

# University of Florida

GAINESVILLE

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## Normal School and Teachers' College

SPRING REVIEW COURSE

A ONE-YEAR COURSE

A TWO-YEAR ELEMENTARY PROFESSIONAL COURSE

REGULAR FOUR-YEAR NORMAL COURSE

COURSE LEADING TO AN A.B. DEGREE IN EDUCATION

COURSE LEADING TO A B.S. DEGREE IN EDUCATION

THE SUMMER SCHOOL

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Announcement

1913-1914

# NORMAL SCHOOL AND TEACHERS' COLLEGE

## FACULTY

ALBERT A. MURPHREE, A.M., LL.D.,  
*President.*

JOHN A. THACKSTON, Pd.M., Ph.D.,  
*Dean, Professor of Education, and High School Inspector.*

HARVEY W. COX, A.M., Ph.D.,  
*Professor of Psychology and Philosophy.*

L. W. BUCHHOLZ, A.M.,  
*Professor of Elementary Education, Methods and Supervision.*

JAS. M. FARR, A.M., Ph.D.,  
*Professor of English Language and Literature.*

EDWARD R. FLINT, Ph.D., M.D.,  
*Professor of Chemistry.*

J. R. BENTON, A.B., Ph.D.,  
*Professor of Physics.*

C. L. CROW, M.A., Ph.D.,  
*Professor of Modern Languages.*

JAS. N. ANDERSON, M.A., Ph.D.,  
*Professor of Ancient Languages.*

H. S. DAVIS, Ph.D.,  
*Professor of Zoology and Bacteriology.*

J. J. VERNON, B.Agr., M.S.A.,  
*Professor of Agriculture.*

H. G. KEPPEL, A.B., Ph.D.,  
*Professor of Mathematics.*

A. J. WIECHARDT, M.E., M.M.E.,  
*Professor of Mechanical Engineering and Drawing.*

W. L. FLOYD, M.S.,  
*Professor of Horticulture.*

L. L. BERNARD, A.B., Ph.D.,  
*Professor of History and Economics.*

C. L. WILLOUGHBY, B.Agr.,  
*Professor of Animal Husbandry and Dairying.*

W. S. CAWTHON, A.B.,  
*Assistant Professor of Mathematics and Science.*

W. B. HATHAWAY, A.B., B.D.,  
*Instructor in Latin, History and English.*

M. B. HADLEY, A.B.,  
*Librarian.*

W. S. PERRY, A.B.,  
*Instructor in Physics.*

IRA D. ODLE, B.S.,  
*Instructor in Botany and Bacteriology.*

R. S. BLANTON, A.B.,  
*Teaching Fellow in Mathematics and History.*

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## LOCATION OF THE UNIVERSITY

Gainesville, the seat of the University, a town of 10,000 inhabitants, possesses numerous advantages. It is centrally located and easy of access, being reached by the leading railroads of the State. 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. The moral atmosphere is wholesome, and for many years the sale of intoxicants has been prohibited by law. All the leading denominations have attractive places of worship. The Chautauqua and Bible Conference held during the winter form valuable adjuncts to the University.

## GROUNDS AND BUILDINGS

The University occupies a tract of five hundred and eighty-nine acres, situated in the western extremity of Gainesville. Ninety acres of this tract are devoted to the campus, drill-ground, and athletic fields; one hundred and seventeen acres are utilized for the farm of the College of Agriculture; the remainder is used by the Agricultural Experiment Station.

Eleven buildings have already been erected. These are, in the order of construction: Two dormitories, known as

“Buckman Hall” and “Thomas Hall;” the Mechanic Arts Shop; Science Hall; the Agricultural Experiment Station Building; Engineering Hall; the Gymnasium; the Agricultural College Building; the dining hall or “University Commons;” Language Hall; and the “George Peabody Hall,” the home of the Teachers’ College and Normal School. They are lighted with electricity, supplied with city water, and furnished with modern improvements and equipments.

#### STATEMENT OF EXPENSES FOR WHOLE YEAR

Tuition.—For residents of Florida .....	\$ 00.00
Registration Fee .....	5.00
For Spring Review and One-Year Course Students	00.00
Damage Deposit .....	5.00
If no damage is done to University property this fee is returned to student at end of year.	
Infirmary Fee .....	3.00
Board and Lodging, per session .....	124.50

For fuller particulars of expenses, see pages 39-41  
of general catalogue.

#### GENERAL STATEMENT

It is the purpose of the Teachers’ College and Normal School to prepare teachers for the public schools of Florida. It aims to give that training that will properly fit men to teach in and become principals of grammar and high schools, to be supervisors, county and city superintendents; to give that information, insight and appreciation of our educational problems and principles that each intelligent citizen of every community should possess, and to prepare teachers in the Review Courses for the County and State certificates. This college is the professional school for teachers in the University and aims to bend every effort toward giving the State a supply of trained teachers.

PEABODY HALL.—The new Peabody Hall, the home of this college, is a magnificent, three-story brick and stone structure. It is modern in every respect as to equipment and arrangements. It contains all the lecture rooms, society

halls, reading rooms, laboratories and libraries that a modern college of this kind needs. With such facilities at its command nothing can hinder the college from realizing its aims.

**LIBRARY.**—The pedagogical library receives many of the best educational journals and is supplied with the standard books on educational theory, general and special methods, the history of education, psychology and philosophy. Additions will be made to these during the coming fall.

