

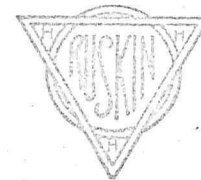
# RUSKIN COLLEGE BULLETIN

Vol. 1, No. 1, July 1914

ANNUAL CATALOG

— OF —

## RUSKIN COLLEGE



*Wholesome human employment is the first and best method in  
all education.—JOHN RUSKIN.*

1914-1915

## DEPARTMENTS OF RUSKIN COLLEGE

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ACADEMY

SCHOOL OF MUSIC

SCHOOL OF COMMERCE

RUSKIN INDUSTRIAL GUILD

COLLEGE OF LIBERAL ARTS

SCHOOL OF ORATORY AND EXPRESSION

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## COLLEGE CALENDAR.

*First Semester*—September 28, 1914 to February 6, 1915.

Recess will be taken for the Christmas holidays from December 26,  
1914 to January 3, 1915.

*Second Semester*—February 8, 1915 to June 12, 1915.

Recess will be taken for Spring vacation from April 4 to April 11.

*Commencement Week*—June 6 to June 12, 1915.

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Issued as frequently as four times a year by Ruskin College. Application made at the postoffice at Ruskin, Fla., for admission under Act of Aug. 24, 1912, as second class matter.

## SECOND ANNUAL CATALOG

— OF —

# RUSKIN COLLEGE



## 1914-1915

THE RUSKIN COLLEGE PRESS  
RUSKIN, FLORIDA



GEORGE MCA. MILLER, PH. D.  
President and Founder of  
Ruskin College

## FACULTY

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GEORGE MCA. MILLER, A. M., Ph. D., LL. B., President.  
Philosophy, Psychology, Greek and Social Science

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ADALINE DICKMAN MILLER, M. S., Lit. D., Associate Pres't.  
Rhetoric and Literature

---

ADMER D. MILLER, M. Accts., A. B., LL., B.  
Mathematics and Commercial Studies

---

CLARA CUSHMAN MILLER, A. B.  
History, Latin, Spanish and German

---

LESTER McHARGUE, A. B.  
Agriculture

---

OSCAR B. FALLIS, Ph. D.  
Physics, Chemistry and Botany

---

AURORA L. M. EDWARDS, B. O., A. B.  
Expression and Physical Culture

---

RAY G. EDWARDS, A. B.  
Stringed Instruments and Art Craft

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GEORGADDA MILLER  
Voice and Piano

# THE RUSKIN IDEAL

John Ruskin, in 1865, wrote: *"The methods in all our colleges and in all of our schools hark back to the time when education was designed alone for those who were to become priests. The student was regarded as one set apart for the order of Melchizedek."*

In 1880, Wm. Morris, a pupil of John Ruskin, himself an Oxford man, said, "We no longer believe in a class that is called or set apart. Every man has a divine call to make himself useful to his fellows and the hallucination that some are called to do nothing but give advice will soon fade away. Industrial education is both moral and spiritual. The man who fails to use his body every day in a certain amount of labor is a menace to the state and a danger to his inmost self. Safety lies in a just balance between head and hand."

The chief error of colleges lies in the fact that they have separated the world of culture from the world of work. That is a foolish fallacy that one set of men should do the labor and another set should have the education; that one should be ornamental, the other useful. The fact is that an opportunity for education should be within the reach of every individual, not for the lucky few.

Too many young people have the idea that "an educated man is one who never does any work." An education that does not teach one to supply the things one needs in life is incomplete and frequently crippling.

EDUCATION  
AND  
INDUSTRY

Elbert Hubbard, in his *Philistine*, says:

"The best way to learn to be useful is to be useful.

To take a young man from life for four years and send him to college, in order to educate him for life, is to run a grave risk that you will not get him back into life. The colleges are constantly graduating incompetent people, and this will continue until men get a living and an education at the same time.

"To do no useful work for four years, in order that you may thereafter be useful, will some day be looked back upon as a barbaric blunder, like the Chinese method of curing epilepsy by rattling the dried seeds in a gourd.

"By separating education from practical life society has inculcated the vicious belief that education is one thing and life another.

"The walls of the old-time college are crumbling, and the university of the future will have around it no twelve-foot-high iron fence."

A former Superintendent of Chicago's City Schools has said that the only useful education given in this country is that given in our Indian schools and to our convicts, who are taught to do something useful.

LIFE AND  
EDUCATION  
WELDED

Dr. Eliot, formerly President of Harvard, is quoted as saying: "I will never be satisfied until one-half of the curriculum at Harvard is devoted to doing things; instead of merely talking about them."

These quotations show the trend of thought today among those who are giving the matter serious attention, and all bear eloquent testimony to the Ruskin College idea of education.

Mr. Hubbard further says in substance that the difficulty in evolving the industrial college is the difficulty of finding men big enough to captain both education and industry and that the laurel awaits the man who can weld Life and Education.

Ruskin College has demonstrated that there are men and women big enough for this task, and while they are not working for the laurel they are welding life and education.

It is a lamentable fact that many college graduates are failures in business life and usually those who are successes are those who, like Garfield and others, have worked their way through college.

We believe that judged from the standpoint of giving value received for what they get, the average college and university is a failure. The captains of industry, so called, have been able from the profits upon the labor of large numbers of men to endow colleges. The colleges with these endowments have been able to surround themselves with large buildings and fine equipments with which to entice young men away from the practical affairs of life and often away from all opportunity of success in life. The student attending these schools is kept from the necessity of providing for himself, and from contact with the practical affairs of life for two, four, six, or eight years, and by reason of his lack of knowledge of these same practical affairs he is frequently unable to get into sympathetic touch with his surroundings and is often a failure.

All wealth is based upon labor. A dollar, if it represents anything at all of value, represents one hundred cents of labor. If a captain of industry can employ labor and upon that labor make a profit with which to endow a college or university, there is no reason why the labor would not of itself build and pay the running expenses of the college.

Ruskin College is built upon the same business basis that has been found successful in the industrial world. It provides for its students a line of industries in which they can engage, and young men and women can here get an education with expenses paid chiefly from the results of their own labor and not only have the benefits of as good educational facilities as are ordinarily found in our colleges but be kept in sympathetic touch with daily life while getting a complete literary, scientific or commercial education







ADALINE DICKMAN MILLER, LIT. D.  
Associate President of Ruskin College

## General Information

### HISTORY

Ruskin College was named for John Ruskin, the great English advocate of Industrial Education, and the wedding of Art to Industry.

It began its work at Trenton, Mo., in 1900—the year in which John Ruskin, as to this life, ended his.

It was removed to Glen Ellyn, Ill., a suburb of Chicago, in 1903, in order to have larger accommodations.

In 1906 the \$100,000 building which it had occupied was struck by lightning and destroyed with all the college library, furniture and equipment.

In 1907 its founders acquired a 12,000-acre tract of land at what is now Ruskin, Florida, about twenty miles south of Tampa, and began to provide for its rebuilding.

In 1913 Ruskin College was incorporated under the Laws of the State of Florida

### SUPPORT

In 1909 it was made the Educational Center for Ruskin Colony, which was located on 6,000 acres of the above mentioned tract.

One hundred and sixty acres in and near the town-site was set aside for it; twenty acres for campus, and a part of the balance to be sold as town lots as growth of the town and advanced prices justify sale. Meantime all unsold portions are to be improved and operated as college farms. Fifty acres farther out are also reserved for development for college-farm purposes as needed.

