

EXTRA 101

1926

No. 1

University of Florida

GAINESVILLE, FLORIDA

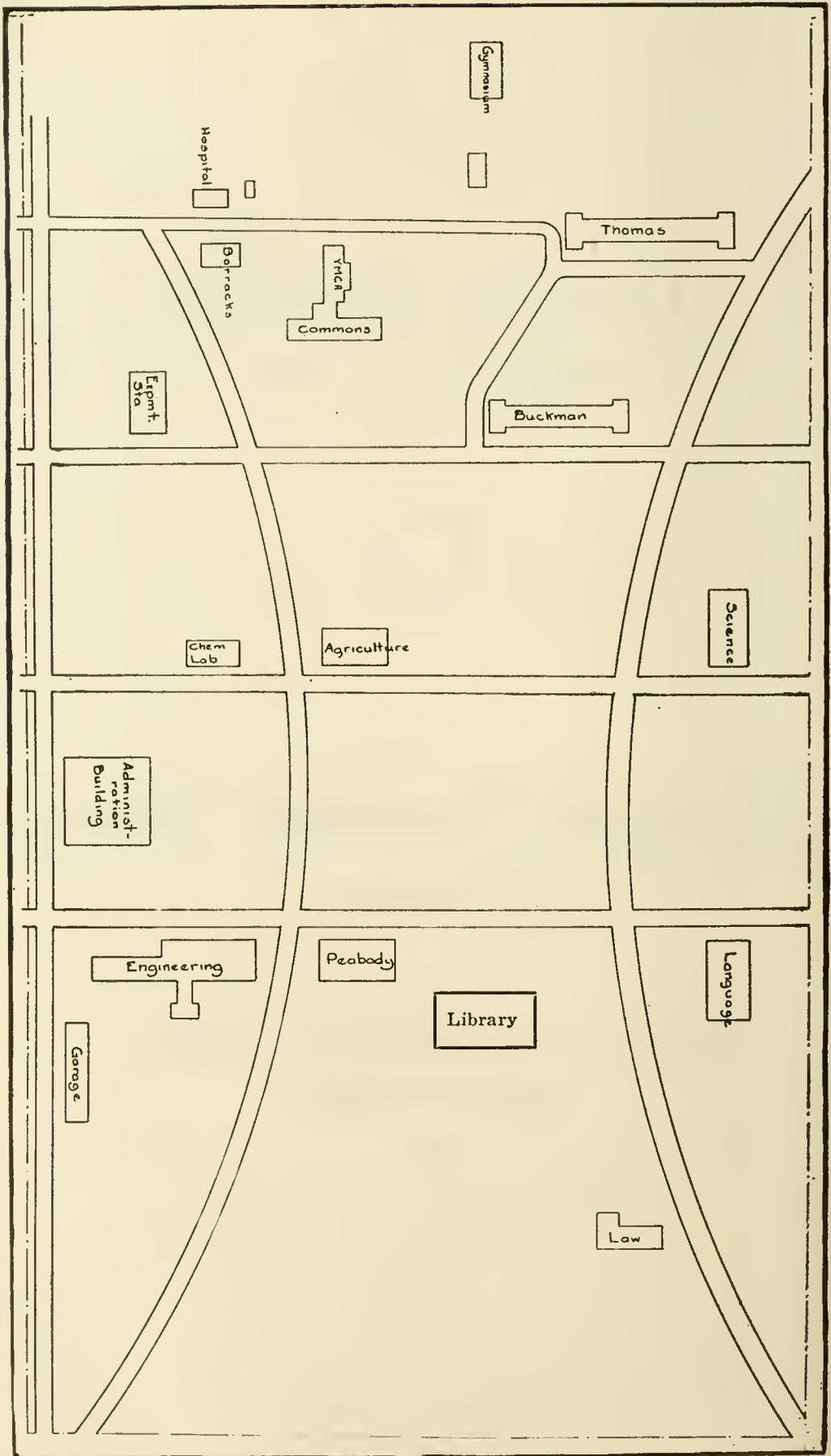


University Summer School

(Co-Educational)

June 14 to August 6, 1926

Announcement



Plan of Campus

SUMMER SCHOOL

BOARD OF CONTROL

P. K. YONGE, *Chairman*.....Manager, Southern States Lbr. Co., Pensacola
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FACULTY AND OFFICERS

ALBERT A. MURPHREE, A.M., LL. D., *President*
Director of Summer School

JAMES WILLIAM NORMAN, PH.D., *Dean*
Education

JAMES N. ANDERSON, PH.D., *Chairman of Graduate Committee*
Latin

JOSEPH RICHARD FULK, PH.D., *Assistant Dean*
Education

WILBERT A. LITTLE, A.M., *Assistant Dean*
Theory and Practice of Teaching

JOSEPH ROEMER, PH.D., *Assistant Dean**
Education

MISS ELIZABETH SKINNER, A.B., *Dean of Women*

CLARENCE A. ACKLEY, M. A.
Education

CHARLES FORREST ALLEN, M. A.
Secondary Education

MRS. MABEL F. ALTSTETTER
Elementary Education

RALPH E. BARNES, M. D.
Public Health

ROBERT COLTER BEATY, A. M.
Sociology

*On leave of absence.

UNIVERSITY OF FLORIDA

ALVIN PERCY BLACK, A. B.
Chemistry

MISS GEORGIA BORGER, B. S.
Biology

LUCIUS MOODY BRISTOL, PH.D.
Sociology and Economics

MRS. ALICE BINGHAM CARRIER
Elementary Education

MISS RUTH CAZIER, B. M.
Public School Music

HARLEY WILLARD CHANDLER, M. S.
Mathematics

JAMES MADISON CHAPMAN, D. O.
Public Speaking

MADISON DERRELL CODY, M. A.
Biology

MISS KATHERINE J. DENSFORD, A. M., R. N.
Nursing Education

Education

HASSE OCTAVIUS ENWALL, PH.D.
Philosophy and Psychology

J. D. FALLS, A. M.
Secondary Education

MISS MYRTLE FARNHAM
Primary Education

JAMES MARION FARR, PH.D.
English

W. A. FULLER, A. M.
History

JAMES GILLIAM GEE, B. S.
Agricultural Education

W. L. GOETTE, B. S.
Director Employment Bureau

L. G. HASKELL, M. D.
Physical Education

WILLIAM BYRON HATHAWAY, M. A.
English and Spanish

FRED H. HEATH, PH.D.
Geography

MURPHY ROY HINSON, M. S.
Child Psychology

W. W. HOLLINGSWORTH, PH.D.
History

VESTUS T. JACKSON, PH.D.
History

JOHN EVANDER JOHNSON, M. A., B. D.
Y. M. C. A. Secretary

JAMES MILLER LEAKE, PH.D.
History and Political Science

TOWNES RANDOLPH LEIGH, PH.D.
Chemistry

MRS. LOUISE H. MAHAN
Demonstration School

MRS. WILLIE A. METCALFE
Pedagogy

CORA MILTIMORE, A. B.
Library Science

CLAUDE MURPHREE
Organist

WILLIAM SANFORD PERRY, M. S.
Physics

MRS. J. REID RAMSAY, A. B.
English

CHARLES ARCHIBALD ROBERTSON, M. A.
English

LUCY SALTER, B. P.
Drawing and Industrial Arts

UNIVERSITY OF FLORIDA

H. L. SEBRING, B. S.
Athletic Coaching

MISS MARY SHEPPARD, M. A.
English

G. BALLARD SIMMONS, A. M.
History

THOS. M. SIMPSON, PH.D.
Mathematics

MRS. T. J. SMART, M. A.
Elementary Education

MABEL E. SWANSON, M. A.
Health Education

MRS. LEILA TERHUNE
Social Case Work

JOHN EDWIN TURLINGTON, PH.D.
Agriculture

L. M. TURNER, PH.D.
French

MISS RUTH UPSON
Demonstration School

RICHARD W. VAN BRUNT, A. B.
Mathematics

JUDSON B. WALKER, A. B. E.
Mathematics

MRS. FLORENCE V. WATKINS
Parent-Teacher Association

JOSEPH W. WEIL, B. S. E. E.
Physics

JAMES L. WHITE, JR., B. S.
Athletic Coaching

JACOB HOOPER WISE, A. M.
English and Spanish

J. H. WORKMAN, A. B.
Mathematics

SUMMER SCHOOL

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K. H. GRAHAM, *Auditor*

J. B. GOODSON, *Cashier*

W. L. GOETTE, A. B. E., *Employment Bureau*

MISS RETTA McQUARRIE, *Assistant to Auditor*

MRS. DILLIE TRUBY, *Assistant in Auditor's Office*

MISS ELIZABETH ROUNTREE, B. S., *Secretary to Dean*

MISS CORA MILTIMORE, B. S., *Librarian*

MISS AVA TAYLOR, A. B., *Assistant Librarian*

MISS CHARLOTTE NEWTON, A. B., *Assistant Librarian*

MRS. B. C. MCGARRAH, B. S., *Dietitian*

MRS. MARGARET PEELER, *Housekeeper*

....., *Cashier Commons*

DR. D. T. SMITH, *Consulting Clinician*

DR. J. M. DELL, *Consulting Clinician*

DR. GEORGE S. WALDO, *Consulting Clinician*

DR. G. C. TILLMAN, *Resident Physician*

MISS ROSA GRIMES, R. N., *Nurse*

MISS MILDRED TAYLOR, R. N., *Nurse*

COMMITTEES OF THE FACULTY

On Public Functions: Johnson, Perry, Cazier.

On Graduate Work: Anderson, Farr, Newell, Benton, Trusler, Leigh, Norman.

On Student Publications: Leake, Robertson, Wise.

On Teachers' Certificates: Little, Van Brunt, Hinson.

On Student Council: Skinner, Borger, Carrier, Altstetter.

On Literary Societies: Hathaway, Sheppard, Allen.

On Recreation: (a) For women: Skinner, Ramsay, Borger.

(b) For men: Johnson, Haskell, Chandler.

On Student Health: Fulk, Beisler, Jackson.

GENERAL STATEMENT

The seventeenth annual session of the Summer School of the University of Florida will open Monday, June 14, and close Saturday, August 6, the session lasting eight weeks.

Summer study is growing in popularity all over the United States. A competent authority has confidently predicted that fully one-third of all the teachers in the United States will attend Summer School in the summer of 1926.

What is more, the Summer School, generally speaking, has come to be recognized as an annual event of real and increasing importance to higher education, and the University Summer School has accordingly, become an established feature of the work of the University of Florida. The cordial reception and generous commendations of the work of previous summer sessions encourages us to put forth still greater efforts to make the session of 1926 an improvement over all those that have preceded it.

PURPOSES OF THE SUMMER SESSION.—Work may be taken in the Summer Session for either undergraduate or graduate credit, and a special effort is being made to offer teachers every opportunity for professional improvement and to qualify for higher types of certificates and for the extension of certificates. More specifically, the courses in the summer session are designed to meet the needs of the following persons:

1. Teachers who wish to increase their professional skill, to revise and extend their knowledge of a chosen field, or to qualify in new subjects, preparing to meet special demands in the profession of teaching.

2. School superintendents, principals, supervisors, and other officers. Teachers and supervisors of agricultural education, drawing and art, music, public speaking, physical education and coaching, as well as of the regular academic subjects, will find work especially suited to their needs.

3. Teachers and prospective teachers who desire to secure a high grade teacher's certificate. Extensive opportunities are offered for the review of all subjects required in the state teachers' examinations.

4. Graduate students, especially in the field of Education, though graduate students may major in other departments of the University.

5. Undergraduate students, and especially those registered in the fall and spring semesters of the University. Such students may use to advantage a portion of the vacation period to take up studies which they are unable to include in their regular programs, or to make up deficiencies, or to shorten their courses.

6. High school graduates who are about to enter upon regular university courses and who desire to broaden their preparation for university work.

7. High school students who are not graduates. Such students are sometimes able to make up deficiencies in their high school work. It should be made plain to them, however, that they must make arrangements with their high school principals for receiving credit for work covered. *The Summer School does not grant high school credit*, and in no case should high school principals grant more than a fourth of a year's credit for work covered in one Summer School.

ORGANIZATION.—That these purposes may be realized the work of the Summer School is organized as follows:

1. Normal courses comprising the last two years of high school work and the Freshman and Sophomore years in college, and leading to the Normal Diploma. (For requirements, see page 23.)

