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**University of Florida**  
GAINESVILLE, FLORIDA

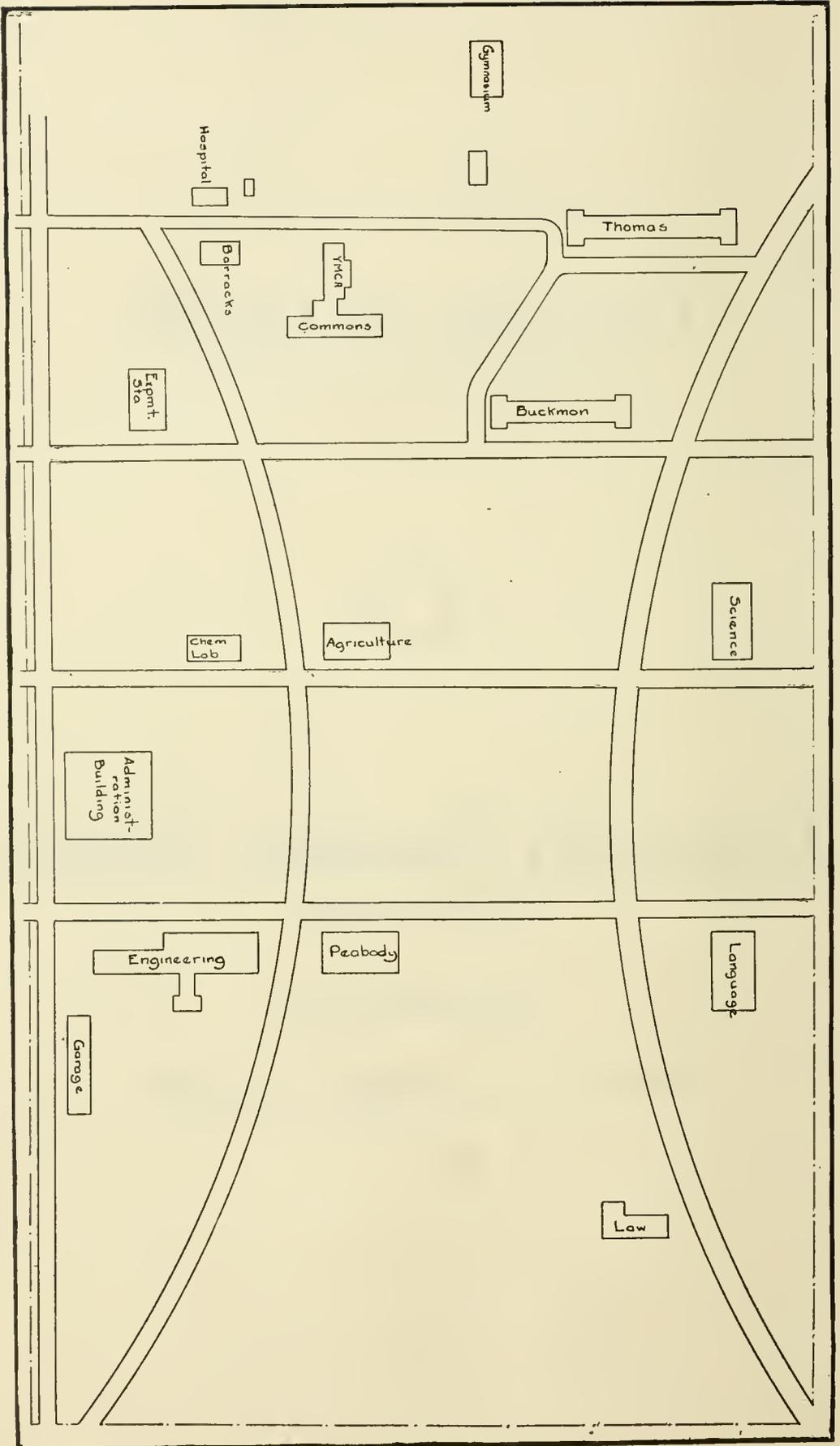


**University Summer School**

(Co-Educational)

**Announcement**

**June 10 to August 2, 1924**



Plan of Campus

# SUMMER SCHOOL

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## SUMMER SCHOOL BOARD

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PRESIDENT EDWARD CONRADI, A.M., PH.D.

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*Rural Education*

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*Elementary Education*

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*Rural Education*

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*Religious Education*

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

DR. GEO. S. WALDO, *Consulting Clinician*

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

MISS ROSA GRIMES, *Nurse*

MISS WINONA WADE JOHNSON, *Y. W. C. A. Secretary*

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#### COMMITTEES OF THE FACULTY

*On Advanced Standing:* Fulk, Black, Simmons.

*On Admission:* Simpson, Roemer, Gray.

*On Public Functions:* White, Leigh, McArthur, Perry.

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

*On Student Publications:* Leake, Robertson.

*On Extension of Certificate:* Metcalfe, McMullen, Cassels.

*On Reports to State Department of Education:* Buchholz, Day, Hollingsworth.

*On Student Council:* Borger, Griffin, Mrs. Roemer, Mrs. Carrier, Little.

*On Literary Societies:* Woodley, Metcalfe, Sheppard, Hamon.

*On Recreation:* (a) For women: Johnson, Carmack, Mrs. Ramsay, Borger, Miltimore, Mrs. Wall.

(b) For Men: White, Manchester, Goette, Everett.

*On Buildings and Grounds:* Day, Perry, Leigh, Hathaway.

## GENERAL STATEMENT

The fifteenth annual session of the Summer School of the University of Florida will open Tuesday, June 10, and close Saturday, August 2, the session lasting eight weeks.

Summer study is growing in popularity all over the United States. In 1923 fully one-fourth of all the teachers in the United States attended Summer School. The Summer School, generally speaking, has come to be recognized as an annual event of real and increasing importance to higher education. Indeed, as the president of one of the larger mid-western universities is reported to have said:

“To a college president, the summer school is the most desirable from many points of view. . . . There is more of a collegiate atmosphere about the campus. The pupils are there for business. Their presence is not explained by the song, ‘We’re here because we’re here because we’re here because we’re here.’”

The University Summer School has, accordingly, become an established feature of the work of the University.