Besides this land provision, twenty per cent of the receipts from allotments in the original colony tract are set aside for the College, most of which has gone into the three pioneer college buildings already constructed, clearing of college lands and other improvements, or has been accumulated for more substantial and commodious buildings, the erection of which is to begin soon.

It is also provided that ten per cent of the receipts from the remaining 6,000 acres of the original Ruskin Colony lands shall go into the college fund.

These arrangements, together with the industrial plan which furnishes, for the most part, a living for both teachers and students while carrying on their intellectual work, make better provision for the support of the College than have most of the old established institutions which are not founded or fostered by millionaires.

### DEVELOPMENT

Owing to its having to contend with pioneer conditions in its present location, the College has not had as large an enrollment here as in its former locations. This is due chiefly to lack of variety of employment for students desiring to earn their living. Something over fifty students, including all departments, were in attendance last year; and those who desired employ-

ment were kept busy at clearing, gardening, hauling, building operations, domestic service and art craft work.

Students should not come to Ruskin in its pioneer state expecting all modern conveniences. The school work is carried on in rustic buildings to be used later as a Chautauqua winter camp. While pursuing their studies in these rustic quarters, they will be employed in part in constructing substantial college buildings on the college campus as fast as funds come in from sales of lands.

One of these rustic buildings is 48 by 48, half two stories. This building provides for four recitation rooms, the Assembly Hall, Reading Room, Dining Room, Kitchen, Storeroom, Bath Room and twelve students' rooms, besides large porches and verandas.

The other building is 32 by 36, on the same plan as the larger building and has besides a large porch and veranda, eight rooms. Rooms are provided here for the young women students.

The Art Craft building, 16 by 44, erected early in 1912, is occupied as a printing office in which *The Triangle*, a monthly magazine devoted largely to promoting the ideals and interests of Ruskin College, and the colonies of Ruskin and Morris Park, is printed; and in which also a general printing and publishing business is being developed.

New buildings, clearing and general improvements to be made on the college property will provide opportunities for industrial work by the students.

Plans for the Fine Arts Building have been drawn and it is the intention to have it completed during the school year. Besides a recital hall of several hundred seating capacity, there will be studios for each of the teachers, class room and dressing rooms for the Expression Department, art gallery, several practice rooms, library, office, and a large hall for the Cleiomathean Literary Society.

#### **SPECIAL DEPARTMENTS**

The work done in the regular college classes is of as high a grade from the intellectual standpoint as is usually found elsewhere; as all of our teachers in charge have had extensive preparation for their special lines, and long experience therein; and the majority of them are writers and authors of recognized ability along their lines. But we desire to call attention to the exceptional advantages which the College offers in its Schools of Music and Expression. Each teacher in these departments has not only had the best advantages to be had in Chicago and Boston by way of preparation, but all have accomplished results in their teaching which compare favorably with work done in those cities; and one of the teachers—Mr. Ray G. Edwards—has been for some time, and still is, one of the editors of "The Musician" of Boston.

#### **GOVERNMENT**

Adult students are encouraged to be self-governing. The industrial system requires rigid supervision in order to prevent waste of time and material and to secure satisfactory results in industrial training. By dis-

pensing with idleness, however, the necessity of authority over the general conduct of the students is reduced to the minimum.

The young women are placed under the direct charge of an experienced matron residing in their dormitory, who exercises a judicious home oversight as to hours, associations, dormitory regulations and general decorum.

Young people residing at home must furnish to the Faculty a written promise from their parents or guardian to coöperate in securing the observance of such regulations as the school may find necessary to establish.

Young men who use tobacco, or are addicted to dissolute habits, should not apply for admission. The ravages of the cigarette, which can not be avoided in school life if tobacco in any form is used, have compelled us to adopt this policy regarding the tobacco habit.

To protect the institution from the saloon and the cigarette, as well as to avoid attracting a population for Ruskin Colony that would furnish a support for these evils, clauses against both have been inserted in all deeds to colony lands; and the college management believes that both internal and external safeguards against these destroyers of youth should be sustained.

#### **RELIGIOUS INFLUENCES**

While no creed is taught and no sectarian services are held in connection with the operations of the College, the most tolerant policy regarding religious belief is maintained; and much greater emphasis is placed upon the essentials of the spiritual life, and more interest manifest in the same by the student body, than in sectarian institutions. This is done by means of the daily assembly of students and faculty; the non-sectarian Sunday School and the symposium study regularly following; monthly Life Study Circle, and the regular Sunday evening meeting conducted by the students.

### **TUITION AND FEES**

Tuition is payable in advance at the beginning of each term. No student will be admitted to class who has not met this requirement and presents a registration card duly signed by the Treasurer showing payment of tuition. If class registration card is not turned in to the Secretary within ten days after the student enrolls, a charge of \$1.00 will be made, and 10 cents for each day thereafter until card is returned.

A registration fee of \$1.00 is charged all students enrolling in the College of Liberal Arts.

Labratory fees for classes in Physics, Chemistry and Biology are \$2.50 a semester; Botany, \$1.00.

All non-resident students are required to pay full tuition, no reduction being made in case less than full work is carried. Resident students

may take such classes or work in special departments as they may determine.

Students should register for the first semester ten days in advance if possible. Students may enroll at any time during the semester upon meeting the requirement for tuition for the balance of the period.

Students will not be allowed to borrow any money from deposits which they may have made according to the requirements stated in this catalog.

Membership in Ruskin Industrial Guild is not a requirement for admission to Ruskin College. Students who may wish to come and pay both board and tuition will be admitted.

#### BOARDING HALL.

For the convenience of non-resident students Ruskin College maintains boarding hall accommodations. The present dormitories are of a temporary nature, pending the construction of permanent buildings on the college campus. The expense of board and room is \$3.60 per week. Furnishing board at this rate to the students, no deduction is made for board on account of the absence from the table or from school for periods that do not cover more than one week.

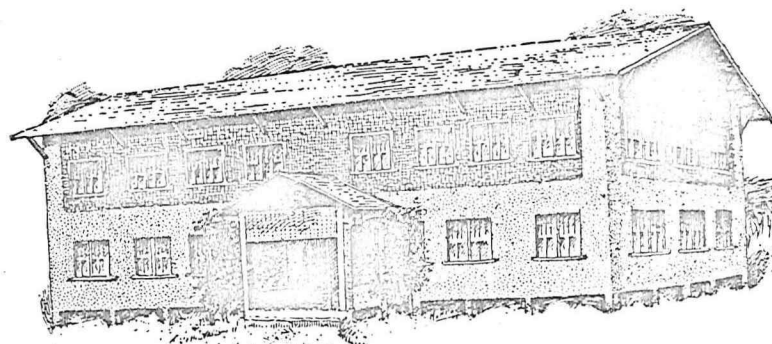
Board is payable four weeks in advance. Students in Ruskin Industrial Guild will have their work credited at the close of each week to apply on this expense, it being necessary, however, for them to meet the requirement of advance payment upon entering the school.

The room of each student is furnished with a cot or bedstead, mattress, table and two chairs. Students are required to furnish their own sheets, pillows, pillow cases, blankets, comforters, towels, lamp and oil, and each student is required to keep his room in proper order under the direction of a matron.

Room and board in private families can often be secured at from \$4.00 to \$6.00 per week. All students belonging to Ruskin Industrial Guild are required to board at the college boarding hall.



## THE NEW FINE ARTS BUILDING



Sketch made of the Fine Arts Building, taken from the architect's plans. This building is now under construction. It is 44x92 feet in size; two stories; the outside finish to be cement dash and shingles. The lower floor will contain 11 rooms and large hallways; a college library and literary society halls are provided for. The second story contains an auditorium with a seating capacity of 300 people, a large 20-foot stage running the width of the building. Four studio rooms are provided for music pupils and the expression classes, and dressing rooms adjoining the stage.

