fort

345w, (A). BUSINESS AND GOVERNMENT. *Full Course.* See History 345w.

363s, (B). CONSERVATION OF NATURAL RESOURCES. A course designed to fulfill the requirements of the Florida State Department of Education for teachers of science or social science. *Full Course.* (Alternating, given 1943-44.)

Dr. France

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

Dr. France

406s, (A). INDUSTRIAL MANAGEMENT. A study of business and economic conditions existent in industry today. Actual cases discuss the following: determinants of cost and their outcome in product price, adjustment of enterprise to its most economical size, diversification or simplification of products to assure profits, means and organization of the producing unit. Prerequisite, 101-102, 204-205, 207. *Full Course.*

Dr. Melcher

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

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

411f-412w, (B). MARKETING AND SALES MANAGEMENT. An analysis of marketing practices and a study of the development and trends of marketing institutions with the purpose of assisting in the understanding of marketing in a competitive economic

COURSES OF INSTRUCTION

- society and of pointing a way to improvement in marketing methods. Prerequisite, 101-102, and either 204-205, 207, or 307. *Full Course.* Dr. Fort, Dr. Melcher
- 414f, (B). CURRENT ECONOMIC PROBLEMS. A course designed to give students experience and aptitude in the handling of economic data as it unrolls from day to day; use of New York daily papers with special reference to financial sections as well as weekly and monthly publications. Prerequisite, 101-102, or Human Affairs Integrated Course. *Full Course.* (Alternating, given 1943-44.) Dr. France
- 415f, (C). BUSINESS LAW. A course designed to give economics and business administration majors an understanding of the more fundamental principles of law applying to business transactions with special reference to the law of contracts and negotiable instruments. Prerequisite, 101-102. *Full Course.* Dr. France
- 421f, (A). LABOR PROBLEMS. A study of labor problems; relations between capital and labor, especially in the United States; background of the trades union movement; principal problems arising out of the relations and aspirations of labor to our industrial situation as a whole. Prerequisite, 101-102. *Full Course.* (Alternating, given 1942-43.) Dr. France
- 432w, (C). READINGS IN ECONOMIC THEORY. A course designed to give majors in economics opportunity to read, in the original, some of the greater works in economics. The student will conduct independent research on some phase of economic theory and hand in a thesis covering his study. No class work. Open only to senior majors. *Full Course.* Dr. France

EDUCATION

- 233s, (B). INTRODUCTION TO TEACHING AND HISTORY OF EDUCATION. A course suitable for either prospective teachers or for those interested in educational problems as a part of their civic knowledge. Short development from Greece to the present; brief comparison of our system with those of Europe; survey of outstanding problems of administration and classrooms today. To be taken in second year of college work. *Full Course.* Miss Packham
- 309s, (A). METHODS OF TEACHING HIGH SCHOOL SPANISH. *Full Course.* See Spanish 309f.
- 321w, (A). PRINCIPLES AND ORGANIZATION OF SECONDARY EDUCATION. Comprehensive knowledge of the development and present status of secondary schools; critical reflective thinking concerning problems confronting secondary education; develop-

COURSES OF INSTRUCTION

ment of attitudes and ideals toward the whole school system. To be taken in third year of college work. *Full Course.*

Miss Packham

404s, (D). MENTAL AND EDUCATIONAL TESTING. Uses and interpretations of standard character, personality, intelligence, and subject matter tests; tests given in local schools; improvement of teacher-made tests; diagnostic and remedial work based on analyzing test results. To be taken in third or fourth year. *Full Course.*

Miss Packham

411f, (C). PSYCHOLOGICAL PRINCIPLES AND OBSERVATION. A course dealing with the physical, emotional, social, and intellectual development of the school-age child, and with the most hygienic and economical methods of learning. Six weeks of directed observation and participation in local schools. Includes the first term of work in observation and practice teaching required of all prospective teachers and open only to them. *Full Course.*

Miss Packham

412w-413s, (C). TECHNIQUE OF TEACHING AND PRACTICE TEACHING. Organized on an individual basis for the needs of each student both in general and specific methods and in practice work. Six weeks of practice teaching in local schools each term. Prerequisite, 411f. *Full Course*

Miss Packham

ENGLISH

101f-102w-103s, (A, C, D). FOUNDATION COURSE IN COMPOSITION AND LITERATURE. A course in fundamentals, enlarged and enriched by considerable reading, with training in the sentence, the paragraph, preparation of organized term reports and longer exposition. Some attention will be devoted to imaginative writing. *Full Course.*

Mr. Granberry, Mr. Mendell, Dr. Starr, Mr. Steel

104f, 105w, 106s, (S). CLINICAL SEMINAR IN ENGLISH GRAMMAR AND SENTENCE STRUCTURE. This review of English grammar and sentence structure is designed to assist students having difficulty in foreign language as well as in English. *Seminar.*

Dr. Starr

111f-112w-113s, (B, C, D), 114f-115w-116s, (B, D). ENGLISH FOUNDATION COURSES. These courses required of New Plan students run through the first and second years of the college course. In the first year they are designed to furnish the necessary theory and practice in the use of the sentence, vocabulary, and paragraph. In the second year the emphasis is upon exposition, analysis of thought, and essay. *Half Course.*

Mr. Granberry, Mr. Mendell, Mr. Steel

203f-204w-205s, (A, C). ENGLISH LITERATURE AND ITS BACK-
GROUNDS. Coordinated survey of English Literature, including the Old English period of Beowulf, the Middle English

COURSES OF INSTRUCTION

of Chaucer and Langland, and the Renaissance of Spenser and the Elizabethans, the Cavalier and Puritan Days of Herrick and Milton, with brief treatment of the Restoration of Pepys and Congreve. This three-term course is required of students majoring in English, to be followed by English 301, 332, 333. Students not majoring in English may register in any or all of the courses herein named. *Full Course.*

Mr. Mendell, Mr. Steel, Mr. Wattles

- 207w, (A). ARGUMENTATION AND DEBATE. *Full Course.* See Speech 207w.
- 217w, (S). SEMINAR IN POETRY WRITING. Technical instruction in writing poetry, also detailed criticism of students' work. Poetry of the present and earlier periods is studied in order to give the student standards of appreciation. Movements of poetry in our own day are taken up. Designed for a group of selected students. *Seminar.* Mrs. Scollard
- 231f, 232w, 233s, (D). SEMINAR IN CREATIVE WRITING WITH EMPHASIS ON SHORT STORY AND PLAY WRITING. A course designed for students interested in any branches of creative writing—fiction, drama, journalism, editing, or publishing. Open to Lower Division students on permission of instructor. *Seminar.* Mr. Granberry
- 253s, (C). ESSAY AND EXPOSITION. A course designed primarily for non-English majors but required of all students majoring in journalism. Practice and theory of the research report, informal essay, magazine article, with review of the structure of sentence, paragraph, and longer composition. Open to Upper and Lower Division students. *Full Course.* (Alternating, given 1943-44.) Mr. Wattles
- 261f, (B). MASTERPIECES OF PROSE LITERATURE. A course intended to acquaint the student with a selected group of great masters in the field of biography, letter, prose tale, and history. Open to non-English majors who have completed first year college English. *Full Course.* (Alternating, given 1943-44.) Dr. Starr
- 301f, (D). EIGHTEENTH CENTURY. English literature from Swift to Burns. The more important literary figures of the eighteenth century in relation to their social, economic and political background, with special emphasis on the beginnings of the Romantic Movement. Open to non-English majors. *Full Course.* Mr. Mendell
- 302f, 303w, (B), 304s, (C). AMERICAN LITERATURE. History of American literature from the earliest times to the present: Fall—period from colonial days until the Civil War; winter—from the Civil War to 1900; spring—from 1900 to the present. Century Readings volume is used as syllabus. Students ad-

COURSES OF INSTRUCTION

mitted only after conference with instructor. *Full Course.*

Dr. Pattee

307f-308w, (C). MAGAZINE AND NEWSPAPER. Practice and theory of reporting, editing, and make-up, with a study of American magazines and newspapers, using the college publications for laboratory. A course designed for majors in journalism and to assist the social science student to read periodical literature more effectively. Open to second year students on permission of instructor. Should be followed wherever possible by English 253. *Full Course.* (Alternating, given 1942-43.)

Mr. Wattles

317f-318w, 319s, (A). SHAKSPERE. In the fall and winter terms the complete dramas are read. In the spring term students are given practice in speaking blank verse through the presentation of an Elizabethan play, and there is a careful study of three plays. The course is designed to give a critical understanding of Shakespere's growth and mastery of poetic drama. Non-English majors may elect this course for one or more terms. *Full Course.* (319s alternating, given 1943-44.)

Mr. Steel

332w, (B). NINETEENTH CENTURY, PART I. A study of the poetry and prose of the English Romantic Movement, with emphasis on Wordsworth, Coleridge, Byron, Shelley, Keats, Hazlitt, Lamb, and De Quincey, together with a brief review of the sources and development of the movement in eighteenth century England. *Full Course.*

Dr. Starr

333s, (B). NINETEENTH CENTURY, PART II. A study of the prose and poetry of England from 1850 to 1900. The major writers of verse, the essay, fiction, drama, and criticism are reviewed with special attention to Tennyson and Browning. There is a study of social changes in the Victorian period as background. *Full Course.*

Dr. Starr

351f-352w, (C). HISTORY OF THE DRAMA. A survey of the most important dramatic writing from the Greeks to current plays. The vital relation of the theatre to dramatic creation is steadily emphasized and illustrated. *Full Course.* (Not given, 1941-42.)

355w, 356s, (D). ENGLISH NOVEL. These courses trace the development of the novel from its beginnings through its periods of greatness: first term, from Defoe to Jane Austen; second term, from Scott to Hardy. Open to non-English majors. *Full Course.* (Alternating, given 1943-44.)

Mr. Mendell

361f-362w-363s, (D). EPIC AND LYRIC POETRY. Research reports by the students on approximately twenty of the important national folk and literary epics of the world literature. Similar approach by survey to the lyric poem, its appraisal, verse structure, significant ideas, and important figures in its creation. Special work on the modern American period. Assistance

COURSES OF INSTRUCTION

- given to those who wish to write. *Full Course.* (Not given, 1941-42.) Mr. Wattles
- 364f, 365w, 366s, (D). CONTEMPORARY LITERATURE. The courses are designed to develop an appreciation and critical judgment of the best of contemporary literature—drama, fiction, essay, and biography—by arousing interest in the reading and discussion of recent work in these fields. *Full Course.* Mr. Wattles
- 367f, 368w, 369s, (D). ROLLINS WRITING WORKSHOP. An advanced course in creative writing, conducted on the workshop plan. Students will be assigned a daily two-hour period for writing in privacy instead of in the classroom, and will attend one meeting a week for the reading and criticism of their manuscripts. Open, with the consent of instructor, to Upper Division students who show outstanding talent for creative writing and who have given evidence of responsible work habits. *Full Course.* Mr. Granberry
- 417w, (S). SEMINAR IN POETRY WRITING—ADVANCED. Technical instruction in writing poetry, also detailed criticism of students' work. Poetry of the present and earlier periods is studied in order to give the student standards of appreciation. Poetry movements in our own day are taken up. Designed for a group of selected students. *Seminar.* Mrs. Scollard

FRENCH

- 101f-102w-103s, (A). ELEMENTARY FRENCH. Beginners course: phonetics, elementary grammar, translations from French to English and English to French; last term, French history and conversation. Student should acquire good reading knowledge, fair speaking and writing knowledge. *Full Course.* Mr. Roney
- 201f, 202w, (C). INTERMEDIATE FRENCH. Thorough review of French grammar and syntax with emphasis on its essential difficulties; vocabulary building through topics of everyday life, with aim to give training in conversation; free compositions on simple subjects; reading of modern texts; special consideration of the geography and economy of France, its resources, and the customs of the French people. Prerequisite, 103 or equivalent. *Full Course.* Mr. Fischer
- 203s, (C). FRENCH COMPOSITION AND CONVERSATION. Practice in writing idiomatic French in translations and free compositions; reading of modern masterpieces with explanations in French; elements of French history; relations between France and the United States. Prerequisite, 202. *Full Course.* Mr. Fischer
- 251f, 252w, 253s, (S). LOWER DIVISION SEMINAR. A course designed as a review for students who have completed the Lower

COURSES OF INSTRUCTION

- Division French courses but who have not yet acquired a working knowledge. *Seminar.* Mr. Fischer
- 301f, 302w, 303s, (B). **ADVANCED FRENCH COMPOSITION AND CONVERSATION.** Conducted in French; conversation and vocabulary; written composition; interpretive reading. Aim to help students express themselves fluently in French, prepare for foreign study or travel, with emphasis on knowledge of the customs, geographical background, and practical language of France, in order to meet any requirements brought about by the war situation. Examination before entry. *Full Course.*
- Mr. de Noue
- 351f-352w-353s, (C). **SURVEY OF FRENCH CIVILIZATION.** Conducted in English; survey of the most important forces which contributed to the formation of France as a nation and as a cultural center of the Western World; parallel study of history, literature, customs, traditions, art, and religion, from the Roman conquest to the present time. *Full Course.*
- Mr. de Noue
- 361f, (S). **INTRODUCTION TO FRANCE.** Conducted in French; giving historical, geographical, political, military, and ethnographical knowledge of the building up of France in the twentieth century, as well as modern ways of living traditions and customs. Aim to introduce the country to those who cannot travel over there at present, and for those who might have to go to France because of the European situation. *Seminar.*
- Mr. de Noue
- 362w, (S). **FRANCE IN EUROPE DURING THE NINETEENTH AND TWENTIETH CENTURIES.** Conducted in French; the political and military situation; lessons from the past wars, foreign influences; peace treaties. To help the students get a better understanding of the European situation, past and present. *Seminar.*
- Mr. de Noue
- 401f, 402w, 403s, (S). **SEMINAR IN FRENCH LITERATURE.** Study of special problems of periods according to preference of student. *Seminar or Full Course.*

Mr. deNoue, Dr. Firestone

GEOLOGY

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

GERMAN

- 101f-102w-103s, (A). **ELEMENTARY GERMAN.** Phonetics and elementary grammar; translations from German to English and

COURSES OF INSTRUCTION

English to German; elements of German geography and economy. Student should acquire good reading knowledge, fair speaking and writing knowledge. *Full Course.*

Mr. Fischer

201f, 202w, 203s, (B). INTERMEDIATE GERMAN. Thorough review of German grammar and syntax; translations and easy free compositions; reading of German masterpieces with explanations in German; vocabulary building and conversation on everyday topics; special consideration of the geography, economy, and history of Germany; customs of the German people and relation to the United States. Prerequisite, 103. *Full Course.*

Mr. Fischer

251f, 252w, 253s, (S). LOWER DIVISION SEMINAR. A course designed as a review for students who have completed the Lower Division German courses but have not yet acquired a working knowledge. *Seminar.*

Mr. Fischer

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

Dr. Firestone

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

Dr. Meyer

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

Dr. Firestone

GREEK

101f-102w-103s, (D). ELEMENTARY GREEK. Beginners course in the language, chiefly study of grammar and syntax, with reading in the Iliad. Transition of Attic Greek in latter part of course, and reading of selections from Xenophon's Anabasis. *Full Course.*

Dr. Firestone

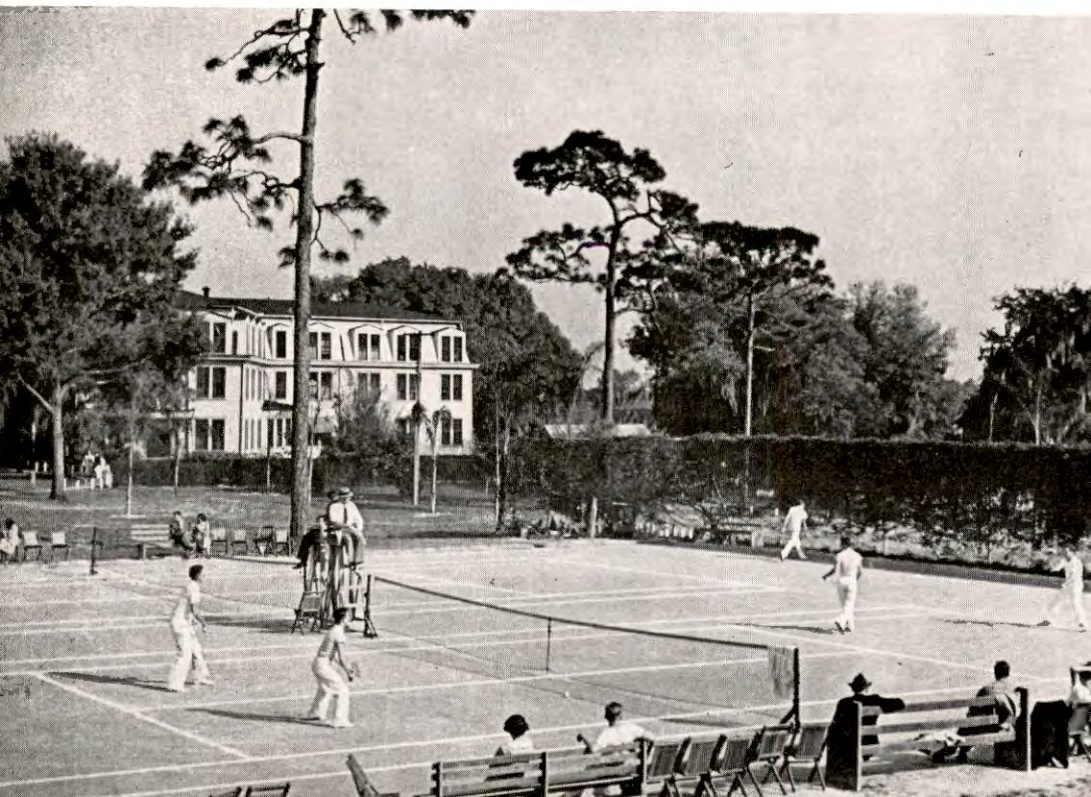
351f-352w-353s, (S). SEMINAR FOR ADVANCED STUDENTS. The work of this seminar will be arranged for individual students who may choose the study of Homer, Plato, Aristotle, Athenian Drama, Greek History and Oratory, Herodotus, Thucydides, or Demosthenes. *Seminar or Full Course.*

Dr. Firestone



ARCHERY IS A POPULAR INTRAMURAL SPORT FOR WOMEN

THE TENNIS COURTS ARE IN USE THROUGHOUT THE COLLEGE YEAR



COURSES OF INSTRUCTION

HEALTH AND PHYSICAL EDUCATION

OBJECTIVES

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

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

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

SUMMARY OF PLAN FOR MEETING REQUIREMENTS

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

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

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

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

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

SUMMARY OF PLAN FOR CONDUCTING COURSES

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

At the end of each term or upon completion of an activity, the student will be examined in order to ascertain his proficiency in the activity. Students who fail to meet the minimum requirement will repeat the course.