ENROLLMENT PASSES ONE THOUSAND MARK.—The enrollment in the Summer School of 1923 for the first time in the history of the University passed the one thousand mark, reaching 1,028. This does not include thirty-four children enrolled in the Demonstration School. Beginning in 1910, with a group of students — seventy-four in actual numbers — and with a faculty of only some half dozen members, the Summer School has grown to the above proportions with an instructional staff in 1923 of forty-four. 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 1924 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 as well as 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 22).

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 p. 20.)

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

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

5. Review courses in all subjects required for county, state and special 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. For the most part the faculty this summer will be the same as last summer.

Dr. Enwall, who was given leave last summer to visit Sweden and study the school systems of that and adjoining countries, has returned and will be with us again this summer.

Dr. Bristol, who was called to the University of Minnesota for the Summer School there last year, will again be in the Summer School and is planning a unique series of courses in his department.

Dr. and Mrs. Roemer have been on leave of absence during the second semester of the academic year at Teachers College, Columbia University, but will return in time for the Summer School.

Professor A. P. Black, who was studying at the University of Chicago in the summer of 1923, will again be connected with the science department.

Professor B. F. Luker, who came to the University in September of 1923 and has been associated with the Department of Modern Languages during the past year, will teach French and Spanish during the coming Summer School. Professor Luker is highly recommended both as a teacher of languages and as a teacher of teachers.

Professor John Gray will be in charge of the courses in advanced Biology. Professor Gray has given considerable at-

tention to the subject of teaching, and teachers of science will find his courses very beneficial.

Professor C. A. Robertson, who has for two years been associated with the Department of English, will offer college courses in literature and advanced English composition. Professor Robertson is one of our own graduates and has done much advanced work at Harvard University. His courses have been universally popular since coming to the University.

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.

VOCATIONAL EDUCATION FOR SCHOOL ADMINISTRATORS AND TEACHERS.—For some time there has been a felt need for courses dealing specifically with the field of vocational education,—courses particularly designed for school superintendents, principals and teachers, that they may become familiar with the underlying principles of vocational education and better fit themselves to discharge their school duties. In order to decide whether the demands for informational courses in this field are sufficient to warrant the engagement of a well qualified instructor of vocational courses for the Summer Session, it is desired that those interested in pursuing any of these courses address Dean Norman, making a request for the courses.

ECONOMICS AND SOCIOLOGY.—The Department of Economics and Sociology will begin with the Summer School of 1924 a course of training for social workers, and this will be continued if the demand warrants. This new line of activity at the University is under the patronage of the Executive Committee of the State Conference of Social Work and the Southern Division of the American Red Cross Society. It is hoped that the interest will be such as to make possible a course covering four summer sessions. The demand for trained social workers in Florida far exceeds the available supply and the only training schools in the South are at Baltimore, Rich-

mond, and at the University of North Carolina. Such a course should prove of special value to several groups: (1) to teachers of the social sciences; (2) to teachers in all grades who desire to increase their efficiency especially as community leaders; (3) to teachers who would like to combine social work with teaching, or supplement their teaching with some form of professional social service during the summer vacation; and (4) to those who are looking forward to professional work as a vocation. The courses offered in the Summer Session of 1924, and described in full later in the bulletin, may well be supplemented by work in the Department of Physical Education, the course in Plays and Games being especially desirable.

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 Association, assisted by an able social worker, the religious and social service 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 social worker to this department in the Summer School of 1923 placed the department of Religious and Social Service 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 Social Hall and Gymnasium. (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.

The following persons will address chapel on the given dates:

Friday, June 13.....	Opening Exercises, President Murphree
Tuesday, June 17.....	Mr. Leigh
Friday, June 20.....	Mr. Little
Tuesday, June 24.....	Mr. Simpson
Friday, June 27.....	Musical program
Tuesday, July 1.....	Mr. White
Friday, July 4.....	Patriotic Exercises Dr. J. R. Cunningham
Tuesday, July 8.....	Mr. Puffer
Friday, July 11.....	Mr. Puffer
Tuesday, July 15.....	Mr. Leake

Friday, July 18.....Mr. Roemer  
 Tuesday, July 22.....Musical Program  
 Friday, July 25.....Mr. Enwall  
 Tuesday, July 29.....  
 Friday, August 1.....8:00 P. M. Graduating Exercises.

6. LECTURES AND ENTERTAINMENTS.—There will be a greater number of public lectures and musical recitals than we have had heretofore in the Summer School. In the week of July 7 to 11 Dr. J. Adams Puffer, lecturer and author, Beacon Boys' Bureau, Boston, will give a series of lectures on adolescent life and activities. On July 16 Mr. Fred Patton, baritone, of Astoria, N. Y., will give a recital. On July 18 and 19 the Coffey Miller Players of Chicago will be here for two evening performances. On July 28th and 29th Miss Mary Craig, soprano, and Mrs. Granberry, pianist, of New York City will give two joint vocal and piano recitals.

Efforts are being made to add others of equal importance to this program.

7. COOPERATIVE GOVERNMENT.—During the summer of 1923, a system of cooperative government between faculty and students was begun. The generous commendations that were given to this venture leads us to hope that still further improvements may be made in the summer of 1924 to the end that all may be benefited and all may be happy and contented.

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 ALLIGATOR.—The summer edition of the *Alligator* 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, 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 stu-

dents of the Summer School are permitted to play on the course.

11. **STUDENT HEALTH AND MEDICAL ADVICE.**—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 temporarily located in Peabody Hall. It contains about 38,000 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. 47) 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 to 12:30, from 1:50 to 5:30, and from 7:00 to 10:00, 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.—Special attention is called to the Auditorium, a magnificent new building, just completed. It has been erected at a cost of \$200,000 and is considered by many to be the most commodious structure of its kind on any campus in the South.

15. DEMONSTRATION SCHOOL.—For use in demonstrating principles of teaching both in the early elementary school and the later elementary school. It is the plan this year to have a demonstration school with two grades; a first grade with some beginners and other children who have had some first grade work, and a sixth grade, or a fifth and sixth grade combined. The tuition for these children will be five dollars (\$5.00) for the entire term. The school will run for six weeks, beginning on June 16th. Students who have children who are in these grades are urged to enroll them with the Dean of the Summer School at an early date, as only a limited number can be accommodated.

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 Dr. Joseph Roemer, University of Florida, Gainesville, Florida.

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

18. DANCING.—The University of Florida does not feel justified in placing its stamp of approval on the dance as at present practiced. Dancing is therefore forbidden both on and off the campus during the summer session.