This Fine Arts Building is located almost in the center of the College Campus, just south of the path from Gilman to Emerson avenues.

# RUSKIN INDUSTRIAL GUILD

For some months the management of Ruskin College has had under advisement a plan of co-operation with the industrial students whereby the best features of profit-sharing might be incorporated in a self-governing Industrial Guild, always keeping in mind the chief object of industrial education—its effect on the character of the students, which should be the development of men and women equipped to take places of responsibility in the working and social life of society. The self-interest of the members of such a Guild will develop economy of time and material, resulting in superior work and the accumulation of wealth and of the tools of production. Having prepared for life in a practical way, each student should have at the time of graduation a share in the profits of the Guild sufficient to make a creditable start in his or her chosen service to society. Suggestions from the students of improved methods will be encouraged and the discipline, suspension and even expulsion of members will in the main be under the control of the Guild, acting as a self-governing body under by-laws.

## INDUSTRIAL SCHOLARSHIPS

Duly enrolled students at Ruskin College, 18 years of age or over, may enter Ruskin Industrial Guild upon payment to the Guild Scholarship Fund of \$100, the cost of an Industrial Scholarship for four years, or a shorter period if a student does not take the full four years' College course. By the payment of \$100 for an Industrial Scholarship the student capitalizes his own labor, this amount being used to provide tools and materials in the various industries to supply employment for one student throughout the scholarship period of four years.

## PROFIT-SHARING PLAN

The Guild Fund will be credited, according to the profit-sharing plan, with one-half of the net annual profits from all the industries, to be computed July 1st of each year and credited to the members according to the number of hours' work for the year as shown by the account with each student. Each member of the Guild will receive the amount to his or her credit in cash at the end of the scholarship period, four years.

In addition to sharing in the profits from all the industries, members of the Guild will also receive fifteen cents per hour as wages for work in the industries, to be credited weekly against their bill for room and board, which is \$3.60 per week. The working hours, averaging 24 hours each week, are sufficient to cover this bill.

The College retains one-half of the net profits from all the industries for the use of the land and buildings, to cover unusual expenses (as by loss of fertilizer, failure of crops, losses by fire, etc.), should any occur to endanger the perpetual feature of Donated Scholarships.

## DONATED SCHOLARSHIPS

A restricted number of Donated Scholarships will be loaned without any cash payment to students passing an examination as to character. These Donated Scholarships are Perpetual, becoming available again every four years or upon graduation or withdrawal of the student previously using such scholarship.

Of the perpetual Donated Scholarships at present available for the four years beginning with the first Semester of 1914, one was donated by the Alumni Association of Ruskin College at its annual meeting in June as an indication of the attitude of the old students toward Ruskin College and the Industrial Guild. Five more Scholarships are donated by the management on behalf of students in good standing at the close of the Spring Term of 1914. Students accepting a Donated Scholarship do so on agreement that, as they borrow \$100 from the Scholarship Fund to equip their labor, \$100 is to be deducted from their profits at the end of their scholarship period. In this way they are privileged to perpetuate the Scholarship and pass on to someone else the opportunity of receiving an education under the same favorable condition.

Because the plan of Ruskin College precludes an ordinary endowment fund, friends of the institution and its ideals have often asked the question: "How can I help in the work?" and to these friends throughout the United States the opportunity is now open to equip one student, and an endless succession of students every four years, with the tools and materials for employment while acquiring an education. This can be done by establishing a Donated Scholarship, sending \$100 to the Donated Scholarship Fund of the Industrial Guild of Ruskin College, either under their own name or to be known as the "Ohio Scholarship," "Missouri Scholarship," etc. This amount does not go to the general College fund but to the scholarship fund of the Guild.

## GUILD INDUSTRIES

The Guild is open to both sexes and the industries in which they will receive instruction and find employment are as follows: Agriculture, Printing, Dress Making, Steam Laundry, Domestic Science, Building Trades, Land Clearing, Poultry and Stock Raising, Furniture Making, Canning and Jelly Making, Horticulture. Not all of these industries will be operated the coming year.

## CRAFT SCHOLARSHIPS

To initiate a new industry or craft requires, for tools, materials, building and instruction, an average outlay of \$500, and this amount will establish five scholarships, which also become perpetual in like manner as the other scholarships. Intending donors, desiring to see any particular industry established, should consult with the management as to the desirability or need among the students for such industry, and of the forces available for directing the work.

## STUDENT CO-OPERATION

Experience has taught that the work of first year students is not usually profitable; that the College must expect losses in some instances, yet with the incentive of self-interest and more intelligent co-operation among student-workers striving individually and collectively to make the profit-sharing a success, it is expected that in addition to wages of 15 cents per hour students will receive, on an average for the four years, 10 cents per hour in profits, amounting to about \$300 at the time of graduation.

The initial by-laws have been prepared by the management, to govern the Guild during the fall term of 1914, and must be signed by each member entering the Guild. These by-laws may be changed by a two-thirds vote of the members upon approval of the management. From these by-laws we quote as follows:

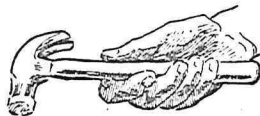
"An Advisory Board of three members will be elected to represent the industrial students in any matters to be brought before the management.

"In no case can Scholarships be transferred.

"In some of the industries compensation will not be allowed during an apprentice period to be determined by the instructor; such period in no case to exceed six weeks.

"In case of expulsion from the Guild, where the discipline of fellow students and the faculty are unavailing in good results, and where expulsion is necessarily made by the other students as a means of protection of their interests in the equipment and accumulating profits, or on account of uncontrolled traits of character that endanger the morals of the student body, the offending member shall be given a hearing before the Guild. Following the hearing, a two-thirds vote by ballot for expulsion shall be necessary to deprive the defendant of membership, and this vote must be approved by the management. Or in extreme necessity the management alone may determine upon expulsion. Accumulated profits, if any, of such expelled student shall go to the Guild's industrial income for the year.

"Industrial students withdrawing from necessity to fulfill other obligations, or on account of sickness, may, upon approval of the management, have their accumulated profits remain to their credit, but not to be paid until the expiration of the scholarship period of four years."



## COLLEGE OF LIBERAL ARTS

This institution has abandoned the old-time, required course, and has adopted instead the plan of elective studies. An elective course is elastic, constantly subject to change and improvement, stimulating each member of the faculty to his highest efforts, adapting itself to the varying wants of the student body and affording opportunity for specialization, the cultivation of personal talent and the gratification of individual tastes. Its motto is that of Humboldt, "Something of Everything; Everything of Something." The old-fashioned, required course has repelled from colleges some of the world's best minds; but who would not welcome an education which means opportunity to develop his powers in their natural order—an education which means not prison fare, but free selection from a bounteous table? Such an education Ruskin College seeks to give.

This course requires one hundred and twenty credits. Students may specialize in Language, Mathematics, Philosophy, Science or Sociology, or in two or more of these departments to a limited extent, omitting studies in other lines, the principle of equivalents being observed. This course requires four years for its completion.

A credit is one hour's recitation each week throughout a semester. Figures following the study indicate the number of credits allowed.

Owing to the difficulty of outlining an elective course by years or semesters a brief conspectus of subjects is here given in alphabetical order instead, accompanied by more complete outlines and explanations as to subjects requiring special mention.