COURSES OF INSTRUCTION

MEDICAL CERTIFICATE AND PHYSICAL EXAMINATION

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

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

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

Special nutrition classes are provided for those needing them.

HEALTH EDUCATION COURSES

104f, (A, C, D, S). *PERSONAL HYGIENE APPLIED.* This course in health education is required of all freshmen. It deals with the improvement of living; the meaning of health in terms of life values; the biologic approach to the study of health; the place of intelligence in day to day living; and ways of improvement of health and the prevention of disease. *Seminar.*

Dr. Adams, Miss Weber

PHYSICAL EDUCATION FOR MEN

EQUIPMENT

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

COURSES

The courses listed below cover instruction in the approved activities.

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

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

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

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

ACTIVITIES FOR MEN

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

Fall Term. Canoeing, Crew, Fencing, Football, Golf, Riding, Riflery, Swimming, Tennis, Touch-football, Track.

Winter Term. Basketball, Canoeing, Crew, Fencing, Golf, Out-

COURSES OF INSTRUCTION

of-doors Course, Riding and Nature Study, Riflery, Swimming, Touch-football, Track.

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

Lower Division students must register for instruction in physical education classes of individual sports such as golf, tennis, swimming, riflery—activities that can be carried on after college. Exception: any Lower Division student who can demonstrate that he can perform in at least three of the individual sports may elect intramurals, or any other physical education activity. Upper Division students may specialize in any activity, team or individual. Upon approval of the Director of Physical Education, intercollegiate sports may be substituted for a required course.

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

PHYSICAL EDUCATION FOR WOMEN

COSTUME

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

COURSES

The courses listed below cover instruction in the approved activities.

- 101Wf, 102Ww, 103Ws. FIRST YEAR COURSE.
201Wf, 202Ww, 203Ws. SECOND YEAR COURSE.
301Wf, 302Ww, 303Ws. THIRD YEAR COURSE.
401Wf, 402Ww, 403Ws. FOURTH YEAR COURSE.
409Ws. TRAINING COURSE FOR CAMP COUNSELORS. (*Time to be arranged.*)

ACTIVITIES FOR WOMEN

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

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

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

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

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

1. One individual sport: choice of tennis, golf, archery, fencing.
2. One team sport: choice of basketball, hockey, volleyball.

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3. One term's work in dancing: choice of folk-dancing, modern dancing, Denishawn, tap.

4. Swimming or canoeing.

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

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

PROFESSIONAL COURSES IN PHYSICAL EDUCATION

In order to secure certification to teach physical education in the schools of Florida a student must take the following courses in addition to the courses in education required for a teacher's certificate:

312w. ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION. Emphasis will be on the entire physical education program of the public schools; the kinds of activities for different age-groups and the methods of presentation of physical education activities; the organization and administration of intramurals and interscholastic athletics; the care and purchase of equipment; awards — methods of organizing competition — will be discussed. *Half Course.* Dr. Adams, Miss Weber

313s. SCHOOL HEALTH SUPERVISION. This course deals with coordinating Health and Physical Education with the general school program: *Healthful School Living* — school environment: ventilation, lighting, cleaning, safety, fire protection; school organization: activity periods, schedules, rest; pupil-teacher relationships: fatigue, discipline, homework; *Health Service* — appraisal: physical examinations, findings, follow-up work, guidance, first aid. *Half Course.*

Dr. Adams, Miss Weber

314f-315w-316s. COACHING OF TEAM SPORTS: FOOTBALL, BASKETBALL, BASEBALL. This course presents the coaching of team sports in high schools. The fundamentals of the sports will be stressed, such as passing, blocking, kicking, ball and body handling; also, position play, team offense and defense. One sport will be taken up each term. *Seminar.*

Dr. Adams, Mr. McDowall

317f-318w-319s. COACHING OF TEAM SPORTS FOR WOMEN: BASKETBALL, FIELD HOCKEY, VOLLEYBALL. This course presents the coaching of the team sports in high schools. The fundamentals of the sports will be stressed, such as team tactics, team offense and defense, also position play. One sport will be taken up each term and opportunity given for students to officiate under supervision and direction. *Seminar.* Miss Weber

411f, 412s. PRACTICE TEACHING IN PHYSICAL EDUCATION. Each

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- student will serve as a teaching assistant in physical education service classes. *Seminar.* Dr. Adams, Miss Weber
- 415w. THE TEACHING OF HYGIENE. In this course emphasis will be placed on hygiene as a means for the improvement of living; the meaning of health in terms of contemporary life; the biologic approach to the study of health; ways of improving health and preventing disease; methods and materials for the instruction of hygiene in the secondary schools will also be emphasized. *Half Course.* Dr. Adams, Miss Weber
- 418w-419s. COACHING OF INDIVIDUAL SPORTS: SWIMMING AND TENNIS. This course presents the coaching of individual sports in high schools. Fundamentals of swimming and tennis will be stressed: diving, strokes, foot-work, body position, etc.; also, styles of execution, conditioning, squad practices, and schedules will be discussed. *Seminar.* Dr. Adams, Miss Weber

HISTORY AND GOVERNMENT

- 104f, (C); 104w, (B). MEDIEVAL EUROPE. A survey of the origin and growth of western civilization from the decline of the Roman Empire to the period of the Renaissance, emphasizing the important characteristics and developments of the Medieval Period. *Full Course.* Dr. Smith
- 107f, (B); 107w, (A). MODERN EUROPE. A study of Europe from the Renaissance to the present day; designed for students—not history majors—who lack a knowledge of this period and will fulfill the Lower Division requirement in this subject, and also as a foundation course for history majors. *Full Course.* Dr. Bradley
- 108s, (C). HISTORY OF ANCIENT CIVILIZATION. A course concerned with the evolution of ancient institutions from the beginning of recorded history to the decline of the Roman Empire. *Full Course.* Dr. Smith
- 109s, (B). SURVEY OF UNITED STATES HISTORY. For students—not history majors—who wish to fulfill the Lower Division requirement in this subject. One paper required on outside reading, a moderate amount of map work. With History 347 fulfills the Constitution requirement for Florida teachers' certificate. *Full Course.* Dr. Bradley
- 115w, (A). INTRODUCTION TO HISTORY. A course designed to introduce students to the methods and materials of the historian, as well as to present a general analytical survey of the evolution of western institutions. As the last term of the Human Affairs Integrated Course, constant integration with the material of previous courses is attempted, in an effort to enable the students to understand the historical background of contemporary problems. This is the fourth term of the Human Affairs Integrated Course. *Full Course.* Dr. Smith

COURSES OF INSTRUCTION

- 215f, (C). SPECIAL PROBLEMS IN MEDIEVAL EUROPE. An advanced course to be adapted to special interests of students and correlated with major work. Admission restricted to consent of instructor. *Full Course.* Dr. Smith
- 224s, (C). SPANISH COLONIZATION, WITH SPECIAL REFERENCE TO FLORIDA. A survey of the political and economic condition of Spain in the sixteenth century and a study of the Spanish colonial system, with its application to Florida. Development as a Spanish colony, international importance, and later development. *Full Course.* Mr. Hanna
- 231f, (D). COLONIAL HISPANIC AMERICA. Spanish and Portuguese exploration and settlement of the Americas, including lands which at present form part of the United States; the aborigines and their Christianization; Spanish and Portuguese colonial, political and economic systems; the wars of independence in South and Central America. This course will be conducted by means of assigned readings, solution of problems, and informal discussions. *Full Course.* Dr. Hasbrouck
- 232w, (D). OUR HISPANIC AMERICAN NEIGHBORS AND THE UNITED STATES. A brief descriptive survey of the Hispanic Americans and their historical background, followed by a study and report on some of the more important events connected with the relations of the United States and the Hispanic American Republics. This course will be conducted by means of assigned readings, solution of problems, and informal discussions; and in addition there will be one one-hour lecture each week open to registrants in the Adult Education course. *Full Course.* Dr. Hasbrouck
- 233s, (A). THE REPUBLICS OF HISPANIC AMERICA. This course will cover the economic geography, social conditions and important events in the history of the Republics of Hispanic America from the gaining of their independence to the present day. The course will be conducted by means of assigned readings, solution of problems, and informal discussions. *Full Course.* Dr. Hasbrouck
- 304w, (C). HISTORY OF ENGLAND. A survey course in English history open to all Upper Division students. Not required of history majors. Discussions and map work. *Full Course.* Dr. Bradley
- 311f, (C). CONTEMPORARY HISTORY. A history of Europe since 1914, including survey of World War and a country by country study to present day. An object to develop intelligent newspaper reading on international affairs. Map studies. Required of majors, open to non-majors. *Full Course.* Dr. Bradley
- 331f, (A). THE EMERGENCE OF MODERN EUROPE, 1485-1763. An intensive study of the Renaissance, Reformation, and rise of

COURSES OF INSTRUCTION

- the dynastic power in the various countries from the Renaissance to the French Revolution. Students are encouraged to specialize in some particular aspect of the period. Prerequisite, 104 and 107, or consent of instructor. *Full Course*. (Alternating, given 1943-44.) Dr. Smith
- 332s, (A). REVOLUTIONARY EUROPE, 1763-1848. An intensive study of the decline of the ancient regime in France, the vicissitudes of the French Revolution, the rise and fall of Napoleon, and the struggle between the forces of liberalism and reaction to the Revolution of 1848. Prerequisite, 104 and 107, or consent of instructor. *Full Course*. (Alternating, given 1943-44.) Dr. Smith
- 333s, (A). NATIONALISM AND IMPERIALISM, 1848-1919. An intensive course in the clashing ideologies of the nineteenth and twentieth centuries, from the revolutionary movements of 1848, emphasizing nationalistic and imperialistic tendencies. Individualized study and special reports required. Prerequisite, 104 and 107, or consent of instructor. *Full Course*. (Alternating, given 1942-43.) Dr. Smith
- 335w, (A). 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. *Full Course*. (Alternating, given 1942-43.) Dr. Young
- 337s, (B). EUROPEAN GOVERNMENTS. A study of the important governments of Europe, their history and present operation—Great Britain, France, Germany, Russia, and Italy. Required of European history majors. Text and outside reading. *Full Course*. (Alternating, given 1943-44.) Dr. Young
- 341f, (A). COLONIAL AMERICA, 1492-1783. An intensive study of the colonization of North America, from the discovery of America to the conclusion of the American Revolution. Individualized study and special reports required. Prerequisite, 107 and 109, or consent of instructor. *Full Course*. (Alternating, given 1942-43.) Dr. Smith
- 342s, (A). FORMATION OF THE UNITED STATES, 1783-1865. Rapid review of the period from adoption of the constitution to opening of Civil War, followed by a study and papers on special topics, largely in individual conference. Required of United States history majors. Prerequisite, 109, or consent of instructor. *Full Course*. (Alternating, given 1943-44.) Dr. Bradley
- 343s, (A). THE UNITED STATES SINCE 1865. Rapid review of the period followed by study and papers on special topics, largely in individual conference. Required of United States history majors. Prerequisite, 109, or consent of instructor. *Full Course*. (Alternating, given 1942-43.) Dr. Bradley

COURSES OF INSTRUCTION

- 345w, (A). BUSINESS AND GOVERNMENT. A study of the police power of government with special reference to business affected with a public interest such as granger legislation, banking, insurance, rents, minimum wage, public utilities, transportation, and the New Deal. Social and economic relations will be emphasized. Students will use a text, library references, and pertinent decisions of the Supreme Court. *Full Course.* (Alternating, given 1943-44.) Dr. Young
- 347f-348w, (B). AMERICAN GOVERNMENT. A study of the operation of the national, state, and municipal governments. Emphasis is placed on constitutional interpretation with discussion of important decisions of the United States Supreme Court. Required of United States history majors, and the first term for the Constitution requirement for Florida teachers' certificate. *Full Course.* Dr. Young
- 350s, (B). POLITICAL PARTIES. An intensive study of the origin, nature, organization, methods, services, and problems of political parties. Text and library references. *Full Course.* (Alternating, given 1942-43.) Dr. Young
- 361f-362w-363s, (S). AMERICAN FOREIGN RELATIONS. An intensive study of the foreign relations of the United States from the Revolutionary War to the present. Students encouraged to make special study of our foreign relations with one particular country. Consent of instructor required. *Seminar.* Dr. Smith
- 364f-365w-366s, (S). AMERICAN WEST. The westward movement of the British colonies and the westward extension of the boundaries of the United States; the study of the organization, settlement, and problems involved in the formation of new states and territories. Consent of instructor required. *Seminar.* Dr. Smith
- 367f-368w-369s, (D). HISTORICAL BIOGRAPHY. An attempt to teach history without lectures, class meetings, papers or text books. Readings and individual conferences in wide field. Consent of instructor required. *Seminar.* Dr. Bradley
- 371s, (A). HISTORY OF SPAIN. A survey of the evolution of the civilization and institutions of Spain with special emphasis on the rise and decline of the Spanish Empire. *Full Course.* (Alternating, given 1942-43.) Dr. Smith

LATIN

- 101f-102w-103s, (D). ELEMENTARY LATIN. A study of the elements of the language and reading in Caesar's Gallic War. *Full Course.* Dr. Firestone
- 204f-205w-206s, (D). MASTERPIECES OF ROMAN LITERATURE. Reading of selected orations of Cicero, selections from Ovid, several plays of Plautus and Terence, and a study of the his-

COURSES OF INSTRUCTION

- tory of the Roman comedy. *Full Course.* Dr. Firestone
351f-352w-353s, (S). SEMINAR FOR ADVANCED STUDENTS. The work of this seminar will be arranged for individual students who may choose the reading of Latin Lyric Poetry, selections from Catullus, the Odes of Horace, or Latin Prose of the Imperial Period, the letters of Pliny, the Annals of Tacitus, or Roman Philosophy, including the study of Lucretius and Cicero. *Seminar or Full Course.* Dr. Firestone