2. College courses comprising Freshman, Sophomore, Junior and Senior years in college and leading to standard college degrees of Bachelor of Arts in Education and Bachelor of Science in Education. (For requirements, see pages 21-22.)

3. Graduate courses leading to advanced degrees. (For requirements, see page 20.)

4. Professional courses meeting the requirements for the extension of teachers' certificates without further examination.

5. Review courses in all subjects required for teachers' certificates.

MEANS FOR THE ACCOMPLISHMENT OF THE ABOVE PURPOSES

1. THE FACULTY.—For the accomplishment of the above purposes, the instructional staff is, of course, by far the most

important factor. A complete list has already been given. A large number of regular University Faculty members will be retained for the Summer School. The heads of the departments of English, Latin and Greek, Athletic Coaching, History, Mathematics, Chemistry, Botany, Sociology and Economics, Philosophy and Psychology, Agricultural Education, Physical Education, Educational Administration, and Theory and Practice of Teaching will remain. This makes the opportunity for graduate work unusually good. Others well fitted by training and experience have been added to the faculty for the summer session.

2. THE COURSES OF INSTRUCTION.—Second only in importance to the faculty are the courses of instruction, a description of which is given in detail later.

Special attention is called to the courses that are offered preparatory to the new teacher's certificates. There will be several sections of the course in Biology and also in Elementary Psychology. An attempt has been made to offer work in every subject required for teachers' certificates.

Special mention should be made of the unusual and attractive courses which will be offered in Architecture, Parent-Teacher Associations work, Nursing Education, and Farm Shop Work. All of these and many other courses covering a wide range of subjects, are described in detail under "Courses of Instruction."

3. THE UNIVERSITY CITY.—There are many features of the Summer School other than classroom work that will prove to be conducive to that larger life which should permeate all citizens, especially that of teachers. The advantages that Gainesville presents as the seat of the Summer School are numerous. It is centrally located and easy of access. It has well-paved, lighted and shaded streets, an exceptionally pure water supply, and a good sewerage system. The citizens are energetic, progressive, and hospitable.

4. RELIGIOUS AND SOCIAL LIFE.—The moral and religious atmosphere at the Summer School is wholesome: The leading religious denominations have attractive places of worship in the city and students are welcome at every service. Under the direction of the Secretary of the Young Men's Christian Asso-

ciation, assisted by an able recreation leader, the religious and social life on the campus is maintained at a high level.

Under this department will be found the programs that are usually connected with the Young Men's and Young Women's Christian Associations. The addition of a recreation leader to this department in the Summer School of 1926 places the department of Religious and Social Life on a more definite footing so that it may now function in the student life in a better way.

All the other social organizations on the campus, including the county clubs, will be organized through this department. Every phase of social life will be encouraged. The following is the general program in the

RELIGIOUS DEPARTMENT

Tuesday, 10 A. M.—Devotional exercises at the General Assembly.

Wednesday, 7 P. M.—Devotional services.

Friday, 10 A. M.—Devotional exercises at the General Assembly.

SOCIAL DEPARTMENT

Cooperating with the Department of Physical Education.

Monday, 4:00-6:00 P. M.—Plays and games on the campus.

Wednesday, 4:00-6:00 P. M.—Plays and games on the campus.

Thursday, 8 P. M.—Peabody Club.

Friday, 8:00-11:00 P. M.—Socials in the "Y" and on the Campus. (As announced from time to time).

5. THE GENERAL ASSEMBLY.—All students and faculty members are expected to attend the General Assembly on Tuesdays and Fridays at 10:00 o'clock. The completion of the new Auditorium makes it possible without crowding to accommodate all those who may wish to attend. The Auditorium will seat about 1,900, and is near enough to the main lecture halls to make it easily accessible to all students.

Many important announcements will be made at the General Assembly, for the observance of which students will be held responsible, even though they may not be in attendance at the time.

6. LECTURES AND ENTERTAINMENTS.—The completion of the new auditorium, the installation of the \$50,000 Skinner pipe organ and the concert grand piano make the facilities for public lectures and musical entertainments unsurpassed in the South. The program of lectures and entertainments has not yet been completed, but efforts are being made to secure prominent lecturers and artists. The Coffey-Miller Players of Chicago will make a return engagement. Other features of equal prominence will be added.

7. COOPERATIVE GOVERNMENT.—During the summer of 1923 a system of cooperative government between faculty and students was begun. This was continued during the summer of 1924 and 1925, and the generous commendations that were given to this venture leads us to hope that still further improvements may be made in the summer of 1926.

That new students may more fully understand the significance of cooperative government, an explanation is here given. Each section in the dormitory and each rooming house near the campus is asked to appoint a representative, and these representatives, with a committee of the faculty, form the Student Council. The Council then devises ways and means for governing the Summer School. This makes the Summer School responsive to the needs of both the University and the student body.

8. THE PEABODY CLUB.—The Peabody Literary Society meets weekly in the auditorium. Delightful and instructive programs are rendered at each meeting. All students of the Summer School are eligible for membership.

9. THE SUMMER SCHOOL NEWS.—The Summer School News is published by the students in cooperation with the Department of English and a committee from the faculty. Through its columns the more important news of the campus is disseminated. Every registered student is automatically a subscriber and entitled to every issue from the date of registration.

10. ATHLETICS.—The gymnasium, basketball court, the baseball grounds and tennis courts are at the disposition of the students, and instructors are at hand to direct athletic activities. A well-kept golf course is near the University

and for a nominal fee students of the Summer School are permitted to play on the course.

11. **STUDENT HEALTH AND MEDICAL ADVICE.**—The Summer School is making greater efforts this summer than ever before to conserve the health of the students. The services of Dr. Barnes, of the Florida Public Health Association, Dr. Brink, of the State Board of Health, and others have been secured to give a course on public health. These eminent physicians will also assist the University physician in making physical examinations and prescribing means for remedying physical defects. Courses in Health Education are listed below under "Courses of Instruction." It is urged that early in the session all students apply at the infirmary for a thorough physical examination. Especially does this apply to those who must present health certificates when they apply for permission to take the state teachers' examinations. Heretofore many students have deferred this examination so late in the session of the Summer School that much overcrowding resulted. This should be attended to in the first two or three weeks of Summer School. The University maintains a well-equipped infirmary and has a professional nurse for those who may be ill during the Summer School. Regular physical examination and medical advice are offered to all students on any day at the regular hours of consultation in the infirmary. Opportunity is offered for individual and private conference with the University Physician, Director of the Department or assistants.

The University Physician keeps hours daily at University Infirmary for purposes of consultation. Infirmary care is provided for those requiring it. Constant bedside care is given by resident registered nurse. Students must furnish their own transportation to the Infirmary.

12. **THE LIBRARY.**—The general library of the University is now located in its magnificent new structure, well equipped for all library purposes. It contains about 43,000 volumes of well-selected books to which the Summer School students have free access. The Pedagogical library will be of especial interest to them, for it contains many books on educational theory, general and special methods, history of education, psychology and philosophy. In the reading room are more than

a hundred of the best general and technical periodicals. Here also are received the leading newspapers of the state and nation.

Attention is called to the course in Library Science (p. 50) for the benefit of those teachers who wish better to equip themselves for managing the libraries in their own schools.

The library will be open week days from 7:50 A. M. to 10:00 P. M., except that on Saturdays it will close for the day at 5:00.

13. BUILDINGS AND EQUIPMENT.—The entire equipment of the University is at the service of faculty and students. The buildings are for the most part magnificent three-story brick and stone structures. They are modern in every respect as to equipment and arrangements. They contain the kind of lecture rooms, laboratories and libraries that a modern college needs. Attention is called to the accommodations in the dormitories and commons below under "Rooming Facilities" and "Expenses."

14.—THE NEW AUDITORIUM.—This magnificent building was completed last year at a cost of \$200,000.00. It is considered by many to be the most commodious structure of its kind on any campus in the South. The new \$50,000.00 pipe organ is installed in this building. It is hoped that extensive use may be made of the organ during the Summer School. In addition to the organ, a Steinway concert grand piano has been placed in the auditorium. All of this makes it possible for all entertainments, plays and recitals to be held on the campus this summer.

15. DEMONSTRATION SCHOOL.—As in the past two years, it is planned to include a Demonstration School in the program of the University Summer School, consisting of one primary grade and one intermediate grade. The primary grade will include a class of beginners and a first-grade class combined. The intermediate grade will be composed of fourth and fifth grade pupils, or fifth and sixth grade pupils, depending upon the number of applications.

The very best teachers in the state for this work will be employed, in order that the children may be given the best instruction possible. A busy child is a happy child, and it is

our plan that these children have three hours each morning of delightful employment in music, organized play, stimulating handwork, as well as splendid work in reading, history, arithmetic, geography and other school subjects.

The children who attended last year were delighted with the work. The sixth grade children were taught how to use the library for reference; they organized a club among themselves, carried on their own meetings and worked out a play which they presented at the close of the term. The smaller children delighted their mothers at the close with a puppet show.

We can take care of only a limited number of children, and if you wish to enroll your child this should be attended to at once. The term lasts for six weeks, beginning Monday, June 21. Daily sessions extend from 8:30 to 11:30. A fee of \$5.00 will be charged.

16. THE EMPLOYMENT BUREAU.—As the Teachers College and the Summer School wishes to serve the whole state in every possible way, a Teachers' Employment Bureau was established several years ago. It is open throughout the year, except during the first week of the Summer School (students are particularly requested not to ask for conferences during the first week of Summer School, as the Director will be very busy with other duties during that week), and the vacation period immediately following the Summer School. Its duties are to assist students and graduates of the University to obtain positions in the teaching profession. From school officials it receives requests for teachers. From teachers it receives requests for information as to vacancies. It keeps on file both information as to vacancies and as to available teachers. When called upon the Bureau tries to meet the needs of both teachers and school officials.

The Director of the Bureau will be glad to be informed of present or prospective vacancies in positions for which college-trained men or women are eligible. No charges are made for services, though students are required to pay for all telegrams and telephone calls made in their behalf.

The aggregate yearly salaries of all teachers who secured positions through the Bureau last summer was in excess of \$324,675.00. Had the same positions been obtained through

professional agencies, fees in excess of \$16,233.75 would have been collected from the teachers. As the Employment Bureau made no charges whatever, it is readily seen that no small amount was saved the teachers of the state.

Communications in regard to teaching positions should be addressed to Dean J. W. Norman, University of Florida, Gainesville, Florida.

17. THE BULLETIN BOARDS.—Read the bulletin boards daily.

EXPENSES

The cost of attending the Summer School is very moderate when compared with that at many other institutions. There is no charge for tuition and fees are very low. The combined cost for a room on the campus and meals in the Commons is only \$40.00 for the session. The cost of meals alone is \$32.00 for the session. For laundry, incidentals and books, expenditures vary, but necessary expenditures are not very high. The estimate of the cost to a student living on the campus follows:

	High	Low
Tuition	\$ 0.00	\$ 0.00
Registration fee	6.00	6.00
Boarding and lodging in Dormitory		
per week in advance.....	5.25	5.25
In advance for the term.....	40.00	40.00
Board without lodging, per week.....	4.25	4.25
Board without lodging for the term, in advance	32.00	32.00
Board for children under eight, per week	2.00	2.00
Board for children above eight, per week	4.25	4.25
Chemistry Laboratory fee.....	5.00	5.00
Physics Laboratory fee.....	2.50	2.50
Tests and measurements.....	1.50	1.50
Biology Laboratory fee.....	5.00	5.00
Drawing fee (for materials used).....	1.00	.75
Primary Handwork (for materials used).....	.75	.50
Laundry	12.00	4.00
Incidentals	16.00	8.00
Books	8.00	3.00

For students living off the campus, the estimated expense is the same except that rooms and board will be somewhat higher. However, good rooms adjacent to the campus can be obtained at from \$6.00 to \$12.00 a month per student, and board off the campus will cost about \$6.00 a week.

Only students will be admitted to the dormitories, but children may take meals with their parents in the Commons at the rates given in the above list. All accounts are payable in advance.