### ART.

Object Drawing .....	5	World's Famous Art Galleries..	1
Decorative Drawing and Coloring	5	An equal number of terms of music	
Geometric Drawing.....	5	or oratory may be substituted for	
Perspective Drawing .....	1	these art studies.	
Lives of Great Artists.....	1		

### COMMERCE

Bookkeeping .....	5	Commercial Law .....	2
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### EDUCATION.

Pedagogics .....	3	School Methods .....	2
History of Education.....	2	Practical Teaching .....	3

### HISTORY.

English History .....	6	Constitutional History .....	5
History of Civilization.....	5	American History .....	5

### LANGUAGE.

Advanced Rhetoric .....	5	German, Spanish, Latin or Greek	
Debate .....	5	covering three years' work on	
News Reporting .....	5	elective plan .....	30



## LITERATURE.

Story Telling .....	5	Fiction .....	6
Shakespeare .....	10	Current Literature .....	4
English Poets .....	5	Classics of Various Nations....	4
Biblical Literature .....	10	Masterpieces of Exposition....	3

## MATHEMATICS.

College Algebra .....	4	Surveying .....	2
Analytical Geometry .....	5	Calculus .....	5
Trigonometry .....	5	Astronomy .....	5

## NATURAL SCIENCE.

Geology .....	5	Chemistry .....	10
Metallurgy .....	3	Biology .....	5
Physics .....	5	Botany .....	5
Science of Practical Life.....	3		

## PHILOSOPHY.

Psychology (treated also as a natural science) .....	6	Evolution of Religions.....	2
History of Philosophy.....	3	Comparative Religions .....	3
Dialectics, Logic and Outlining..	2	Popular Psychology .....	2
		Child Psychology .....	2

## SOCIOLOGY.

Principles of Economics.....	5	Social Evolution .....	5
Industrial History .....	3	Ethics .....	3

## ENTRANCE REQUIREMENTS.

All candidates for admission are expected to present testimonials of good moral character; if from another college, certificates of honorable dismissal, signed by the presiding officer, are required.

Graduates of approved high schools and academies are admitted to the Freshman class without examination on presentation of diploma or certificate of work done. Other students are admitted on passing a satisfactory examination in the studies named below, or on completion of our own academy course. Real equivalents for the studies required may be accepted at the discretion of the faculty.

Candidates for unconditional entrance to the Freshman class will present ninety acceptable credits selected from the subjects listed in the academy course. For all courses, however, there is a minimum requirement of 18 credits in English, 16 in Mathematics, and 14 in History. The remaining 42 credits may be chosen from the subjects mentioned in the academy course.

## TUITION.

Tuition in the College of Liberal Arts is \$34 per year, or \$17 for each semester.

## DEGREES.

Studies pursued in the College of Liberal Arts lead to the degrees of Bachelor of Arts or Bachelor of Science. The fee for diploma is \$5.

# ACADEMIC COURSE

## PREPARATORY

The academic course by our methods of instruction is made equivalent to high school courses requiring four years. Equivalents may be substituted for many of the given studies and more advanced work in sciences can be given if desired by allowing the student to take the preferred studies in the regular college classes.

This course requires ninety credits.

One recitation one hour weekly through a semester represents a credit.

Figures following the study indicate the number of credits.

Ninety credits out of the whole number suggested are required to complete the course. These are to be selected in consultation with the faculty. This provides not only for substitution but for election of studies. For instance, young women who take cooking, sewing, or laundering need not take agriculture, horticulture or carpentry, which are designed more especially for young men.

## INDUSTRIAL SCIENCE AND ART.

Agriculture .....	2	Cooking .....	2
Horticulture .....	2	Sewing .....	2
Carpentry, or other mechanical work .....	2	Laundering .....	1

## LANGUAGE AND LITERATURE.

English .....	10	English Literature .....	15
Mythology .....	2	Rhetoric (including classics)....	5
Introductory Reading in Eng- lish Literature .....	3	Derivatives (Etymologies) .....	3
American Literature .....	10	German (20), Spanish (20), Greek (20) or Latin (20)....	20

## MATHEMATICS.

Algebra .....	10	Solid Geometry .....	4
Plane Geometry .....	6		

## MISCELLANEOUS.

History of Art .....	1	Commercial Geography .....	3
History of Music .....	1	Commercial Arithmetic .....	2
Bookkeeping .....	5	Stenography .....	10

## NATURAL SCIENCES.

Physiography .....	3	Zoology .....	2
Physiology .....	2	Botany .....	5
Physics .....	5	Nature Study .....	3

## SOCIAL SCIENCES.

Ancient History .....	10	Civics .....	3
Medieval History .....	4	Political Economy .....	5
Modern History .....	4		

## ENTRANCE REQUIREMENTS.

Applicants for admission to the academy course should present certificates of work previously done. Credits from schools of satisfactory standing are accepted at full value. The course presumes a thorough knowledge of all the common branches. Persons who have not completed the common-school work will find opportunity to complete these subjects in the sub-preparatory course. Those who have a good understanding of the branches taught through the eighth grade of our best public, city and county schools are entered as first-year academy students.

## TUITION.

Tuition in the Academy for the year is \$34.00, \$17.00 for each semester.

A registration fee of \$1.00 is charged to all students enrolling in the Academy.

## GRADUATION.

Students who have completed ninety credits will be granted a certificate of graduation admitting to unconditional standing in the Freshman Class of the College.

The fee for certificate of graduation is \$2.00.

## SUB-PREPARATORY

To those who are not sufficiently advanced to take up the first year Academy work, we offer the following year of Sub-Preparatory work, which covers the common branches necessary for entering the Academy course:

### First Semester.

Arithmetic.  
Grammar.  
Geography.  
Orthography.  
United States History.

### Second Semester.

Arithmetic.  
Civics.  
Reading.  
Grammar.  
Physiology.



# NORMAL COURSE

Students who have had a high school or academic course can complete this course in one year, but for those not having had advantages beyond the grammar grades the ninety credits prescribed require three years. Upon its completion the degree of Bachelor of Pedagogy is given.

## EDUCATION.

History of Education.....	3	Pedagogics .....	2
Psychology .....	3	Practice Teaching .....	3
School Methods .....	2		

## LANGUAGE AND LITERATURE.

English .....	2	English Literature .....	5
Derivations .....	2	American Literature .....	5
Rhetoric .....	5	German, Spanish, French or Latin .....	20

## SOCIAL SCIENCES.

Ancient History .....	5	American History .....	5
Medieval History .....	4	Civics .....	3
Modern History .....	4	Principles of Economics.....	5

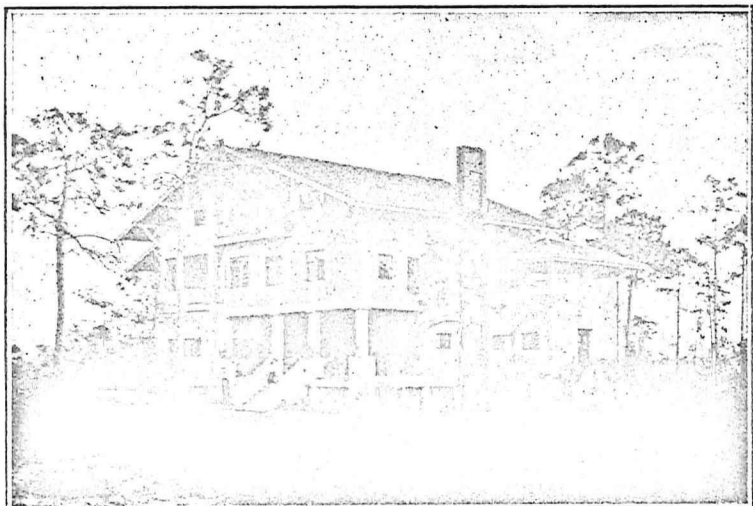
## MATHEMATICS.