MATHEMATICS

- 101f, (A). ADVANCED COLLEGE ALGEBRA. Review of the essentials of elementary and intermediate algebra; properties and graphs of quadrate equations; mathematical induction; binomial theorem, A and G; progressions; complex numbers; theory of equations; permutations, combinations, and probability; determinants; partial and continued fractions; scales of notation. *Full Course.* Mr. Weinberg
- 102w, (A). PLANE AND SPHERICAL TRIGONOMETRY. Trigonometric functions of acute angles; use of tables of natural functions; logarithms; solution of right and oblique triangles; trigonometric functions of any angle; plane sailing; graph of functions; trigonometric identities and equations; applications of trigonometry to algebra; solution of the right and oblique spherical triangles. *Full Course.* Mr. Weinberg
- 107f, 108w, 109s, (B). FUNDAMENTAL MATHEMATICS. Historical development of mathematics from classical times to the present. How and why mathematics functions in the world in which we live. Designed to develop the ability to discover the applications of mathematics in every day experiences. Includes field trips of inspection to construction work and machinery employing mathematics, and the use of surveying instruments to solve mathematical problems. *Full Course.* Mr. Weinberg
- 121f, (B); 121s, (A). BUSINESS MATHEMATICS. Rapid review;—arithmetic, including short cuts; intermediate and elementary algebra; including factoring, ratio and proportion, percentage, involution and evolution, logarithms; denominate numbers; interest, true and bank; cash and trade discounts, compound interest, present worth, annuities, perpetuities, depreciation, permutations, combinations, and probabilities. A course designed for those majoring in business administration. *Full Course.* Mr. Weinberg
- 202f, (A). PLANE ANALYTIC GEOMETRY. Nature of elementary geometry, algebra, and trigonometry; geometric magnitudes; loci and their equations; straight line; circle; transformation of coordinates; parabola; ellipse; hyperbola; conics; polar coordinates; higher plane curves; point, plane, and line determined. *Full Course.* Dr. Hutchings

COURSES OF INSTRUCTION

- 204w, (A). MECHANICAL DRAWING. Applied geometry; the theory of projection; orthographic projection; working drawings, perspective drawing, charts, graphs, diagrams. Students will need wooden drawing board, drawing instruments, two triangles, one triangular scale, one T square, drawing paper, and tracing cloth. Prerequisite, 102. *Full Course.*
- Mr. Weinberg
- 211w-212s-213f, (A). ELEMENTARY CALCULUS. Winter—the process and rules of differentiation and its applications; spring—the integral calculus, methods of integration and applications to the study of areas, surfaces, volumes, centers of gravity, etc.; fall—multiple integration, infinite series, theory of finite differences (mechanical differentiation and integration). Prerequisite, 102, 202. *Full Course.*
- Dr. Hutchings
- 301s, (A). PLANE SURVEYING. Field work; notes, care of field equipment; use of chain and tape; the compass, level, transit; practical surveying; methods of computing. Aim to teach student self-reliance and power to work independently. Prerequisite, 102. *Full Course.* (To be given if sufficient demand.)
- Mr. Weinberg
- 303w, (A). GRAPHIC STATICS. A course especially designed for science majors. Arranged to fit the needs of the individual student. Prerequisite, 202. *Full Course.* (To be given if sufficient demand.)
- Mr. Weinberg
- 307w-308s, (A). MECHANICS. See Physics 307w-308s.
- 321f, 322w, 323s, (B). ADVANCED MATHEMATICS. Study of special topics according to the need or choice of the individual student. Subjects offered will include Theory of Equations, Projective Geometry, Theory of Numbers, Algebra of Logic. *Seminar or Full Course.*
- Dr. Hutchings
- 402w, (D). FUNDAMENTAL CONCEPTS OF MATHEMATICS. A course for science majors. Arranged to meet the needs of the individual student. Consists in reading books on the concept of algebra, geometry, and analysis. Writing themes in line with the major selected. Prerequisite, 202. *Seminar.*
- Mr. Weinberg
- 407f, (A). STATISTICAL METHOD. Topics included: Meaning and importance; tabular and graphical representation; frequency distributions; measures of central tendency; skewness; excess; moments; linear trends; correlation; curve fitting; normal curve; measures of reliability. Arranged to fit needs of individual student. Especially designed for human relations group majors. *Full Course.*
- Mr. Weinberg
- 408s, (A). MATHEMATICS OF FINANCE. Review of commercial algebra; application to commercial problems; exponents and radicals; logarithms; compound interest and discount; ordinary annuities; amortization and sinking funds; valuation of bonds; mathematics of depreciation; life insurance. Especially

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designed for economics and business administration majors.
Full Course. Mr. Weinberg

409f-410w, (A). HISTORY OF MATHEMATICS. The history of the science from the beginning to the present. Prerequisite, 202.
Full Course. Mr. Weinberg

412w, 413s, (B). ADVANCED CALCULUS. Winter—theory, methods of solution, and applications of differential equations; spring—advanced integral calculus; analytic functions, Fourier series, elliptic integrals, etc. Prerequisite, 213. *Full Course.*
Dr. Hutchings

MUSIC

101f, 102w, 103s, (S). INTRODUCTION TO MUSIC LITERATURE. A course designed to develop the student's musical understanding, insight, and critical judgment through the study of music of various styles and periods. No previous knowledge of music is required. *Seminar.* Mr. Carter

111f; 111w; 111s, (*To be arranged*). FUNDAMENTALS OF MUSIC. A course in rudiments, terminology, and knowledge of the keyboard. Prerequisite for students taking practical music for credit, who have had little or no previous training. May, however, be taken simultaneously with voice. Although recommended, this course is not required of students taking practical music without credit. *Seminar.* Mr. Kvam

PRACTICAL MUSIC. Instruction is provided in piano, voice, organ, and orchestral instruments at no extra charge. Practical music is subject to the following restrictions: candidates for the Bachelor of Arts or Bachelor of Science degrees may take practical music, provided they obtain the consent of their advisers and take, also, Music 111. Students taking one half-hour lesson a week and practicing one hour a day will receive seminar credit for this work, provided they carry it through at least two terms.

Students may take practical music as auditors; if their progress is not satisfactory they may be required to discontinue their lessons.

For other courses in Music see pages 150-154 under Conservatory of Music.

PHILOSOPHY

116s, (A, C). ETHICAL PROBLEMS. This course, coming the spring term of the second year, constitutes a synthesis of the integrated courses in terms of ethical values. The relation between the various fields of study as well as within the fields themselves is made clear. The student is made to realize that he is the integrating agent. This broad background furnishes

COURSES OF INSTRUCTION

a sound foundation for the orientation of the student with respect to his special interest. *Full Course.*

- 201w, (C). HISTORY OF ANCIENT AND MEDIEVAL PHILOSOPHY. The history of western philosophy from the work of Thales through that of Roger Bacon. Because it illuminates philosophical issues alive today, the middle period of Greek philosophy is given primary consideration. *Full Course.* (Alternating, given 1942-43.) Dr. Stone
- 202s, (A). HISTORY OF MODERN PHILOSOPHY. The history of philosophy beginning with Roger Bacon and concluding with Herbert Spencer. Of the thinkers included between, only the greatest are considered. Issues emphasized are those of present significance. *Full Course.* Dr. Stone
- 203f, (C). INTRODUCTION TO PHILOSOPHY. A survey of the fields in philosophy, and of the most significant problems involved. An attempt is made to correlate the various bodies of knowledge in terms of a few basic principles. *Full Course.* Dr. Stone
- 223w, (A). 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.* (Alternating, given 1943-44.) Dr. Stone
- 301f, (A). CONTEMPORARY PHILOSOPHY. Study is confined to the dominant members of the contemporary group. Each student is responsible for a thorough reading and understanding of the works of one man. Prerequisite (except for students especially qualified), one Lower Division course in philosophy. *Full Course.* (Alternating, given 1942-43.) Dr. Stone
- 303s, (C). PHILOSOPHY OF CHARACTER. A study of ethics from the point of view of ethology, the science of character. Shows the relation of the lower motivations to the higher, outlining moral and ethical concepts, and shows the progressive virtues of a mature life. *Full Course.* Dr. Bailey
- 305f, (C). PLATO AND ARISTOTLE. The greater part of Plato's Dialogues, and certain sections of Aristotle's Metaphysics and Ethics are read and discussed. Prerequisite (except for students especially qualified), one Lower Division course in philosophy. *Full Course.* (Alternating, given 1943-44.) Dr. Stone
- 308w, (A). PHILOSOPHY OF SCIENCE. A non-technical course in the development of scientific ideas from Galileo's time to the present day. Of chief concern is the effect of these ideas upon contemporary philosophy and modern culture. Except for science majors, a Lower Division course in philosophy is a highly advisable though not absolutely necessary prerequisite. *Full Course.* (Alternating, given 1942-43.) Dr. Stone

COURSES OF INSTRUCTION

- 309w, (A). AESTHETICS. A course in the philosophical basis of the various arts. Readings bring out salient facts in the history of aesthetic theory. In the light of knowledge gained, the attempt is made to establish a basis for aesthetic judgment. *Full Course.* (Alternating, given 1943-44.) Dr. Stone
- 401f-402w-403s, (S). SEMINAR IN PHILOSOPHY. Specific topics for study are chosen each year upon consultation with the class. This course should be accessible only to philosophy majors or to those students who have had at least three courses in philosophy. *Seminar.* Dr. Stone

PHYSICS

- 111f, (A,C); 111w,(C,D). FUNDAMENTAL PHYSICS. This course consists of the first term work of the integrated course in Fundamental Science. It may also be taken by students planning to meet the physics requirement of the Achievement Plan. It consists of lecture demonstrations of physical experiments, group discussions of physical phenomena, and the contributions of physics and astronomy to our present civilization, and individual reports on special topics. *Full Course.*
Dr. Hutchings, Mr. Langdon
- 201f-202w-203s, (B). GENERAL PHYSICS. A general course covering the entire field of physics. Designed for science majors and for students wishing to meet the requirement of one year of work in science in the Lower Division. Consists of laboratory work, group discussions, and problem work. Although no prerequisite is required, it is sometimes advisable for a weak student to take Mathematics 101 before attempting this course. *Full Course.* Mr. Langdon
- 305w, (A). HEAT. A course for the physics major consisting of advanced work in the theory of heat and problems concerning its practical applications. Prerequisite, 203, Mathematics 213. *Full Course.* Mr. Langdon
- 307w-308s, (A). MECHANICS. A course treating of the fundamentals of motion with applications to macroscopic and molecular bodies. Theory and problems are discussed, with particular emphasis on the applications of advanced mathematics to physics. Designed for physical science and pre-engineering majors. Prerequisite, 203, Mathematics 213. *Full Course.* (Alternating, given 1941-42.) Mr. Langdon
- 309f; 309w; 309s, (*To be arranged*). ADVANCED AND PRACTICAL PHYSICAL MEASUREMENTS. A laboratory course of an advanced nature to acquaint students with the use and manipulation of precise electrical and mechanical apparatus. Prerequisite, 203. *Full Course.* Mr. Langdon
- 311w, (A). OPTICS. A course covering geometrical optics, physical optics, and their applications to the design of optical appara-

COURSES OF INSTRUCTION

- tus. Consists of laboratory and problem work in addition to discussions of the theory of optics. Prerequisite, 203. *Full Course.* Mr. Langdon
- 313s, (A). MODERN PHYSICS. A course useful to all interested in the contributions of the "New Physics" to our knowledge of the physical world. Consists of problem work, discussion of the new theories including their practical applications and philosophical implications, and some experimental work. Prerequisite, 203. *Full Course.* Mr. Langdon
- 407w-408s, (A). ELECTRICITY AND MAGNETISM. An advanced course for physics, chemistry, and pre-engineering majors. Consists of advanced work in electrical theory and the working of problems. Prerequisite, 203, Mathematics 213. *Full Course.* (Alternating, given 1942-43.) Mr. Langdon

PSYCHOLOGY

- 111f, (A, B, D). APPLICATION OF THE PRINCIPLES OF MENTAL HYGIENE. This course, given during the student's first term in college, considers problems of adjustment to such life problems as: social relations, correlating of knowledge, and the function of values in conduct. This course is a preparation for the integrated courses in Human Affairs and Humanities. *Full Course.* Dr. Firestone, Mr. Trowbridge, Dr. Waite
- 201w, (C); 201s, (A, D). 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.* Dr. Waite
- 204f, (B). DEVELOPMENTAL PSYCHOLOGY. A course dealing with parent-child relations; development of children from birth to adolescence; methods of avoiding psychological pitfalls in handling children; opportunities for observation of children; interviews with parents; information and attitudes of use to parents, workers with children, and teachers. *Full Course.* Miss Packham
- 205w, (B). SOCIAL PSYCHOLOGY. A study of the development of human nature and personality through social experiences and interactions; individual, sex, and race differences; social pathology; and psychological interpretations of present-day problems. A knowledge of fundamentals of either psychology or sociology preferable. *Full Course.* Miss Packham
- 206s, (C). PSYCHOLOGY OF RELIGION. A survey of the concerns of both psychology and religion, and a study of how each field overlaps the other, and how each may serve the other. A critical examination of so-called "religious experiences" from the point of view of psychology (mental and spiritual health, prayer, conversion, mysticism, rebirth, faith healing, etc.). *Full Course.* Mr. Trowbridge

COURSES OF INSTRUCTION

- 254f-255w-256s, (S). PSYCHOLOGY OF PERSONALITY. An introduction to the study of personality growth and the measurement of personality traits. Implications for mental hygiene. *Seminar.* Dr. Waite
- 303f, (A). PSYCHOLOGY OF ADJUSTMENT. A study of adjustment problems and the usual methods of solving them. Interpretations of common forms of "nervousness". Implications for mental growth and hygiene. Prerequisite, one course in psychology. *Full Course.* (Alternating, given 1943-44.) Dr. Waite
- 305w, (B). PSYCHOLOGY OF CHARACTER. Interpretative and synthetic psychology; ascending tendencies and their inter-relation; interlocking of processes; the formation and progress of character. *Full Course.* Dr. Bailey
- 310w, (A). ABNORMAL PSYCHOLOGY. A study of the usual neuroses and psychoses and their relation to the normal and to mental hygiene; outline of psychotherapy. *Full Course.* (Alternating, given 1942-43.) Dr. Waite
- 311s, (B). APPLIED ETHOLOGY. Application of psychology of character to biography, child study, social genetics, literary psychology, etc. *Full Course.* Dr. Bailey
- 351f, (D). ADOLESCENT PSYCHOLOGY. Better understanding of the problems characteristic of the teen-age; importance of proper treatment of this transition period. *Full Course.* Miss Packham
- 361f, (A). PSYCHOLOGY OF MOTIVATION. A study of the properties and modes of action of motivation forces in behavior, their constitutional basis, modification, and organization into mental systems and the relation of such systems to the total personality. Prerequisite, 201. *Full Course.* (Alternating, given 1942-43.) Dr. Waite
- 362w, (A). LEARNING THEORIES. The contributions of experimental and theoretical psychology to the problem of learning with special reference to the cognitive processes: perceiving, thinking, remembering. Prerequisite, 201. *Full Course.* (Alternating, given 1943-44.) Dr. Waite
- 401f, 402w, 403s, (*To be arranged*). PSYCHOLOGY SEMINAR. A course in which the student pursues the application of ethology to some one of his interests wherein he can find the best scope for investigation and the most available material. *Seminar.* Dr. Bailey, Dr. Waite
- 404s, (D). MENTAL AND EDUCATIONAL TESTING. *Full Course.* See Education 404s.
- 411f, (C). PSYCHOLOGICAL PRINCIPLES AND OBSERVATION. *Full Course.* See Education 411f.