**PSYCHOLOGICAL LABORATORY.**—The new Psychological Laboratory is placed in the Peabody Hall. This will give teachers a wonderful opportunity to investigate at first hand the great laws of the mind. To know these through experiment will give the teacher a far greater power to direct properly their development in the child. The laboratory will contain all of the appliances and apparatus necessary for thorough and efficient work in experimental psychology.

**THE PEABODY CLUB.**—This club is an organization of the teachers of this college. It meets once a week and discusses educational problems. The new building will provide a special hall for it, and then the good work that has been carried on by this club will be better even than formerly. Every teacher in this college is expected to become a member of it and lend his best efforts toward making it a greater success. No part of the college work is more important than this.

**TEACHERS' EMPLOYMENT BUREAU.**—It is the purpose of this Bureau to keep records of all teachers who have attended the University who are fitted by their training for the profession of teaching and to recommend them to school boards who are in need of efficient principals and teachers. Already the demand for our graduates and students is greater than we can supply. County superintendents and school boards are requested to correspond with us when in need of well-trained and efficient teachers.

**CORRESPONDENCE COURSES FOR TEACHERS.**—The Teachers' College is now preparing courses in Education which

may be taken by teachers by correspondence. These courses will outline work in School Management, General and Special Methods of Teaching the different elementary and grammar school subjects, Psychology, History of Education and other similar subjects. Besides these, it is planned to offer correspondence courses in some of the regular academic subjects. Reading courses will also be suggested, for the completion of which certificates will be given. All of these courses should appeal to teachers who are ambitious to advance their knowledge along special lines and who are not able to quit their work to attend school or college.

For full particulars concerning this correspondence work address Dean Jno. A. Thackston.

These courses are open to all white teachers.

## THE NORMAL SCHOOL

### OUTLINE OF COURSES AND REQUIREMENTS FOR ADMISSION

The Normal School offers four courses:

Course 1.—Spring Review Course. This course covers the subjects required for the County and State Certificates. Both the contents and methods of teaching these subjects will be given. This course is for those who are engaged in teaching from four to six months in the year, and who want to renew, or advance the grade of their certificates. No requirements for admission demanded. Anyone who can profit by such a course will be gladly welcomed.

CURRICULUM, SPRING REVIEW  
COUNTY CERTIFICATES

NAMES OF COURSES	NATURE OF WORK	HOURS OF WORK	DESCRIP- TION, SEE PAGE
Agriculture -----		2	7
Algebra -----		4	7
Arithmetic -----		4	7
Civil Government -----		2	8
English Composition -----		2	8
English Grammar -----		2	8
Hygiene -----		2	8
Pedagogy -----		2	8
Physical Geography -----		3	8
Political Geography -----		2	8
Orthography -----		2	8
Reading -----		1	9
U. S. History and Fla. History -----		3	9

STATE AND SPECIAL CERTIFICATES

The work for the State and Special Certificates in the Spring Review will be found in the Regular Four-Year Normal Course. For an outline of this see pages 12-16.

DESCRIPTION OF COURSES OF STUDY

**AGRICULTURE, S. R.**—A general course in agriculture. This will introduce the student to the study of soil, plants, common diseases of plants, insects, farm crops, domestic animals, and such like. This will be done by means of text-books, laboratory and field work. Methods of teaching agriculture in the rural schools will be stressed. (2 hours.)

**ALGEBRA, S. R.**—Elementary course covering the fundamental operations, simple and simultaneous equations, factoring, fractions, involution and evolution, quadratic equations, progressions, ratio and proportion. This work will be closely correlated with the work in arithmetic. (4 hours.)

**ARITHMETIC, S. R.**—A thorough 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 text-book adopted by the State. Principles and methods of teaching arithmetic are thoroughly gone over. (4 hours.)

CIVIL GOVERNMENT, S. R.—Special attention will be given to local, town and city, and county governments. That practical information that every intelligent citizen should have is stressed. The State and national governments. General interest in government is aroused. How to teach subject. (2 hours.)

ENGLISH COMPOSITION, S. R.—In this, words, sentences, paragraphs, and whole compositions are studied. Narration, description, exposition and argument. Punctuation and spelling receive attention. Many written compositions required. Letter-writing. (2 hours.)

ENGLISH GRAMMAR, S. R.—Sentences and parts of speech. Inflection. Familiarity with the forms demanded. Syntax. Structure and analysis of sentences. Principles and methods of teaching grammar. (2 hours.)

HYGIENE, S. R.—A general survey of the body and its organs. The functions and use of the organs. Special efforts to impress the teacher with the importance of hygiene and sanitation. How to keep well and physically efficient is the special aim of this course. (2 hours.)

PEDAGOGY, S. R.—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. (2 hours.)

PHYSICAL GEOGRAPHY, S. R.—The main features of the ordinary text-book in physical geography will be studied. Along with this stress will be placed on the effects the physical features have on man and his life, his commercial and social life. This will be correlated with agriculture. (3 hours.)

POLITICAL GEOGRAPHY, S. R.—Special attention will be given to Florida and its relations to other states. A thorough review of the geography of the United States and the world. Instruction will be given in the use of text-books, maps, globes, industrial products, stereoscope, post-cards and newspapers. (2 hours.)

ORTHOGRAPHY, S. R.—The spelling of common words

will be stressed. Correct spelling in all forms of written work demanded. How best to teach spelling. (2 hours.)

READING, S. R.—Practice in reading required each week. Teachers are so drilled in reading that they will be able to read well to their classes. Story-telling is also brought in in connection with this work. The methods and principles of teaching reading are given. (1 hour.)