Arithmetic (review) .....	3	Geometry .....	5
Algebra .....	10	Trigonometry .....	5

## NATURAL SCIENCES.

Physiology .....	3	Geology .....	5
Zoology .....	3	Astronomy .....	5
Botany .....	5	Physics .....	5
Agriculture .....	2	Chemistry .....	5
Physiography .....	3		





RESIDENCE OF THE PRESIDENT AND ASSOCIATE PRESIDENT.

This commodious home is the Social Center of all Ruskin College activities; wide porches enable all to take advantage of the salt breezes from the Gulf. Extensive grounds surround this home.

## COMMENT ON COURSES

### PSYCHOLOGY, PHILOSOPHY and SOCIOLOGY

The simpler elements and more practical principles of Psychology are presented to students at an early period in their work so as to enable them to apply these elements and principles in the pursuit of their studies, and to give those who expect to be teachers such a knowledge of the subject as every teacher in the public schools should have, but the more philosophic treatment of the subject is reserved for the later years of the college course. This subject is so intimately related, however, to all the study and conduct of the student, that it is referred to an applied in the work of all the teachers, as far as possible, in all the class work, and in all phases of the college life. And a similar course in regard to the subjects usually classed as branches of Philosophy, including Religion and Ethics, is also pursued.

Sociology, which is to the social life what Psychology is to the individual life, is also presented to the students in their earlier work in its more philosophic aspects. It is also taught more or less by all the teachers in all departments excepting those of a special or technical character, as nearly all subjects pursued in nearly every department of human knowledge have a direct bearing upon the solution of the world-wide social problems now persistently demanding solution at the peril of human welfare and the progress of the human race.

In the presentation of the subjects mentioned, text book study has been practically abandoned, and rote recitation entirely discarded. Skeleton outlines of the advance lesson are furnished to the students in these subjects, together with references as to the sources from which the student may derive the information necessary to complete the outline for the succeeding discussion of the subject. The discussion in the class follows the completed outline without reference to any text as authority; and when the subjects are completed, the outlines are preserved and make a text book of themselves, which the student can use for reference when pursuing kindred subjects.

This outlining and temporary text book work, which is carried on by all the teachers in all departments so far as this method is applicable to their particular lines of work, gives every student who uses it effectively a mastery of the subject impossible to be acquired otherwise; and in order that both the theory and practice of this method of mental development and intellectual acquisition may be comprehended, definite instruction in this line is given in connection with the study of Psychology, Logic and Dialectic.



## LITERATURE AND MODERN LANGUAGES

### ENGLISH.

Though there is no "royal road" to learning, much time and effort may be saved by both student and teacher by careful collaboration in the different departments of academy and college work. In no place is this more clearly demonstrated than in the department of the practical construction of the English language.

The elements of sentence construction and of rhetoric having been once mastered, the training in the written expression comes through the development of papers, themes and theses made necessary by the study of the best literature of our own language. And by collaborating with the teachers of classical and foreign languages the translations are also made one of the strongest tests of scholarship in English construction. In every department the student should feel that the correct use of the English language is a requisite to satisfactory work.

### ENGLISH LITERATURE.

We find the thought of a people applied to their life in each branch of their art, but in no branch of art can the expression be as complete as in that of their literature. It is the abiding place of the greatest mintage of the mind. There is therefore no more valuable study for inspiration, for the essence of historical life, for intellectual and cultural results, than the study of our own literature, and that we may know our own well we should compare it with the best of its kind produced by other peoples.

#### FIRST YEAR.

This course of study comprises daily recitations through both semesters and works toward the attainment of the structural and historical setting; the technical dramatic construction, the thought contents, and cultural results, completed by a comparative study of the dramas of other peoples.

Shakespeare's Comedies: A Midsummer Night's Dream; The Merchant of Venice; The Tempest.

Shakespeare's Histories: Richard III; Henry IV; Henry V.

Shakespeare's Tragedies: Hamlet; Macbeth; Othello.

#### SECOND YEAR.

The romance and the novel will be considered three hours weekly through both semesters. The year's study will develop familiarity with the history, development, construction, thought and purpose of Scott, Thackeray, Dickens, Jane Austin and George Eliot. The comparative study through this course will be with American, German and Russian novelists, translations being used for the German and Russian works.

#### THIRD YEAR.

The student may select from the courses offered of three recitation hours weekly such credits as he may wish.

A course of study of the great epics of the world is given, using the

English epics as a foundation from which to reach outward. The structure and purpose of the epic in literature will receive special attention. Hebrew literature. Masterpieces of exposition. Not only the contents and construction of exposition will be studied in this course, but it will be collaborated with rhetorical study.

#### FOURTH YEAR.

A survey of Greek Literature.

A survey of Egyptian Literature.

A survey of Oriental Literature.

Using translations.

### ACADEMY—ANCIENT HISTORY.

A general survey of Egyptian, Assyrian, Roman and Grecian History. Outside reading required. As far as possible the Ancient Literature is correlated with the History in this course. At least three historical novels bearing on the subject in hand are to be read through the year. Five hours a week, both semesters.

### MEDIAEVAL HISTORY.

Emerton's Introduction to the Middle Ages, showing the elements of construction of the new civilization and how they were tending to produce the life of the great period which was to follow. Further study in other text books of the growth of mediaeval civilization. Four times a week the first semester.

### MODERN HISTORY.

The Reformation to Modern Times. The aim of both courses is to give the student a comprehensive view of the forces in European history and their reaction upon each other. Outside reading is particularly encouraged, since the student grows by his own research rather than by depending entirely upon the text book. Four times a week the second semester.

### COLLEGE—AMERICAN HISTORY.

The growth of nationalism, democracy and industrialism in the United States with particular reference to the problems of today. A. M. Simon's Social Forces in America used as the main text book in connection with the usual Political History. Three hours a week both semesters.

### ACADEMY GERMAN.

#### FIRST YEAR.

Thirty-five lessons completed in Collar's First Year German. Gluck Auf. Short stories. Daily conversation enables the average student to handle with some degree of ease the German language by the end of the year.

## SECOND YEAR.

Collar's First Year German completed. Stern's Geschichten vom Rhein. Germelshausen. Das Kalte Herz. German news items during second semester, once a week. Class work conducted in the German language.

## COLLEGE GERMAN.

The aim of this department shall be to give the student such an insight into the German language that he may speak it with some degree of ease and gain a good reading knowledge of every day German. In the more advanced classes the German literature will be studied showing the place occupied in its development by the great German writers.

### FIRST YEAR.

Course 1. Spanhoofd's Lehrbuch der deutschen Sprache. Killkommen auf Deutschland. Storm's Immensee. Class work conducted in German from the beginning.

Course 2. Open to students who have had two years of Academy German or its equivalent. Bernhardt's German Composition, review of grammatical forms. Four German Comedies. Schiller's Wilhelm Tell. Four hours a week throughout the year.

Course 3. Advanced German Composition. Freytag's Die Journalisten. Baumbach's Der Schwiegersohn. These readings present every day German life in very realistic manner. Two hours a week, both semesters.

Course 4. Lessing. Minna von Barnhelm and Emilia Galotti. Study of Lessing's life and place, both as Critic and as Dramatist, in the development of German Literature. The composition work will consist of rendering outlines of literature read in class, and of themes. Three hours a week throughout the year.