COURSES OF INSTRUCTION

RELIGION AND ETHICS

- 201f, 202w, 203s. UNDERSTANDING RELIGION. A three course study of the origins, sources, and content of our Christian religious outlook, and its social and individual implications.
- 201f, (A). FOUNDATIONS OF RELIGION. The fall term surveys the cosmic background—the universe around us, the solar system, the emergence of protoplasm, the path of life through the ages, the advent of man, the evolution of religion from the primitive beginnings through the Old Testament. *Full Course.* Mr. Trowbridge
- 202w, (A). A STUDY OF THE LIFE AND TEACHINGS OF JESUS. Such questions as who was Jesus? What of His background? What did He try to accomplish? How was He received? Why was He opposed and by whom? What was the heart of His teaching? Why was He killed? What happened after He died? *Full Course.* Mr. Trowbridge
- 203s, (A). CHRISTIANITY IN THE MODERN WORLD. If Jesus' teachings are of importance to life, how can they be applied in society and among nations? What are the obstacles to applied Christianity? What work in the world needs doing? How can a student go about discovering his life work as a ministry in whatever field he is best fitted for? *Full Course.* Mr. Trowbridge
- 206s, (C). PSYCHOLOGY OF RELIGION. *Full Course.* See Psychology 206s.
- 208s, (B). RELIGION IN THE LIFE OF AMERICA. A survey of the rise and development of religious ideals in the civic and cultural progress of America. To what extent and through what kind of agencies has religion contributed to the welfare of our country? How may religion be made a more constructive force in human relations? Religious ideals and movements are studied in modern history and general literature. *Full Course.* (Alternating, given 1943-44.) Dean Nance
- 210s, (B). THE PHILOSOPHY OF RELIGION. This course is designed to give the student a working philosophy of religious faith as revealed in personal life and the contemporary social order. *Full Course.* (Alternating, given 1942-43.) Dean Nance
- 212f, (D). RELIGION IN MODERN LITERATURE. An evaluation of the spiritual and social philosophies in Twentieth century American and European poetry, essay, fiction, and drama. *Full Course.* Dean Nance
- 311w, (D). DISCOVERING A MODERN RELIGIOUS BASIS FOR LIVING. A course in further reading for those who wish to build up for themselves a more satisfying religion, as an "adventure of life", a "quest after life's meaning". *Full Course.* Mr. Trowbridge

COURSES OF INSTRUCTION

SOCIAL SCIENCE

- 107w; 107s, (S). METHODS OF STUDY. CLINICAL SEMINAR. Individualized discovery of each student's problems in his courses. Reading on how to improve his difficulties, and applying these principles to his present work. *Seminar.* Miss Packham

SOCIOLOGY

- 113s, (B, C). SOCIETY AND ITS PROBLEMS. A study of the American community and its culture. Problems of getting a living, making a home, training the young, using leisure, engaging in religious practices and community activities. This is the second term of the Human Affairs Integrated Course. *Full Course.* Dr. Clarke
- 114f, (A); 114w, (C). INTERNATIONAL RELATIONS. Causes, nature, and effects of war. Growth of world organization through diplomacy, courts, parliaments, executives, and international law. Projects for obtaining a just and enduring peace. In the fall this is the third term of the Human Affairs Integrated Course. *Full Course.* Dr. Clarke
- 201w, (B). PRINCIPLES OF SOCIOLOGY. A systematic study of the nature, causes, and effects of forces which shape human society, and of the means of controlling and redirecting them. *Full Course.* (Alternating, given 1941-42.) Dr. Clarke
- 203f, (C). SOCIAL PATHOLOGY, SOCIAL WORK, SOCIAL REFORM. Problems of dependents, delinquents, and defectives, such as poverty, neglected children, and the physically and mentally handicapped. Projects for prevention and cure. *Full Course.* (Alternating, given 1943-44.) Dr. Clarke
- 204f, (C). THE ART OF STRAIGHT THINKING. A course on the special pitfalls which beset the student of social problems. The influences of prejudice, faulty hypotheses, poor observation, false testimony, unreliable documentary sources, dishonest propaganda, and bad logic are considered in detail. *Full Course.* (Alternating, given 1942-43.) Dr. Clarke
- 304s, (A). MARRIAGE AND THE FAMILY. Social problems of the normal family, contemporary problems of family instability, education for marriage and parenthood. *Full Course.* Dr. Clarke
- 314w, (C). CRIMINOLOGY. Causes, cures, and preventives of crime. *Full Course.* (Alternating, given 1943-44.) Dr. Clarke
- 318w, (C). AMERICAN RACE PROBLEMS. The Oriental, Mexican, Indian, and Negro. *Full Course.* (Alternating, given 1942-43.) Dr. Clarke

COURSES OF INSTRUCTION

- 401f, 402w, 403s, (*To be arranged*). SOCIOLOGY SEMINAR. Topics for study are chosen each year upon consultation with the class. Prerequisite, major work in sociology or permission of the instructor. *Seminar*. Dr. Clarke

SPANISH

- 101f-102w-103s, (B, D). ELEMENTARY SPANISH. Grammar and composition as foundations for reading and speaking Spanish; reading of easy stories; introduction of conversation. *Full Course*. Mrs. Campbell, Mrs. Lamb, Mr. Roney
- 201f, 202w, (C). INTERMEDIATE SPANISH. Grammar review; composition; readings from modern authors; conversation based on current events. Prerequisite, 103 or equivalent. *Full Course*. Mrs. Campbell, Mrs. Lamb
- 203s, (B). ADVANCED COMPOSITION. Advanced composition; reading of works by modern authors; current events in Spanish, and commercial correspondence. Prerequisite, 202 or equivalent. *Full Course*. Mrs. Campbell, Mrs. Lamb
- 307f, 308w, (A). SPANISH PROSE AND POETRY. A survey of the principal literary movements in Spain, with readings from the best authors. *Full Course*. Mrs. Lamb
- 309s, (A). METHODS OF TEACHING HIGH SCHOOL SPANISH. Phonetics; examination and criticism of high school Spanish text books; intensive review of syntax; readings on methods of teaching Spanish in high school. *Full Course*. Mrs. Lamb
- 354f, 355w, 356s, (C). SPANISH CIVILIZATION. The aim of this course is to acquaint the student with Spanish life and thought; study Spain's contribution to the world of letters, art, religion, etc.; and trace its influence in the development of world civilization. *Full Course*. Mrs. Campbell
- 361f, 362w, 363s, (A). SPANISH CLASSICS—PROSE OF THE GOLDEN AGE. This course includes a special study of Don Quijote. *Full Course*. (Alternating, given 1943-44.) Mrs. Lamb
- 364f, 365w, 366s, (A). SPANISH CLASSICS—DRAMA OF THE GOLDEN AGE. *Full Course*. (Alternating, given 1942-43.) Mrs. Lamb
- 401f, 402w, 403s, (S). SPANISH SEMINAR. Modern and contemporary literature. *Seminar* or *Full Course*. Mrs. Campbell, Mrs. Lamb

SPEECH AND DRAMATIC ART

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

COURSES OF INSTRUCTION

- original speech and dramatics; theory and practice in simple direct public speaking; speech material and composition. *Full Course.* Dr. Pierce
- 102w, (C). FUNDAMENTALS OF STAGE SPEECH. A practical course planned to give the student an opportunity to study the technique and delivery of effective stage speech emphasizing: (a) speech-projection, (b) sustaining the speech-thought, (c) accepted pronunciation, (d) clear articulation and enunciation, and (e) variety and shading in dramatic speech. Prerequisite, 101. *Full Course.* Mr. Bailey
- 103s, (C). HISTORY OF THE THEATRE AND ACTING. A fundamental course designed to give the student an historical approach to all work in dramatic art. The study of the various styles of acting will be integrated with the important periods in theatrical history. A study of the development of stage-craft and scene design from the ancient Greek to the contemporary theatre will also be included in this course. Required of all speech and dramatic art majors. Prerequisite, 102. *Full Course.* Mr. Allen, Mr. Bailey
- 104f, 105w, 106s, (S). CLINICAL SEMINAR IN SPEECH. Individual conferences with students who show need of special help in speech. *Seminar.*
- 111f, 112w, 113s, (D). VOICE AND DICTION. Practical training of the speaking voice; development of breath control, musical quality of the voice, the principles of respiration; a study of speech on phonetic principles, ear training, analysis and classification of speech sounds; treatment of speech defects. *Seminar.* Dr. Pierce
- 160s, (B). INTERPRETATIVE READING. A thorough study of the technique of oral expression. Characterizations in interpretative reading. Interpretation of the short story, the monologue, and the drama. A study of the life, mood, and purpose of the writer in relation to motivation of the reader. *Full Course.* Dr. Pierce
- 206f, (B). COMMUNICATIVE SPEAKING. Speaking habits, debating and speech construction: (a) to form the proper speech habits; (b) to teach students to speak extempore, to encourage thoroughness in the preparation of speech ideas and develop ability to think logically; (c) to study what constitutes a good speech. *Full Course.* Dr. Pierce
- 207w, (A). ARGUMENTATION AND DEBATE. A systematic study of the principles and practice of argumentation; the analysis of propositions, evidence, brief-making and the preparation and delivery of forensics; special emphasis upon debating style and the psychology of the audience. *Full Course.* Dr. Pierce
- 231f; 231s, (D). MAKE-UP. The purpose of this course is to give

COURSES OF INSTRUCTION

- the student an opportunity to study and practice the art of make-up for the stage. *Seminar.* Mr. Allen, Mr. Bailey
- 251f-252w-253s, (B). **ELEMENTARY ACTING.** A laboratory course planned to give the student an opportunity to study the fundamental principles of acting. This is a required course for majors, but may be elected by non-major students. *Full Course.* Mr. Bailey
- 261f, 262w, 263s, (A). **PRODUCTION TECHNIQUE.** Practical course in which the technical aspects of play production are taught. The student will receive instruction in (a) the elementary principles of scene design, (b) the construction and painting of scenery, (c) lighting, (d) back-stage organization. Three terms of this course are required of majors in dramatic art. *Full Course.* Mr. Allen
- 303w, (C). **ADVANCED PUBLIC SPEAKING.** A study of the psychological principles involved in speech, and their application to the training and development of speakers; consideration of the factors of emotion, habit, attention, imagery, memory, thought, suggestion. *Full Course.* (Alternating, given 1942-43.) Dr. Pierce
- 304f, (C)-305s, (B). **ADVANCED ACTING.** An advanced course in acting technique. The student will be given more difficult problems in acting, and will be assigned more responsible duties in connection with the production of plays. Open only to majors in dramatic art. Prerequisite, 251-252-253. *Full Course.* Mr. Bailey
- 309w, (C). **LITERARY INTERPRETATION.** The art of oral interpretation; a study of the construction and nature of creative literature; imagination, emotion, and action in interpretation; a study of selected authors from the field of American literature. *Full Course.* (Alternating, given 1943-44.) Dr. Pierce
- 311s, (C). **EXTEMPORANEOUS SPEAKING.** A course designed to meet the demands of present-day audiences in the social and business world; developing business-like, straight-from-the-shoulder speeches; a study of speech analysis, the outline, picturing ideas; the composition and delivery of the speech; after-dinner speaking. *Full Course.* (Alternating, given 1943-44.) Dr. Pierce
- 337f, (B). **THE CONTEMPORARY THEATRE.** The purpose of this course is to give the student an opportunity to make a thorough study of the contemporary theatre, and to integrate the material given in the courses in History of the Theatre, Drama, Production Technique, Acting, and Directing. Required for majors. *Full Course.* Mr. Allen
- 351s, (C). **FORMS OF PUBLIC ADDRESS.** Study of masterpieces of

COURSES OF INSTRUCTION

modern oratory; writing and delivery of original orations; development of mental imagery in original descriptions of scenes. *Full Course.* (Alternating, given 1942-43.)

Dr. Pierce

401f, 402s, (B). **PLAY DIRECTION.** To teach the students the fundamental principles of play directing through the media of text books, observation of rehearsals, and training in directing plays. Open only to majors in dramatic art. Prerequisite, 261-262, 306. *Full Course.*

Mr. Allen

CLINICAL SEMINARS

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

Clinical seminars have been established in: The Art of Reading, The Use of the Library, English Grammar and Sentence Structure, Speech, and Methods of Study.

INTEGRATED COURSES

PSYCHOLOGY 111f, (A,B,D). **APPLICATION OF THE PRINCIPLES OF MENTAL HYGIENE.** This course, given during the student's first term in college, considers problems of adjustment to such life problems as: social relations, correlating of knowledge, and the function of values in conduct. This course is a preparation for the integrated courses in Human Affairs and Humanities. *Full Course.* Dr. Firestone, Mr. Trowbridge, Dr. Waite

HUMAN AFFAIRS INTEGRATED COURSE. A four-term course including the following:

ECONOMICS 112w, (B, C). A study of the American economic situation, constituting both a survey of the facts and an evaluation of the social, political, and economic aspects of the more important problems now confronting the American people. *Full Course.*

Dr. France

SOCIOLOGY 113s, (B, C). **SOCIETY AND ITS PROBLEMS.** A study of the American community and its culture. Problems of getting a living, making a home, training the young, using leisure, engaging in religious practices and community activities. *Full Course.*

Dr. Clarke

SOCIOLOGY 114f, (A); 114w, (C). **INTERNATIONAL RELATIONS.** Causes, nature, and effects of war. Growth of world organization through diplomacy, courts, parliaments, executives, and international law. *Full Course.*

Dr. Clarke

HISTORY 115w, (A). **INTRODUCTION TO HISTORY.** A course designed to introduce students to the methods and materials

COURSES OF INSTRUCTION

of the historian, as well as to present a general analytical survey of the evolution of western institutions. As the last term of the Human Affairs Integrated Course, constant integration with the material of previous courses is attempted, in an effort to enable the students to understand the historical background of contemporary problems. *Full Course.*

Dr. Smith

HUMANITIES BASIC COURSE, 112w-113s, (A), 114f-115w, (C). A four-term basic course in the humanities beginning with the winter term of the entering year and continuing through the succeeding winter term. The humanities are conceived to include fields of knowledge which present man as an individual, expressing his life experiences in literature, in works of art, and music, and explaining their meaning in terms of religion and philosophy. This course aims to provide an understanding of the cultural forces that have shaped present-day intellectual, artistic, and spiritual life. The historical approach is employed in tracing the intellectual and cultural life of the western world from the ancient civilizations of the Near East through the civilization of contemporary America. *Full Course.*

Dr. Firestone

PHILOSOPHY 116s, (A,C). ETHICAL PROBLEMS. This course, coming the spring term of the second year, constitutes a synthesis of the integrated courses in terms of ethical values. The relation between the various fields of study as well as within the fields themselves is made clear. The student is made to realize that he is the integrating agent. This broad background furnishes a sound foundation for the orientation of the student with respect to his special interest. *Full Course.*

Dr. Firestone, Dr. Stone

ENGLISH FOUNDATION COURSES, 111f-112w-113s, (B, C, D), 114f-115w-116s, (B, D). These courses run through the first and second years of the college course. In the first year they are designed to furnish the necessary theory and practice in the use of the sentence, vocabulary, and paragraph. In the second year the emphasis is upon exposition, analysis of thought, and essay. All six courses accompany as independent units the basic courses in humanities and in human affairs. Wherever possible, material in these foundation English courses will be correlated with material in the integrated courses in both humanities and human affairs. However, all class meetings in the English foundation courses are held at times separate from the meetings of the basic courses, and the instruction correlates but does not overlap. *Half Course.*

Mr. Granberry, Mr. Mendell, Mr. Steel

FUNDAMENTAL SCIENCE COURSE:

PHYSICS 111f, (A,C); 111w, (C,D). FUNDAMENTAL PHYSICS.

COURSES OF INSTRUCTION

This course consists of the first term work of the integrated course in Fundamental Science. It may also be taken by students planning to meet the physics requirement of the Achievement Plan. It consists of lecture demonstrations of physical experiments, group discussions of physical phenomena, and the contributions of physics and astronomy to our civilization, and individual reports on special topics. *Full Course.*

Dr. Hutchings, Mr. Langdon

CHEMISTRY 112w, (A,C) ; 112s, (C,D). FUNDAMENTAL CHEMISTRY. This constitutes the second term of the Fundamental Science course and is also designed to meet the chemistry requirement of students choosing the Achievement Plan. Cultural in its approach, the course gives an understanding of the elements of chemical facts and theories and stresses the influence of science as a force in the modern world. *Full Course.*

Dr. Beatty, Dr. Waddington

BIOLOGY 113f, (D) ; 113s, (A,C). FUNDAMENTAL BIOLOGY. This course consists of the third term of the integrated course in Fundamental Science. It may also be taken by students planning to meet the biology requirements of the Achievement Plan. It is designed to give a broad perspective of the vast field of modern biology. Objectives are cultural rather than technical. It stresses unity of life, fundamental similarity in organic structure, vital processes, and natural laws exhibited by plants, animals, and man. *Full Course.*

Dr. Uphof

EMERGENCY WAR COURSES

With the declaration of war, Rollins immediately began preparations to share in the effort. Special emergency courses related to the defense program were established. The object of these courses is to enlist the active interest of all students in the College, in preparation for whatever call may be made upon them, during the period of the war and the readjustment which will follow. These special emergency courses are so arranged that they do not in any way interfere with the regular academic work of the College.