U. S. AND FLORIDA HISTORY, S. R.—A thorough review of United States and Florida history. Methods of teaching them and their correlation with geography and literature. Special notice will be given to biography and the topic method of study. (3 hours.)

The text books adopted by the State will be used as the basis for the work of Courses 1 and 2.

Course 2.—A One-Year Course. This course covers same work as Course 1, but is gone over more slowly. It is planned for those students who need more time than Course 1 requires. It may be entered at any time during the year. Teachers will find classes suited to their special needs at any time during the session. No requirements for admission demanded. Any teachers who can profit by such a course will be admitted.

See under Course 1 for a description of the work to be done in this course. Hours and classes will be arranged to suit the needs of the students.

Course 3.—A Two-Year Elementary Professional Course. This course includes all of the subjects taught in the elementary and rural schools. It also gives special attention to methods of teaching, school management, rural problems, and such professional subjects as will make rural and grammar school teachers more efficient. Applicants who hold teachers' certificates, or who have finished the eighth grade of our grammar schools, will be admitted to the first year of this course. On the completion of this course students will be admitted to the first year of the regular four-year Normal Course.

**CURRICULUM, TWO-YEAR ELEMENTARY PROFESSIONAL  
COURSE.**

*First Year.*

NAME OF COURSE	NATURE OF WORK	HOURS PER WEEK	DESCRIP- TION, SEE PAGE
Education -----	Reviews and Methods of Teaching Political Geo- graphy, U. S. History and Fla. History -----	4	10
English -----	Grammar, Composition and Classics -----	4	11
History -----	Ancient History -----	4	11
Mathematics -----	Algebra -----	4	11
Science -----	Physical Geography and Physiology -----	4	11

*Second Year.*

Education -----	Reviews and Methods of Teaching Arithmetic and English Language_	4	10
Education -----	School Management and Rural Problems -----	4	198*
English -----	Composition and Classics_	4	11
Mathematics -----	Algebra -----	4	11
Science -----	Agronomy and Horticul- ture -----	3	11-12

EDUCATION 2-YR. I.—*Reviews and Methods of Teaching U. S. and Florida History and Political Geography.*—Thorough and complete reviews of these three subjects are made. The work is broader and more advanced than that of the eighth grade, and is always looked at both from the teachers' and pupils' points of view. History receives the attention in the fall, while geography is taken up in the spring. After mastering the subject matter, the methods of presenting it to a class are given. (4 hours.)

EDUCATION 2-YR. II.—*Reviews and Methods of Teaching Arithmetic and English Language.*—Thorough and complete reviews of these subjects are made. All of the difficult parts of arithmetic are taken up and fully explained. Language is treated in the same way. Both subjects are made practical and directly helpful. Methods of teaching are given for each subject after the reviews are completed. (4 hours.)

\*See General Catalogue.

ENGLISH 2-YR. I.—*Grammar, Composition and Classics.*—A thorough course in advanced grammar will be given (*twice per week*). Composition, oral and written. At least one written composition every week. Special attention will be given to narration. Classics, College Entrance Requirements and those best suited for the upper grades of the grammar school and ninth grade of high school. Special attention given to spelling and letter-writing. (4 hours.)

ENGLISH 2-YR. II.—*Composition and Classics.*—A text-book in composition used as guide (*twice per week*). Description and narration will receive the major part of the time. Oral and written composition. One written composition each week. Classics (*twice per week*). Those suited to grade and high school work. Spelling and letter-writing.

HISTORY 2-YR. I.—*Ancient History.*—The major part of the time will be given to the study of the history of Greece and Rome. Special note will be made of hero stories, biography, mythology, and that which appeals to the child in the grades. Reference reading will be required in connection with the topics of the text-books. (4 hours.)

MATHEMATICS 2-YR. I.—*Algebra.*—This is a beginners' course and it will cover the work through elementary quadratics. (4 hours.)

MATHEMATICS 2-YR. II.—*Algebra.* A good, thorough review of algebra to quadratics, and then quadratics and the remaining part of an ordinary second-year algebra. (4 hours.)

SCIENCE 2-YR. I.—*Physical Geography and Physiology.* The work in physical geography will be about as outlined in the newer secondary school geographies. The proper correlation of physical with political and commercial geographies will be made. This is especially necessary for teachers. Laboratory and field work will be done and notes kept of all observations and experiments. Physiology will be given one semester and will cover a practical course in physiology, sanitation and hygiene. Laboratory work with notes required. (4 hours.)

SCIENCE 2-YR. II.—*Agronomy and Horticulture.*—Agron-

omy will be a study of soils and soil fertility in their relations to plant growth and the underlying principles governing the production of field and forage crops. (*First semester*). The horticulture is a study of varieties and culture requirements of our principal fruits and vegetables; location of orchards and gardens with reference to soils, climate and markets; protection from insects and diseases; harvesting and marketing; styles of decorative planting adapted to home and school. (3 hours.)

Course 4.—Regular Four-Year Normal Course. This course will offer work similar to that of the standard Normal Schools of this country. Applicants who have finished the first two years of a high school will be admitted to the first year of this course. High school graduates will be allowed to enter the third year of this course. Graduates of the Normal School will be admitted to the Junior Class of Teachers' College. Under recent Act of the Legislature, graduates of the Normal School will be given State Certificates without further examination. This State Certificate will be convertible into a Life Certificate in the usual way.