Course 5. Goethe. Torquato Tasso. Egmont. A study of the life and work of the author, written and oral reports, conversational review, using Fossler's Practical German Conversation. Two hours a week throughout the year.

Course 6. Schiller. Brief consideration of the subject matter of Wilhelm Tell. German edition of Maria Stuart. Die Jungfrau von Orleans. Selections from ballads and lyrics. Oral presentation of outlines of literature read in class.

## THE LATIN LANGUAGE AND LITERATURE.

The aim of the department of Latin is the intelligent enjoyment of the masterpieces of the Latin literature, and acquaintance with the history, manners, and customs of the Roman people. Grammatical accuracy, and breadth and fluency of English diction are also insisted upon by the instructor. To give the student fluency in English expression the importance of the polished translation is constantly emphasized.

### ACADEMY.

#### FIRST YEAR

All grammatical forms and constructions to be thoroughly mastered, reading of some Latin fables, and selections from Cæsar's Gallic Wars.

## SECOND YEAR.

Translations equivalent to four books of Cæsar's Gallic Wars, selections to be made from the eight books as deemed advisable. Thirty lessons of composition required, notebook work counting as one-fifth of the year's work.

### THIRD YEAR.

Cicero's orations against Catiline, Oration for Archias, and sight readings from other orations. Special attention paid to the author's style and diction. Composition once a week. Notebook required.

### FOURTH YEAR.

Virgil's Aeneid and pastoral poems. Review of grammatical forms.

## COLLEGE.

Course 1. This course follows Virgil. Cicero's De Senectute. Livy: Selections. Translation at sight and at hearing. Three hours a week both semesters.

Course 2. Advanced Composition based on translations. Special study of the grammar. Two hours a week both semesters.

Course 3. Horace. Odes read and translated; choice Odes committed to memory. Three hours a week first semester.

Course 4. Tacitus: Germania, Agricola. Special study of the private life of the Romans. Three hours a week, second semester.

Course 5. Comedy. Origin and development of Roman comedy, by short introductory lectures, and by student research including studies in Roman antiquities: Andria of Terence: Captives and Trinummus of Plautus. Two hours a week, first semester.

## SPANISH

The aim of this department shall be to give the student a conversational use of the Spanish language, a reading knowledge of everyday Spanish, and in the advanced classes a study of Spanish literature. From the beginning the class work will be conducted in Spanish.

First year.—Acquaintance with the grammatical constructions by means of Worman's Spanish Readers, and Marion y Garonnes' "Introduction to the Spanish Language." By the end of the first year the average pupil should be able to carry on an ordinary conversation, having used in class all the simpler constructions.

Continuation of conversational work with the aid of Ybarra's Practical Methods, Wagner's Spanish Grammar, and the best short story classics. Once a week a Spanish news item is required from each student.

Third year.—Ramsey's Spanish Exercises to accompany the grammar once a week. Discussions of plays and stories in Spanish. An occasional resumé is to be given off-hand.

Fourth year.—Ramsey's Spanish Grammar. Special work in the classics, in the nature of a survey of Spanish literature.

## COURSE IN SOCIALISM

While the studies in the regular college course, as outlined in this catalog, contain a larger variety of studies in Social Science than colleges usually give, and such as fully set forth both the Philosophy and Science of Socialism, and while, as stated in the comments made on the method used in teaching Sociology, it is the purpose to show the bearing of all studies not strictly special or technical upon the solution of the various social problems now engaging public attention, the college management fully recognizes that for those who desire to devote themselves to the propaganda of Socialism, either as speakers or writers, or both, something more is needed.

To meet this demand Ruskin College offers a special course on Socialism for those who have completed their Sophomore year.

This course, after two years of the regular college course, requires thirty full credits—two semesters of specializing in Sociology, which covers the following subjects:

### SURPLUS VALUE.

The basis for this subject is found in the writings of Adam Smith, Ricardo and Karl Marx, altho their works being too exhaustive for text book use, expositions of their theories made in more condensed form are used, such as Richardson's "Industrial Problems," Untermann's "Marxian Economics," Marx's "Value, Price and Profit," and later works on the same line, while the larger treatises such as "The Wealth of Nations" and "Capital" will be used for constant reference.

### THE CLASS STRUGGLE

The treatment of this subject follows the lines marked out in "The Class Struggle" by Karl Kautsky, "The Struggle for Existence," by Walter Thomas Mills, and "Class Struggles in America," by A. M. Simons, while other authorities such as O'Neal's "The workers in American History," and "The World's Revolutions," by Untermann, will be freely used for reference. In connection with this subject the Economic Interpretation of History will be fully considered.

### COOPERATIVE COMMONWEALTH. . .

While the scientific methods of constructive Socialism will be made the basis of this part of the year's work, it will be preceded by an historic study of ancient communism as treated in Ward's "Ancient Lowly," modern coöperation, as presented by Henry D. Lloyd, and what is termed Utopian Socialism, treated more or less imaginatively by Plato, Moore, Ruskin, Morris and Bellamy.

"The Social Revolution," by Kautsky, and later works along the same line furnish the foundation for this part of the course.

### SOCIALIST WORLD-POLITICS.

This properly concludes the course and its treatment gives the student a good historic as well as a present practical knowledge of the world-wide Socialist Movement in its political aspects, and more especially of the

plans, policies and propaganda of it in our own country, as treated by Austin Lewis in "The Militant Proletariat," and "The Socialist Movement," by Charles H. Vail; while the study of Parliamentary Law and a course of lectures on The Elements of Law, will enable the student to organize, take part in or preside over assemblies, and to be able to discriminate between the property-promoted legislation that must go as the Coöperative Commonwealth comes, and the fundamental principles of law which must be recognized as the political frame-work of the New Order.

### DEGREE OF BACHELOR OF SOCIOLOGY.

The course above outlined leads to the degree of Bachelor of Sociology; and in case this year's work is taken in addition to the regular College course those taking both will receive the degree of Master of Sociology as well as that of Bachelor of Arts; as the Social Science studies in the regular College course are sufficient, in addition to the year's study of Socialism, to entitle the student to the Master's degree named. Students taking this course are required to have twelve credits in Expression and Oratory as a condition of graduation.

## SCIENCE OF PRACTICAL LIFE

Those who achieve success in life, whether in business, in professional or art circles, in the home or out in society, are the men and women who use their faculties to the fullest. "There's little difference 'twixt great and small; some use their faculties, some don't—that's all." The development of the faculties means more man-power, more power to think, to concentrate, to decide, to act; greater value to one's self and to society. Opportunities are not wanting so much as the ability to recognize them, and the man-power to analyse the situation and apply the forces (latent in every person) in a way to bring success.

To understand the Science of Creation is to discern our relation to our work and to the world of production, while the Science of Persuasion reveals our relation to each other and to society in the dissemination of knowledge and the distribution of goods and wealth.

The building of character develops greater man-power, revealing latent faculties hitherto unrecognized, and brings the individual into harmony with the creative urge, the desire to manifest, the desire for self-expression common to every normal being. By our work, more than by our words, we are known; we reveal ourselves in our deeds. These subjects are amplified in the Science of Creation.

The study of character in others and the development of character in the self lead to success in business, in the home, and wherever influence may be used legitimately. Analysis of these subjects is included in the Science of Persuasion. Uniting these two sciences we have the new Science of Practical Life.

## COURSES OF READING

Upon presentation of acceptable theses on all of the subjects of any one of the following groups of readings a student may be given eight credits towards his bachelor's degree or if he elects to take the entire course he may receive thirty credits, which is one year's work.