ADMISSION

ADMISSION TO SUMMER SCHOOL.—Those who have finished the tenth grade of a Senior High School, or equivalent, and teachers who hold a First Grade Certificate, are admitted to the first year of the Four-Year Normal Curriculum, which comprises the equivalent of the last two years of high school and the Freshman and Sophomore years in college. Graduates of Senior High Schools who can offer sixteen entrance units, including three (3) of English, two and one-half ($2\frac{1}{2}$) of mathematics, one (1) of history and one (1) of Science, are admitted to the Freshman year of the Collegiate course.

Students are urged to pursue courses leading to a degree and to have themselves classified when they register. To facilitate proper classification, all students are requested to bring with them a certified transcript of the work they have completed in high school or in other colleges. Blanks conveniently arranged for this data will be sent to prospective students upon application.

Persons twenty-one or more years of age who cannot satisfy the entrance requirements, but who give evidence of ability to profit by the courses they may take, may, under exceptional circumstances, be admitted as "adult specials".

No one under sixteen years of age will be admitted unless he is a graduate of a Senior High School.

There are no academic requirements for admission for those who register merely for review courses.

ENTRANCE EXAMINATIONS.—For the large number of summer school students who have not finished high school and, hence, do not have sufficient entrance units to enable them to enter the Freshman class, but yet are mature enough to profit by regular college work, entrance examinations will be ar-

ranged. All students should file with the Dean of the Summer School not later than May 20th petitions for examinations in each subject in which they wish to be examined.

ADMISSION TO ADVANCED STANDING.—Office hours will be held daily by the Committee on Advanced Standing in Room 110, Peabody Hall, to evaluate the credits of those students who have attended other colleges and universities and who wish to receive advanced standing at the University of Florida. This office will, however, not be open after Saturday, August 1, as this Committee will have other duties during the last week of the Summer School. Students are, therefore, cautioned not to delay attention to this important matter later than this date.

SCHOLARSHIPS.—At the meeting of the Legislature in 1923, a scholarship law was passed providing for two scholarships from each county in the State, one to the Teachers College of the University of Florida, and one to the School of Education at the State College for Women. Each of these scholarships may be held for four years by the successful applicant and carries a stipend of \$200.00 per year. Examinations are held in each county on the first Thursday in June and third Thursday in August under the supervision of the county superintendent. A student to be considered as an applicant for a scholarship must present sixteen college entrance units. These scholarships are awarded upon competitive examinations to persons satisfying the entrance requirements of the University of Florida and of the Florida State College for Women. A student who desires to be considered as an applicant for a scholarship should make his desire known to his county superintendent before the first of May of each year. He should also write to the State Superintendent of Public Instruction telling him of his application for the scholarship.

At the present time the following counties have no representative at the Teachers College:

Brevard	Glades	Monroe
Broward	Hamilton	Orange
Citrus	Hernando	St. Lucie
Dade	Highlands	Sarasota
Dixie	Indian River	Seminole
Franklin	Martin	

DEGREES

DEGREES.—Courses are offered leading to the degrees of Bachelor of Arts in Education, Bachelor of Science in Education, and Bachelor of Science in Agricultural Education. For the Bachelor of Arts degree the major elective work must be chosen in Groups A, B, C and F; for the Bachelor of Science degree, from Groups D, E, and one other (see page 22). In addition to these degrees, the Normal Diploma, sometimes called the L. I. degree, is granted to those students who have finished the second year's work in Teachers College, with the exception that in the Sophomore year Education 405 is required. There is considerable agitation in the United States at present to make two years of training beyond high school a minimum requirement for teaching even in the elementary schools. All students are therefore urged by all means to complete the requirements which are necessary to receive the Normal Diploma. Students who expect to teach in high school should possess a Bachelor's Degree.

Authority for the above is provided in Section 5 of Summer School Act as follows:

“All work conducted at the said Summer School shall be of such character as to entitle the students doing the same to collegiate, normal or professional credit therefor, and may be applied towards making a degree.”

RESIDENCE REQUIREMENT.—In order to receive a degree, or Normal Diploma, from Teachers College, students must have spent at least one scholastic year in residence (three summer schools may be considered equivalent to a year in residence), and must have completed fifteen (15) year-hours of college work in residence. These fifteen (15) year-hours, except in one condition, must be the last which one takes immediately prior to graduation. The exception is the case of students who take their degrees by attendance at the Summer School, in which case six (6), but never more, year-hours of work by correspondence may be taken during the ten (10) months just prior to the Summer Session in which the degree is received. In every case, students must have completed fifteen (15) year-hours of work in residence and must have been in attendance at the summer session or scholastic term immediately prior to the reception of a degree.

AMOUNT OF CORRESPONDENCE WORK PERMITTED.—Students are not permitted to complete more than fifty per cent (50%) of the work toward a degree by correspondence.

Correspondence study courses may not at any time be offered to satisfy the residence requirements.

Students will not be permitted to take work by correspondence while they are in residence without the consent of the Dean of Teachers College.

REQUIREMENTS FOR THE MASTER'S DEGREE.

1. A candidate for the Master's Degree must be in residence for at least one scholastic year, or four summer terms, devoting his entire time during this period to study and research.

2. He must complete two majors and two minors. A major is a three year-hour course of rank above the Senior Class. A minor is a three year-hour course of rank above the Sophomore Class.

3. A thesis is required of all candidates. This thesis should be closely allied to the major subjects. The title of the thesis should be submitted by the end of the first summer and completed by the beginning of the fourth summer.

4. All students who hold the bachelor's degree are expected to attend a conference each Wednesday at 10 o'clock, Peabody 201.

5. All students who wish to pursue work leading to the Master's degree must register with the Chairman of the Graduate Committee as well as with the Dean of the Summer School as soon as possible, so that plans for giving the work which they desire may be perfected before the opening of the Summer School. In the communication, state what subjects are desired.

OPPORTUNITIES FOR GRADUATE STUDY

As stated above, any course that is above the Sophomore class in rank may be taken to satisfy the requirements for minors. Any course that is numbered above 300 may be counted as a minor subject. Any course that is numbered above 500 may be counted as a major. As a usual thing, undergraduate students are not permitted to register for courses that are numbered above 500.

A number of courses have already been arranged that may count as majors. Efforts will be made to arrange still others upon request. If the major work wished is not listed, requests for it should be made at an early date.

REQUIREMENTS FOR THE BACHELOR'S DEGREES.—The following curriculum has been designed to meet the requirements for the degrees of A.B.E. and B.S.E. (For the requirements for the B.S.A.E. degree, see General Catalog of the University.)

CURRICULUM

Leading to the Degree of Bachelor of Arts in Education and
Bachelor of Science in Education

CONSTANTS.—i. e., subjects required of all students enrolled in Teachers College.

Required of all students in Teachers College:

Physical Education I.....	1	hr. ; required of Freshmen
Physical Education II.....	1	hr. ; required of Sophomores
Military Science I.....	2	hrs.; required of Freshmen
Military Science II.....	2	hrs.; required of Sophomores
English 101-102	3	hrs.; required of Freshmen
Philosophy 201	1½	hrs.; required of Sophomores
Education 207	1½	hrs.; required of Sophomores
Education 101.....	1½	hrs.; required of Freshmen
Education 102 } or	1½	hrs.; required of Freshmen
Education 103 }		
Education 203.....	1½	hrs.; required of Sophomores
Education 301.....	1½	hrs.; required of Juniors
Education 308.....	1½	hrs.; required of Juniors
Education 401.....	1½	hrs.; required of Seniors
Education 403.....	1½	hrs.; required of Seniors
Education 405.....	1½	hrs.; required of Seniors

Required of all students who expect to be principals:

Education 404.....	1½	hrs.
Education 408.....	1½	hrs.

Each student must select courses from three of the following Groups. (*See Regulation 2 below.*)

A—Ancient Languages	B—Modern Languages	C—English
Required courses: Latin 101-102 } Latin 203-204 } 6 hrs. or Latin 201-202 } Recommended courses: Latin 301-302 Latin 401-402 Greek 21-22 } Greek 101-102 } or French 21-22 } French 101-102 } or Spanish 1-2 } Spanish 101-102 }	Required courses: Fr. 21-22 } Fr. 101-102 } or Span. 1-2 } Span. 101-102 } } 6 hrs. Recommended courses: French 201-202 Spanish 201-202 German 1-2 Latin History 101-102 or 205-6 English 203-204, 301- 302 or 303-304	Required courses: Eng. 101-102 (in- cluded among con- stants) English, 6 } hrs. } 6 hrs from } 12 hrs. Latin } French or } Spanish } Recommended courses: Other courses in lan- guages, and His- tory 307-308.
D—Mathematics	E—Natural Science	F—Social Science
Required courses: Math. 101-102 } 6 hrs. and 251-252 } Recommended courses: Mathematics 351-352 3 hours from a Science Surveying	Required courses: Biol. 111 } Biol. 101-102 } Biol. 118 } 16 hrs Chem. 101-102 } Phys. 203-204 } Recommended courses: Chem. 251-252 Advanced Physics Chem. 101-102, or 101-104	Required courses: Hist. 101-102 } Hist. 201-202 } Hist. 203-204 } 15 hrs. Sociology } 301-302 } Econ. 201- } 202 } Recommended courses: Social Science Biology Psychology and Philosophy

REGULATIONS:

1. All students must take all Constants.
2. Each student must select from three Groups of Studies from A to F, and must continue in those selected until completion of sophomore year; at which time a student may concentrate upon two of these Groups by permission of the Dean.

It is urged that they select their electives from closely related subjects in order that they may become proficient in teaching these subjects.

3. Where the total number of hours of the three Groups combined does not equal 24, additional hours must be taken from the recommended courses in these Groups to make the total 24 or more.

4. A total of 66 year-hours is required for graduation.
5. In case a student is exempt from Military Science I

and II, he must substitute an equal number of hours from other departments.

SUBSTITUTIONS PERMITTED:

(1) Summer School students may substitute another course in Education for Education 101 with the consent of the Dean.

(2) Summer School students may substitute Education 124 or Education 123 for Education 201, except that Education 123 gives only one year hour of credit. The additional half hour must be made up elsewhere.

(3) Summer School students may substitute Education 122 for Education 202.

(4) Summer School students may choose among Education 407, Education 408, and Education 321.

REQUIREMENTS FOR THE NORMAL DIPLOMA.—The Normal Diploma is awarded to those students who have completed the Four-Year Normal Curriculum (see General Catalog).

This curriculum comprises the last two years of standard high school work, and the freshman and sophomore years in college.

The student must either offer sixteen units for entrance to the third year of the Four-Year Normal Curriculum (i. e., freshman year in college), or he must have completed sixteen units by the end of the second year of this curriculum. In the next two years (the freshman and sophomore years) he must complete at least one credit hour of Physical Education and two credit hours of Military Science. In addition, the student must complete thirty academic and professional year-hours, or sixty semester-hours. Of these, the following are required: English 101-102, 3 hrs.; Philosophy 201, 1½ hrs.; Education 207, 1½ hrs.; Education 101-102, 3 hrs.; Education 405, 1½ hrs.; and Education 203, 1½ hrs. The student may then choose three of the groups described under the requirements for the bachelor's degree, and so far as possible complete the "required" courses in these three groups. On account of the large number of hours required in two of the groups, it may be impossible for students who elect these groups to complete all of the "required" courses in three groups. In that case, they should divide their time about equally among the groups chosen.

CREDIT

SUMMER SCHOOL CREDIT.—Students will ordinarily be able to complete about one-fourth as much work in a session of the Summer School as they do in the regular annual session. By reciting six times per week, however, it is possible for college students to complete a full semester's work in three courses. The amount of credit, stated in year-hours, to which the completion of each course will entitle one, is given below in the description of the courses of instruction.

The following resolutions, which are primarily intended for students of less than college rank, were adopted by the Teachers College Faculty in January, 1921:

I. Courses to be given in the Summer School shall be designated as (a) Review, (b) pre-college, or (c) College.

(a) Courses intended primarily to give a rapid survey of a subject and thus prepare for examination for a Teacher's Certificate.

(b) Courses arranged primarily for pupils unable to offer fourteen college entrance units.

(c) Courses designed primarily for college students (those able to offer fourteen or more college entrance units.)

II. All courses (whether Review, pre-college, or College) may, if the other regulations be observed, be used towards extension of Teachers' Certificates, provided that at least one course of higher scholastic grade other than those necessary for the certificate, be taken.

III. (a) No credit in college entrance units or in college hours shall be given for successful completion of a "Review" course.