#### CURRICULUM, REGULAR FOUR-YEAR NORMAL COURSE

<i>First Year</i>			
NAME OF COURSE	NATURE OF WORK	HOURS PER WEEK	DESCRIP- TION, SEE PAGE
English NI	Rhetoric, Composition and Classics	4	14
History NI	Mediaeval and Modern History	4	14
Mathematics NI	Plane Geometry	4	16
Take from 6 to 8 hours of the following:			
Latin NI	Beginners' Course	4	15
French NI	Beginners' Course	4	14
Science NI	Physics	4	17
Mehanic Arts I	Woodwork	3	15
Agriculture NI	Elements of Agronomy and Horticulture	3	198*
Required		18 to 20	

\*See General Catalogue.

*Second Year*

NAME OF COURSE	NATURE OF WORK	HOURS PER WEEK	DESCRIPTION, SEE PAGE
English NII	American and English Literature and Composition	4	14
History NII	American History and Civics	4	15
Take from 11 to 12½ hours of following:			
Latin NII	Caesar (4 books) and Composition	4	15
Mathematics NII	Plane Trigonometry and Solid Geometry	4	16
French NII	Second Year Course	4	14
Agriculture NII	Elements of Animal Husbandry and Agricultural Engineering	3	198*
Mechanic Arts IIIa and IVb	Forge and Foundry Work	4½	16
Required		19 to 20½	

*Third Year*

Education Ia	Psychology	3	189*
Education IIb	Methods of Study		
Education 2-yr. I	Reviews and Methods of Teaching U. S. and Florida History and Political Geography		
English I	Rhetoric and Composition	4	10
Take 6 hours of following:			
French I	Elementary Course	3	92*
German I	Elementary Course	3	92*
Latin NIII	Cicero, Composition and Grammar	3	15
Mathematics	Plane Analytic Geometry and College Algebra	4	89*
Physics	General Physics	3	96*
Agronomy I	General Agriculture	3	116*
Botany I	General Botany	3	76*
Chemistry I	General Chemistry	3	77*
History I	Modern European	3	83*
Required		16	

*Fourth Year*

Education IIIa	Reviews and Methods of Teaching Arithmetic and Grammar	3	189*
Education IVb	School Management and Supervision		
Education Va	History of Education	1½	190*
Group II†		3 or 6	
Group III		3 or 6	
Group IV		3 or 6	
Required		16½	

\*See General Catalogue. †See Groups under Teachers' College, p. 19.

## DEPARTMENTS OF INSTRUCTION

## ENGLISH

MR. HATHAWAY

ENGLISH NI.—*Rhetoric, Composition and Classics.*—The formal rules of rhetoric will be studied in so far as they are needed in composition work and the study of the classics. Compositions written every week. Exposition stressed. Classics two hours per week. College Entrance Requirements. Spelling and letter-writing. (*Both semesters; third year; 4 hours.*)

ENGLISH NII.—*American and English Literature and Composition.*—Most of the time of this class will be devoted to the study of literature and not to the history of literature. Much reading will be required. Compositions one per week. Argumentation stressed. Spelling and letter-writing. (*Both semesters; fourth year; 4 hours.*)

## FRENCH

ASSISTANT PROFESSOR CAWTHON

FRENCH NI.—*First Year.*—Pronunciation and reading aloud, dictation and conversation, the auxiliary and regular verbs, irregular verbs used daily, simple constructions and grammar. The reading of simple selections. (*Both semesters; third year; 4 hours.*)

FRENCH NII.—*Second Year.*—Work of first year continued. Translations from English to French, grammar and elements of syntax, short written compositions, dictation, conversation, reading of selections. (*Both semesters; fourth year; 4 hours.*)

## HISTORY

MR. HATHAWAY AND MR. BLANTON

HISTORY NI.—*Mediaeval and Modern History.*—This begins with the time of Charlemagne and comes down to the

present. Mediæval history will be touched lightly, while stress will be placed upon English history. Text-book and reference reading required. (*Both semesters; second year; 4 hours.*)

HISTORY NII.—*American History and Civics*.—A general survey from the early discoveries to the present time. Text-book and reference reading required. The work in Civics will be studied in connection with the history so far as possible. Stress will be laid upon the study of local history and geography in Florida, local industries, transportation and communication, organized community life and public health, local, state and national governments. Text-book used. (*Both semesters; fourth year; 4 hours.*)

### LATIN

MR. HATHAWAY

LATIN NI.—*Beginner's Latin*.—A good first-year book will be studied and completed. (*Both semesters; first year; 4 hours.*)

LATIN NII.—*Caesar, Composition and Grammar*.—Four books of Cæsar will be carefully read. Prose Composition and Grammar once per week. (*Both semesters; second year; 4 hours.*)

LATIN NIII.—*Cicero, Composition and Grammar*.—Six orations of Cicero will be read in class. Prose composition and grammar once per week. (*Both semesters; third year; 4 hours.*)

LATIN NIV.—*Virgil, Composition and Grammar*.—Six books of Virgil. Prose composition and grammar once per week. (*Both semesters; fourth year; 4 hours.*)

### MANUAL TRAINING

PROFESSOR WIECHARDT

MECHANIC ARTS I.—*Wood Work*.—First is given an elementary course in laying out work, and in the use of the ordinary hand tools, such as saws, chisels and planes. The student is next taught the use of the turning lathe, turning by himself a series of patterns; then he is taught the care

and use of wood-working machinery, such as the rip-saw, cut-off saw, band-saw, and planer. (*Required of all Engineering students; first semester; Freshman year, 6 actual hours counting as 3 nominal hours.*)

MECHANIC ARTS IIb.—*Elementary Wood Carving and Furniture Construction.*—Herein is applied the skill, knowledge, and experience obtained in the first semester's work, and each student will be required to design and construct a piece of furniture, or other approved article involving carving, turning or joinery as a passing piece. (*Required of all Engineering students; second semester; Freshman class; 6 actual hours weekly.*)