### GROUP 1—

Descent of Man—Darwin.  
Ascent of Man—Drummond.  
Utopia—More.  
Autobiography—Franklin.  
Representative Men—Emerson.  
Story of the Bible—Foster.

### GROUP 2—

Josephus.  
Autocrat of the Breakfast Table—Holmes.  
Pilgrim's Progress—Bunyan.  
Divine Comedy—Dante.  
Essays—Bacon.  
Miscellaneous Writings—Eddy.

### GROUP 3—

Equality—Bellamy.  
Paradise Lost—Milton.  
Glimpses of Fifty Years—Willard.  
Wonders of the Earth, Sea and Sky—Holden.  
Silas Marner—Eliot.  
The Last Days of Pompeii—Lytton.

### GROUP 4—

Plato's Republic.  
Modern Painters—Ruskin.  
Hamlet—Shakespeare.  
Plutarch's Lives—Clough.  
The Law of Psychic Phenomena—Hudson.  
Heroes and Hero-worship—Carlyle.

A prescribed course of reading of editorials and magazine articles running through a term may be substituted for any one of the above subjects.

The tuition for the above course is \$10. Non-resident students may take the work. A certificate of work done is given on completion of this course.

## RUSKIN SCHOOL OF MUSIC

Ruskin School of Music, fortunate in its name, fortunate in its location on the West Coast of Florida—in close water connection with Tampa, St. Petersburg and the Gulf, through Ruskin Inlet, the Little Manatee River and Tampa Bay—is thrice fortunate in its climate. Students of music at Ruskin can practice with doors and windows wide open nearly every day from September to June, or read and study out of doors. Delightful recreation is at hand for those who enjoy boating, bathing and fishing (every month of the year), and there are excursions afoot or with horses to many nearby points of interest. The Florida West Coast, however, is widely known as a playground for the wealthy, but the idea of using this playground in connection with serious art study is reserved for Ruskin School of Music.

Intellectual and social advantages are assured by the fact that the School is an integral part of Ruskin College and will occupy the Arts Building on the College Campus as soon as it is ready for occupancy. This building is now under construction and will have a large hall and stage on the second floor, fully equipped for the presentation of plays by the department of Expression, as well as for concerts, recitals and orchestra rehearsals.

The Director of the School, Ray G. Edwards, is widely known as a composer, violinist and writer on musical topics. For several years he has been, and still is, one of the editors of "The Musician," of Boston, conducting the Violin Department. Under the direction of Mr. Edwards it is the aim of the School of Music to build up an influential orchestra class and send out graduates in orchestra and chamber music playing, as well as soloists, teachers and virtuosi.

Students of piano, violin and vocal music may pursue their studies at Ruskin with full assurance that they are receiving just such instruction as is afforded in the larger music centers of the country. The teachers bring to their work an experience that enables them to so train the beginner that no steps need be retraced in the steady development of technic, phrasing, expression and the esthetics of their art.

Frequent opportunity is afforded of hearing the best music for piano, voice and violin.

By way of ensemble music, a string quartet was organized last year, and it is the intention to make this the nucleus for a college orchestra, in the meantime aiming to present the best chamber music for violins, viola and cello.

Violin Choirs, better known in Europe at the famous conservatories than in this country, afford very special opportunities in technical development. Such a choir will be organized at the School the coming year.

Musicianship is of first importance in the musical world today, and the Ruskin School of Music meets this requirement by including Harmony, Composition, Musical History and Ear Training in the courses leading to graduation. Attendance at Orchestra or Chorus rehearsals is also required of all taking the regular course. The study of Harmony and Composition is thoroughly practical, the students having an opportunity of hearing their own compositions for string quartet, piano trio, vocal and instrumental solos, performed at recitals given by the students themselves. Artist recitals bring to them the master compositions and uphold the highest ideals of musical art. Students of English literature do not all write plays in the style of Shakespeare, but to appreciate the best in literature one must understand the language and its possibilities. So with the musician, he must understand the language of his chosen art, and how to mix the colors for all the varied effects. Only with such equipment can he lay claim to musicianship.

The courses in music should be covered in four years of two semesters each (two lessons each week), leading to graduation. A further study of two years in trio and quartet playing, virtuosity, composition, conducting and practical studio work in teaching, leads to Post Graduation.

The courses for Graduation may be briefly outlined by mentioning the chief studies, solos, etc., in the various grades.

## PIANO AND VOICE

*Georgadda Miller.*

Students in Intermediate and Graduating classes are to take part in Chamber Music—Piano Trios and Quartettes with strings.

Graduates in Piano Playing must have completed three years in Harmony, Counterpoint and Composition and one year in History of Music.

### PREPARATORY CLASS.

Studies by Lambert, Czerny, Clementi, Heller, Loeschhorn.

### INTERMEDIATE.

Czerny, Cramer, Bach Inventions.

Sonatas by Mozart, Hayden, Beethoven.

Compositions by Mendelssohn, Weber, Chopin and Schumann.

### GRADUATING.

Studies and Compositions by Beethoven, Schumann, Liszt, Chopin, McDowell, Rubinstein, Henselt, Grieg, Tchaikowski.

Piano graduates must have studied voice or one stringed instrument two years.

Pupils in voice are required to study in addition to standard technical exercises, arias and solos, one year each in Italian, German and French, also two years in Harmony, Counterpoint and Composition and two years in Piano.

## VIOLIN AND STRINGED INSTRUMENTS

*Ray G. Edwards.*

*Violin Preparatory.* Studies by Edwards, Kayser, Sevcik, Dont, Mazas and Schradieck.

*(Viotti)* Concertos by Accolay, Viotti, Rode and de Beriot.  
Duets and east quartets. Junior Orchestra. Violin Choir.

*Intermediate Class.* Studies by Sevcik, Kreutzer, Fiorillo.  
Sonatas by Haydn, Mozart.

*(Kreutzer)* Concertos and concert solos by Bazzini, Singelee, Wieniawski, de Beriot, David, Leonard, Rehfeld, Ries.  
Trios and quartets. Violin Choir. Orchestra.

*Teacher's Certificate Class.* Studies by Sevcik, Rode, Edwards.  
Sonatas by Bach, Beethoven, Grieg, Goldmark.  
Concertos and concert pieces by Nachez, Sarasate, Wilhelmj, Wieniawski, Bruch, Mendelssohn.

*(Bach)* Trios and quartets. Violin Choir. Orchestra.

*Graduation Class.* Studies by Gavinies, Wieniawski, Ernst.  
*(Gavinies)* Sonatas by Brahms, Grieg, Saint-Saens, Bach and Beethoven.  
Concertos and concert pieces by Vieuxtemps, Beethoven, Sauret, Spohr, Sevcik, Hubay, Kreisler.  
Trios, quartets, and quintets.  
Conducting.

*Viola.* Studies by Kayser, Edwards, Kreutzer, Rode.  
Trios, quartets, orchestra.

*Cello.* Studies by Dotzauer, Kummer, Grutzmacher, Duport, Merk.  
Sonatas and concertos by Haydn, Goltermann, Servais, Romberg.  
Chamber music and orchestra.

Trio and Quartet Recitals will be given during each semester. There are also frequent opportunities for students to be heard in public.

Orchestra rehearsals, at first held weekly, will increase in frequency until daily rehearsals at 5 P. M. are afforded.

All music students beyond first year must attend chorus or orchestra rehearsals.

Until the Dormitories, overlooking Ruskin Inlet, are completed, music students can secure excellent rooms and board at private residences. Prices, a matter of correspondence.



Music students are expected to practice two to four hours daily unless taking college work. The college courses are elective and should by all means be taken advantage of by all music students who have not completed a college course.