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. *Seminar.*

Mr. Weinberg

CIVILIAN PILOT TRAINING. Open only to upperclass men who can pass the Civilian Pilot Training physical examinations. Conducted by ground school and flight instructors with standards maintained by the Civilian Aeronautics Administration. Basic work is required in meteorology, aerial navigation, civil air regulations, and general service of aircraft. 35 hours of flying, 15 of these in solo flights, complete requirements for private pilot certificate. *Full Course.*

COURSES OF INSTRUCTION

- RIFLE MARKSMANSHIP. Beginners and advanced sections. Instruction based on army regulations is given in shooting from prone, sitting, and standing positions. Included in the physical education program.
- NURSING AID, an American Red Cross Course with Standard First Aid a prerequisite, requires a pledge of volunteer service of a minimum of 150 hours per year for the duration in hospitals, clinics, dispensaries, or other health agencies. The course requires 80 hours of training as assistants to a registered nurse. *Seminar.*
- NAVIGATION. Piloting, dead reckoning, celestial navigation by use of the sextant are taught in a course similar to that given to midshipmen at Annapolis. Basic principles of air and sea navigation are covered. *Full Course.* Dr. Phyllis Hutchings
- MILITARY PSYCHOLOGY deals with the problems of morale for the civilian and soldier, and individual conditioning to meet these problems. It gives men students an understanding of the testing and classifying program used by army psychologists during the three months training period after induction. *Seminar.* Dr. Waite
- FIRST AID STANDARD COURSE. American Red Cross course in fundamentals. *Seminar.* Dr. Adams
- FIRST AID ADVANCED COURSE includes practice instruction. American Red Cross Course. *Seminar.* Dr. Adams
- CHEMICAL WARFARE SEMINAR. A co-ordinated presentation of technical, medical, and military problems of gas warfare giving a better understanding of the general and specific problems pertaining to the use of toxic chemicals in warfare. *Seminar.* Dr. Waddington
- PRACTICAL GEOGRAPHY OF NATIONS AT WAR. The geography of Europe and Asia with emphasis on the populations, economy, resources, industry and communications of the nations at war. *Seminar.* Mr. Fischer
- PSYCHOLOGY OF PROPAGANDA. Detecting and evaluating war propaganda through an understanding of types of propaganda and propaganda technique. *Seminar.* Dr. Clarke
- LITERATURE AND DEMOCRACY. A course designed to reveal the Democratic spirit in our literature, from the early documents of American history to the present, with the purpose of giving students pride in what we have been and can be. *Seminar.* Dr. Starr
- AUTO MECHANICS. Red Cross Course. *Seminar.*
- TYPING. Courses for beginners and advanced students. *Seminar.*
- SHORTHAND. Course in Functional Method of Gregg Shorthand. *Seminar.*

COURSES OF INSTRUCTION

PRACTICAL GEOGRAPHY OF NATIONS AT WAR. The geography of Europe and Asia with emphasis on the populations, economy, resources, industry and communications of the nations at war.
Seminar. Mr. Fischer

Students are also offered opportunities to participate in knitting, sewing, surgical dressings, and camouflage as extra-curricular activities. A study of the problems of post-war peace and reconstruction is conducted by President Holt, and men who are expecting to enter military service are given instruction in army organization and traditions under the leadership of Mr. Brown.

CONSERVATORY OF MUSIC

THE courses of study in the Conservatory of Music, which is a department of Rollins College, are arranged in accordance with the Rollins Plan. Students in music ordinarily matriculate for the Bachelor of Music degree but may matriculate for the Bachelor of Arts degree with a major in music. With additional study a student may secure both the Bachelor of Arts and Bachelor of Music degrees. 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 without extra charge, as well as to the use of the Conservatory library and practice room facilities.

COURSE LEADING TO BACHELOR OF MUSIC DEGREE

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

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

The work of the Conservatory of Music is divided into two divisions, a Lower Division in which all students must acquire their broad fundamental training, and an Upper Division where they are to obtain their specialized work. Approximately three-quarters of the work is in music and one-quarter 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 97.

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

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both the Dean of the College and the Director of the Conservatory before proceeding.

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

COURSE LEADING TO DIPLOMA

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

EXTENSION DIVISION

Courses in the Extension Division of the Conservatory of Music are open to non-college students without prerequisites, except sufficient preparation to pursue the course satisfactorily. Students in this division have the use of the Conservatory library, and are entitled to the student rate on all activities sponsored by the Conservatory of Music. No college credit is allowed.

The tuition rates for private lessons are as follows:

	Single lesson ($\frac{1}{2}$ hour)	1 lesson per week per term	2 lessons per week per term
Piano Helen Moore	\$ 3.50	\$33.00	\$60.00
Piano Walter Charmbury	3.50	33.00	60.00
Piano Emelie Dougherty	2.00	19.00	34.00
Piano John Carter	1.50		
Piano Sally Hammond	1.00		
Voice Bruce Dougherty	3.50	33.00	60.00
Voice Mahel Ritch	3.50	33.00	60.00
Violin Gretchen Cox	3.50	33.00	60.00
Violin Walter Trampler	3.50	33.00	60.00
Violin Dante Bergonzi	1.00		
Violoncello A. Kunrad Kvam	2.50	23.50	42.50
Organ Herman F. Siewert	3.50	33.00	60.00
Brass and Woodwind Gene A. Sturchio	1.00		
Theory and Composition John Carter	2.50	23.50	42.50

(Arrangements for these lessons may be made at the Conservatory. Practice rates are as follows: for use of a piano—\$5.00 per term; for use of the organ—\$.15 per hour for extension students of organ, \$.25 per hour for non-students.)

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

SPECIFIC LOWER DIVISION REQUIREMENTS

(a) MAJOR SUBJECT. A student selects his major subject upon entrance. The majors offered in music are voice, piano, violin, cello, organ, composition, music education, musicology, and brass and woodwind instruments. The Lower Division requirements in each of these are described below:

Voice. The student must exhibit a suitable command of the fundamentals of breathing, phrasing, and musical style. The

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student should be able to sing satisfactorily such works as songs from the earlier Italian masters, German Lieder, and oratorio or operatic arias.

Piano. The student must show technical proficiency permitting even scales and arpeggios in all forms; also a knowledge of finger and wrist motion shown in the performance of advanced studies from Cramer or Czerny opus 740. The student must be able to play works of such difficulty as the Bach Three Part Inventions, French or English Suites, classic sonatas such as Mozart K284 or Beethoven opus 10, Nos. 2 or 3, pieces such as the Fantasy Pieces by Schumann, or the Songs Without Words by Mendelssohn, and modern compositions of corresponding difficulty.

Violin. The student must be able to play satisfactorily major and minor scales in three octaves, studies by Kreutzer, Mazas, Fiorillo, etc., and standard student concerti such as DeBeriot, Viotti, etc.

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

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

Composition. The student must satisfy the Board that he is unusually apt in the theoretical branches and that he has some talent for original work.

Music Education. The student must meet the requirements for admission to the Upper Division in piano or voice.

Brass or Woodwind Instruments. The student must show sufficient advancement in his or her particular instrument.

(b) **MINOR SUBJECT.** A minor subject is selected after consultation with adviser. (Students in violin, voice, music education, brass and woodwind must demonstrate a proficiency in piano.)

(c) **SIGHT SINGING AND EAR TRAINING.** Ability to read, at sight, melodies involving moderate chromatic difficulties, and to take from dictation four-part music, involving use of seventh chords and modulations is required.

(d) **THEORY.** A good knowledge of harmony, counterpoint, and musical forms is required, and the ability to transpose simple musical phrases at sight at the keyboard.

(e) **HISTORY AND MUSIC LITERATURE.** A knowledge of the development of all principal branches of music and the lives and works of the great composers is required.

(f) **COLLEGE ELECTIVES.** The equivalent of one full course a term, extended over a period of three terms, in courses chosen from other fields in the College is required.

(g) **PHYSICAL FITNESS.** In addition to the above academic requirements, admission to the Upper Division will be contingent on

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the student's demonstrating a definite achievement in physical education. This will ordinarily be satisfied by participation in an approved physical activity each term.

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

REQUIREMENTS FOR ADMISSION TO UPPER DIVISION

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

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

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

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

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

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

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

Students should consult the description of majors, page 145 of the catalogue, for information regarding introductory work that should be taken in a given field in the Lower Division.

UPPER DIVISION REQUIREMENTS

- (a) **MAJOR SUBJECT.** A student must complete in the major field the achievement outlined under Major, and all majors in practical music must give a complete recital.

- (b) **MINOR SUBJECT.** A student must carry on work in the minor subject at the discretion of the adviser.

- (c) **THEORY.**

- (1) *For voice majors.* The student must complete satisfactorily the equivalent of one full course in the Upper Division.

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(2) *For majors in instrumental music.* The student must have a knowledge of fugue, advanced form, and the elements of modern orchestration. He must be able to score acceptably and to arrange music for various combinations of voices and instruments.

(3) *For majors in music education.*

(a) *General methods.* Students taking the general supervisor's course may elect any Upper Division courses in music, to be substituted for equivalent work from the liberal arts curriculum.

(b) *Instrumental supervisors.* The student must have a knowledge of the elements of modern orchestration and be able to score acceptably for small orchestra.

(d) **REPERTOIRE AND ENSEMBLE.** A student majoring in practical music must be able to read at sight music of average difficulty, and have had some experience in ensemble playing or singing. The student must further exhibit a knowledge of the literature of his major subject.

Students majoring in practical music are required to give a full recital, unassisted, and to take part in other public performances.

Students majoring in brass, woodwind, and all stringed instruments are required to have two years' experience in orchestra and chamber music ensemble. Participation in the Symphony Orchestra of Central Florida at Winter Park for two years meets this requirement.

(e) **COLLEGE ELECTIVES.**

(1) *For majors in voice.* The student must present, in addition to the requirements for admission to the Upper Division, the equivalent of six full courses chosen from the liberal arts curriculum. A student majoring in voice must be able to sing in three modern languages besides English, and must have a working knowledge in one or a reading knowledge in two. The equivalent of one full course a term, extending over one year, may be substituted from Upper Division courses in music.

(2) *For majors in instrumental music.* The student must present, in addition to the requirements for admission to the Upper Division, the equivalent of one full course a term, extending over a two-year period, in subjects chosen from the liberal arts curriculum.

(3) *For majors in music education.* The student must present, in addition to the requirements for admission to the Upper Division, the equivalent of two full courses a term, over a two-year period, in liberal arts courses. The equivalent of one full course a term over a two-year period may be substituted from Upper Division music courses. Four full courses must be in education and psychology.

(f) **PHYSICAL EDUCATION.** Students in the Upper Division must meet the same requirements for physical fitness as prescribed for Lower Division students, except that the student may specialize in

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any sport of his own choosing and do so with the minimum of direction.

REQUIREMENTS FOR BACHELOR OF MUSIC DEGREE

A candidate for the Bachelor of Music degree must follow the procedure required of a candidate for the Bachelor of Arts degree, as stated on page 78.

MAJORS

The following brief description of the requirements in practical music is meant only as a general indication of the advancement of the student. Each student is furnished with a syllabus outlining the work to be accomplished in practical music for the term or the year, as soon as the instructor can determine his requirements.

A secondary proficiency in any of the major fields will be considered equivalent to satisfactory progress on the basis of one lesson a week and one hour's practice each day.

VOICE

Ability to sing satisfactorily in Italian, French, and German, as well as in English. Demonstration of a suitable maturity of phrasing and style. Ability to sing satisfactorily some of the larger oratorio and operatic arias, as well as representative songs of other styles.

Students majoring in voice must elect at least three terms of work in a modern foreign language *in the Lower Division*.

PIANO

The larger piano works of Bach, the later sonatas of Beethoven, or a concerto of equal difficulty. Representative shorter pieces from the works of Brahms, Chopin, Schumann, Debussy; some modern music.

VIOLIN

Studies equal in difficulty to those by Rode, Gavinies, Spohr. Concerti and sonatas from the standard violin repertoire.

ORGAN

Some of the larger works of Bach; representative sonatas and concert pieces. Knowledge of registration. Ability to modulate at the console.

VIOLONCELLO

The more difficult sonatas and representative concerti. Considerable experience in ensemble playing.

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COMPOSITION

Ability to compose music in the larger forms. A number of songs and smaller pieces. An adequate knowledge of the orchestra.

MUSIC EDUCATION

(a) GENERAL MUSIC EDUCATION METHODS. The student must have satisfactorily completed the courses in elementary and advanced music education methods, as well as the course in conducting. All music education majors are required to take as a part of their work in liberal arts courses the equivalent of four terms work in psychology and education. All students majoring in music education are further required to demonstrate at least a secondary advancement in practical music.

(b) INSTRUMENTAL SUPERVISORS. Students taking the instrumental supervisors' course are required to take, in addition to the general courses in music education, the course in instrumental class methods, and to have an understanding of the string, brass, and woodwind groups sufficient to enable them to play music of an easy grade on at least one instrument of each group.

BRASS AND WOODWIND INSTRUMENTS

Proficiency in technique. Acquaintance with the standard symphonic literature.

COURSES OF INSTRUCTION

See page 99 for explanation of numbering of courses and periods.

HISTORY AND APPRECIATION

These courses are for music majors and students with sufficient background. The lives and works of composers will be studied and analyzed with comparative analysis of both choral and instrumental compositions. Assigned readings.

124f, 125w, 126s, (D). MUSIC SURVEY AND LITERATURE. *Seminar.*

224f, 225w, 226s, (*To be arranged*). SYMPHONIC AND CHORAL LITERATURE. *Seminar.* (Alternating, given 1941-42.)

324f, 325w, 326s, (*To be arranged*). HISTORY OF MUSIC. *Seminar.*

424f, 425w, 426s, (*To be arranged*). HISTORY OF MUSIC. Open to musicology majors only. *Seminar.*

THEORY

The intellectual and formal side of the student's training is built up around the theoretical courses, which are organized with great care, and coordinated one with another in such a way that they may

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conduce to clear musical thinking and habits of economical and concentrated study.

The courses include harmony, counterpoint, musical forms, canon and fugue, composition, and orchestration, and are so coordinated that the student should be enabled to form a clear conception of the materials and the structure of music.

104f-105w-106s, (A). FIRST YEAR THEORY. *Full Course.*

107f-108w-109s, (A). ELEMENTARY SIGHT SINGING AND EAR TRAINING. *Half Course.*

204f-205w-206s, (B). SECOND YEAR THEORY. *Full Course.*

207f-208w-209s, (B). ADVANCED SIGHT SINGING AND EAR TRAINING. *Half Course.*

304f-305w-306s, (A). THIRD YEAR THEORY. *Full Course.*

404f-405w-406s, (To be arranged). FOURTH YEAR THEORY. *Full Course.*

MUSIC EDUCATION

The courses in music education are intended to provide the broad, thorough training which is so essential to successful teaching. The great demand for well trained supervisors and teachers of public school music points to the fact that the cultural and vocational values of the study of music are recognized by educators throughout the country. Highly specialized teachers are now needed for this branch of pedagogy, and students may major in either vocal or instrumental supervision.

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

Of equal importance with the preceding is the experience in actual teaching under supervision and the observation of trained teachers.

311f-312w, (Aa). GRADE SCHOOL METHODS. *Full Course.*

313s, (Aa). JUNIOR HIGH SCHOOL METHODS. *Full Course.*

411f, (Ba). SECONDARY SCHOOL METHODS. (Vocal.) *Full Course.*

412w, (Ba). SECONDARY SCHOOL METHODS. (Theory and Music Appreciation.) *Full Course.*

413s, (Ba). PROBLEMS IN SCHOOL MUSIC. *Full Course.*

INSTRUMENTAL SUPERVISORS

The recent demand for instrumental supervisors has opened a new field which requires the highest specialized training. The instructor must know the orchestral instruments and have an adequate knowl-

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edge of band instruments. A knowledge of the technique of conducting and a good repertoire are obligatory.

417f-418w-419s. (*To be arranged*). INSTRUMENTAL METHODS.
Full Course.

COMPOSITION

The following courses are designed for students majoring in theory and composition and offer intensive work in composition in all forms, and arrangement for all groups of instruments and voices.

391f, 392w, 393s. ADVANCED THEORY AND COMPOSITION.

491f, 492w, 493s. SECOND YEAR OF ADVANCED THEORY AND COMPOSITION.

CONDUCTING

Supervisors of music in the public schools as well as most players of orchestral instruments should have a knowledge of, and practical experience in, conducting. These courses include the technique of the baton, a study of the literature of the orchestra and voice ensembles, the study of the literature and the conducting of orchestra and voice ensembles.

314f, 315w, 316s. ELEMENTARY COURSE IN CONDUCTING.

414f, 415w, 416s. ADVANCED COURSE IN CONDUCTING.

VOICE

True cultivation of the voice consists in the development of pure tone and its easy, natural use and control in singing. Correct use of the breath, intonation, attack, legato, accent, phrasing, and enunciation are the leading features of technical drill.

By the adoption of what are believed to be the best features of all methods as well as by the use of a discriminating judgment as to the needs of the voice under treatment, the endeavor is made to carry forward the formation and development of the singing voice.

At the same time, a higher ideal than the perfection of mere technical skill is aimed at, viz., a musicianly style of singing and all that is implied in the broad term "interpretation", together with a thorough appreciation of the best works of the great masters, both new and old.

121f, 122w, 123s. FIRST YEAR SINGING.

221f, 222w, 223s. SECOND YEAR SINGING.

321f, 322w, 323s. THIRD YEAR SINGING.

421f, 422w, 423s. FOURTH YEAR SINGING.