MECHANIC ARTS IIIa.—*Forge Shop.*—Practice work is first given so as to develop proficiency in the use of the hammer. The student then makes articles of intrinsic value, such as foundry tools, hammers, cold chisels, lathe tools, turning chisels, drawknives, and screw-drivers. He acquires skill in forging, welding, dressing, tempering and annealing. (*Required of all Electrical and Mechanical Engineering students; first semester; Sophomore year; 6 actual hours weekly.*)

MECHANIC ARTS IVb.—*Foundry Practice.*—Foundry practice will be given in the second semester, by text-book, or lectures. (*Required of all except Civil Engineering students; second semester; Sophomore year; 3 actual hours counting as 1½ nominal hours.*)

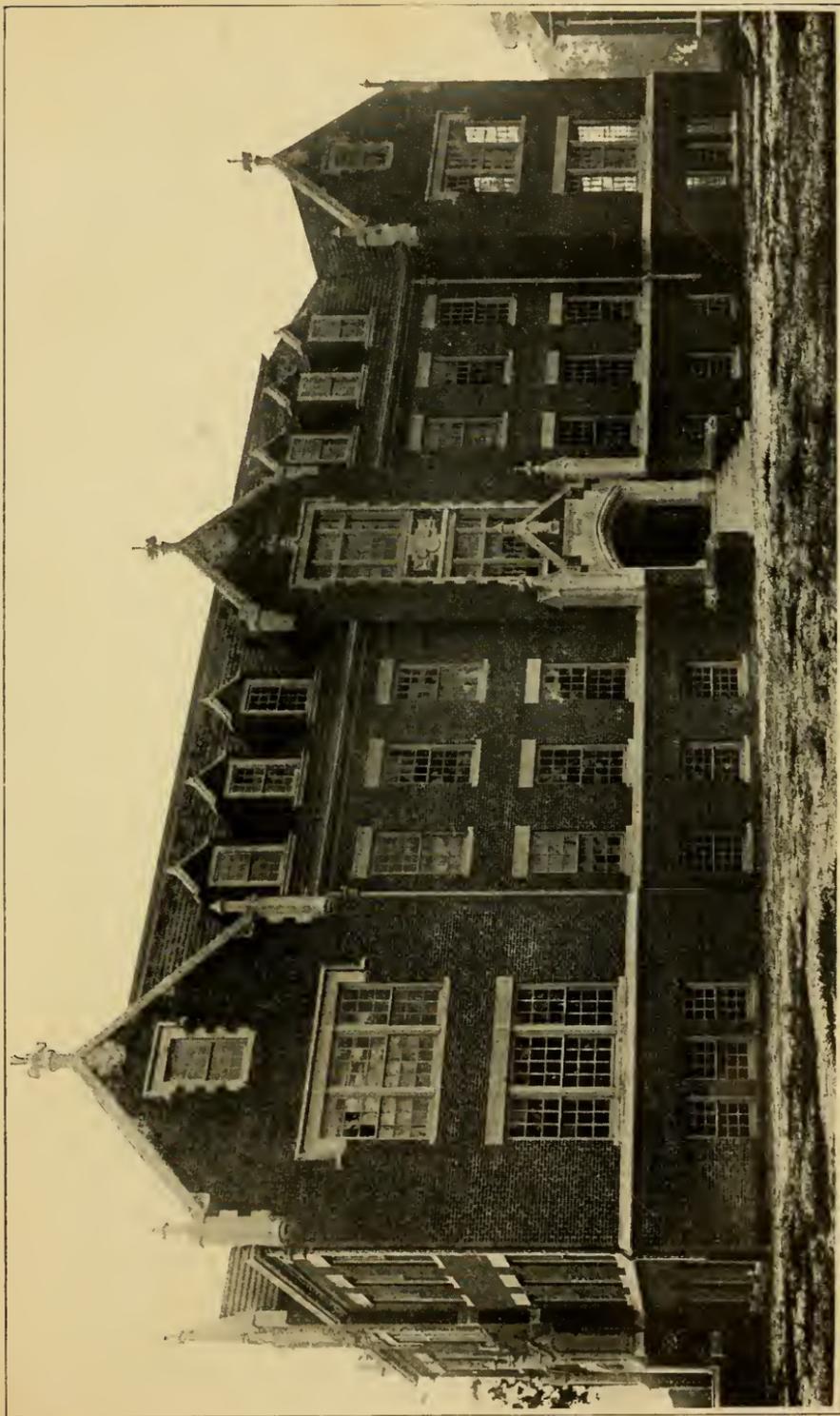
## MATHEMATICS

ASSISTANT PROFESSOR CAWTHON AND MR. BLANTON

MATHEMATICS NI.—*Plane Geometry.*—The first five books in plane geometry. (*Both semesters; third year; 4 hours.*)

MATHEMATICS NII.—*Solid Geometry and Plane Trigonometry.*—During the first half of the year solid geometry is studied. In the second half plane trigonometry is taken. (*Both semesters; fourth year; 4 hours.*)