(b) Summer School students offering less than fourteen entrance units shall not, without special permission, be allowed to take more than twenty hours per week. Not more than one entrance unit will be given for work done by pre-college students at one session of the Summer School. For successful completion of one pre-college course of study with five recitations per week, one-fourth of one college entrance unit shall be given. One hour of recitation shall be considered equal to two hours of work in laboratory, music, physical education, and drawing.

The Teachers College will accept entrance unit credits only in case an entire course has been completed. Under no circumstances will it accept less than one-half unit in a subject, and one-half units only in subjects so marked in the current catalog. The College will, however, accept one-quarter of a unit when an additional unit or permissible one-half unit is also offered in the same subject, provided the one-quarter unit does not represent duplication of work.

It is recommended that the schedule of classes be so arranged as to make it possible for a student in pre-college courses to earn two one-quarter units in one subject during one session of the Summer School.

(c) A student able to offer fourteen or more college entrance units shall not, without special permission, be allowed to receive more than four and one-half credit hours or one and one-half college entrance units.

Successful completion of a course of study requiring six class hours per week thruout the Summer School session, will entitle the student to one and one-half college hours; completion of a course requiring four or five hours per week, will entitle to one college hour, and of a class

meeting two or three times per week, to one-half college hour; but no credit in hours will be given for a class meeting only once a week. To entitle a student to credit, a course in the Summer School must be approved by the head of the Department in the University most nearly concerned.

Maximum and Minimum Hours.—Without special permission from the Teachers College faculty, all students must take as many as fifteen hours a week and may not take more than twenty. College students may not register for courses that aggregate more than four and one-half college credits. In special cases students may petition the faculty for permission to register for fewer than fifteen hours and exceptionally able students are sometimes permitted to take more than the usual amount of work, but only under the following regulations which have the sanction of the Teachers College Faculty:

1. Students must first petition the Teachers College Faculty for permission to register for more than the usual amount of work, presenting this petition to the Dean of the Summer School.

2. Before being allowed to register for more than $4\frac{1}{2}$ year hours credit, or more than 20 recitations per week in pre-college work, the student must show that he has attained an average of 90 in the term or Summer School immediately preceding, in which case he may be permitted to take $5\frac{1}{2}$ credits. In like manner, the student must show an average of 93 before he will be permitted to take as much as 6 credit hours. The faculty reserves the right to reduce the amount of credit received to $4\frac{1}{2}$ credits even if all subjects should be passed, unless the same high averages, respectively, are maintained.

3. Those who wish more than required amount of work must have a thorough physical examination by the University physician.

4. Students will not be permitted to register for more than the usual number of hours until their petitions have been granted.

CERTIFICATES

GRADUATE STATE CERTIFICATES.—Graduates of the Teachers College and Normal School are granted Graduate State Certificates without further examination, provided that one-fifth of their work has been devoted to professional training

and provided that they have the recommendation of the Teachers College Faculty. It is well for the student to note that a Graduate State Certificate permits him to teach only those subjects that are listed on such certificate, and that only those subjects will be placed on his certificate in which he has specialized in his college course. This will ordinarily mean that a subject must have been pursued for at least two years in college before a certificate to teach that subject will be granted. In case a student has pursued a subject for three or four years in high school, however, this rule may sometimes be abrogated.

Graduate State Certificates may be converted into Life Certificates by "presenting satisfactory evidence of having taught successfully for a period of twenty-four months under a Graduate State Certificate, and presenting endorsement of three holders of Life State, Life Graduate State, or Life Professional Certificates."

Requirements for Other Teachers' Certificates.—The following are the subjects in which applicants for Third Grade Certificates will be examined: Orthography, reading, arithmetic, English Grammar, composition, geography, United States history, including the Constitution of the United States, physiology and theory and practice of teaching.

Applicants for Second Grade Certificates will be examined in the subjects prescribed for the Third Grade Certificate, and in Agriculture, Civil Government, and algebra to Quadratics. "Applicants for Second Grade Certificates who submit unexpired Third Grade Certificates as parts of their examinations may be exempt from tests on Orthography, reading and physiology."

In addition to the subjects prescribed for the Second Grade Certificate, applicants for First Grade Certificates must be examined in Algebra, quadratics and beyond, Biology, Psychology, General History and Rhetoric, and by submitting an unexpired Second Grade Certificate may be exempt from all subjects covered by that certificate, provided the grades attained on the Second Grade Certificate are equal to those required for the First Grade Certificate.

REGULATION GOVERNING THE EXTENSION OF CERTIFICATES

When credit for the extension of certificate is desired, regulations in addition to those mentioned under the heading "Maximum and Minimum Hours" must be observed.

1. Every applicant for extension must take at least a four-hour course in Education (but not in Pedagogy) or Psychology, in order to satisfy the professional requirements for extension of certificate.

2. The repetition of courses in Education or Psychology previously taken will not satisfy the professional requirement for extension.

3. Students who desire an extension of a third grade certificate may not register for orthography, arithmetic, english grammar, english composition, geography, United States history, physiology and pedagogy.

4. Students who desire an extension of a second grade certificate may not register in the subjects enumerated in the preceding paragraph, or in agriculture, civics and first year algebra.

5. Students who desire extension of a first grade certificate may not register in the subjects enumerated in the preceding two paragraphs or for second year algebra, biology, elementary psychology, general history and rhetoric.

6. No applicant for extension shall take less than 15 hours per week without special permission, and at least 10 hours of this amount shall be in courses not covered by the certificate held, or by courses previously taken.

7. No student will be granted an extension of certificate who does not apply for the same on the student REGISTRATION CARD. A list of those who have applied will be posted on the Bulletin Board in Peabody Hall not later than July 1st for correction, and no student will be recommended for extension of certificate whose name does not appear on this list by August 1. Students should register under exactly the same name that appears on the certificate which they wish to have extended.

8. An extra fee of one dollar will be charged for any change of registration after Friday of the first week.

9. To be granted extension, students must be recommended for diligence and accomplishment. Usually a passing grade is required.

10. Certificates to be extended must be sent by Registered mail to W. S. Cawthon, State Superintendent of Public Instruction, at Tallahassee, Florida, immediately after the Summer Session. Those who expect to take the state examinations immediately after the Summer School, however, should retain their certificates until they have adjusted their exemptions with the county superintendent. They should then send their certificates as directed above.

The Summer School faculty will not recommend students for extension of certificate for repeating courses which they have taken in previous summer sessions, or those who are not pursuing courses in order to raise the grade of certificate already held. At the end of the term the faculty will recommend for extension those that meet the above conditions.

GENERAL DIRECTIONS FOR REGISTRATION

Please observe the following directions! It will be a great time-saver to you and your instructors if you will read and understand these directions before you come to register.

1. Get your registration right the first time. Remember the proverb, "Haste makes waste." More than 500 students every year find it necessary to re-register. Don't hurry. Be accurate. Make up your mind to take not less than one nor more than three hours in registering.

2. Study the registration blanks reproduced immediately after these directions.

3. Fill out the REGISTRATION CARD in complete detail down to the word "COURSES." Answer every question if possible.

4. Study the Bulletin and the daily program until you know or at least think you know, what subjects you desire to study. See that there are no conflicts in your class hours.

5. Consult freely with members of the faculty about your schedule.

6. Students who are taking courses that require observation in the Demonstration School should reserve time for this purpose between 8:30 and 11:30 A. M.

7. After you have decided which subjects you expect to take, list them on the large REGISTRATION CARD under the word "COURSES."

8. You are now ready to fill out the INSTRUCTOR'S COURSE CARDS. Make out one of these cards for each subject you are taking. For instance, if you are taking three subjects, you will need three Course Cards, four subjects, four cards, etc.

9. Do not register for more than $4\frac{1}{2}$ college credits or more than 20 recitation hours per week of review work.

10. Secure the signature on your REGISTRATION CARD of each of your instructors and leave with him the INSTRUCTOR'S COURSE CARD made out for the subject which he teaches.

11. Be sure you have your registration as you want it. Do not change courses unnecessarily.

12. Present the REGISTRATION CARD to the Dean or one of his assistants for approval.

13. An extra fee of one dollar will be charged for any change in registration after Friday of the first week.

14. Graduate students must register both with the Chairman of the Graduate Committee, and with the Dean of the Summer School.

WHEN AND WHERE TO REGISTER.—Students who live in and near Gainesville should register on Friday or Saturday, June 11th and 12th, in the Dean's office in Peabody Hall. Those who can reach Gainesville on the morning trains on Monday, June 14th, should register on that day to relieve the congestion on Tuesday, June 15th. All others should register on Tuesday, June 15th. No effort will be made to meet trains or to transfer trunks on Sunday. In fact, students are urged not to arrive on Sunday.

INSTRUCTOR'S COURSE CARD

This card for Male Students only

Surname

First Name

Middle Name

Name of Student.....
 June....., 1926.

SUBJECT	Course No.	Sec.	Hr. of Rec'n	CLASSROOM	INSTRUCTOR
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Students fill in only above and to right of heavy line

	1	2	3	4	5	6	7	8	Present Certificate	Do you desire extension of certificate?	Certificate Now Sought
Monday											
Tuesday											
Wednesday											
Thursday											
Friday											
Saturday											

Diligence Gr..... Final Gr..... Days Present

.....Instructor

Note: The registration cards for women are exactly the same as those for men except in color.

COURSES OF INSTRUCTION

The following abbreviations used in connection with the courses, indicate the buildings in which the courses are held, and the numbers after such abbreviations indicate rooms in which they are held:

A—Agricultural Building; S—Science; P—Peabody; E—Engineering; L—Language; G—Gymnasium.

AGRICULTURE

ELEMENTARY AGRICULTURE.—A general course in agriculture. This will introduce the student to the study of soils, plants, common diseases of plants, insects, farm crops, domestic animals and the like. Methods of teaching agriculture in rural schools will be stressed. Review and extension credit only. M. W. F. 11:00 A. 205. Mr. Turlington.

AGRONOMY 305.—Rural Law.—Classification of property, boundaries, fences, stock laws, rents, contracts, deeds, abstracts, mortgages, taxes, laws governing shipping, etc. 1 college credit. M. W. Th. S. 10:00 A. 205. Mr. Turlington.

AGRONOMY 306.—Marketing and distributing farm products; marketing organizations and laws under which they are operated. The relation of foreign trade and general business conditions to the farmers' market. 1½ college credits. Daily 9:00. A. 205. Mr. Turlington.

AGRONOMY 501.—Agricultural Economics Seminar.—A study of the recent literature and scientific publications in Agricultural Economics. Open to students of Senior college rank and Graduate students. 1 college credit. Daily 8:00. A. 205. Mr. Turlington.

AGRICULTURAL ECONOMICS.—Research in Farm Management and marketing. Open only to graduate students. One to 5 hours by appointment, place to be arranged. Mr. Turlington.

ARCHITECTURE

ARCHITECTURE.—The new School of Architecture will offer courses in Freehand Drawing and Elementary Architectural Design which may be taken in Summer School by making arrangements with the Director of the Department. This work will be in the nature of personal instruction and a fee will be charged. P. 200. Mr. Weaver.

BIOLOGY

GENERAL BIOLOGY.—General introduction to the structure and classification with special reference to the flowering plants, the insects and vertebrates. Designed to prepare for state examinations. Three recitations and three laboratory periods per week. 1½ pre-college credits.

Two sections:

Section 1. M. W. F. 9:00 S. 105. Laboratory M. T. Th. 3:00-5:00. Mr. Black.

Section 2. M. W. F. 2:00 S. 104. Laboratory T. 2:00-4:00 Th. F. 4:00-6:00 S. 21. Miss Borger.

BIOLOGY 101.—General Botany.—The structure and life histories of the spore bearing plants; the structure and life history of the principal gymnosperms. This course should be taken in conjunction with or precede Biology 102. M. W. Th. S. 10:00 S. 205. Lab. M. T. Th. F. 2:00-4:00. 2 college credits. Mr. Cody.

BIOLOGY 102.—General Botany.—This is the continuation of Biology 101. The structure, physiology and life histories of the flowering plants; classification and ecology of the local flora. 2 college credits. M. T. Th. F. 11:00 S. 205. Lab. M. T. Th. F. 2:00-4:00. Miss Borger.