PIANO

The objects for which the study of the piano may be pursued are many, and the instrument occupies a correspondingly important place in the musical field. As a solo instrument it possesses a literature

CONSERVATORY OF MUSIC

embracing many different styles, whose mastery is in itself a liberal musical education. As an instrument of accompaniment it finds a place in nearly all musical activities. Through piano transcriptions the study of orchestral and operatic music by the individual is made possible, and for the study of harmony and other phases of musical structure a knowledge of the keyboard is almost an essential.

The study of piano as a secondary subject is a requirement for all students in practical music, unless an adequate proficiency in the instrument is demonstrated.

Students majoring in piano need not study a secondary instrument.

- 131f, 132w, 133s. FIRST YEAR PIANO.
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STRINGED INSTRUMENTS

The stringed instruments, in addition to their beauty for solo purposes, are the instruments par excellence for ensemble use. Not only are they the basis of the orchestra, but many combinations in small groups are in constant demand. To the competent string player is open the delightful field of chamber music, to which nearly all of the great composers have made contributions.

The training of the violinist, violist, or cellist is necessarily exacting. Not only are the elementary principles carefully inculcated, but the early experience in group playing is both an incentive and a valuable discipline. Violin majors are required to have some training and experience in playing the viola.

Two years of ensemble experience is required.

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ORGAN

The mastery of instrument requires not only a facile technique in manual and pedal playing, but special readiness in the application of musical theory. The church musician is called upon constantly for improvisation, the adaptation of accompaniments, accurate and

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intelligent sight reading and score reading, and sympathetic ensemble playing.

- 171f, 172w, 173s. FIRST YEAR ORGAN.
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471f, 472w, 473s. FOURTH YEAR ORGAN.

BRASS AND WOODWIND INSTRUMENTS

Students majoring in brass and woodwind instruments will be preparing for professional work in large orchestras and as a consequence their courses of study should be arranged with this object in view. All advanced students will be expected to play in the symphony orchestra and to take part in as many ensemble groups as possible.

- 161f, 162w, 163s. FIRST YEAR WOODWIND.
261f, 262w, 263s. SECOND YEAR WOODWIND.
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164f, 165w, 166s. FIRST YEAR BRASS.
264f, 265w, 266s. SECOND YEAR BRASS.
364f, 365w, 366s. THIRD YEAR BRASS.
464f, 465w, 466s. FOURTH YEAR BRASS.

MUSIC ACTIVITIES

All students majoring in practical music are required to have two years of ensemble work. Those majoring in voice may sing in the Chapel Choir and Bach Choir. Those majoring in brass, woodwind, and stringed instruments play in chamber music, ensemble, and orchestra. Seminar credit is given for ensemble classes.

ROLLINS CHAPEL CHOIR. The choir of the Knowles Memorial Chapel, a choral organization of sixty selected voices, devotes its entire time to the serious study of representative types of the best choral literature from the early English and Roman schools up to and including contemporary composers. Several trips are made during the year; the choir participates in the Knowles Memorial Chapel services and sings in the annual Bach Festival at Winter Park. Auditions, which are held at the beginning of the college year, are open to all students matriculated in the College.

COLLEGE MIXED OCTETTE. The mixed Octette is selected from the voices of the Rollins Chapel Choir, and its repertoire is confined to secular music, such as madrigals, chanteys, and glees. The group appears with the choir in concerts and also frequently gives programs at resort hotels. The male voices of the octette form the College Quartet.

STUDENT ENSEMBLES. There are various chamber music organizations including trios, quartets, violin and piano ensembles. Two



APPROXIMATELY SIXTY ROLLINS STUDENTS SING IN THE CHAPEL CHOIR

THE SYMPHONY ORCHESTRA OF CENTRAL FLORIDA IS AFFILIATED WITH ROLLINS COLLEGE





STUDENT RECITALS ARE HELD IN THE DYER MEMORIAL

THE COLLEGE BAND IS AN ACTIVE STUDENT ORGANIZATION



CONSERVATORY OF MUSIC

years of ensemble experience is required of all instrumental majors.

COLLEGE BAND. The College maintains a uniformed band which is under the direction of the instructor in brass instruments. They play at athletic contests and give concerts during the year.

THE MADRIGAL SINGERS. The Madrigal Singers is a voluntary choral organization which meets one evening weekly for informal singing of madrigals, spirituals, and other types of a capella music, "just for the fun of singing".

PHI BETA. (Listed under Student Activities.)

PI KAPPA LAMBDA. The Xi Chapter of Pi Kappa Lambda, national honorary music society, was installed at Rollins in 1935. Its prime object is the encouragement of eminent achievement in performance or original composition. Membership is open to Conservatory students who are in the last term of their college course and who rank among the upper fourth of their class in both theoretical and applied music.

FACULTY RECITAL SERIES. Members of the Conservatory Faculty present a series of five concerts including violin, piano, voice, and chamber music literature. Attendance is required of all music students and is open to the College and the public at a nominal charge.

SYMPHONY ORCHESTRA OF CENTRAL FLORIDA AT WINTER PARK. Affiliated with Rollins College is the Symphony Orchestra of Central Florida at Winter Park, an organization of fifty musicians which was founded through the vision and generosity of Dr. Mary L. Leonard. It is under the conductorship of Alexander Bloch, a pupil of Leopold Auer. The faculty of the Conservatory of Music in most instances play the first chairs in their sections. Advanced students in instrumental music are given auditions, and those who are qualified are accorded the opportunity of orchestral training with professional musicians in a symphony orchestra of high artistic standards.

SEVENTH ANNUAL BACH FESTIVAL AT WINTER PARK. The Bach Festival at Winter Park, consisting of three programs by the Bach Choir of one hundred and fifty voices assisted by renowned soloists, is held in March, annually, at the Knowles Memorial Chapel, Rollins College. The Rollins Chapel Choir serves as a nucleus, with choral units from various communities. Student, faculty, and staff members who desire to sing in the Bach Choir may have an audition prior to October 15, at which time the Bach rehearsals begin. The chorus and soloists are assisted by instrumentalists from the faculty of the Rollins College Conservatory of Music and from Curtis Institute of Music. This year the "Mass in B minor" is the major work of the Festival.

FLORIDA ALL-STATE SELECTIVE HIGH SCHOOL CHORUS AND ORCHESTRA FESTIVAL. The chorus and orchestra consist of the best singers and instrumentalists from high school choruses, orchestras, and bands throughout the state. The Music Festival is held annually

CONSERVATORY OF MUSIC

in the spring, and prizes are awarded in solo divisions in violin, piano, voice, cello, brass and woodwind instruments.

NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC. Rollins College is a member of the National Association of Schools of Music. The requirements for entrance and for graduation as set forth in this catalogue are in accordance with the published regulations of the National Association of Schools of Music.

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(2) date of receiving present rank.

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*Professor of Philosophy, Psychology and
Ethology; Consulting Psychologist*
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Professor of Sociology
- *PAUL D'ESTOURNELLES DE CONSTANT, Licence es lettres d'enseigne-
ment, langues et litteratures etrangeres vivantes a la Faculte
des Lettres de Paris. (1933; 1933)
Professor of French Civilization
- JEHAN DE NOUE, Ecole de Sciences Politiques et Cours de Droit a la
Sorbonne. (1941; 1941) *Professor of French Civilization*
- RICHARD FIRESTONE, PH.D. (1921; 1921)
*Professor of Modern Languages;
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Professor of Economics
- EDWIN PHILLIPS GRANBERRY, A.B. (1933; 1940)
Irving Bacheller Professor of Creative Writing
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Professor of Comparative Literature

* Absent on leave 1941-42.

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‡ Absent on leave 1941-42 in naval service.

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Institute (Chicago). (1927; 1938) *Associate Professor of Art*
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Co-Director of Student Dramatics
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Secretary of the Division of Language
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versity of Basle. (1940; 1941)
Assistant Professor of French and German
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Acting Assistant Professor of Physics
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Assistant Professor of English;
Secretary of the Division of English

* Director of Studies, 1942-43.

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(1937; 1941)
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- BERNICE CATHERINE SHOR, B.S., M.S. (1926; 1930)
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Instructor in Art
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Instructor in Photography (Spring Term)
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- GORDON APGAR (1940; 1940) *Assistant Instructor in Tennis*
- ALICE MILDRED HENRY, diploma, Savage School for Physical
Education. (1940; 1940)
Assistant Instructor in Physical Education for Women
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on International Relations*
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*Conference Leader and Consultant
in the Art of Poetry Writing*
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Consultant in Geology

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*Director of the Conservatory;
Professor of Music Education*
Graduate study: New York University, Columbia University,
Juilliard Graduate School of Music, Mozarteum (Salzburg);
Director, Bach Festival at Winter Park.
- ISIDOR PHILIPP (1942; 1942) . . . *Visiting Professor of Piano*
Professor of Piano at the Paris Conservatoire.
- WALTER CHARMBURY (1939; 1939) *Associate Professor of Piano*
Artist Diploma, Peabody Conservatory; graduate study with
Isidor Philipp, Paris Conservatoire; pupil of Ernest Hutcheon.
- GRETCHEN COX (1925; 1932) . . . *Associate Professor of Violin*
Teacher's Certificate, Chicago Musical College; pupil of Max

* Absent on leave 1941-42 in military service.

** Resigned February 1, 1942.

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- Bendix, Theodore Spiering, S. Jacobsohn, Jacques Gordon,
Leon Sametini.
- BRUCE DOUGHERTY (1930; 1935) . . . *Associate Professor of Voice*
Graduate study, Juilliard Graduate School of Music; Pupil of
Madame Louise von Feilitzsch, Edwin O. Swain, Paul Reimers.
- HELEN MOORE, B.M. (1928; 1932) *Associate Professor of Piano;*
Secretary of the Division of Expressive Arts
Graduate study, Juilliard Graduate School of Music; diploma,
Conservatoire Americain (Fontainebleau); authorized expo-
nent pedagogy of Isidor Philipp; pupil of Harold Bauer.
- MABEL RITCH (1939; 1941) . . . *Associate Professor of Voice*
Pupil in voice of Albert Jeannotte, pupil in repertoire of Dr.
Ernest Knoch, Wilfred Pelletier, Charles Albert Baker.
- HERMAN FREDERICK SIEWERT, F.A.G.O. (1923; 1933)
Associate Professor of Organ;
Organist of Knowles Memorial Chapel
Graduate, Guilmant Organ School; diploma, Conservatoire
American (Fontainebleau); pupil of William C. Carl and
Marcel Dupre.
- WALTER HANS TRAMPLER (1939; 1941)
Assistant Professor of Violin
Graduate of the Staatliche Akademie der Tonkunst (Munich);
pupil of Theodore Kilian and Max Strub; former member of
Strub String Quartet and Elly Ney Piano Quartet, European
Ensembles.
- JOHN CARTER, B.M. (1938; 1939)
Instructor in Theory and Composition
Graduate in composition, Rollins College; graduate study,
Juilliard School of Music; pupil of Alton Jones, Muriel Kerr,
James Friskin.
- EMELIE SELLERS DOUGHERTY, A.B. (1928; 1935)
Instructor in Piano;
Assistant Organist of Knowles Memorial Chapel
Major in music, Wellesley College; graduate study, Phila-
delphia Conservatory of Music, Conservatoire Americain (Fon-
tainebleau); pupil of Mrs. Carl Busch, Hendric Ezermann,
George C. Boyle; organ pupil of Henry Fry.
- ARNOLD KUNRAD KVAM (1938; 1938) . . . *Instructor in Cello*
Graduate, Peabody Institute of Music; graduate study, Staat-
liche Akademie der Tonkunst (Munich) and Staatliche Hoch-
schule fur Musik (Berlin).
- GENE ALBERTO STURCHIO (1937; 1937) . . . *Instructor in Brass;*
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Pupil of Alfredo Sturchio; directing under Vessella and
Creatores.

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- DANTE GIACOMO BERGONZI, B.M. (1941; 1941)
Assistant Instructor in Violin
Graduate in Violin, Rollins College.
- SALLY OSBOURNE HAMMOND, B.M. (1938; 1939)
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Graduate in piano, Rollins College.
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Fellow, American College of Physicians, American Medical Association; certificate, American Board of Internal Medicine; member, Orange County Medical Society; chief of medical service, Orange General Hospital; consultant, Florida Sanitarium and Hospital.
- FRED MATHERS, B.S., M.D. *College Physician*
Member, Orange County Medical Society; fellow, American Medical Association; associate, American College of Physicians; formerly resident physician, University of Florida Student Health Service; attending physician, medical service, Orange General Hospital.
- EDITH NICHOLAS, R.N. *Head Nurse*
- BEATRICE BRADLEY, R.N. *Assistant Nurse*

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- J. S. McEWAN, PH.G., M.D. *Surgery*
Fellow, American College of Surgeons, American Medical Association, Southern Surgical Association, Southeastern Surgical Congress; member, Founders' Group, American Board of Surgery; member, Orange County Medical Society; chief surgeon, Orange General Hospital; consultant, Florida Sanitarium and Hospital.

* *Librarian Emeritus after January 1, 1942.*

FACULTY

- DUNCAN T. MCEWAN, A.B., M.D. *Surgery*
 Fellow, American College of Surgeons, American Medical Association; member, Orange County Medical Society; associate attending surgeon, Orange General Hospital; consultant, Florida Sanitarium and Hospital, Florida Tuberculosis Hospital.
- JOHN R. CHAPPELL, M.D. *Surgery*
 Fellow, American College of Surgeons, American Medical Association; member, Southeastern Surgical Congress, Orange County Medical Society; associate attending surgeon, Orange General Hospital; consultant, Florida Sanitarium and Hospital.
- LOUIS M. ORR, II, B.S., M.D. *Urology*
 Fellow, American College of Surgeons, American Medical Association, Southeastern Surgical Congress; certificate, American Board of Urology; member, American Urological Association, Southeastern Urological Association, Orange County Medical Society; chief urologist, Orange General Hospital; consultant, Florida Sanitarium and Hospital.
- H. A. DAY, B.S., M.D. *Gynecology*
 Fellow, American College of Surgeons, American Medical Association; member, State Board of Medical Examiners of Florida, Orange County Medical Society; chief gynecologist, Orange General Hospital; consultant, Florida Sanitarium and Hospital.
- CHARLES JOSEPH COLLINS, M.D. *Gynecology*
 Fellow, American College of Surgeons, American Medical Association; diplomat, American Board of Obstetrics and Gynecology; member, South Atlantic Association of Obstetricians and Gynecologists, Orange County Medical Society; associate attending gynecologist and chief obstetrician, Orange General Hospital; consultant, Florida Sanitarium and Hospital.
- HEWITT JOHNSTON, M.D. . . . *Ophthalmology and Otolaryngology*
 Fellow, American Medical Association, American Academy of Ophthalmology and Otolaryngology; member, Orange County Medical Society; chief ophthalmologist and otolaryngologist, Orange General Hospital; consultant, Florida Sanitarium and Hospital.
- HOLLIS C. INGRAM, B.S., M.D. *Ophthalmology and Otolaryngology*
 Fellow, American Medical Association; member, Orange County Medical Society; assistant attending ophthalmologist and otolaryngologist, Orange General Hospital; member, associate staff, Florida Sanitarium and Hospital.
- RICHARD H. WALKER, JR., B.S. M.D. . . . *Orthopedic Surgery*
 Fellow, American College of Surgeons, American Medical

FACULTY

Association; licentiate, American Board of Orthopedic Surgery; member, Orange County Medical Society; associate attending surgeon, Orange General Hospital; consultant orthopedic surgeon, Florida Sanitarium and Hospital; senior surgeon, Florida State Crippled Children Commission.

HEADS OF RESIDENCE HALLS

ELLEN VICTORIA APPERSON	<i>Lakeside Hall</i>
MRS. GRACE CARPENTER BANZHAF	<i>Lucy Cross Hall</i> (<i>Kappa Alpha Theta</i>)
MRS. ANNA MACARTHUR CROCKER	<i>Caroline Fox Hall</i> (<i>Alpha Phi and Phi Mu</i>)
MRS. GEORGIA ELWELL ENWRIGHT	<i>Pugsley Hall</i> (<i>Kappa Kappa Gamma</i>)
ISABEL CAMERON GREEN	<i>Mayflower Hall</i> (<i>Pi Beta Phi</i>)
*MRS. EMILY CRIPPS KENNEDY	<i>Strong Hall</i> (<i>Chi Omega and Gamma Phi Beta</i>)
MRS. MAUDE ROSSER SCOTT	<i>Strong Hall</i> (<i>Chi Omega and Gamma Phi Beta</i>)
MRS. MARIAN HOXIE WILCOX	<i>Cloverleaf Hall</i>
MRS. MARGERY WILSON BROWN	<i>Rollins Hall</i> (<i>Sigma Nu</i>)
RUDOLF FISCHER	<i>Chase Hall</i>
WILLIAM EDWARDS FORT, JR.	<i>Lyman Hall</i> (<i>Phi Delta Theta</i>)
MRS. PEARL WESTON HALL	<i>Kappa Alpha House</i>
CHARLES ARCHELAUS STEEL	<i>Gale Hall</i> (<i>X Club</i>)
EDWARD FRANCIS WEINBERG	<i>Hooker Hall</i> (<i>Lambda Chi Alpha</i>)

COMMITTEES FOR THE FACULTY

THE COUNCIL: President Holt, Dean Anderson; Dr. Pattee, Mr. Mendell (*English*); Dr. Firestone, Mrs. Campbell (*Foreign Languages*); Dr. Waddington, Dr. William Hutchings (*Sciences*); Dr. Stone, Dr. Hasbrouck (*Human Relations*); Mr. McKean, Miss Moore (*Expressive Arts*); Dr. Adams, Miss Weber (*Health and Physical Education*).