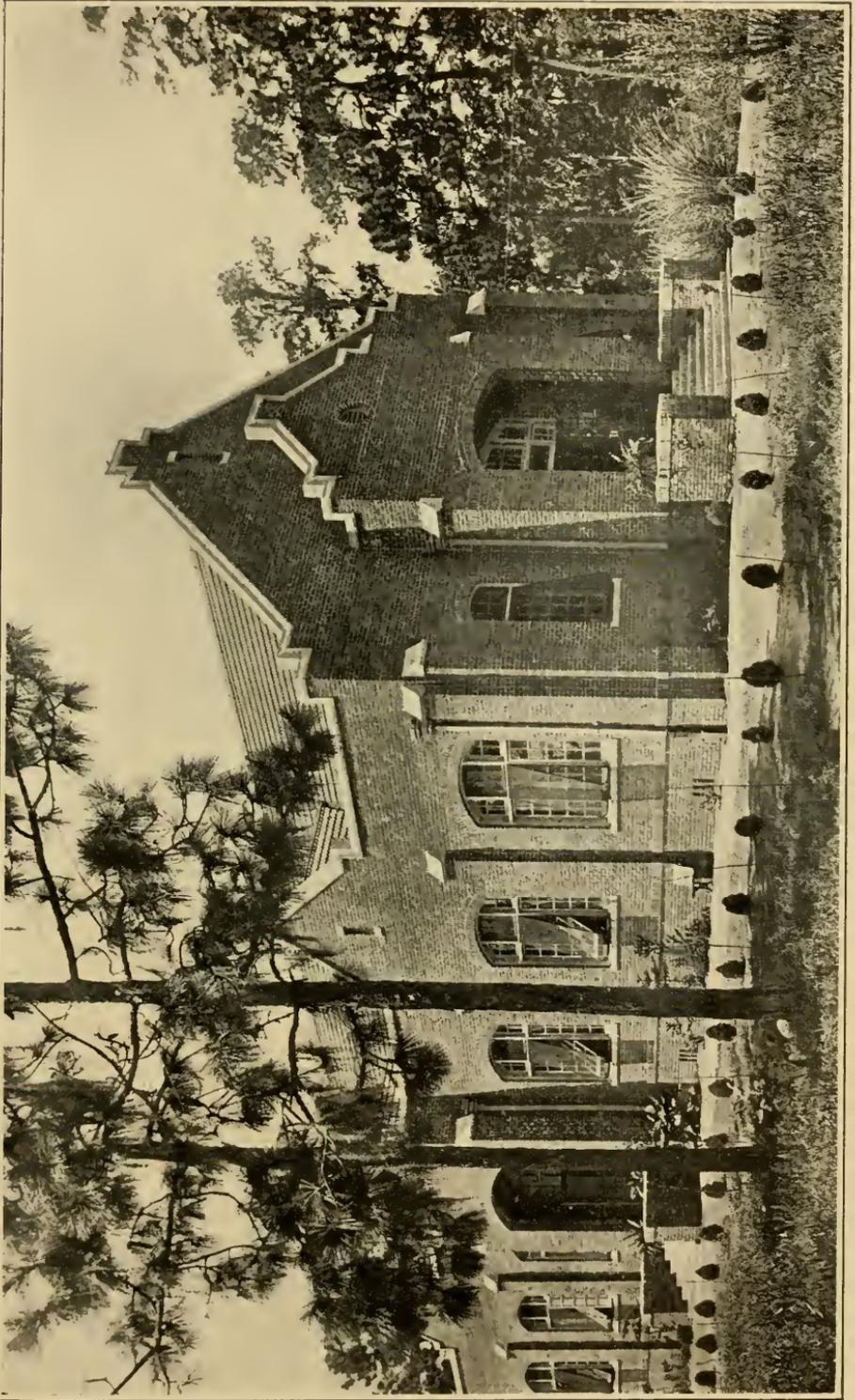
The above courses in Mechanic Arts are reprinted from general catalogue.