BIOLOGY 322.—Agricultural Bacteriology.—This course is a continuation of 321 for agricultural students. Special attention is given to the relationship of microorganisms to the soil, milk, and its products and the common stock diseases. Prerequisite: Biology 321. 2 college credits. M. T. W. F. 9:00 S. 205; Laboratory M. T. W. F. 3:00-5:00. Mr. Cody.

ATHLETIC COACHING

COACHING 101.—Football.—Theory; and Practice.—The course will include the theories of fundamentals, their development and relation to team play, with special emphasis laid upon drills to perfect fundamentals. The several styles of offense and defense, with consideration of their special strength and weakness; generalship and strategy; training, conditioning and player's equipment will be discussed. Special emphasis will be given to forward-pass attack and its defense.

The practical work will include punting, place-kicking, drop-kicking, kick-off and forward passing; tackling dummy and charging sled; special drill for linemen, ends and backs; interference and team work; fundamental plays, break plays, and signal systems.

$\frac{1}{2}$ college credit. Two hours a day. M. T. W. Th. F. 3:00 Basketball court. Mr. Sebring.

COACHING 102. Baseball.—The fundamentals of the game as applied to the individual; the defensive game, the battery; the basemen; the outfielders; the defensive team as a unit with emphasis upon the finer points of “inside” defense; the offensive game; the batsman, the runner, the base coaches; types of offense to be used in particular stages of the game; the team coach and his duties to his team.

$\frac{1}{2}$ college credit, M. W. Th. S. 10:00 Basketball court. Mr. White.

COACHING 103.—Track and Field and Athletic Training Theory.—the theory of starting, finishing, sprinting, distance-running, hurdling, high and broad jumping, pole vaulting, shot putting, discus and javelin throwing. Demonstrations will be given in connection with lectures. Theories of training, massage, treatment of sprains, bruises, etc.; training room sanitation and care of equipment; bandaging and first aid.

$\frac{1}{2}$ college credit M. T. W. Th. 11:00 Basketball court. Mr. Sebring.

COACHING 104.—Basketball (men).—The fundamentals of the game; passing, receiving, pivots, shooting; the defense; of the individual, of the team, the five man defense showing the different types employed and emphasizing the most successful. The offense, as applied to the individual, team offense, different types employed, special attention given to the types of offense to break through a five man defense. Practices to employ in developing a strong offense.

$\frac{1}{2}$ college credit: M. T. W. Th. 8:00 Basketball court. Mr. White.

COACHING 105.—Basketball (women).—The fundamentals of the game; passing, receiving, the pivots, shooting; the defense, of the individual guards; centres; team work

on defense. The offense, individual play, offense on team work, guards, centres and forwards. Practices employed to develop a strong offense.

Given as an aid to coaches of girls teams. No college credit. 9:00 Basketball court. Mr. White.

CHEMISTRY

CHEMISTRY 101-102.—General Chemistry.—A course designed for those who wish to prepare for science teaching in the high school. This course can be taken by those who have never taken chemistry, or by those who have had a course before and wish to review it. There will be two courses in General Chemistry, one embracing non-metals and one embracing metals. The former is a prerequisite to the latter.

CHEMISTRY 101.—First Semester. A study of the non-metals. $2\frac{1}{2}$ college credits. Daily 9:00 S. 104. Lab. M. T. Th. F. 2:00-4:00. Mr. Leigh.

CHEMISTRY 102.—Second Semester. A study of the metals. $2\frac{1}{2}$ college credits. Daily 11:00 S. 105. Lab. M. T. Th. F. 2:00-4:00. Mr. Black.

CHEMISTRY 201.—Qualitative Analysis.—Lectures and laboratory course in this subject offered to those who have had general chemistry. $1\frac{1}{2}$ college credits. T. Th. 2:00 S. 104. Lab. M. T. Th. F. 2:00-5:00. Mr. Heath.

CHEMISTRY 251.—Organic Chemistry.—This course is designed to present the fundamentals of chemistry of the compounds of carbon. The work in the classroom is presented by means of lectures, quizzes, and oral and written recitations. $2\frac{1}{2}$ college credits. Daily 11:00 S. 104. Laboratory 2:00-6:00. Days to be arranged. Mr. Leigh.

CHEMISTRY 301. — Volumetric Analysis. — A laboratory course offered to those who have had qualitative analysis. $1\frac{1}{2}$ college credits. Laboratory 2:00-5:00, days to be arranged. 12 hours per week. Mr. Black.

CHEMISTRY 302.—Gravimetric Analysis.—A laboratory course offered to those who have had qualitative analysis. $1\frac{1}{2}$ college credits. Laboratory 2:00-5:00, days to be arranged. 12 hours per week. Mr. Black.

CHEMISTRY 551. — Chemical Research. — Organic Chemistry; Inorganic Chemistry; Physical Chemistry, and Agricul-

tural Chemistry. 2½ to 5 hours. Hours and place to be arranged. Messrs. Leigh, Black, Heath and Jackson.

CIVICS

CIVICS.—Special attention will be given to school laws of Florida and to local, town, city and county governments. Three sections. Review and extension credit only.

Section 1. M. W. Th. 10:00 E. 208. Mr. Hollingsworth.

Section 2. T. Th. F. 2:00 E. 208. Mr. Hollingsworth.

Section 3. M. Th. F. 9:00 E. 208. Mr. Simmons.

DRAWING, CONSTRUCTIVE WORK AND INDUSTRIAL ART

DRAWING I.—Grades I-III, inclusive. Application of Art to everyday studies; construction work and design; paper cutting, illustration; free-hand drawing; nature study in colors. ½ college credit. Two sections:

Section 1. M. W. Th. S. 10:00 E. 215. Miss Salter.

Section 2. M. T. Th. F. 3:00 E. 215. Miss Salter.

DRAWING II.—Grades IV-VII, inclusive. Design and applied design; line and shade; theory of color and study of water colors; nature study and still life in color; notebooks kept up to date each week. ½ college credit. M. T. Th. F. 2:00 E. 215. Miss Salter.

DRAWING IV.—Grades I to XII, inclusive. Decorative work in enamels; stencilling and handwork that can be useful throughout the grades and high school. ½ college credit. M. T. Th. S. 9:00 E. 215. Miss Salter.

ECONOMICS AND SOCIOLOGY

ECONOMICS 201.—Introduction to Social Economics.—A study of human wants and how those wants are satisfied under our present economic system with special emphasis on group welfare. 1½ college credits. Daily 8:00 L. 5. Mr. Bristol.

ECONOMICS 202.—Principles of Economics.—A study of the demand for economic goods by an analysis of production and consumption. The exchange of goods; marketing and market price. The apportionment of the social income among various productive factors, groups and individuals. 1½ credits. Daily 9:00 L. 5. Mr. Bristol.

SOCIOLOGY 102.—Introduction to Sociology.—A brief study of some of the fundamental factors and problems of social welfare and social progress. 1½ college credits. Daily 11:00. P. 114. Mr. Beaty.

SOCIOLOGY 302.—Race Problems.—The basis of racial prejudice; racial inequality; immigration; the negro problem; inter-racial cooperation. Prerequisite: Sociology 102 or equivalent. 1½ college credits. Daily 12:00. L. 5. Mr. Beaty.

SOCIOLOGY 309.—Modern Social Problems.—Juvenile delinquency, crime and punishment, mental disease and mental hygiene, divorce and family responsibility, public health, immigration, race problems. Prerequisite: Sociology 102 or equivalent. 1½ college credits. Daily 11:00. L. 5. Mr. Bristol and special lecturers.

SOCIOLOGY 401.—Elementary Case Work.—The methods of case work as applied to the treatment of the socially inadequate. Not open to those under Junior grade except by special permission. (Pre-requisite or co-requisite, one course in Sociology or Economics.) 1½ college credits. M. W. F. 2:00-4:00. P. 106. Mrs. Terhune.

SOCIOLOGY 402.—Field Work.—At least sixty hours of supervised field work with conferences. May be concentrated in the last four weeks of the Summer School. 1 college credit. Mrs. Terhune.

SOCIOLOGY 404.—Elements of Psychiatric Social Work.—The psychology of subnormal and abnormal children; clinical diagnosis, training. Open to advanced students by permission of instructor. ½ college credit. Last four weeks. T. Th. 2:00-4:00. P. 102. Dr. Walsh.

EDUCATION

Any 4 or 6 hour course in Education, but not in Pedagogy, will meet the professional requirement for the extension of certificates.

PEDAGOGY.—School management, general and special methods of teaching, elementary principles of child nature, school hygiene and sanitation, personality of teacher, relation of school and community, and other practical pedagogical questions. Review. 1 pre-college credit. Two sections:

Section 1. M. T. W. F. 12:00 A. 204. Mrs. Metcalfe.

Section 2. M. T. Th. F. 3:00 A. 204. Mrs. Metcalfe.

EDUCATION 101.—How to Teach.—An introduction to the Study of Classroom Teaching. What makes a good teacher? What makes a good school? When may it be said that one is educated? Such questions as these will be taken up in the course. 1½ college credits. Daily 9:00 P. 114. Mr. Ackley.

EDUCATION 102.—History and Principles of Education.—A study of the historical background of education, and of the fundamental principles which should guide educational procedure and give appreciation of educational conditions of today. 1½ college credits. Daily 12:00 P. 204. Mr.

EDUCATION 103.—Health Education.

Section 1. Health Education in Primary Grades.—Conditions and forces that affect the physical and mental vigor of children and teachers, and relate the school to the health of the home and community. Location and sanitation of school buildings; hygienic furniture, etc.; diseases and physical defects; medical inspection; hygiene of instruction; teacher's health; play and recreation; teaching of hygiene. 1½ college credits. Daily 8:00 L. 112. Miss Swanson.

Section 2. Health Education in Elementary Schools.—A study of school health activities and methods of interesting the child in the formation of health habits based on the new course of study in Health Education for the Elementary Grades. Information, outlines, specific acts, corrective exercises, projects, games and stories will be presented. Offered to teachers of the elementary grades. 1½ college credits. Daily 12:00 L. 210. Miss Swanson.

Section 3. Health Education in High Schools.—The goals for an effective program of health education in the high schools: a study of school health activities and methods of presentation. 1½ college credits. Daily 2:00 L. 112. Miss Swanson.

EDUCATION 122. — The Teaching of Reading and Literature in the First Six Grades.—The basic importance of reading in the elementary school, reading as a tool study, the various methods of teaching reading, etc., will constitute the course. Methods of teaching phonics, appreciation, memoriz-

ation and dramatization will be presented. Observation of demonstration lessons and criticisms will be required. Three sections.

Section 1 will be confined largely to the teaching of the mechanics of reading as a tool study. $1\frac{1}{2}$ college credits. Daily 9:00 P. 2. Mrs. Carrier.

Section 2. The same as Section 1. $1\frac{1}{2}$ college credits. Daily 12:00 P. 2. Mrs. Carrier.

Section 3 is designed for those teachers who will teach in the middle elementary grades. $1\frac{1}{2}$ college credits. Daily 8:00 P. 2. Mrs. Carrier.

EDUCATION 123. — Hand-work for Elementary Grades.— The purpose of this course is to develop the real function of handwork in the elementary grades. The various types of hand work will be discussed, paper cutting, free hand drawing, clay modeling, etc. A constructive project for each grade will be developed during the course.

Section 1. Designed for teachers of the early elementary grades. 1 college credit. M. T. W. Th. F. 2:00 A. 206. Miss Farnham.

Section 2. Designed for teachers of the upper elementary grades. 1 college credit. M. T. W. Th. F. 3:00 A. 206. Miss Farnham.

EDUCATION 124.—The Teaching of Arithmetic in the Elementary School.—The broad concept of number as it relates to child life and the means of working out definite standards of measurements are stressed. The four fundamental operations and how to teach them, fractions, decimal fractions and denominate numbers, will be taken up. Emphasis will be laid on careful gradation in the teaching, the use of problems and drill within the limits of life use. A course of study for the elementary school will be worked out. Observation of demonstration lessons, and criticisms of these lessons will be required.

Section 1 is designed for teachers in the early elementary school. $1\frac{1}{2}$ college credits. M. T. W. Th. F. 3:00 P. 4. Mrs. Mahan.

Section 2 is designed for teachers in the later elementary school. $1\frac{1}{2}$ college credits. Daily 12:00 P. 4. Miss Upson.