### 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.....	5.00	5.00
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

Biology Laboratory fee.....	5.00	5.00
Botany and Zoology Laboratory fee....	2.00	2.00
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.—Graduates of Junior High Schools of ten grades, those who have finished the tenth grade of a Senior High School, and teachers who hold a First Grade County 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 their high school diplomas or a statement from their high school principals of the work they have completed. Blank certificates, conveniently arranged for the desired data, will be sent to all high school principals, and, upon application, to prospective students.

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

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".

There are no 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 arranged. 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.

**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. 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. The following counties have each had a representative at the Teachers College during the academic year 1923-24. All counties that are not listed have not had a representative, and these scholarships will be open to applicants beginning September, 1924.

Alachua	Charlotte	DeSoto
Bay	Citrus	Escambia
Bradford	Clay	Flagler
Brevard	Columbia	Gadsden
Calhoun	Dade	Hardee

Hendry	Marion	Santa Rosa
Hillsboro	Monroe	Sarasota
Holmes	Nassau	Seminole
Jackson	Okaloosa	Sumter
Jefferson	Okeechobee	Suwannee
Lake	Osceola	St. Lucie
LaFayette	Palm Beach	Taylor
Lee	Pasco	Union
Leon	Pinellas	Wakulla
Levy	Polk	Walton
Manatee	Putnam	

ADMISSION TO ADVANCED STANDING.—Office hours will be held daily by the Committee on Advanced Standing in Room 24, 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, July 26, 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.

## DEGREES

DEGREES OFFERED.—Courses are offered leading to the degrees of Master of Arts and Master of Science in Education, of Bachelor of Arts in Education, Bachelor of Science in Education, and Bachelor of Science in Agricultural Education. In addition to these degrees, the Normal Diploma, sometimes called the L.I. degree, is granted to those who have finished the second year's work in Teachers College. (For requirements, see p. 22.) Every student should register, at the very least, for the Normal Diploma, for two years of training beyond the high school, even for those who expect to teach in the elementary school, is now recognized thruout the United States as the very minimum that any teacher should possess. Students who expect to teach in high school should in every case 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.”

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 Monday at 10 o'clock, Peabody attic.

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.

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 Degrees of Bachelor of Arts in Education or  
Bachelor of Science in Education

CONSTANTS.—i. e., subjects required of all students enrolled 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 I.....	3	hrs.; required of Freshmen
Psychology .....	1½	hrs.; required of Sophomores
Educational Psychology	1½	hrs.; required of Sophomores
Education I.....	3	hrs.; year course; required of Freshmen
Education II.....	3	hrs.; year course.
or		
{ Education VIa.....	1½	hrs.; first semester
{ Education IVb.....	1½	hrs.; second semester
		} Sophomores must take either Ed. II or Ed. VIa and Ed. IVb.
Education IVa .....	1½	hrs. first semester. Required of Juniors.
Education Xb .....	1½	hrs.; second semester. Required of Juniors.
Education IIIa .....	1½	hrs.; first semester. Required of Seniors.
Education XIVb.....	1½	hrs.; second semester. Required of Seniors.
Education Va .....	1½	hrs.; first semester. Required of Seniors.
Education VIb .....	1½	hrs.; required of Seniors.

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 I } Latin VI } 6 hours or Latin II } Recommended courses: Latin III Latin IV Greek A } Greek I } or French A } French I } or Spanish A } Spanish I }	Required courses: French A } French I } or Spanish A } Spanish I } 6 hours or German A } German I } Recommended courses: French II Spanish II German II Latin History I or IV English IV, V or VI	Required courses: English I (included among constants) English, 6 hrs. } 6 hrs. from } 12 hrs. one foreign language } Recommended courses: Other courses in languages, and History V.
D—Mathematics	E—Natural Science	F—Social Science
Required courses: Mathematics I } 6 hrs. and III } Recommended courses: Mathematics IV 3 hours from a Science Surveying	Required courses: Biology I } Biology II } Biology III } 16 hours Chemistry I } Physics V } Recommended courses: Chemistry III Advanced Physics Chemistry V	Required courses: History I } History II } History III } 15 hrs. Sociology I } Economics I } 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 the Sophomore year; at which time a student may concentrate upon two of these Groups by permission of the Dean.
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 (see General Catalog) he must substitute an equal number of hours from other departments.
6. 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 and E.

## SUBSTITUTIONS PERMITTED :

- (1) Summer School students may substitute another course in Education for Education Ia with the consent of the Dean.
- (2) Summer School students may substitute either Education Xa or Education XIXa for Education Ib.
- (3) Summer School students may substitute Education XXIV or Education XXIII for Education IIa, except that Education XXIII gives only one year hour of credit. The additional half hour must be made up elsewhere.
- (4) Summer School students may substitute Education XXII for Education IIb.
- (5) Choice is allowed Summer School students between Education IIIa and Education XXVII.
- (6) Summer School students may choose among Education XIVa, Education XIVb, and Education XXI.

REQUIREMENTS FOR THE NORMAL DIPLOMA.—The Normal Diploma (the L.I. degree) is granted to those students who have completed the Freshman and Sophomore years of the above curriculum leading to the bachelor's degrees, with the

exception that in the Sophomore year Education VIb (Supervised Teaching) is required, and in the same year, students may choose between the required Sophomore and Junior courses in Education. (See the CURRICULUM under "constants".) Since, however, so many students in previous summer schools seem to have misunderstood the requirements for the Normal Diploma, a description in detail of these requirements is here given.

The student must first offer sixteen entrance units to the Freshman Class in College. (See the requirements for admission to Freshman Class, p. 17.) In the next two 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 I, 3 hrs.; Psychology, 1½ hrs.; Educational Psychology, 1½ hrs.; Education I, 3 hrs.; Education VIb, 1½ hrs.; and either Education VIa and Education IVb, or Education IVa and Education Xb, 3 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) Normal, 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, Normal, 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 "Normal" students at one session of the Summer School. For successful completion of one "Normal" 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 "Normal" 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 87 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 90 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. Students will not be permitted to register for more than  $4\frac{1}{2}$  hours until their petitions have been granted.

AMOUNT OF CORRESPONDENCE WORK PERMITTED.—Students are not permitted to complete more than 50% of the work toward a degree by correspondence. Those who take their degrees by attendance at the Summer School are encouraged to take all of the last 15 year hours immediately prior to the reception of their degrees in residence. In some cases, however, a student may take by correspondence 6 year hours during the 10 months just prior to the summer session in which he receives his degree, but may not take more than 6 out of the last 15 year hours by correspondence. In every case, attendance is required at the summer school or scholastic term immediately prior to the reception of a degree.