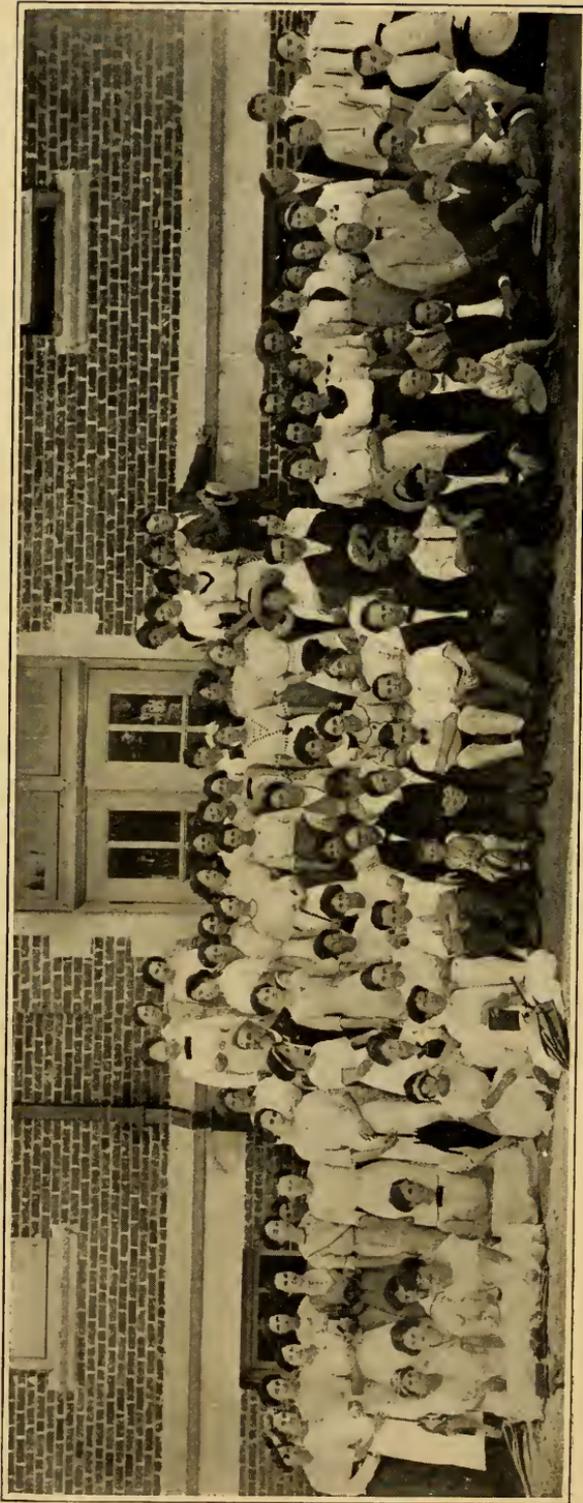
Peabody Hall



Peabody Club



The Commons



Group of Summer School Students 1913

## PHYSICS

ASSISTANT PROFESSOR CAWTHON

SCIENCE NI.—*Physics*.—Elements of physics, with problems and laboratory work. Carefully kept note-books required. (*Both semesters; third year; 4 hours.*)

## TEACHERS' COLLEGE

The Teachers' College offers two courses:

One of these courses leads to an A. B. degree in Education, and the other to the B. S. degree in Education. To be admitted as a candidate for this degree, applicants must be graduates of Senior High Schools to meet the requirements for admission to the Freshman Class. (See pp. 46-56 of general catalogue for full description. Catalogue will be sent on application.) Graduates of the regular Normal School Course are admitted to the Junior Class of Teachers' College, and may go on to these degrees in two years. Graduates of Teachers' College are granted State Certificates without further examination. Such certificates are convertible into Life Certificates in the usual way.

ELECTIVES.—That graduates may be well prepared to teach two or three of the high school subjects, nine hours of electives are offered in both curricula in the junior and senior years, respectively. In choosing these electives the student is required to elect those special studies which he prefers to teach and to make himself especially proficient in them by pursuing them two consecutive years. All electives must be chosen after consultation with the Dean. For the A.B. degree the major elective work must be chosen in Groups II and III, or Groups II or III. For the B.S. degree the major electives must be chosen from Group IV.

The foreign language chosen in the Freshman year must be pursued through the Sophomore year.

## CURRICULUM

Leading to the Degree of Bachelor of Arts or Bachelor of Science  
in Education.

*Freshman*

NAMES OF COURSES	NATURE OF WORK	DESCRIP- TION, SEE PER CATALOGUE	
		WEEK	PAGE
Education Ia.....	Psychology.....	3	189
Education IIb.....	Methods of Study.....		189
English I.....	Rhetoric and Composition.....	3	79
French I.....	Elementary Course.....	3	92
or German I.....	Elementary Course.....		92
or Latin I.....	Cicero, Comp. and Gram.....		72
Mathematics I.....	Solid Geom. and Trig.....	6	89
History I.....	Modern European.....		83
Botany I.....	General Botany.....	6	76
Chemistry I.....	General Chemistry.....		77
Agronomy I.....	General Agriculture.....		117
Physics I.....	General Physics.....		96
Foreign Language.....	French, German or Latin.....		
		15	

*Sophomore*

Education IIIa.....	Special Methods.....	3	189
Education IVb.....	School Management and Supervision.....		189
Group II.....		3 or 6	71-99
Group III.....		3 or 6	71-99
Group IV.....		3 or 6	71-99
		15	

*Junior*

Education Va.....	History of Educa- tion.....	3	190
Education VIb.....	Secondary Education.....		190
Philosophy Ia and b.....	General Psychology.....	3	94
Electives.....		9	
		15	

*Senior*

Education VII.....	Principles and Philosophy of Education.....	3	190
Education VIIIa.....	Child Study.....	3	190
Education IXb.....	Practice Teach- ing.....		191
Education Special.....	High School Teachers' Course.....	1	191
Electives.....		9	
		16	

ELECTIVES

REGULATIONS.—Upon registration for the Junior year, each student shall submit his choice of electives to the Dean of the College.

No student shall elect more than the required number of electives without the approval of the Dean of the College.

ELECTIVE GROUPS\*

- |   |  |  |
|---|--|--|
| <p><i>II. Language Group.</i></p> <p>English,<br/>Latin,<br/>Greek,<br/>French,<br/>German,<br/>Spanish,<br/>Italian.</p> | <p><i>III. Philosophy Group.</i></p> <p>Psychology,<br/>Ethics,<br/>Logic,<br/>Bible IV,<br/>History,<br/>Pedagogy,<br/>Public Law,<br/>Economics,<br/>Sociology,<br/>Political Science.</p> | <p><i>IV. Science Group.</i></p> <p>Mathematics,<br/>Agriculture,<br/>Astronomy,<br/>Chemistry,<br/>Physics,<br/>Geology,<br/>Zoology,<br/>Botany,<br/>Physiology,<br/>Bacteriology,<br/>Surveying,<br/>Mechanics,<br/>Drawing,<br/>Descriptive Geom-<br/>etry,<br/>Manual Training,<br/>(See Mechanic Arts)</p> |
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\*See general catalogue, pp. 71-99.