BOARD OF ADMISSIONS TO UPPER DIVISION—ARTS AND SCIENCES: Mr. Weinberg (*Sciences and Mathematics*); Mr. Bailey (*English*); Mrs. Lamb (*Foreign Languages*); Dr. Melcher (*Social Sciences*); Miss Packham (*Psychology, Philosophy, Religion, Education*); Mr. Dougherty (*Expressive Arts*); Dr. Beatty and Mr. Steel (*at large*); Dean Anderson and Miss Treat (*ex-officio*).

* Absent on leave after January 1, 1942.

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ADMISSIONS: Mr. George Holt, Mr. Steel, Dean Anderson, Dean Cleveland, Dean Enyart, Mr. Honaas, Mrs. Ritzi, Dr. Starr, Miss Stueve, Miss Treat, Dr. Waite.

ASSEMBLY: Dr. Smith, Mr. Allen, Count de Noue, Dean Nance, Miss Ortmayer, Dr. Pierce, Mr. Siewert, Miss Weber, Mr. Yust. *Students*: Janet Jones, Robert Matthews, Jane Anne Sholley, John Twachtman; Freeland Babcock, Antoinette Skinner (*alternates*).

AUDIO-VISUAL EDUCATION: Dean Anderson, Dr. Adams, Mr. Granberry, Mr. McKean, Dr. Smith, Dr. Waddington.

BEAUTIFICATION: Miss Ortmayer, Mr. Burns, Mr. George C. Cartwright, Mr. McKean, Miss Robie.

DEBATING: Dr. Pierce, Dr. France, Dr. Hasbrouck, Dr. Melcher, Mr. Mendell, Mr. Roney. *Students*: Freeland Babcock, Pauline Betz, Adrian Langford, Gertrude Phillips, Marie Rogers, Elizabeth Tomlinson.

ECONOMIC CONFERENCE: Dr. Melcher, Mr. Brown, Dean Enyart, Dr. Fort, Dr. France; President Holt and Dean Anderson (*ex-officio*).

EDITORIAL BOARD: Mr. Hanna, President Holt, Dean Anderson, Mr. Brown, Vice President Grover, Mrs. Patterson, Mr. Steel.

FOUNDERS' WEEK: Dean Anderson, President Holt, Mr. Allen, Mr. Brown, Vice President Grover, Mr. Hanna, Mr. Honaas, Mr. Weinberg, Miss Woods.

FRATERNITIES: Dean Enyart, Dr. Adams, Dr. Beatty, Dr. Bradley, Dean Cleveland, Mr. Dougherty, Vice President Grover, Mrs. Hall, Mrs. Lehman; Dean Anderson (*ex-officio*).

INTERCOLLEGIATE ATHLETICS: Dean Anderson, Dr. Adams, Dr. Beatty, Dean Enyart, Mr. Wattles, Mr. Weinberg, Dr. Young; Mr. McDowall (*ex-officio*).

LIBRARY: Mr. Yust, Dr. Clarke, Mr. Davis, Dr. Firestone, Dr. France, Dr. Grover, Mr. Hanna, Dr. Phyllis Hutchings, Mr. Mendell, Miss Packham.

ORIENTATION WEEK: Dean Enyart, Dean Cleveland, Mr. George Holt, Dean Nance, Miss Treat; Dean Anderson (*ex-officio*).

PUBLIC SERVICE: Mrs. Lehman, Mrs. Magoun, Dean Nance, Dr. Pierce, Miss Ritch.

RADIO: Dr. Pierce, Mr. Bailey, Mr. Charmbury, Mr. Fischer, Mr. Kvam, Dean Nance. *Students*: Nickson Carey, Carson Seavey, Priscilla Thompson, Doris Tumpeer.

SAFETY: Mr. Weinberg, Mr. George H. Cartwright, Dean Cleveland, Dean Enyart, Dr. William Hutchings, Mrs. Wilcox.

FACULTY

SCHEDULE: Miss Treat, Miss Packham, Dr. Stone, Dr. Waddington, Mr. Weinberg; Dean Anderson (*ex-officio*).

SOCIAL: Dean Cleveland, Dr. Adams, Mrs. Banzhaf, Mrs. Dougherty, Dean Enyart, Miss Green, Mr. Kvam, Mr. Langdon, Mrs. Wilcox. *Students:* Betty Berdahl, Alma Vander Velde (*alternate*); Robert Ruse, Gordon Laughhead (*alternate*).

STUDENT ADJUSTMENTS: Dr. Firestone, Dr. Adams, Dean Anderson, Dr. Bailey, Dean Cleveland, Dean Enyart, Dr. France, Mr. Granberry, Miss Packham, Mr. Steel, Mr. Trowbridge, Dr. Waite.

STUDENT AID: Mr. Brown, Dean Anderson, Dean Cleveland, Dean Enyart, Mr. Granberry, Mr. George Holt, Miss Lyle, Dr. Melcher.

STUDENT-FACULTY DISCIPLINE: Dean Anderson, Dean Cleveland, Dean Enyart; Mr. Trowbridge, Dr. Waddington; Dr. Phyllis Hutchings, Miss Ortmayer (*alternate*). *Students:* Pauline Betz, Betty Watson, Sylvia Haimowitz (*alternate*); Harrison Barnes, Alden Manchester, Franklin Cist (*alternate*).

STUDENT PUBLICATIONS: Mr. Wattles, Dean Enyart, Vice President Grover, Mr. Mendell, Mr. Steel.

STUDENT STANDING: Dean Anderson, Dean Cleveland, Dean Enyart, Dr. France, Mr. George Holt, Mr. Honaas, Dr. William Hutchings, Dr. Melcher, Miss Treat, Mr. Wattles. Mr. Brown and Miss Lyle (*by invitation*).

INTEGRATED COURSES: Dr. Stone, Dean Anderson, Dr. Beatty, Dr. Clarke, Dr. Firestone, Dr. Fort, Dr. France, Mr. Granberry, Mr. George Holt, Dr. William Hutchings, Mr. Langdon, Mr. McKean, Mr. Mendell, Miss Shor, Dr. Smith, Dr. Starr, Mr. Steel, Mr. Trowbridge, Dr. Uphof, Dr. Waddington, Dr. Waite.

COORDINATION OF INTEGRATED COURSES: Dr. Stone, Dean Anderson, Mr. George Holt, Mr. McKean, Mr. Mendell, Dr. Waddington, Dr. Waite.

BOARD OF SELECTION, INTEGRATIVE QUESTIONS: Dr. Waite, Dr. Clarke, Dr. Firestone, Mr. Granberry, Dr. Waddington; Dr. Stone (*ex-officio*).

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ROLLINS EMERGENCY COMMITTEE: Dr. Stone, Dean Cleveland, Dean Enyart, Miss Treat, Dr. Waddington, Dr. Waite; President Holt and Dean Anderson (*ex-officio*).

FACULTY

STUDENT ASSISTANTS

GRADUATE ASSISTANTS

JOHN HENRY BUCKWALTER, III, A.B., *Dramatic Art*
AIDA AMERICA D'ANDREA, A.B., *Spanish*

UNDERGRADUATE ASSISTANTS

BENJAMIN LESTER ABBERGER, JR., *Biology*
THOMAS EVERITTE ROYAL, *Biology and Chemistry*
WALTER CAMERON BEARD, JR., *Chemistry*
RICHARD BRAINARD FORBES, *Chemistry*
HELEN JEAN FLUNO, *Museum*
DADE WHITNEY THORNTON, *Museum*
THOMAS EARLE COLE, *Physics*

REGISTER OF STUDENTS

GRADUATE STUDENTS

D'Andrea, Aida America	Puerto Rico
A.B., Polytechnic Institute of Puerto Rico	
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A.B., Rollins College	
Hagood, Lee Jerome, Jr.	Orlando
A.B., Rollins College	
Justice, Joe	Asheville, N. C.
A.B., Rollins College	
Langford, Adrian Ernest	Pensacola
A.B., Rollins College	
Peirce, Esther Lillian	Brooklyn, N. Y.
A.B., Rollins College	

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Babcock, Freeland Vinton	Orlando
Bakal, Estelle	Brooklyn, N. Y.
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Barnes, Harrison Ide	St. Louis, Mo.
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Bills, Douglas Graham	
Geneva	
Blackwood, Robert Alexander, Jr.	Scranton, Pa.
Bowes, Franklin Adams	Chicago, Ill.
Bowstead, Shirley Anne	Pine Castle
Bryant, Barbara Ann	Chicago, Ill.
Butt, Cecil Gascoyne	Orlando
Caldwell, Halsted Woodrow, Jr.	Winter Park
Caldwell, Margaret Sloan	Winter Park
Carson, Betty Marie	Cleveland, Ohio
Cist, Franklin Morton	Brewster, Mass.
Coates, Florence Jane	Winter Park
Conklin, James Milo, Jr.	Orlando
Darling, Helen Van Ingen	Pleasantville, N. Y.
Darnold, Doyle Harry, Jr.	Orlando
de Guehery, Lindsey Cuthbert	Orlando
Enquist, Franklin Roy	Wethersfield, Conn.
Felder, Nathaniel Stanley	Norwich, Conn.
Fluno, Helen Jean	Winter Park
Forbes, Richard Brainard	Orlando
France, Harold Boyd	Winter Park
Frankel, Marjorie Miriam	Orlando
Gaulding, Emmett Miller	Winter Park
Gibeault, Jane Claire	Orlando
Green, John	Winter Park
Gross, John Howard	Winter Park

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Haley, Paul Collins	Boston, Mass.
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Harris, Flora Louise	Winter Park
Harris, Rachel Emelie	Winter Park
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Heyder, Erika	Westerly, R. I.
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Kelly, Philip Richard	Phillipsburg, N. J.
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Kohl, Doris Worthington	Bronxville, N. Y.
Langlotz, Robert Charles	Yonkers, N. Y.
Lieberman, John Leon	Brooklyn, N. Y.
McCaslin, Sara Elizabeth	Trenton, Tenn.
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McFall, Robert Franklin	Cleveland, Ohio
Manchester, Alden Coe	Chevy Chase, Md.
Matthews, Robert Scott	Sikeston, Mo.
Meredith, Paul Gerald	Parkersburg, W. Va.
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Moore, Lawrence Verner, Jr.	Oviedo
Morgan, Virginia Glendower	Clearwater
Musselwhite, Gertrude Vanetta	Winter Park
Niver, James Philip	Daytona Beach
Oren, Winifred Rose	Orlando
Parker, Priscilla Lelia	Polk City
Phillips, Georgia Elizabeth	Orlando
Phillips, Marie Gertrude	Ft. Lauderdale
Pratt, Robert Maynard	Winter Park
Prestholdt, Pauline Ann	Minneapolis, Minn.
Pritchard, Patricia Claire	Atlantic Beach
Ray, Grady Wesley	Haines City
Raymond, Grace Crofut	Daytona Beach
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Roosevelt, James Alfred	Lake Placid
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Ruse, Robert Tavenner	Baltimore, Md.

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Seavey, Carson Trafton	Winter Park
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Sholley, Jane Anne	West Newton, Mass.
Shrewsbury, Rankin Leslie	Winter Park
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Steffens, Jules Harrison	Cleveland Heights, Ohio
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Sturgis, Hester Louise	Augusta, Me.
Takach, Daphne Aspinwall	Winter Park
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Thompson, Jacob Edson	Millbrook, Ill.
Thompson, Priscilla Marion	Oak Park, Ill.
Titus, Warren Irving	Sebring
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Tomlinson, Elizabeth Mae	Winter Park
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Unger, Marilyn Helene	New York, N. Y.
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van de Water, Eugenie Chapin	Winter Park
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Waite, Edwin Rives	Durham, N. C.
Watson, Elizabeth Rae	Shaker Heights, Ohio
Weidner, Lois Virginia	Winter Park
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Whiston, Robert Francis	Chicago, Ill.
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Affleck, Myron Hopkins Strong, Jr.	Portland, Me.
Allen, Marguerite	Omaha, Neb.
Allen, Wilson Frank, Jr.	Winter Park
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Amark, Edwin Gordon	San Francisco, Calif.
Andrews, Jean Macrea	Miami
Anthony, Mary Ormsby	Palm Beach
Apgar, Gordon	Winter Park

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Barry, Jane Kerns	Akron, Ohio
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Batts, Jiles Larry	Orlando
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Bond, Studie Stuart	Elizabethtown, Ky.
Boston, Hartsel Joseph	Gotha
Botten, Ruth Corrine	Cleveland, Ohio
Brady, Helen Louise	Elgin, Ill.
Brewster, Julian	Greenwich, Conn.
Briggs, Ben Robert, Jr.	Orlando
Brokaw, Barbara Jean	Elizabeth, N. J.
Brooks, Marian Camilla	St. Petersburg
Brooks, Martha Scott	St. Petersburg
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Campbell, Mary Elizabeth	Winter Park
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Castor, Florence Mary	Corry, Pa.
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Chisholm, Ralph Virgil	St. Cloud
Chizik, Gene	Asheville, N. C.
Clark, David Hope, Jr.	Port Richey
Clarke, Margaret Jean	Winter Park
Clements, Frank Braden	Mankato, Minn.
Cluett, Camilla Trent	Troy, N. Y.
Coffin, Marjorie Pitkin	Bronxville, N. Y.
Cole, Eva Florence	Orlando
Cole, Thomas Earle	Winter Park
Coleman, Sarah Virginia	St. Albans, W. Va.
Cook, Iler Kathryn	West Palm Beach
Cooper, Alice Muriel	Brunswick, Me.
Cooper, Jack Howard	Winter Park

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Cotton, Martha Jane	Orlando
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Curtis, Alette Elizabeth	Litchfield, Conn.
David, Lucille Grace	Jacksonville
Davis, Hugh Cathbert	Winter Park
Davis, Joann Irene	Columbus, Ohio
Dell, Thomas Kermit	Midland City, Ala.
Denny, Diana	Washington, D. C.
Dolive, Silas George	Winter Park
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Fowler, Carl Henry, Jr.	New York, N. Y.
Fowler, Nathalie	River Forest, Ill.
Frankel, Enid Louise	Reading, Pa.
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Frerichs, Katharine Amelia	Webster Groves, Mo.
Fribley, Joseph Walton, Jr.	Shaker Heights, Ohio
Friedson, Edward Mark	Miami
Fritz, Ernest George, Jr.	Litchfield, Conn.
Fruin, Anthony Thomas	The Hague, Holland
Fulford, Evelyn	Nashville, Tenn.
Gautier, Emilie Rose	Webster Groves, Mo.
Gentsch, Elizabeth Wieber	Lakewood, Ohio
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Glendinning, John Andrew	New York, N. Y.
Good, Elizabeth Basler	Washington, D. C.
Green, Ronald McKenzie	Gainesville
Griffin, Jerry	Orlando
Grimstad, Clayton Roald	Mt. Dora
Gross, George Paul	Winter Park
Groves, Ivor Durham, Jr.	Tampa
Gunn, James Masson	Winter Park
Haggerty, Jane Ann	Winter Park
Hagnauer, Robert Nelson	Clayton, Mo.
Hamaker, Jean	Scarsdale, N. Y.
Hanna, Robert Alexander, Jr.	Willimantic, Conn.
Hansen, Donald Reeves	Tampa

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Harris, Paul Henry	Winter Park
Harwood, Charles, Jr.	Harrison, N. Y.
Heath, Ina Mae	Milwaukee, Wis.
Hill, Richard Marvin	Shelbyville, Ind.
Hogan, Doris Faye	Groveland
Hubbard, Percy, Jr.	Winter Park
Hudgings, Mary Juliet	Winter Park
Hughes, Sara Griffin	Orlando
Hull, Betty Jean	Lake Worth
Hult, Margaret Dalton	Sioux Falls, S. D.
Irelan, Betty Lou	Forest Hills, N. Y.
Jaggears, Floyd Richard	Leesburg
Jenkins, Hubert Johnston, Jr.	Palm Beach
Jensen, Joan Yvonne	Antioch, Ill.
Jones, Allender	Orlando
Jones, Carl Owen, Jr.	Otsego, Mich.
Jones, Phyllis Lucille	Coral Gables
Kendig, John Fridy	Mountville, Pa.
Kent, Carolyn Wilgus	Winter Park
Kilcullen, Robert	New York, N. Y.
King, Sze Tsung	Shanghai, China
Kirk, Margaret Anne	Findlay, Ohio
Kirkland, Virginia Fielder	Atlanta, Ga.
Knight, Elizabeth Lou	Redding Ridge, Conn.
Knight, Gerald Buxton, Jr.	Orlando
Koch, John Schmid	Ann Arbor, Mich.
Koulouris, Gus	Tampa
Krall, Richard Langdon	Brooklyn, N. Y.
Krall, Stanley	Brooklyn, N. Y.
Krell, Robert	Jacksonville
Kroll, Leila Laurette	Astoria, L. I., N. Y.
Kuhn, Phyllis Joan	Michigan City, Ind.
Kyle, Catherine Patricia	Washington, D. C.
Lamb, Helen Elizabeth	Yonkers, N. Y.
Langley, James Edward	Durham, N. C.
Lanza, Elizabeth	Scarborough, N. Y.
Laughead, Gordon, Jr.	Denver, Colo.
Laursen, Patricia Lucille	Akron, Ohio
Lennig, Felicitas Donata	Holly Hill
Lett, James Smith	Tallahassee
Long, Evelyn Grace	Radburn, N. J.
Low, David Francis	Bronxville, N. Y.
Lucas, Blaine Logan, Jr.	Fredericksburg, Va.