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

No students will be permitted to take work by correspondence while they are in residence, without permission of the dean.

### 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 Teach-

ers 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. No teacher shall take less than five hours per week of professional work.

(Any four or five hour course in Education and Psychology, but not in Pedagogy, that has not been taken previously, will satisfy the professional requirement necessary for extension of certificate.)

2. No student 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.

3. 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 July 25th. Students should register under exactly the same name that appears on the certificate which they wish to have extended.

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

5. 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, and attend the full term, and do work satisfactory to the faculty.

## GENERAL DIRECTIONS FOR REGISTRATION

Please stop, look, listen and 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. After you have decided which subjects you expect to take, list them on the large REGISTRATION CARD under the word "COURSES."

7. 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.

8. Do not register for more than 4½ college credits or more than 20 recitation hours per week.

9. 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.

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

11. Present the REGISTRATION CARD to the Dean for his approval.

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

13. Pay fees at the Auditor's Office, first floor, Language Hall.

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 6 or 7, in Room 13, Peabody Hall. Those who can reach Gainesville on the morning trains on Monday, June 9, should register before 4 o'clock in Peabody Room 13. There will be no registration after that time on Monday. All others should register in the Gymnasium on Tuesday, June 10. No effort will be made to meet trains or to transfer trunks on Sunday.

UNIVERSITY OF FLORIDA SUMMER SCHOOL  
REGISTRATION CARD

This card for Male Students only

June.....

192.....

Mr. Surname First name Middle name

Home Address: P. O. County State

Your Age? Are You Married? What college degree do you hold?

In case of illness or accident, whom shall we notify?

Address of this person Is this person your parent or guardian?

Do you intend to teach? Total number of months already taught What Certificate do you hold? Date Issued

Date of expiration of this Certificate Do you desire extension of Certificate?

Date of previous extension Where should telegram be delivered i. e.  
Your address while in Gainesville

What church do you care to attend?

COURSES

1 4

2 5

3 6

**INSTRUCTOR'S COURSE CARD**

This card for Male Students only

Surname First Name Middle Name

Name of Student.....  
 June..... 1924.

SUBJECT	Course No.	Sec.	INSTRUCTOR							
---------	------------	------	------------	--	--	--	--	--	--	--

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.

**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 E. 15. Mr. Day.

**SWINE PRODUCTION.**—Location and equipment of a hog farm, breeds of swine suited to the South; growing feeds for grazing and fattening; feeding and managing the herd; marketing and slaughtering; and curing meats on the farm. 1 college credit. M. T. Th. S. 8:00 P. 2. Mr. Day.

**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 P. 2. Mr. Day.

**FERTILIZERS.**—The nature, composition, and sources of fertilizers and their reaction on soils and crops. Fertilizer formulas and home-mixing. The making and economical use of farm manures. Fertilizer requirements for various crops, etc. 1½ college credits. Daily 9:00 P. 2. Mr. Day.

## 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 Normal credits.

Three sections:

Section 1. M. W. F. 9:00 S. 12. Laboratory M. W. Th. 3:00-5:00 S. 22. Mr. Goette.

Section 2. M. W. F. 2:00 S. 3. Laboratory T. 2:00-4:00 Th. F. 4:00-6:00 S. 22. Miss Borger.

Section 3. M. W. Th. 10:00 S. 3. Laboratory M. W. Th. 4:00-6:00 S. 22. Mr. Black.

BIOLOGY II.—General Botany.—The structure and physiology of the seed plants; structure and phylogeny of the algae, fungi, mosses and ferns; ecology and classification of the local flora. This course may be taken as a whole for four college credits, or it may be divided into:

BIOLOGY IIa.—Covering the first semester's work. 2 college credits. M. T. W. Th. 8:00 S. 23. Laboratory M. T. W. Th. 2:00-4:30. Mr. Gray.

BIOLOGY IIb.—Covering the second semester's work. 2 college credits. T. W. Th. F. 9:00. Laboratory T. W. Th. F. 2:00-5:00 S. 23. Mr. Gray.

BIOLOGY VIb.—Agricultural Bacteriology.—This course is a continuation of Biology VIa for Agricultural students. Special attention will be given to the relationship of microorganisms to soil, milk and its products and the common stock diseases. 2 college credits. Class and laboratory periods to be arranged. This course will be given only if there is sufficient demand. Mr. Gray.

### CHEMISTRY

CHEMISTRY I.—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.

First Semester. A study of the non-metals. 2½ college credits. Daily 9:00 S. 3. Lab. M. T. W. Th. 2:00-4:00 S. 2. Mr. Leigh.

Second Semester. A study of the metals. 2½ college credits. Daily 11:00 S. 12. Lab. M. T. W. Th. 2:00-4:00 S. 2. Mr. Black.

CHEMISTRY III.—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. 3. Lab. M. T. W. Th. 2:00-5:00 S. 2. Mr. Leigh.

CHEMISTRY VIIa.—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. S. 10. 12 hours per week. Mr. Black.

CHEMISTRY VIIb.—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. S. 10. 12 hours per week. Mr. Black.

CHEMISTRY V.—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. 3. Laboratory 2:00-6:00. S. 2, days to be arranged. Mr. Leigh.

#### ATHLETIC COACHING

COACHING I.—Football.—Rules; offense and defense; generalship and strategy; training; conditioning; equipment; kicking; forward passing; tackling; dummy and charging sled; fundamentals and plays from coach's viewpoint.  $\frac{1}{2}$  college credits. Hours to be arranged. Dr. Manchester.

COACHING II.—Baseball.—Batting; base-running; fielding each position; team work; coaching; rules; condition.  $\frac{1}{2}$  college credit. Hours to be arranged. Dr. Manchester.

COACHING III.—Basketball.—Coaching; passing; goal throwing; team play; condition; different styles of play used by leading coaches.  $\frac{1}{2}$  college credit. Hours to be arranged. Dr. Manchester.

COACHING IV.—Track and Field Athletics.—Starting; sprinting; distance running; hurdling; high and broad jumping; pole vaulting; shot putting; hammer throwing; discus; preparing contestants for events; individual peculiarities; rules; physical condition; promotion, managing and officiating at meets.  $\frac{1}{2}$  college credit. Hours to be arranged. Dr. Manchester.