EDUCATION 201.—The Teaching of Geography and History in Grades One to Six.—This course will include the teaching and correlating of these subjects from the first through the sixth grade. It will include biography, European background in history, nature study, home geography, elemental science and elementary civics as they enrich these subjects. 1½ college credits. Two sections:

Section 1. Daily 9:00 P. 112. Mrs. Altstetter.

Section 2. Daily 8:00 P. 112. Mrs. Altstetter.

EDUCATION 202.—The Teaching of English in Later Elementary Grades.—The choice and selection of reading matter and literature in the upper elementary grades will be stressed in this course. Students who are interested in the teaching of English in the middle and early elementary grades should register for Education 122. 1½ college credits. Daily 12:00 P. 112. Mrs. Altstetter.

EDUCATION 203.—Child Study.—The nature, growth and development of the child from birth to adolescence with reference to education; the original nature of the child and his education; the meaning of protracted infancy; training in recognition of types and individual differences, of common defects and how to deal with them; the cultivation of intelligent sympathy with children; the effect of Child Study on the practices of elementary and secondary education. 1½ college credits. Two sections:

Section 1. Daily 11:00. A. 104. Mr. Hinson.

Section 2. Daily 12:00. A. 104. Mr. Hinson.

EDUCATION 207.—Educational Psychology. — Psychology applied to Education, the learning process, acquisition of skill, etc. 1½ college credits. Daily 8:00 A. 104. Mr. Hinson.

EDUCATION 301.—High School Curriculum.—This course is designed for the consideration of the high school curriculum. Standards for the selection and organization of the curriculum will be considered with much detail. 1½ college credits. Daily 12:00 P. 209. Mr. Falls.

EDUCATION 306.—Vocational Education.—This course includes a consideration of the needs for vocational education. Some salient phases of the course are: study of the Smith-Hughes Law, the administration of the Act, the types of edu-

education provided for in the Act, and the conditions which must be complied with in order to participate in the benefits of the Act. The development, function, and scope of the various forms of vocational education are treated with special emphasis upon agricultural education. Study is made of the aims, purposes and problems of rural education, with respect to vocational education and guidance. $1\frac{1}{2}$ college credits. Daily 8:00 P. 208. Mr. Gee.

EDUCATION 308.—The Elementary School Curriculum.—The curriculum as a group of related problems and projects of vital interest to children. An attempt to formulate a curriculum based on social conditions and social needs. $1\frac{1}{2}$ college credits. Daily 8:00 E. 203. Mr. Ackley.

EDUCATION 317.—Tests and Measurements. An elementary course confined mainly to achievement tests. $1\frac{1}{2}$ college credits. Daily 11:00 P. 206. Mr.

EDUCATION 321.—Newer Type of Early Elementary School.—This course will take up the basic principles underlying the organization of the primary school. The modern theories of education concerning the part the curriculum plays in the conduct of the child will be discussed and an effort made to show how these may be made workable. This course is especially planned for principals and supervisors. Prerequisite: Three or four years' experience teaching in primary school or Education 122, Education 123, and Education 124. $1\frac{1}{2}$ college credits. Daily 11:00 P. 4. Miss Farnham.

EDUCATION 401.—Administration and Supervision of Village and Consolidated Schools.—A course stressing in a practical way problems peculiar to these schools in Florida; the supervising principal, qualifications, relation to superintendent, boards, teachers, pupils, patrons and community; adapting the school to the child's needs, organization, curriculum, attendance, promotions, tests, health work; business practices, school finance, material equipment, school housekeeping, records and reports. $1\frac{1}{2}$ college credits. Daily 9:00 P. 208. Mr. Gee.

EDUCATION 403.—The Technique of Teaching.—The laws of learning, lesson-planning, thinking, questioning, the problem-project method, the socialized recitation, democracy in the

classroom as a preparation for democracy in life. 1½ college credits. Daily 11:00 P. 112. Mr. Ackley.

EDUCATION 405.—Supervised Teaching.—This course is planned to give the student practice in conducting recitations under close supervision. A study will be made of the development of courses, and the present status of the subject taught. Lesson plans will be required for all recitations, and the manner of teaching will be subject to criticism. Teaching 4 hours a week; conferences 2 hours a week. 1½ college credits. Three sections:

Section 1. For those who expect to teach in the lower grades. Daily 9:00 P. 4. Mrs. Smart.

Section 2. For those who expect to teach in the upper grades and high school. Daily 8:00 P. 4. Mrs. Smart.

Section 3. For those who expect to teach in high school. Daily 8:00 E. 208. Mr. Allen.

EDUCATION 407.—Junior High School.—The purpose of this course is to give principals and teachers a knowledge of the junior high school and its organization. Since the movement is in its formative period in Florida, much attention and study will be given to concrete cases and local conditions. Topics: Need of reorganization of the traditional high school; changes needed in the program of studies, in discipline, methods of teaching, etc.; development of the Junior High School; special function of the Junior High School; organization, curricula and courses of study, methods of teaching, etc., of the Junior High School. 1½ college credits. Daily 9:00 L. 112. Mr. Allen.

EDUCATION 408.—High School Administration. — This course is designed to study the practical management and administration of the modern high school. It will consider such topics as: duties of principal as head of school; relation of principal to board of education, superintendent, teachers, pupils and community; legal status of high school; systems of financing; selection, supervision, promotion, retention and dismissal of teachers; adjustment of teaching load; testing and grading of pupils; problem of discipline; pupil guidance, athletics, wider use of school plant, supervised study, student activities, teachers' meetings, etc. (Junior students may

choose between Education 408 and Education 402.) 1½ college credits. Daily 8:00 A. 204. Mr. Falls.

GRADUATE COURSES IN EDUCATION

It is planned to offer five semester courses of graduate rank in Education. It is impossible to offer all the courses during any one Summer School, but by taking one each summer a student can complete four in four summers, which will equal the two majors required for the Master's Degree.

EDUCATION 501.—The Elementary School Curriculum Seminar.—An intensive study of the development, and present content of the elementary school curriculum, including the kindergarten; the selection and evaluation of material; the importance of the classroom teacher. 1½ college credits. Daily 8:00 P. 201. Mr. Fulk.

EDUCATION 503 (formerly Education XIa).—Educational Tests and Measurements. Seminar.—This is an intensive study of intelligence and educational tests. A thorough and systematic study is made of all the chief tests in both fields with laboratory material for class use so as to familiarize the student with the process of actually handling tests. 1½ college credits. Daily 8:00 P. 206. Mr.

EDUCATION 504 (formerly Education 111b)—School Surveys. Seminar.—An intensive and analytical study of the principles and practices followed in making the leading surveys of the country. 1½ college credits. Daily 9:00 P. 206. Mr. Falls.

EDUCATION 505.—The Organization and Administration of Extra Curricular Activities in Junior and Senior High Schools.—An attempt will be made in this course to work out constructive school policies having to do with the developing of the pupils' initiative, leadership, cooperation, etc. Plans will be studied that are now in operation in progressive schools. Special study will be made of Florida high schools, with reference to developing as a vital part of the school program such extra curricular activities as: School pageants, plays, excursions, celebration of special days; high school chambers of commerce; honor societies; assemblies; athletics and sports; literary, musical, debating, and departmental clubs; class organizations; county and state systems of organ-

izing and administering extra curricular activities; Boy Scouts of America, Girl Scouts, Camp Fire Girls, Woodcraft League, Junior Red Cross; student participation in government; school publications, including school newspaper, magazine, annual, and pupils' handbook; fraternities and sororities; a point system for stimulating and limiting participation in school activities; pupil advisers; records and reports on school activities; and a scientific system of financing a well-rounded extra curricular activities' program. 1½ college credits. Daily 11:00 P. 201. Mr. Allen.

EDUCATION 508.—Democracy and Education. Seminar.—The nature of experience, the nature of institutions, the social inheritance, the individual, society, socialization, social control, dynamic and static societies, education its own end. 1½ college credits. Mr. Norman. (Not offered in the summer of 1926.)

EDUCATION 509.—Problems in the Administration of a School System.—Seminar.—Open to graduate students who are qualified by experience and training to pursue advanced study on selected problems in administration. As far as possible problems will be selected to meet individual needs. Each student selects some problem for special study and presents the results of his study in the form of a thesis. Students may work on chosen problems either singly or in small groups.

1½ college credits. Daily 9:00 P. 201. Mr. Fulk.

EDUCATION 527.—How To Write a Thesis.—Designed to stimulate, guide, and help graduate students in writing their theses. Required of all students majoring in Education. Open to all other graduate students. No college credit. W. Th. 10:00. P. 201. Mr. Norman.

ENGLISH

ENGLISH GRAMMAR.—Four sections.

Section 1. M. T. Th. F. 9:00 A. 204. Miss Sheppard.

Section 2. M. W. Th. S. 10:00 E. 203. Miss Sheppard.

Section 3. M. T. Th. F. 2:00 L. 8. Mrs. Ramsay.

Section 4. M. T. Th. F. 12:00 L. 8. Mrs. Ramsay.

COMPOSITION AND RHETORIC.—A general course in composition and rhetoric will be given in sections as follows:

Section 1. For those who have never taught and wish to prepare for examination. Review and extension credit only. M. T. W. Th. 9:00 L. 8. Mrs. Ramsay.

Section 2. The same as Section 1. M. W. Th. S. 10:00 L. 8. Mrs. Ramsay.

Section 3. For those who hold third or second-grade certificates, or who have taught one or two years. Review and extension credit only. M. T. Th. F. 3:00 L. 209. Miss Sheppard.

Section 4. For those who hold first or higher grade certificates, or have taught three or more years under such certificate. 1 pre-college credit. M. T. W. Th. 11:00 E. 208. Miss Sheppard.

AMERICAN LITERATURE.—Study of American Literature as outlined in Metcalf's "American Literature." 1 pre-college credit. M. T. W. Th. 11:00 L. 8. Mrs. Ramsay.

ENGLISH LITERATURE.—The history of English Literature as outlined in Metcalf's "English Literature" will be given. 1 pre-college credit. M. T. Th. F. 2:00 L. 209. Miss Sheppard.

COLLEGE ENGLISH

ENGLISH 101-2.—Rhetoric and Composition.—Designed to train students in methods of clear and forceful expression. Instruction is carried on simultaneously in formal rhetoric, in rhetorical analysis, and in theme writing, the constant correlation of the three as methods of approach to the desired goal being kept in view. In addition, a reading course is assigned each student. Both semesters will be offered:

ENGLISH 101.—The first half of Genung's Working Principles of Rhetoric will be covered the first semester. 1½ college credits. Two sections.

Section 1. Daily 8:00 L. 209. Mr. Wise.

Section 2. Daily 11:00 P. 209. Mr. Hathaway.

ENGLISH 102.—The second half of the rhetoric, "Invention," will be completed the second semester. 1½ college credits. Daily 11:00 L. 209. Mr. Wise.

ENGLISH 203.—Description and Narration.—First semester of advanced composition. Stress will be laid on the

study of models and on actual practice. The "Summer School News" will serve as a laboratory for the class. Special attention will be paid to pictorial writing and incidental description, and to the shorter forms of narration, such as short story, news and feature story. 1½ college credits. Daily 9:00 L. 212. Mr. Robertson.

Mr. Farr will offer two and Mr. Robertson one of the courses listed below:

ENGLISH 103-4.—Introduction to Literature.—This course is designed to give the student an elementary knowledge of the progress of human thought as expressed in literary form from its earliest manifestations to the present. The object of the course is to furnish the student with some general idea of world literature, both as desirable in itself and as necessary to the more detailed study of English and American literary history, and to give him some knowledge of the historical development and technique of the various types of literature. Both semesters will be offered:

ENGLISH 103.—In the first semester the lectures will deal with the origin of literature, and the development of the various primal types through the classical periods of Greece and Rome. 1 college credit. Daily 11:00 L. 212. Mr. Robertson.

ENGLISH 104.—The lectures of the second semester will cover the European literatures of the Middle Ages, the Renaissance, and through the sixteenth century. 1 college credit. Daily 9:00 L. 210. Mr. Farr.

ENGLISH 201.—History of Literature.—An outline course in the historical development of English literature. Selections from important prose writers and poets; lectures on the history of the literature; a manual for reference; frequent reports from the individual students; constant use of the University library. 1½ college credits. Daily 11:00 L. 212. Mr. Robertson.