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McCall, John Temple	Gainesville
McCann, Jean Evelyn	Detroit, Mich.
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McClusky, Dean Kemp	Scarborough, N. Y.
McCown, Dudley Burnell	Orlando
McCreery, David Jameson	Miami Beach
McCreery, Jessie Allen	Miami Beach
McDonald, Frances Lee	Orlando
MacDonald, Tom Stanford	Winter Park
McDonough, Robert James	Lakewood, Ohio
McDonough, William Charles	Lakewood, Ohio
McFarland, Sarah Ann	Orlando
Mackenzie-Reid, Elizabeth Ann	Briarcliff Manor, N. Y.
McGregor, Mary Margaret	Tampa
Mandelcorn, Bette Jane	Orlando
Mandt, Fred William, Jr.	Charleston, W. Va.
Martin, Wynnee Jane	Chicago, Ill.
Melhado, Henry Snyder	Bethlehem, Pa.
Mendelson, Sally Helen	Cleveland Heights, Ohio
Metcalf, Mary Jane	Denver, Colo.
Miller, Jacqueline Jeanne	Greensboro, N. C.
Minor, Henry Hanley, Jr.	Batavia, N. Y.
Mitchell, Allie Katherine	Orlando
Morris, Elliott Harris, Jr.	Orlando
Morrison, Lisbeth Ann	Buffalo, N. Y.
Mosby, Jane	Topeka, Kan.
Murphy, Donald Robert	Chicago, Ill.
Myer, Robert Rutherford, Jr.	Pelham, N. Y.
Myers, John Clement, Jr.	Ashland, Ohio
Nassi, Albert Phillip	Orleans, Mass.
Nicholson, June Frances	Orlando
Nikolas, George Jacob, III	River Forest, Ill.
Nix, Mildred Adele	Daytona Beach
Nobles, William Daniel	Pensacola
Northen, Jane Hurt	Winter Park
Osborn, Marnie Holmes	Washington, D. C.
Pantzer, Dorothy Lewis	Orlando
Parshall, Ella	Orlando
Parsley, Vivian Harriette	St. Petersburg
Peacock, Joseph Calvin	Pahokee
Peddicord, Jarvis Roscoe	Hobart, Ind.
Pernecky, Jack Martin	Chicago, Ill.
Phillips, Alan Griffin	Winter Park
Phillips, Laura Louise	Stamford, Conn.
Pickard, Sam, Jr.	Flat Rock, N. C.
Pohn, Shirley Jane	Chicago, Ill.
Powell, John Benjamine, Jr.	Jacksouville
Pugh, Richard Samuel	Lake Wales

REGISTER OF STUDENTS

Putney, John Sanborn	Plymouth, N. H.
Rachlin, Elaine Lucille	Newark, N. J.
Rachlin, Lawrence King	Belmar, N. J.
Ragan, Nancy Lee	Yonkers, N. Y.
Randall, Patricia Love	Shaker Heights, Ohio
Reed, Philip Macy	Chelmsford, Mass.
Reid, Nancy Lassiter	Evanston, Ill.
Riddle, Shirley Grantham	Orlando
Rogers, Marie Laurence	Florence, S. C.
Rolfe, Ann	Orlando
Rosenbaum, Maud Mildred	Meridian, Miss.
Rosenberg, Robert	New York, N. Y.
Ross, Hugh Vollrath	Sheboygan, Wis.
Royal, Thomas Everitte	Winter Park
Ruth, Albert, Jr.	South Dartmouth, Mass.
Rutledge, Robert De La, Jr.	Sarasota
Ryan, David Rodman	Lafayette, R. I.
Ryan, Josephine Louise	Palm Beach
Saal, Margaret Alice	New Orleans, La.
Sager, Mary Louise	Minneapolis, Minn.
Sangster, Ellen Christine	Orlando
Saunders, Catherine Ann	White Springs
Schoenfeld, Morton Gerald	Brooklyn, N. Y.
Schoonmaker, Nancy Stockton	Caldwell, N. J.
Schram, Ross Irwin, Jr.	Kent, Ohio
Scott, Pershing James	Jacksonville
Scruggs, Eugenia Elizabeth	Atlanta, Ga.
Sebree, Grace Elizabeth	Sanford
Seder, Mimi	Pittsburgh, Pa.
Sellman, Folke Emil, Jr.	Scarsdale, N. Y.
Sessions, Lewis Ralph	Winter Garden
Sewell, James Richard	Winter Park
Shearouse, Alice Bane	Orlando
Sheppard, Edith Bess	Montclair, N. J.
Shrewsbury, Marny Isobel	Winter Park
Siegle, Dorothy Florence	Winter Park
Simmons, Lamar Thomas	Orlando
Smith, Charlotte Calvert	Winter Park
Smith, Elizabeth Loveland	Winter Park
Smith, Ellen Dane	Viroqua, Wis.
Smith, John Bloxham, Jr.	Tallahassee
Spurlock, Sara Jane	Pittsburgh, Pa.
Stanley, Mary Jane	Essex Fells, N. J.
Stewart, Harold Joseph	Plymouth
Stranahan, Frank Richard	Toledo, Ohio
Sturchio, Gene Albert, Jr.	Winter Park
Sutherland, Judith Ann	Kalamazoo, Mich.
Sullivan, Alice Jane Wood	Orlando

REGISTER OF STUDENTS

Swan, Henry Tilden, III	North Tarrytown, N. Y.
Syme, Robert David	Lakewood, Ohio
Talton, Reedy Harrison	Winter Park
Taylor, Frankie Foulds	Wyoming, Ohio
Teijido, Ralph	Tampa
Thal, Mervyn Harry	Philadelphia, Pa.
Thiele, Barbara Claire	Chicago, Ill.
Thomas, Orville Ray	Charleston, W. Va.
Thompson, Eva Autrey	Maitland
Thompson, Joyce Ellen	Chicago, Ill.
Thornton, Dade Whitney	Maitland
Thurman, Nancy Randolph	Evanston, Ill.
Tilden, Mary Lucille	Winter Garden
Tomlinson, Margaret White	Winter Park
Tooker, Helen	Chicago, Ill.
Townes, Rachel	Lakewood, Ohio
Trethewey, Samuel Thornton	Larchmont, N. Y.
Trovillion, Virginia Lee	Winter Park
Trowbridge, Julie Stafford	Winter Park
Tully, Gordon Hopson	Glen Ridge, N. J.
Tumpeer, Doris Jane	Chicago, Ill.
Tumpeer, Vera Maxine	Chicago, Ill.
Twachtman, Jean Eric	Winter Park
Twachtman, John Eric	Winter Park
Tyler, Earl Quentin	Keyser, W. Va.
Upchurch, Mary Elizabeth	Durham, N. C.
Van Duzer, Tryntje	Middletown, N. Y.
Van Gilder, Erma Louise	Lakewood, Ohio
Victor, Elaine Gay	Wilmette, Ill.
Wade, Elizabeth McDowell	Jacksonville
Walker, Ernie Aurell	Durham, N. C.
Warner, Patricia Gloria	Daytona Beach
Wellman, Harold Joffre	Winter Park
Welsh, Margaret Jane	Fall River, Mass.
Welsh, Margaret Leidy	Lima, Pa.
Wharton, William Watts, Jr.	Orlando
Whitehurst, Hazel Elizabeth	Winter Garden
Whiteley, Robert Fitch Shepard	Washington, D. C.
Whittle, Norman Trammell	Dundee
Wilkie, Herbert Marston, Jr.	Arlington Heights, Mass.
Williams, Henis James	Tallahassee
Williams, Horace Edwin	Asheville, N. C.
Winant, Peter	Brooklyn, N. Y.
Wing, Elizabeth Bucklin	Rockford, Ill.
Wing, Patricia Jane	Rockford, Ill.
Winther, Shirley Mae	Waukegan, Ill.
Woodfill, Virginia Jean	Lebanon, Mo.
Woodward, Kathryne Lee	St. Louis, Mo.

REGISTER OF STUDENTS

Wynne, Eleanor New York, N. Y.
Yard, Edith Scarsdale, N. Y.
Yopp, Ira Thomas, Jr. Lakeland

UNCLASSIFIED STUDENTS

Cameron, Katherine Elizabeth Chapel Hill, N. C.
Jaques, Abbie Jane Chicago, Ill.
Lester, Vera Fay Maitland
McClelland, Mary Carol Jacksonville, Ill.
Miller, Jane Irene Orlando
Sturchio, Gene Albert, Sr. Winter Park
Stuart, Mary Laureda Lancaster Orlando

SPECIAL STUDENTS

Buckley, Thomas George, II Milton, Mass.
Phinny, Charles Hugh Bantam, Conn.

REGISTER OF STUDENTS

GEOGRAPHICAL DISTRIBUTION

Alabama	1	Minnesota	4
Arkansas	1	Mississippi	1
California	4	Missouri	7
Colorado	2	Nebraska	1
Connecticut	13	New Hampshire	1
District of Columbia	6	New Jersey	13
Florida	195	New York	41
Georgia	4	North Carolina	15
Illinois	29	Ohio	26
Indiana	4	Pennsylvania	10
Kansas	1	Rhode Island	2
Kentucky	1	South Carolina	1
Louisiana	1	South Dakota	1
Maine	3	Tennessee	4
Maryland	3	Virginia	1
Massachusetts	13	West Virginia	5
Michigan	7	Wisconsin	5

FOREIGN COUNTRIES

Austria	1	Holland	1
China	1	Puerto Rico	1

GENERAL SUMMARY FOR YEAR 1941-42

Upper Division	113	Graduate Students	6
Lower Division	302	Unclassified Students	7
Total undergraduate enrolment	415	Special Students	2
		Total enrolment	430

DEGREES AND AWARDS

DEGREES CONFERRED

FEBRUARY 24, 1941

Doctor of Laws

Spessard Lindsey Holland

Doctor of Science

Osa Johnson

Doctor of Humanities

Maurice Maeterlinck

Francis Sadlier

Anne O'Hare McCormick

Emily Eaton Hepburn

Marcus Charles Fagg

JUNE 5, 1941

Doctor of Laws

Charles Oscar Andrews

Bachelor of Arts Degree

Charles Edward Arnold 2.23	Lee Jerome Hagood, Jr. 172
Francis Fagan Barber 1.6 1/2	Elizabeth Joanne Hall 306
Lou Lamar Bethea 1.10	Ralph Herman Harrington 187
Earl Franklin Brankert 1.89	John Langdon Harris 190
Barbara Dell Brock 1.82	Herbert William Hoover, Jr. 184
John Henry Buckwalter, III 2.63	Dorothy Lucile Hugli 240
Robert Burns 2.60	Clyde Bennett Jones 142
Melvin Clanton 1.18	Frederick Charles Kasten 170
William George Whitney	Charles Joseph Knowles 163
Collins 1.75	Adrian Ernest Langford, Jr. 180
Elizabeth Carver Cummin 216	Alfred Chapman Lawton 203
Dudley van Ingen Darling 229	Carolyn Ann Lewis 172
Robert Alan Davis 184	Charles Cleveland
Betty de Giers 349	Lingerfelt, Jr. 74
Elizabeth Stevens Edmonson 197	Nancy Locke 281
Emanuel Ehrlich 219	Wallace Noble MacBriar, Jr. 141
Everett Leslie Farnsworth, Jr. 229	Ida Margaret McLean 245
Edith Norine Farr 245	Marjorie Lee McQueen 227
Marian Virginia Fender 202	Betty Omega Mackemer 280
John Edward Giantonio 197	Joyce Elinor Marcus 304
Jess Gregg 122	Caroline Mills 278
Ansel Edwin Gridley 174	Frances Catherine Montgomery 233
Ellen Dorothy Gross 271	Barbara Hal Northen 294
Maude Perkins Guilloe 254	Nancy Bushnell Osborne 122

DEGREES AND AWARDS

Esther Lillian Peirce 198	Elizabeth Woodbridge Scott 185
Theodore Baldwin Pitman, Jr. 165	Carl John Sedlmayr, Jr. 152
Eleanor Frances Rand 179	Warren Forbes Siddall 126
Charles Rene Francis 218	Robert Franklin Stonerock 261
Rauscher	Charlotte Stevens Stout 209
June Aurelia Reinhold 260	Jean Turner 239
Richard Edwin Rodda 228	Gracia Tuttle 150
Jane Abigail Russell 195	Patricia Van Schoiack 277
Roberta Pierpont Schlegel 148	Richard Sims Wesson 182
	Suzanne Willis 244

Bachelor of Science Degree

Donald James Cram 216	John Johns Nicholson 137
William Stassen Harms 161	George Kenneth Scudder, Jr.* 41
Maurice Layton Hinshaw 250	Rudolf Toch 218
John Greenleaf Whittier	Richard Howard Verigan 158
Homan, II 144	Minter Jackson Westfall, Jr. 271

Bachelor of Music Degree

Betty Ann Hubbard, Piano 172	Luverne Virginia Phillips, 161
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Music Education

* Diploma withheld until the completion of certain academic work.

HONORS, PRIZES, AND AWARDS

1940-41

The Rollins Decoration of Honor

Carolyn Hulbert Bassett	Fred Patterson Ensminger
George C. Cartwright	Richard Kiehnell
Gretchen Cox	Wendell Cornell Stone
Lillie Drennen Davis	Gertrude Rollins Wilson

Elected to Phi Society for 1940-41

Martha Jane Cotton	Carson Trafton Seavey
Lucille Grace David	Nancy Randolph Thurman
Gerald Buxton Knight, Jr.	Elizabeth Bucklin Wing

Algernon Sydney Sullivan Medallion

Donald Alexander Cheney
Dudley van Ingen Darling
Frances Catherine Montgomery

O. O. O. Honor Award

Alfred Chapman Lawton

Libra Honor Award

Betty de Giers

Chi Omega Social Science Award

Betty Omega Mackemer

DEGREES AND AWARDS

Sprague Oratorical Contest

Carson Trafton Seavey, *First*
Douglas Graham Bills, *Second*

Gamma Phi Beta Economics Prize

Dorothy Lucile Hugli

Pi Beta Phi Dramatics Prize

Patricia Claire Pritchard

Phi Beta Awards

Charlotte Stevens Stout, *Dramatics*
Luverne Virginia Phillips, *Music*

Zeta Alpha Epsilon Book Prize

Minter Jackson Westfall, Jr.

John Martin Award

Donald James Cram

Eldridge Hart Political Science Essay Award

Robert Franklin Stonerock, *First*
Donald James Cram, *Second*

Campus Sing Awards

Independent Women
X Club

Omicron Delta Kappa Trophy

Melvin Clanton

Phi Mu Athletic Trophy

Dorothy Lucile Hugli

The Anderson Trophy

Independent Women

The Gary Cup

Phi Delta Theta

Gamma Phi Beta Volleyball Trophy

Independent Women

Interfraternity Cups

Alpha Phi
Delta Chi

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