## CIVICS

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

Section 1. M. W. Th. 10:00 P. 23. Mr. Simmons.

Section 2. M. W. Th. 10:00 E. 15. Miss Carmack.

Section 3. T. W. F. 2:00 P. 23. Miss Carmack.

Section 4. M. Th. F. 3:00 L. 9. Mr. McMullen.

## 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.  $\frac{1}{2}$  college credit. M. W. Th. S. 10:00 E. 12. Miss Henderson.

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.  $\frac{1}{2}$  college credit. M. T. W. Th. 2:00 E. 12. Miss Henderson.

DRAWING III.—Grades VIII-XII, inclusive. Principles of perspective and line drawing; pencil sketching; five-minute sketches from life; black and white; charcoal and pencil; water color study and nature study in colors; principles of design and applied design; comparison of notebooks.  $\frac{1}{2}$  college credit. M. W. Th. F. 4:00 E. 12. Miss Henderson.

DRAWING IV.—Grades I to XII, inclusive. Decorative work in enamels; stencilling and handwork that can be useful throughout the grades and high school.  $\frac{1}{2}$  college credit. M. T. Th. S. 9:00 E. 12. Miss Henderson.

## ECONOMICS AND SOCIOLOGY

ECONOMICS Ia.—The first half of the course in Principles of Economics, covering consumption, production, value and market price. The second half will probably be given the following summer. (Not open to Freshmen, and should be preceded by Sociology B or Economics B, although this will not be required of mature students.)  $1\frac{1}{2}$  college credits. Daily 8:00 L. 34. Mr. Bristol.

SOCIOLOGY B.—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 L. 34. Mr. Bristol.

**SOCIOLOGY IIIa.**—Problems of Child Welfare.—The conservation of life; health and physique; training and education; child labor, juvenile delinquency, problems of dependent children. 1½ college credits. Daily 9:00 L. 34. Mr. Bristol and special lecturers.

**SOCIOLOGY IVa.**—Elementary Case Work.—The methods of case work as applied to the treatment of the socially inadequate. (Prerequisite, or co-requisite, Sociology B.) 1½ college credits. M. W. F. 2:00-4:00 L. 34. Mr. ....

**SOCIOLOGY VIIb.**—Social Legislation.—A study of the laws of selected states concerning various problems of social welfare. (Open to graduate students and qualified seniors.) 1½ college credits. M. T. W. F. 2:00-3:30 Law College Library. Mr. Bristol and special lecturers.

#### 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 normal credit. Three sections:

Section 1. T. W. F. S. 12:00 P. 25. Miss Griffin.

Section 2. M. T. Th. F. 11:00 P. 25. Miss Griffin.

Section 3. M. T. W. F. 3:00 P. 25. Miss Griffin.

**EDUCATION IIa.**—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. Three sections:

Section 1. Daily 11:00 P. 1. Mrs. Carrier.

Section 2. Daily 8:00 P. 17. Mr. Woodley.

Section 3. Designed for teachers of rural schools who have charge of several grades. Daily 8:00 L. 12. Miss McArthur.

EDUCATION II*b*.—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 XXII. 1½ college credits. M. T. W. Th. F. 3:00 P. 17. Mr. Woodley.

EDUCATION III*a*.—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. 1½ college credits. Daily 9:00 P. 23. Mr. Fulk.

EDUCATION V*a*.—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. 23. Mr. Norman.

EDUCATION VI*a*.—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. Daily 11:00 P. 17. Mr. Enwall.

EDUCATION VI*b*.—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 man-

ner of teaching will be subject to criticism. Teaching 4 hours a week; conferences 2 hours a week. 1½ college credits. Daily 11:00 P. 21. Mr. Woodley.

EDUCATION VIIb.—Educational Psychology.—Psychology applied to Education, the learning process, acquisition of skill, etc. 1½ college credits. Daily 9:00 P. 17. Mr. Everett.

EDUCATION Xa.—Health Education. 1½ college credits.

Section 1. Rural School Hygiene.—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. Daily 12:00 E. 17. Miss McArthur.

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. Daily 8:00 L. 11. Miss Harris.

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. Daily 9:00 L. 11. Miss Harris.

EDUCATION Xb.—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. 1½ college credits. Daily 12:00 P. 23. Mr. ....

EDUCATION XIVa.—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, meth-

ods 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. Daily 9:00 P. 21. Mr. Roemer.

EDUCATION XIV*b*.—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 XIV*b* and Education III*b*.) 1½ college credits. Daily 8:00 P. 21. Mr. Roemer.

EDUCATION XVII*a*.—Tests and Measurements. An elementary course confined mainly to achievement tests. 1½ college credits. Daily 8:00 L. 33. Mr. Everett.

EDUCATION XIX*a*.—The History of Education: General Course.—The development of educational thought and practice viewed as a phase of social progress. 1½ college credits. Daily 8:00 P. 1. Mr. ....

EDUCATION XXI.—Newer Type of Elementary School.—This course will discuss some recent departures from the traditional and will consider causes for these changes. The course will include organization of the elementary school curriculum, and a discussion of the relationship between the kindergarten and elementary school. It is planned to meet the needs of teachers of the first four grades. Prerequisite, 4 years of teaching experience or two years of college training. Students admitted only after conference with instructor. 1½ college credits. Daily 9:00 E.-10. Mrs. Roemer.

EDUCATION XXII.—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. Two sections.  $1\frac{1}{2}$  college credits each.

Section 1 will be confined largely to the teaching of the mechanics of reading as a tool study. Daily 9:00 P. 25. Mrs. Carrier.

Section 2 is designed for those teachers who will teach in the middle elementary grades. Daily 8:00 P. 25. Mrs. Carrier.

EDUCATION XXIII.—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. 1 college credit.

Section 1. Designed for teachers of the early elementary grades. Daily 11:00 P. Attic. Mrs. Roemer.

Section 2. Designed for teachers of the upper elementary grades. Daily 12:00 P. Attic. Mrs. Roemer.

EDUCATION XXIV.—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.  $1\frac{1}{2}$  college credits.

Section 1 is designed for teachers in the early elementary school. M. T. W. Th. F. 3:00 P. 23. Mrs. Mahan.

Section 2 is designed for teachers in the later elementary school. Daily 12:00 P. 28. Mrs. Alstetter.