ENGLISH 202.—A course based on Lounsbury's English Language designed to give the student some knowledge of the historical development of the English language, with a view especially of giving insight into modern English grammar. 1½ college credits. Daily 9:00 L. 210. Mr. Farr.

ENGLISH 301.—Shakespeare.—The life and earlier work, including the history plays, romantic comedies and non-dramatic poetry. Three plays will be read in class. Written reviews on plays read outside the class will alternate with essays from the students and lectures by the instructor. This course is open to those who have had English 201-202 or equivalent work in English literature. 1½ college credits. Daily 11:00 L. 210. Mr. Farr.

ENGLISH 403.—The English Novel.—The student reads a list of novels chosen to illustrate chronology and variety of species, analyzes minutely one novel from the technical side, masters the entire work and life of one novelist, and compares closely a novel and a dramatized version of it. 1½ college credits. Daily 11:00 L. 210. Mr. Farr.

ENGLISH 407.—Chaucer.—Selections from "The Canterbury Tales" will be read. Informal lectures on the life and poetry of Chaucer and on the historical background of his work. 1½ college credits. Daily 11:00 L. 212. Mr. Robertson.

Graduate students desiring to major in English will make special arrangements with the department. Students majoring in other departments may take courses 301, 403 and 407 as minors if there is sufficient demand. Other courses may be arranged by consulting the Head of the Department of English.

FARM SHOP WORK

FARM SHOP WORK.—This course is based upon the need for training in the customary farm-shop jobs as shown by a survey of the farms in Florida adjacent to departments of Vocational Agriculture. The course is designed primarily with the intent of developing proficient doing-ability in these jobs. Some of the specific jobs treated are: saw-filing, farm forge work, rafter cutting, harness repairing, elementary sheet-metal work, soldering, construction and hanging a farm gate, rope splicing, belt-lacing, the use of pulleys, construction of farm home conveniences, figuring bill of materials for farm buildings, repairing farm machinery, the care of farm tools, etc. 1½ college credits. Daily 3:00 P. 208. Mr. Gee.

FRENCH

FRENCH 22. — Elementary French, first semester's course; continuation of French 21; grammar, prose composition, reader, oral practice. Fraser & Squair's Shorter French Course; La Belle France. Prerequisite: French 21 or equivalent. $1\frac{1}{2}$ college credits. Daily 11:00 L. 112. Mr. Turner.

FRENCH 102.—Second year French, second part. Grammar, prose composition, reader. Prerequisite: French 21-22 or equivalent. $1\frac{1}{2}$ college credits. Daily 12:00 L. 112. Mr. Turner.

GENERAL SCIENCE

GENERAL SCIENCE.—A course designed especially to meet the needs of high school teachers. Laboratory work and material to use with the Guide will be emphasized. $1\frac{1}{2}$ pre-college credits. M. T. W. F. 8:00 P. 1, Laboratory T. F. 4:00-6:00. Mr. Goette.

GEOGRAPHY

POLITICAL GEOGRAPHY.—Special attention will be given to Florida and its relation to other states. A thoro review of the geography of the United States and the world. Instruction will be given in the use of textbooks, maps, globes, industrial products as a help and guide for the teaching of the subject. Review and extension credit only. Three sections:

Section 1. M. W. Th. 10:00 S. 104. Mr. Heath.

Section 2. M. W. F. 8:00 L. 104. Mr. Heath.

Section 3. M. T. Th. 11:00 L. 3. Mr. Heath.

HISTORY AND POLITICAL SCIENCE

Elementary United States and Florida History. Four sections, each covering thoro review of state adopted text book. Review and extension credit only.

Section 1. M. T. Th. F. 9:00 L. 110. Mr. Fuller.

Section 2. M. T. Th. F. 11:00 L. 110. Mr. Jackson.

Section 3. M. W. Th. S. 10:00 L. 110. Mr. Simmons.

Section 4. M. T. Th. F. 12:00 L. 111. Mr. Fuller.

HISTORY.—General.— $1\frac{1}{2}$ pre-college credits. Two sections:

Section 1. Daily 12:00 L. 109. Mr. Hollingsworth.

Section 2. Daily 8:00 L. 111. Mr. Fuller.

HISTORY.—Ancient.—1½ pre-college credits. Daily 8:00 L. 110. Mr. Jackson.

HISTORY.—Medieval and Modern.—From the 12th century to the French Revolution. 1½ pre-college credits. (Will not be offered in the summer of 1927.) Daily 12:00 L. 110. Mr. Jackson.

HISTORY.—Medieval and Modern.—From the French Revolution to the present time. 1½ pre-college credits. (Will not be offered in the summer of 1926.)

HISTORY.—English.—A brief study of English history from the Anglo-Saxon Invasions to the Norman Conquest, and a more detailed study from 1066 to The Restoration, 1660. 1 pre-college credit. (Not offered in the summer of 1927.) M. T. Th. F. 2:00. L. 109. Mr.

HISTORY.—English.—A detailed study of the period from 1660 to the present. (Will not be offered in the summer of 1926.)

HISTORY.—American.—A detailed study of American history from the period of discovery and colonization to Jackson's administration. 1 pre-college credit. M. W. Th. S. 10:00 L. 109. (Will not be offered in the summer of 1927.) Mr. Fuller.

HISTORY.—American.—A detailed study of American history from Jackson's administration to the present time. 1 pre-college credit. (Will not be offered in the summer of 1926.)

HISTORY 203.—American History 1830-1876.—This course covers the period leading to the War Between the States, runs through the war period and the era of Reconstruction. May be taken for graduate or undergraduate credit. 1½ college credits. Daily 9:00 L. 109. Mr. Leake.

HISTORY 307.—English History.—The History of England and Great Britain. May be taken for graduate or undergraduate credit. 1½ college credits. Daily 11:00 L. 109. Mr. Leake.

POLITICAL SCIENCE I.—American Government and Politics.—A course on the Federal and State governments of the United States. 1½ college credits. Daily 8:00 L. 109. Mr. Leake.

LATIN

BEGINNER'S LATIN.—Review.—Review and extension credit only. Daily 3:00 L. 112. Mr. Turner.

CAESAR.—Review.—In this course three books will be studied. Composition. $1\frac{1}{2}$ pre-college credits. Daily 4:00 L. 112. Mr. _____

LATIN 102.—Cicero's De Senectute and De Amicitia. Second semester of Freshman Latin. Prerequisite: Four years of High School Latin. $1\frac{1}{2}$ college credits. Daily 9:00 L. 111. Mr. Anderson.

LATIN 201.—Selections from Cicero's Letters. First semester Sophomore Latin. Prerequisite: Freshman Latin or equivalent. $1\frac{1}{2}$ college credits. Daily 11:00 L. 111. Mr. Anderson.

LATIN 501.—Graduate Course.—Seminar.—Cicero's Correspondence. Papers on assigned subjects. Parallel readings in English and Latin. Students should provide themselves beforehand with the complete Teubner text in two volumes. Hours to be arranged. $1\frac{1}{2}$ hours graduate credit. L. 111. Mr. Anderson.

LIBRARY SCIENCE

LIBRARY SCIENCE I.—A course designed to help the teacher-librarian in the small high school. The subjects of book selection, the study of reference books and the organization, in a simple way, of the small high school library will be emphasized. 1 college credit. M. W. Th. S. 10:00 P. 32. Miss Miltimore.

MATHEMATICS

ARITHMETIC.—A thoro review of Arithmetic is made, that the student may view it from both the teacher's and child's point of view. Common and decimal fractions, denominate numbers, percentage and all other subjects covered by the textbooks adopted by the state. Principles and methods of teaching arithmetic are thoroly covered. Review and extension credit only. Five sections:

Section 1. M. T. W. F. 11:00 P. 204. Mr. Little.

Section 2. M. T. Th. F. 8:00 P. 204. Mr. Little.

Section 3. M. W. Th. S. 10:00 P. 204. Mr. Little.

Section 4. M. T. W. F. 12:00 E. 208. Mr. Van Brunt.

Section 5. M. T. Th. F. 9:00 P. 204. Mr. Workman.

ALGEBRA A.—Elementary course covering the fundamental operations, simple and simultaneous equations, factoring and fractions. Designed for those who have had little or no Algebra. Review and extension credit only.

Section 1. M. T. Th. F. 3:00 P. 204. Mr. Workman.

Section 2. M. T. Th. F. 9:00 E. 209. Mr. Van Brunt.

ALGEBRA B.—Review of first year Algebra. No one admitted who does not have a rather thoro knowledge of first semester first year Algebra. Review and extension credit only.

Section 1. M. T. Th. F. 5:00 E. 208. Mr. Van Brunt.

Section 2. M. T. Th. F. 3:00 E. 210. Mr. Walker.

Section 3. M. W. Th. F. 8:00 E. 209. Mr. Van Brunt.

ALGEBRA C.—Advanced Algebra.—Involution, Evolution, quadratic equations, progressions, ratio and proportion. No one admitted who has not a rather thoro knowledge of first year Algebra. 1 pre-college credit. Four sections:

Section 1. M. W. Th. S. 10:00 P. 112. Mr. Workman.

Section 2. M. T. Th. F. 5:00 P. 204. Mr. Workman.

Section 3. M. T. Th. F. 4:00 P. 204. Mr. Little.

Section 4. M. T. Th. F. 11:00 E. 210. Mr. Walker.

BEGINNERS' PLANE GEOMETRY I.—Books I and II. $1\frac{1}{2}$ pre-college credits. Daily 8:00 E. 210. Mr. Chandler.

PLANE GEOMETRY II.—Books III to V. Those desiring to review all of Plane Geometry should either take both Geometry I and Geometry II, or Geometry II. Prerequisite to Geometry II is Geometry I. $1\frac{1}{2}$ pre-college credits. Daily 12:00 E. 210. Mr. Walker.

SOLID GEOMETRY.— $1\frac{1}{2}$ pre-college credits. Daily 9:00 E. 210. Mr. Chandler.

MATHEMATICS 85. — Plane Trigonometry. — 1 college credit. M. W. Th. S. 10:00 E. 209. Mr. Walker.

MATHEMATICS 101.—College Algebra.—Selected topics in Hart's "College Algebra," D. C. Heath & Co., 1926. $1\frac{1}{2}$ college credits. Daily 12:00 P. 102. Mr. Chandler.

COLLEGE GEOMETRY.—A direct extension of Plane Geometry, dealing with such topics as Geometric Construction, Properties of the triangle, quadrilateral, and circle, similar fig-

ures, etc. This course introduces the student to the beautiful modern developments of Plane Geometry. It is related to the Plane Geometry of the high school in much the same way as College Algebra is related to high school Algebra. Teachers of Geometry will find this course exceedingly helpful to their teaching. $1\frac{1}{2}$ college credits. Daily 8:00 P. 102. Mr. Simpson.

MATHEMATICS 102.—Plane Analytical Geometry.—Text, Ford's "Brief Course in Analytic Geometry", Henry Holt & Co., 1925. $1\frac{1}{2}$ college credits. Daily 9:00 P. 102. Mr. Simpson.

ELEMENTARY CALCULUS.— $1\frac{1}{2}$ college credits. Daily 11:00 P. 102. Mr. Simpson.

MUSIC

MUSIC I.—Rote singing and child voice; beginning sight singing; art songs; rhythmic songs. Designed for Grades I-III. $\frac{1}{2}$ college credit. M. T. Th. F. 2:00. Stage of Auditorium. Miss Cazier.

MUSIC II.—An Intermediate Course.—Development of sight singing; harmony, pageantry; ear training; changing voice. Designed for upper elementary and junior high school. $\frac{1}{2}$ college credit. M. T. Th. F. 3:00. Stage of Auditorium. Miss Cazier.

MUSIC III.—Music appreciation, includes advanced harmony; history of music; analysis of form. Covers high school methods. $\frac{1}{2}$ college credit. M. T. Th. F. 4:00. Stage of Auditorium. Miss Cazier.

MUSIC IV.—Chorus and Glee Club work. $\frac{1}{2}$ college credit. Hours to be arranged. Miss Cazier.

NATURE STUDY

A course for teachers wishing to prepare themselves better for teaching nature study. A study of the classification of plants, and the study of insects and small animals. Bird protection will be a special feature. Three recitations and three laboratory periods per week. $1\frac{1}{2}$ pre-college credits. T. W. Th. 10:00 S. 104; Laboratory M. T. W. 4:00-6:00. Miss Borger.