#### TUITION.

(One lesson each week.)

Piano or Voice, 1st year, per semester.....	\$ 8.50
2nd or 3rd year, per semester.....	12.50
4th year, per semester.....	17.00
Violin, 1st year, per semester.....	12.50
2nd year, per semester.....	17.00
3rd or 4th year, per semester.....	25.00
Viola or Cello, per semester.....	12.50
(Two lessons each week are more satisfactory to both students and instructors. Tuition figured at double above prices.)	
Orchestra Rehearsals, per semester .....	\$ 1.50
Harmony (class of four), per semester.....	4.00
Musical Form and Composition (class of four), per semester.....	8.50
Musical History (classes), per semester.....	1.50
Chamber Music Rehearsals, per semester.....	1.50
Violin Choir, per semester.....	8.50
Piano rent, one hour daily, per week.....	.25



## SCHOOL OF EXPRESSION

*Aurora Leigh Edwards, A. B., B. O., Director.*

Ruskin School of Expression provides a three years' course in the following groups of studies:

#### PHYSICAL TRAINING

Anatomy; Physiology; Expressive Physical Culture.

#### VOICE TRAINING

Articulation; Technical Vocal Training; Expressive Voice Culture.

#### LANGUAGE AND LITERATURE

History of English and American Literature; history and principles of English versification and prose composition; critical and Interpretive study of the works of leading prose writers.

#### LITERARY INTERPRETATION

Evolution of Expression; Critical Analysis; Platform Recitation.

#### ORATORY

History of Oratory; Extemporaneous Speaking; Forensic Oratory; Debate and principles of Argumentation.



SCENE FROM "MILESTONES"  
Given by the Expression Class  
1914

#### PEDAGOGY

Psychology; Logic; practical class work under direction of instructor.

#### PLATFORM AND DRAMATIC ART

Platform Department; Practical Dramatic Training; Impersonation and Monologue.

The work required for graduation is as follows:  
One hundred and two weeks, private lessons, one lesson per week.  
One hundred and two weeks, class work, two lessons per week.  
One hundred and two weeks, physical and vocal training, two classes per week.

Rhetoric, 5 credits.  
Pedagogy, 3 credits.  
Literature, 20 credits.

Should a student desire to take only the class work of two periods a week in Physical Culture, Vocal Training and Evolution of Expression, such work may receive two credits for a year's work to apply on the college course. This class of work is \$4.00 a semester.

The study of the Drama is given a large place in the course. Interpretative studies of Shakespeare, Goldsmith and Sheridan are given and scenes presented from their various plays. The works of modern dramatists are studied critically, and in some cases the entire play is presented by the class. Public recitals are given once a semester, in which pupils in good standing are required to take part.

The cost of instruction in the course is \$25 per semester. This expense covers the entire work outlined above, including one private lesson per week.

Special classes and private lessons in any of these branches will be given to one not wishing to take the complete course. Terms will be furnished on application.

All graduates from this school are required to have had a full high school or academy course.

### LITERARY SOCIETY ADVANTAGES

To the student who is desirous of gaining every advantage of his college course, the literary society is one of the most important adjuncts of any college. It is in the literary society that the students learn to assert themselves; to use what they have learned; to acquire a knowledge of parliamentary law; to gain ease before people,—a necessary preparation for public and private life.

The Cleiomathian Literary Society (organized in 1900 while the College was located at Trenton, Mo.), was reorganized at Ruskin in October, 1912, since which time excellent work has been done by the Society. The membership has included almost the entire student body, there being but the one society. Its meetings, held every Saturday evening at 7:30 P. M., are open to the public for the literary feature, after which follows a regular business meeting.

The Society elects its own officers at the beginning of each term and has the management of its own affairs. A small fee is required each semester as dues. At the close of each year the Society gives an annual banquet in honor of the graduating class. A society hall will be provided in the Fine Arts Building now under construction.

## SCHOOL OF COMMERCE

*Admer D. Miller, A.B., M.Accts., Principal.*

### COMMERCIAL COURSE.

Commercial and Industrial Bookkeeping (the Budget system); Arithmetic, Spelling, English, Letter writing, Penmanship, Commercial Law, and Commercial Geography. By the Budget system the student beginning with single entry is led through all the transactions of business practice, receiving incoming papers and making out outgoing papers. The business transactions of an individual, a partnership and a corporation are carried through a wholesale and retail business, jobbing and commission business and the manufacturing business. The student becomes familiar with the methods of banks in handling their accounts and deposits. There will also be actual business practice afforded.

The degree of Bachelor of Accounts is conferred when the regular studies are completed in a satisfactory manner in the Commercial course. The fee for diploma is \$2.50.

### STENOGRAPHIC COURSE.

Gregg Shorthand, English, Spelling, Touch Typewriting, Penmanship, and Letter Writing. Gregg Shorthand is the foremost system in America, holding records for accuracy and speed. It is a light line system and a knowledge of it is easily acquired.

### TUITION.

The cost of instruction in either the Commercial course or the Stenographic course is \$17 for the semester, \$34 for the year. Tuition is payable in advance.

### BOOKS.

Books for the Commercial course cost approximately \$10; for the Stenographic course, approximately \$6.

### GENERAL INFORMATION.

Students may enroll at any time, as the work and instruction is entirely individual, each student being allowed to progress as rapidly as possible. Students are required to take full work in either course. Those enrolling in this department have the same privilege as those in other departments of earning their board by joining Ruskin Industrial Guild.

# ART DEPARTMENT

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It is the purpose of the management of the College to organize by next year, if possible, a complete School of Art in which the Fine Arts will receive no less attention than in other Colleges, but in which also Art will be blended with Industry in an effort to realize the ideals of Ruskin and Morris in the founding of the Arts and Crafts Movement which is winning favor in recent years in both Europe and America.

Industrial Art will receive some attention this year in the School of Art and a complete course in Fine Arts will be offered later according to the following outline:

First year.—Study of form, with simple light and shade, using charcoal or crayons; perspective.

Second year.—Color and theory and harmony, using oil or water colors; landscape, still life, flowers and simple figures.

Third year.—Oil-painting is used in still life, flowers, landscapes and figures, time-sketching with colors, figure drawing from the antique and painting from life, simple poses, and study of the great artists and their work.

Fourth year.—Painting from nature and life, making of portraits from photos and from life; composition and study of great compositions.

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## ATHLETICS

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Because many of the young men and women attending Ruskin College have been occupied in earning part of their expenses while at school, athletics have not had so prominent a part in the College as is usual in most institutions. The work of the Guild furnishes exercise so that the athletic training and development is not as necessary to the student as when their entire time is given to study and recitation.

This year, however, more attention will be given to athletics at Ruskin, looking forward to the teams in the various lines of athletic endeavor taking an active part in the state contests. A large athletic field has been cleared on the Campus near College Avenue. Here will be located the basket ball courts, tennis courts, and baseball grounds. Shower baths in connection with the dormitories supply in part the lack of a gymnasium.

## THE PRIMARY PURPOSE

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Industrial self-support while in college is only a secondary purpose in the maintenance of our industrial policy. The primary purpose is educational and cultural, and to lead to full support out of college. No one can attain to the best education or culture without the industrial discipline which comes from manual labor and the doing of the ordinary tasks necessary to supply one's wants without depending upon others for either gratuitous or compensated service.

No young man will receive a diploma from the college who has not learned to do the primitive tasks necessary to make a living with one's hands; such as farm work, care of live stock, and use of tools; and no young woman will receive a diploma until she has learned to do similar work in her line, covering all the practical duties of home-maker and home-keeper.