EDUCATION XXVII.—Rural and Village School Management.—How to organize and conduct a rural school.  $1\frac{1}{2}$  college credits. Daily 11:00 E. 17. Miss McArthur.

EDUCATION XXXI.—History and Theory of Vocational Education.—A study of the causes leading up to the establishment

of vocational courses, the changing conception, the underlying principles of present practices. Such topics will be included as: the old apprenticeship, the sloyd and manual training movements, industrial progress, the Smith-Hughes and similar Acts, types of vocational education, etc. This course is particularly valuable to school administrators.  $1\frac{1}{2}$  college credits. Daily 8:00 L. 32. Mr. Sawyer.

EDUCATION XXXII.—The Part-Time School.—A study of the work-permit youth,—why he leaves school before or upon completing the grammar grades, the social, economic and educational status of the junior worker, vocational guidance, pre-vocational opportunity, legislation affecting junior workers, the employer and youthful workers, aims, objectives and the organization of the part time school. A study of the problems influencing the very foundations of our elementary school system. Such a course brings new light and inspiration to the school teacher and administrator.  $1\frac{1}{2}$  college credits. Daily 11:00 L. 32. Mr. Sawyer.

EDUCATION XXXIII.—Trade Analysis and Methods.—Each member of the class will analyze a vocational subject. The several kinds of theoretical and related knowledge will be classified, and re-arranged into an instructional order. A detailed and systematized course of study will be completed followed by discussions of teaching methods, lesson planning, etc. Very helpful for manual training and vocational teachers.  $1\frac{1}{2}$  college credits. Daily 12:00 L. 32. Mr. Sawyer.

Anyone interested in attending any of the preceding three courses should write at once asking that the courses be offered.

EDUCATION XXXV.—A Study of the School Laws of Florida.  $\frac{1}{2}$  normal credit. W. S. 11:00 P. 25. Mr. Everett.

#### 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 110*b*.—The Elementary School Curriculum. Seminar.—An intensive study of the development, and pres-

ent 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. 23. Mr. Fulk.

EDUCATION 111a. (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. Mr. Roemer. (Not offered in the summer of 1924.)

EDUCATION 111b (formerly Education XIb).—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. Mr. Fulk. (Not offered in the summer of 1924.)

EDUCATION 114a.—A Seminar in the organization and management of high schools. 1½ college credits. Mr. Roemer. (Not offered in the summer of 1924, but to be offered in the summer of 1925.)

EDUCATION 115b.—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 1924.)

#### ENGLISH

ENGLISH GRAMMAR.—Six sections. Five sections carry review and extension credit only. Section 6 is for advanced students and gives 1 normal credit.

Section 1. M. T. W. F. 4:00 L. 9. Mrs. Ramsay.

Section 2. M. W. Th. S. 10:00 S. 23. Miss Sheppard.

Section 3. M. T. W. Th. 2:00 L. 12. Mrs. Ramsay.

Section 4. M. T. Th. F. 12:00 E. 16. Miss Sheppard.

Section 5. M. T. Th. F. 4:00 E. 16. Miss Sheppard.

Section 6. 1 normal credit. M. W. Th. S. 10:00 L. 25.  
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 E. 15. Mrs. Ramsay.

Section 2. For those who hold third or second grade certificates, or who have taught one or two years. Review and extension credit only. M. T. W. Th. 8:00 E. 16. Miss Sheppard.

Section 3. For those who hold first or higher grade certificates, or have taught three or more years under such certificate. 1 normal credit. M. T. W. Th. 11:00 L. 11. Mr. Wise.

AMERICAN LITERATURE.—Study of American Literature as outlined in Metcalf's "American Literature." 1 normal credit. M. T. W. Th. 8:00 L. 25. Mrs. Ramsay.

ENGLISH LITERATURE.—The history of English Literature as outlined in Metcalf's "English Literature" will be given. 1 normal credit. M. T. Th. F. 2:00 L. 26. Miss Sheppard.

#### COLLEGE ENGLISH

ENGLISH Ia.—Advanced College Rhetoric.—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. 1½ college credits. Daily 8:00 P. 28. Mr. Hathaway.

ENGLISH Ib.—Advanced College Rhetoric.—This is the work covered during the second semester of Freshman English. It is a continuation of English Ia. The chapters on Invention in Genung's "Working Principles of Rhetoric" will be studied. A minimum of ten compositions is required. 1½ college credits. Daily 9:00 P. 28. Mr. Hathaway.

ENGLISH IIa.—Introduction to Literature.—This is a course now required of all A.B. students. It is designed to give students an elementary knowledge of the progress of human thought as expressed in literary form from its earliest manifestations to the present. The immediate object is to equip the

student of English literature with some idea of world literature both as desirable in itself and as necessary to the more detailed study of English and American literary history. The first semester work now offered will therefore include the origin of literature and the development of the various primal types through the classical periods of Greece and Rome. Lectures, and extensive readings in translation. 1 college hour. Daily 9:00 L. 26. Mr. Robertson.

ENGLISH IV*b*.—Advanced Composition.—The regular Sophomore course in composition; open to those who have completed satisfactorily English I or English IV*a*. The text will be Curl's "Expository Writing". The course will include study and composition of the various forms of Exposition, with emphasis on the essay. Some attention will be given to news and editorial writing. This is the class that publishes the "Florida Alligator". 1½ college hours. Daily 8:00 L. 26. Mr. Robertson.

ENGLISH V*a*.—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 III or equivalent work in English literature. 1½ college hours. Daily 11:00 L. 26. Mr. Robertson.

#### FRENCH

FRENCH Ab.—Elementary French, second semester's course; continuation of French A*a*; grammar, prose composition, reader, oral practice. Fraser & Squair's Shorter French Course; La Belle France. Prerequisite: French A*a* or equivalent. 1½ college credits. Daily 11:00 L. 9. Mr. Luker.

FRENCH SI*b*.—Second year French, second part. Grammar, prose composition, reader. Prerequisite: French A and first part of second year French or equivalent. 1½ college credits. Daily 12:00 L. 9. Mr. Luker.

#### 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. Five sections:

- Section 1. M. W. Th. 10:00 S. 3. Mr. Goette.
- Section 2. M. W. F. 2:00 S. 12. Mr. Goette.
- Section 3. M. W. F. 3:00 P. 1. Mr. Buchholz.
- Section 4. M. W. Th. 4:00 P. 1. Mr. Buchholz.
- Section 5. M. T. Th. 11:00 L. 32. Mr. Buchholz.