NURSING EDUCATION

ADMINISTRATION IN SCHOOLS OF NURSING.—The course includes a brief history of the origin and development of schools of nursing; organization and management of schools of nursing; budgets; catalogs; libraries; affiliation; student activities; publicity, university schools of nursing; present day problems and tendencies, etc. 1 college credit. M. W. Th. S. 10:00. A. 104. Miss Densford.

NURSING EDUCATION.—A discussion of curricula in schools of nursing; the teaching of the different types of nursing technique, including the selection and use of texts and reference books; preparation for special fields of nursing, etc. 1½ college credits. Daily 9:00. A. 104. Miss Densford.

PARENT-TEACHER ASSOCIATION COURSE

Following up the work begun last summer, there will be a course for two weeks, July 12th to 23rd, offered at the Summer school by Mrs. Florence V. Watkins, Executive Secretary of the National Congress of Parents and Teachers. This course is designed for those interested in the work of the Parent-Teacher Associations, and will contain much that is valuable and interesting in organizing and carrying on the work of these associations.

PHILOSOPHY AND PSYCHOLOGY

ELEMENTARY PSYCHOLOGY.—A beginner's course in psychology with applications to teaching. 1 pre-college credit. Two sections:

Section 1. M. W. Th. S. 10:00 A. 204. Mrs. Metcalfe.

Section 2. M. W. Th. F. 11:00 A. 204. Mrs. Metcalfe.

PHILOSOPHY 201.—General Psychology.—Facts and theories current in general psychological discussion: the sensations, the sense organs, and the functions of the brain; the higher mental functions—attention, perception, memory, feeling, emotion, volition, the self; and like topics. This course satisfies the professional requirement for the extension of certificates. 1½ college credits. Daily 11:00 P. 205. Mr. Enwall.

PHILOSOPHY 301.—Ethics.—Principles of Ethics: Study of such topics as goodness, happiness, virtue, duty, freedom,

civilization, and progress; history of the various ethical systems. 1½ college credits. Daily 12:00. P. 114. Mr. Enwall.

PHYSICAL EDUCATION

The courses in this department are designed to meet the needs of teachers, who, even though not graduates of Physical Education, are nevertheless expected to have a practical knowledge of physical training, gymnastics, plays and games, and are expected to teach them in the public schools. All teachers preparing to qualify under the new State law regarding Physical Education will find these courses particularly to their needs. Local problems of the members of the classes will be met as far as possible. Plans will be formulated whereby unhealthy physical conditions may be eradicated from the environment of the schools and physical defects found among school children properly handled. The aim of the department is to have in every community as many trained leaders in playground and school athletic activities as possible.

PHYSICAL EDUCATION I.—Elementary Gymnastics.—This class is for beginners and consists mainly of marching, calisthenics and simple apparatus work. Exercises applicable for school room will be given in graduated scale leading up to the more advanced form of exercise. ½ college credit. Two sections:

Section 1. For women. M. T. Th. F. 4:00 Gymnasium. Mr. Haskell.

Section 2. For men. M. W. Th. S. 10:00 Gymnasium. Mr. Haskell.

PHYSICAL EDUCATION III.—Corrective Exercise.—A course to enable the teacher to recognize physical defects and to have an intelligent use in the natural and artificial methods for correction through exercise. Action, use and relation of different organs of body and exercise to stimulate and normalize them. General laws governing the body and health. ½ college credit. M. T. Th. F. 2:00 Gymnasium. Mr. Haskell.

PHYSICAL EDUCATION IV.—Plays and games for the Early Elementary Grades.—A course giving Story Plays, Rythmic Plays, Folk Dancing, Mimetic Plays and the theory and practice of outlining exercises for the early elementary grades. ½ college credit. M. T. W. Th. 11:00 Gymnasium. Mr. Haskell.

PHYSICAL EDUCATION V.—Minor Sports.—This course will include interpretation of rules, organization, promotion, and competition in the following: playground ball, volley ball, cage ball, scrimmage ball, playground games, indoor games, tennis, swimming, and mass play games. The importance of mass play in the school and playground curriculum. $\frac{1}{2}$ college credit. M. T. Th. F. 3:00 Gymnasium. Mr. Haskell.

PHYSICAL EDUCATION VI.—Playground and Play.—Theory and practice in planning playground activities and arranging games suitable for age and environment. $\frac{1}{2}$ college credit. Hours to be arranged. Mr. Haskell.

PHYSICAL EDUCATION VII.—Advanced Gymnastics.—This class is especially designed for those who have had some elementary gymnastics and consists mainly of light apparatus work, gymnastic dancing, advanced calisthenics, wand drill and Indian club swinging for women, and heavy apparatus work for men. $\frac{1}{2}$ college credit. Two sections:

Section 1. For women. M. T. W. Th. 8:00 Gymnasium. Mr. Haskell.

Section 2. For men. M. T. W. Th. 9:00 Gymnasium. Mr. Haskell.

PHYSICS

HIGH SCHOOL PHYSICS.—A general course, such as is usually given in standard secondary schools—lectures, recitations, demonstrations, and a limited amount of individual laboratory work. $1\frac{1}{2}$ pre-college credits. M. W. Th. S. 10:00 E. 303. Laboratory W. F. 2:00-4:00 E. 303. Mr. Perry.

***DEMONSTRATIONAL PHYSICS.**—A course designed primarily for teachers of science in the high school. Many problems from every day life will be selected and the laws of Physics pertaining to them will be applied. Many lecture demonstrations will accompany the course, many of which can be used in the teaching of Physics in the high school to create interest in the subject. A knowledge of high school physics is presupposed and is a prerequisite for this course. $1\frac{1}{2}$ college credits. Daily E. 209. Mr. Weil. Hours to be arranged.

GENERAL PHYSICS.—A course designed for those who wish to prepare for science teaching in the high school or for those

*Only four of the courses starred will be given during the summer of 1926.

who wish to take a course in general physics more extensive and more mature than that offered in the elementary course. This course may be taken by those who have had no previous work in physics, but in that case, Physics 203 must be taken as a prerequisite to Physics 204. The course is divided into two parts as follows:

PHYSICS 203.—Mechanics and Heat. $2\frac{1}{2}$ college credits. Daily 11:00 E. 303. Lab. T. W. Th. F. 2:00-4:00. Mr. Perry.

PHYSICS 204.—Sound, Light and Electricity.— $2\frac{1}{2}$ college credits. Daily 9:00 E. 303; Lab. T. W. Th. 2:00-4:00. Mr. Perry.

LONGER COURSE IN GENERAL PHYSICS.—A course designed for students prepared to do more advanced work than in Physics 203-4, and desiring to spend more time on the subject. A knowledge of high school physics, and of mathematics through trigonometry, is presupposed, and is a prerequisite for admission to the longer course. The course is given in three parts, called Physics 105-6, 107-8, 209-10.

*PHYSICS 105.—Mechanics. $1\frac{1}{2}$ college credits. Daily 8:00 E. 303. Mr. Weil.

*PHYSICS 106.—Heat, Sound, and Light. $1\frac{1}{2}$ college credits. Daily 11:00 E. 209. Mr. Weil.

PHYSICS 107.—General Laboratory physics to accompany Physics 105. 1 college credit. Lab. T. W. Th. F. 2:00-4:00. Mr. Weil.

PHYSICS 108.—General Laboratory Physics to accompany Physics 106. 1 college credit. Lab. T. W. Th. F. 2:00-4:00. Mr. Weil.

*PHYSICS 209.—Electricity and Magnetism. $1\frac{1}{2}$ college credits. E. 209. Laboratory E. 307. Mr. Weil. Hours to be arranged.

*PHYSICS 210.—Electricity and Magnetism. A continuation of Physics 209. $1\frac{1}{2}$ college credits. E. 209. Laboratory E. 307. Mr. Weil. Hours to be arranged.

*GRADUATE WORK IN PHYSICS.—If sufficient demand exists, a course in Electrical Measurements will be given. This course should be of particular value to students majoring in

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Chemistry. Subjects covered include the theory, use and calibration of electrical meters and instruments, potentiometers, bridges, and galvanometers. Physics 105-6, 107-8, and 209-10, or Physics 203-4, are prerequisites for this course.

PHYSICS 306.—Electrical Measurements. 1½ college credits. Hours to be arranged. Mr. Weil.

PUBLIC HEALTH

PUBLIC HEALTH.—With the cooperation of the Florida Public Health Association and the State Board of Health, a course is being offered this summer for the first time on Public Health. The course is designed to be of help to teachers in detecting and eradicating communicable diseases. 1 college credit. M. T. Th. F. 3:00 L. 8. Dr. Fulk, Dr. Barnes, Dr. Brink and others.

PUBLIC SPEAKING

On account of limited funds, a nominal fee will be charged for the following courses:

EXPRESSION AND PUBLIC SPEAKING.—In the courses offered particular attention will be given to establishing a correct method of breathing, to correcting faulty articulation, and to teaching the principles of interpretation by voice, gesture, and facial expression. In these studies special attention will be given to preparing teachers for carrying on this work in the public schools. Those interested see Professor J. M. Chapman. Law Building. Hours to be arranged. ½ college credit.

SHOP WORK.—(See Farm Shop Work.)

SOCIOLOGY (See Economics and Sociology)

SPANISH

SPANISH 1.—This is the first semester of beginners' Spanish, and will cover such matters as pronunciation, forms, elementary syntax, vocabulary, dictation, and written exercises. Textbook: Manfred's "Practical Spanish Grammar for Beginners" (Scribners, Atlanta). 1½ college credits. Daily 9:00 L. 209. Mr. Wise.

SPANISH 2.—Second semester of beginners' Spanish; continues course above described; uses same grammar; adds as a reader, "Cuentos Contados" (D. C. Heath, New York). Pre-

requisite, Spanish 1 or its equivalent. 1½ college credits. Daily 9:00. P. 209. Mr. Hathaway.

SPANISH 101.— This is the first semester of second year Spanish. Like first year in matters covered, except that second year requires more in the quantity and the quality of the work. Advanced grammar, syntax, composition, and reading. Textbooks: Seymour and Carnahan's "Short Spanish Review Grammar" (D. C. Heath, New York); Fuentes and Francois' edition of "El Capitan Veneno" (Holt, New York), and possibly other selections. Prerequisite: Both of the first year courses described above or their equivalent. 1½ college credits. Daily 8:00. P. 209. Mr. Hathaway.

VOCATIONAL EDUCATION.—(See Education 306.)

ROOMING FACILITIES

All rooms in Buckman Hall, Thomas Hall and the barracks are reserved for women in the summer. These rooms, which in every case are comfortable and commodious, are supplied with two good iron bedsteads and mattresses, chiffonier or bureau, a table, washstand and chairs. All students are required to provide for themselves a pillow, bed linen, towels, and other things as they may want for their own special convenience.

All who expect to occupy dormitory rooms, which have in previous years usually been reserved by May 1, should make reservations as soon as possible. If for sickness or other reasons a student finds it impossible to come to the Summer School, reservation should be cancelled so that other students may have an opportunity to occupy the room that has been reserved. A fee of \$6.00 should be sent with request for reservation, but may be sent as late as May 1. If reservations are made without the payment of this fee (which is the regular Registration Fee required of all students) these reservations will be automatically cancelled on May 1. In case a student deposits this fee and reserves space in the dormitories, then finds it impossible to attend the Summer School, she will of course, have the money refunded to her, provided cancellation of her reservation is made by June 1.

Those who cannot be accommodated in the dormitories can obtain good rooms adjacent to the campus at a moderate price.

Within the past two years several large rooming houses and private dwellings have been built within three blocks of the campus, which will greatly increase the rooming facilities for those who cannot obtain rooms in the dormitory.

Students should engage rooms in approved rooming houses only, a list of which will be sent on request. Rooming houses for girls will not be approved unless their owners have arranged for house mothers for the entire summer session.

BAGGAGE DELIVERY

Students who engage rooms in the dormitories in advance will receive notice of the room to which they have been assigned.

To secure prompt delivery of baggage the student should place her name and room address on each piece of baggage, and on arrival in Gainesville give baggage checks to authorized transfer agents, who will meet all trains.

For room reservations and general information as to the Summer School, address,

J. W. NORMAN,
Dean of Teachers College,
Gainesville, Fla.

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