### HISTORY

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. 8:00 L. 9. Mr. Simmons.
- Section 2. M. T. Th. F. 9:00 L. 25. Mr. McMullen.
- Section 3. M. T. Th. F. 11:00 L. 25. Mr. Simmons.
- Section 4. M. T. Th. F. 2:00 L. 25. Mr. McMullen.

HISTORY.—General.—Review and extension credit only. Daily, 8:00 E. 10. Mr. McMullen.

HISTORY.—Ancient.—1½ Normal credits. Daily, 8:00 E. 15. Miss Carmack.

HISTORY.—Medieval and Modern.—From the 12th century to the French Revolution. 1½ Normal credits. Daily, 12:00 E. 15. Will not be offered in the summer of 1925. Miss Carmack.

HISTORY.—Medieval and Modern.—From the French Revolution to the present time. Not offered Summer 1924, but will be offered in the Summer of 1925.

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 Normal and extension credit. M. T. W. Th. 2:00 L. 10. Will not be offered in the Summer of 1925. Mr. Simmons.

HISTORY.—English.—A detailed study of the period from 1660 to the present. 1 Normal and extension credit. Not offered Summer 1924, but will be offered in the Summer 1925.

**HISTORY.—American.**—A detailed study of American history from the period of discovery and colonization to Jackson's administration. 1 Normal and extension credit. M. T. W. Th. 12:00. L. 25. Will not be offered in the Summer of 1925. Mr. Simmons.

**HISTORY.—American.**—A detailed study of American history from Jackson's administration to the present time. 1 Normal and extension credit. Not offered Summer 1924, but will be offered in the Summer of 1925.

**AMERICAN GOVERNMENT AND POLITICS.**—This course is recommended for teachers of Civics in high schools throughout the State. The course is designed thoroughly to familiarize the student with the framework and functions of Federal, State, and municipal governments. 1½ college credits. Daily 9:00 L. 10. Mr. Leake.

**AMERICAN CONSTITUTIONAL HISTORY.**—An advanced course stressing American constitutional development up to 1876. 1½ college credits. Daily 8:00 L. 10. Mr. Leake.

**DEVELOPMENT OF EUROPEAN CIVILIZATION.**—This course aims to give the student a knowledge of the institutions and elements which go into the making of present day civilization. It is essential for advanced work in any period of modern history and is recommended to teachers of history and to students who desire advanced work in other fields of history. 1½ college credits. Daily 11:00 L. 10. Mr. Leake.

#### HYGIENE

**PHYSIOLOGY AND HYGIENE.**—Preparatory to the state examinations. Special efforts are made to impress the teacher with the importance of hygiene and sanitation. How to keep well and how to teach others to keep well and physically efficient is the special aim of the course. 1 Normal credit. M. T. Th. S. 8:00 S. 12. Mr. Black.

**HYGIENE I.**—Instruction by lecture, recitation and written exercise in general and individual hygiene. Course comprises educational, informational, defensive and constructive Hygiene, with especial reference to infectious diseases, causes, effects and prevention; sex hygiene and social diseases; the general features concerning the destructive agents of health.

Required of all first year students. (Acceptable for credit for pre-medical work by the American Medical Association.)  $\frac{1}{2}$  college credit. M. T. W. S. 9:00 E. 16. Dr. Sweet.

HYGIENE II.—Instruction by lecture in the common groups that make up the community. Treats of the hygiene of the family, school, industry, farm, institution, and other groups which are typical of every village or town. Elective for all students.  $\frac{1}{2}$  college credit. M. W. Th. S. 10:00 E. 16. Dr. Sweet.

HYGIENE III.—Instruction by lecture in the intergroup factors of community, state, nation. Treats of water supply, sewage disposal, garbage disposal, streets, infectious diseases, disinfection, fumigation, clinics and other destructive and constructive elements of community, state and national health. Elective for all students.  $\frac{1}{2}$  college credit. M. W. Th. S. 11:00 E. 16. Dr. Sweet.

#### LATIN

BEGINNER'S LATIN.—Review.—Review and extension credit only. M. T. Th. F. 3:00 E. 12. Mr. Metcalfe.

CAESAR.—Review.—In this course three books will be studied. Composition. 1 Normal credit. M. T. W. Th. 4:00 L. 12. Mr. Wise.

LATIN Ib.—Cicero's *De Senectute* and *De Amicitia*. Prose composition. Prerequisite: Three years of High School Latin.  $1\frac{1}{2}$  college credits. Daily 9:00 L. 12. Mr. Anderson.

LATIN IIa.—Selections from Pliny's Letters with some study of Roman Life. Prerequisite: Latin I or equivalent.  $1\frac{1}{2}$  college credits. Daily 11:00 L. 12. Mr. Anderson.

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. 12. 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.  $\frac{1}{2}$  college credit. M. W. Th. 10:00 P. 28. 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 thoro covered. Review and extension credit only. Eight sections:

Section 1. M. T. W. F. 11:00 P. 20. Mr. Little.

Section 2. M. T. Th. F. 8:00 P. 20. Mr. Little.

Section 3. M. W. Th. S. 10:00 P. 20. Mr. Little.

Section 4. M. T. W. F. 12:00 L. 32. Mr. Buchholz.

Section 5. M. T. Th. F. 3:00 E. 17. Mr. Hamon.

Section 6. M. T. Th. F. 5:00 P. 1. Mr. Cassels.

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. W. Th. 3:00 P. 20. Mr. Hollingsworth.

Section 2. M. T. Th. F. 9:00 E. 17. Mr. Hamon.

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. W. F. 5:00 P. 20. Mr. Hamon.

Section 2. M. T. W. Th. F. 3:00 P. 21. Mr. Cassels.

Section 3. M. W. Th. F. 9:00 P. 1. Mr. Buchholz.

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 Normal and extension credit. Four sections:

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

Section 2. M. T. W. Th. 5:00 E. 17. Mr. Metcalfe.

Section 3. M. T. W. Th. 4:00 P. 23. Mr. Little.

Section 4. M. T. W. F. 12:00 P. 20. Mr. Hollingsworth.

BEGINNER'S PLANE GEOMETRY I.—Books I and II.  $1\frac{1}{2}$  Normal credits. Daily 8:00 E. 17. Mr. Hollingsworth.

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.  $1\frac{1}{2}$  Normal credits. Daily 12:00 P. 21. Mr. Cassels.

SOLID GEOMETRY.— $1\frac{1}{2}$  Normal credits. Daily 9:00 P. 20. Mr. Cassels.

PLANE TRIGONOMETRY.—1 college credit. M. W. Th. S. 10:00 P. 21. Mr. Hamon.

COLLEGE ALGEBRA.—Selected topics in Fite's "College Algebra".  $1\frac{1}{2}$  college credits. Daily 8:00 L. 23. Mr. Simpson.

PLANE ANALYTICAL GEOMETRY.—The first five chapters of Roberts and Colpitts "Analytic Geometry".  $1\frac{1}{2}$  college credits. Daily 9:00 L. 23. Mr. Simpson.

ELEMENTARY CALCULUS.— $1\frac{1}{2}$  college credits. Daily 11:00 L. 23. Mr. Simpson.

#### MUSIC

MUSIC I.—Rudiments of Music and Sight Singing.  $\frac{1}{2}$  college credit. M. T. W. Th. 2:00 E. 10. Mrs. Wall.

MUSIC II.—Sight Singing and methods of teaching public school music in the primary grades.  $\frac{1}{2}$  college credit. M. T. Th. F. 3:00 E. 10. Mrs. Wall.

MUSIC III.—Advanced Sight Singing: Two, three and four part music; methods of teaching public school music in all grades. Elementary theory and harmony and simple composition.  $\frac{1}{2}$  college credit. M. T. W. F. 4:00 E. 10. Mrs. Wall.

Chorus and glee club work will also be offered.

#### NATURE STUDY

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.  $1\frac{1}{2}$  Normal credits. W. Th. F. 3:00; Laboratory M. T. W. 4:00-6:00 S. 3. Miss Borger.

## PHILOSOPHY AND PSYCHOLOGY

ELEMENTARY PSYCHOLOGY.—A beginner's course in psychology with applications to teaching. 1 Normal credit. Four sections:

- Section 1. M. W. Th. S. 10:00 P. 25. Miss Griffin.
- Section 2. M. T. W. F. 4:00 P. 25. Miss Griffin.
- Section 3. M. W. Th. S. 10:00 L. 11. Mr. Everett.
- Section 4. M. W. Th. S. 11:00 E. 10. Mr. ....

PHILOSOPHY Ia.—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 12:00 P. 17. Mr. Enwall.

PHILOSOPHY IVb.—History of Modern Philosophy.—A continuation of IVa. Special attention will be given to the works of Descartes, Spinoza, Leibnitz, Kant, Hume, etc. 1 college credit. M. W. Th. S. 10:00 P. 17. 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.  $\frac{1}{2}$  college credit. Women. M. T. W. Th. 4:00 Gymnasium. Dr. Manchester.

PHYSICAL EDUCATION II.—Soccer and Speedball.—The elements of the game, fundamentals, training, rules, individual and team development, and psychology of game from coaches' viewpoint.  $\frac{1}{2}$  college credit. M. T. W. Th. 5:00 Gymnasium. Dr. Manchester.

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.  $\frac{1}{2}$  college credit. M. T. W. Th. 2:00. Gymnasium. Dr. Manchester.

PHYSICAL EDUCATION IV.—Plays and games for the Early Elementary Grades.—A course giving Story Plays, Rhythmic Plays, Folk Dancing, Mimetic Plays and the theory and practice of outlining exercises for the early elementary grades.  $\frac{1}{2}$  college credit. M. T. W. Th. 11:00. Gymnasium. Dr. Manchester.

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. W. Th. 3:00 Gymnasium. Dr. Manchester.

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. Dr. Manchester.

## 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.  $1\frac{1}{2}$  normal credits. M. T. Th. S. 10:00 E. 33. Laboratory W. F. 2:00-4:00 E. 33. Mr. Perry.

GENERAL PHYSICS.—A course designed for those who wish to prepare for science teaching in the high school or for those 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, *Va* must be taken as a prerequisite to *Vb*. The course is divided into two parts as follows:

PHYSICS *Va*.—Mechanics and Heat.  $2\frac{1}{2}$  college credits. Daily 11:00 E. 33. Lab. T. W. Th. F. 2:00-4:00. Mr. Perry.

PHYSICS *Vb*.—Sound, Light and Electricity—2 college credits. Daily 9:00 E. 33; Lab. T. Th. 2:00-4:00. Mr. Perry.

#### 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.

#### RELIGIOUS EDUCATION

SUNDAY SCHOOL METHODS.—A course in Bible study and preparation for teaching in Sunday School. 1 college credit. M. W. Th. S. 10:00 L. 12. Mr. White.

BIBLE.—An advanced course in Bible, especially planned for college credit. The second half of this course will be given in the summer of 1925. 1 college credit. M. T. W. F. 12:00 L. 12. Mr. White.

#### 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.  $1\frac{1}{2}$  Normal credits. M. T. W. F. 8:00; Laboratory T. F. 4:00-6:00. Mr. Goette.

## SOCIOLOGY (See Economics and Sociology)

## SPANISH

SPANISH Aa.—Elementary Course—Pronunciation, forms, elementary syntax, dictation, written exercises, memorizing of vocabularies. 1½ college credits. Daily 9:00 L. 9. Mr. Luker.

SPANISH Ia.—Intermediate Course—Work of Elementary Course continued, advanced grammar, including syntax, prose composition. 1½ college credits. Daily 11:00 P. 28. Mr. Hathaway.

## ROOMING FACILITIES

All rooms in Buckman Hall and Thomas Hall 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 \$5.00 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 tags properly addressed to be attached to baggage. To secure prompt delivery, students should place these tags on their baggage and should give their 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.

**THE GATOR SUMMER SCHOOL**

Composed by O. I. Woodley.

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(Tune: The Quilting Party)

In this place we love so dearly,  
'Mid the pines where honors rule,  
There is found a noble institution,  
'Tis the Gator Summer School.

(Chorus)

In the Gator Summer School,  
In the Gator Summer School,  
Here we come for daily inspiration,  
In the Gator Summer School.

Here we gather life's rich treasures,  
Help to read from life's great scroll,  
From the learned, wise and skilful teachers  
In the Gator Summer School.

Here are formed sincerest friendships,  
For the years that will unroll,  
And our lives will ever be the richer  
For the Gator Summer School.

We will ever sing her praises,  
As we reach our highest goal,  
And our hearts will always thrill while singing  
Of the Gator Summer School.

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