## DEPARTMENTS OF INSTRUCTION

## EDUCATION

PROFESSOR THACKSTON

PROFESSOR COX

PROFESSOR BUCHHOLZ

EDUCATION Ia.—*Psychology*.—This is an elementary course designed to set forth the main phenomena of mental life, and furnish the student with the concepts and terms which will constantly recur in his further study. This course will aim especially to prepare the student for the examination on Psychology for the State Certificate. The text-book prescribed from time to time by the State Superintendent of Education will be used in connection with lectures and much reference work to the standard American writers. (*Required of Freshmen; first semester; 3 hours.*)

EDUCATION IIb.—*General Methods*.—This course will have for its main purpose the application of the laws of psychology, as learned in Education I., to the general methods of study and of teaching. The student will be shown the best methods of study that psychological laws indicate and he will be urged to pattern his own habits of study accordingly. The general principles and methods of teaching will be stressed. (*Required of Freshmen; second semester; 3 hours.*)

EDUCATION IIIa.—*Special Methods*.—The special methods to be followed in teaching the elementary and grammar school subjects. Stress will be placed upon the special methods for language, history, geography and arithmetic. (*Required of Sophomores; first semester; 3 hours.*)

EDUCATION IVb.—*School Management and Supervision*.—This course is designed to give the practical and theoretical information needed by principals and county superintendents in their supervision of elementary and grammar schools. During the year many practical problems are taken up and fully discussed. Discipline, school and class hygiene, purpose of education, organization and classifica-

tion, grading and promoting—special plans of promotion being discussed—programs, time tables, report cards, plan and progress books, departmental teaching, exercises and intermissions, the recitation, etc. (*Required of Sophomores; second semester; 3 hours.*)

EDUCATION Va.—*History of Education.*—This course has two main purposes. First, endeavor is made to lead the student to see and appreciate the good things in the many systems of education studied and apply them to his own present-day work as far as possible. In the second place, fine ideals and incentives for devotion to his calling are furnished by studying the lives and works of the great educational leaders. (*Required of Juniors; elective; first semester; 3 hours.*)

EDUCATION Vlb.—*Secondary Education.*—This course is designed especially to give insight into the problems of the secondary and high school. Many problems relating to the high schools in this and other Southern States are thoroughly gone over for the purpose of understanding the present situation and planning for better things. The following special topics may be mentioned: Psychology and Pedagogy of Adolescence, High-School Athletics, History of Secondary Education, High-School Courses, comparative study of secondary education in the different countries, etc. Lectures and reference work supplement the reading of several texts on this subject. (*Required of Juniors; elective; second semester; 3 hours.*)

EDUCATION VII.—*The Principles and Philosophy of Education.*—This course attempts to select from modern psychology and sociology all of the facts that will aid the teacher in obtaining a clearer insight into the actual workings of the child's mind in the process of learning. The following are a few of the topics studied: The brain and nervous system, the place of the body in education, attention, interest, imitation, the social, moral and religious aspects of education, etc. (*Required of Seniors; elective; both semesters; 3 hours.*)

EDUCATION VIIIa.—*Child Study.*—The aim of this course is to give the student an insight into the physical

development and growth of the child, the meaning of protracted infancy, the origin and development of instincts, development of intellect, heredity, individuality, abnormalities and the application of facts learned to school work, etc. (*Required of Seniors; elective; first semester; 3 hours.*)

EDUCATION IXb.—*Practice Teaching*.—Knowledge of the principles, theory and history of education will better fit any teacher for his work, but these without concrete experiences and practice under direction will not give the best results. Realizing this, the course is planned for the purpose of giving this experience under the supervision and watch-care of the professor in charge of the department in which the subject is taught. This practice teaching will occupy the same position in the teachers' course as laboratory work does in the science departments and will have the same proportion of credit as laboratory work. (*Required of Seniors; second semester; 3 hours.*)

#### SPECIAL COURSES FOR HIGH SCHOOL TEACHERS

The following courses are offered by the different departments of the University for the special preparation of high school teachers. Each course will aim to give to the student the teachers' point of view of the subject, and will go over and organize in a general way all the material that the special subject should cover in the high school course. Special attention will be given to the methods of presenting the subjects to a class. The best text-books and reference books will be pointed out along with special books and magazines that have recently appeared on the teaching of the subject. In the sciences the student will have the privilege of handling and setting up the apparatus used in making demonstrations before a class. Besides this he will be required to select lists of the most suitable apparatus for high school laboratories. Practice teaching in the Practice High School will be given to those students who take these courses. In a word, it is the aim of these courses to fit students to begin their teaching in an efficient and satisfactory manner without having to experiment for a year or two.

These courses are open only to teachers in the Junior,

Senior and Graduate classes. Students are REQUIRED to take the course or courses that deal with the subject which they are preparing to teach in the high schools; but none of these courses may be taken by a student until he has made a thorough study of the same subject or subjects in the college classes.

EDUCATION Xa.—*The Teaching of English.*—A general survey of high school English will be made and the methods of presenting same will be given. Text-book, reference reading, observation and practice teaching. (1 hour; first semester. Professor Farr.)

EDUCATION XIb.—*Botany in the High School.*—High school botany will be viewed from the teacher's standpoint. Apparatus for laboratory will be selected, field trips planned and made, and best text-books pointed out. Text-books and reference reading required. (1 hour; second semester. Professor Floyd.)

EDUCATION XIIa.—*Methods of Teaching High School Mathematics.*—Text-book, lectures and practice teaching. (1 hour; first semester. Professor Keppel.)

EDUCATION XIIIb.—*High School History.*—Methods and materials used in presenting history to high school pupils. Observation and practice teaching, text-books and reference reading required. (1 hour; second semester. Professor Bernard.)

EDUCATION XIVa.—*Teaching of High School Physics.*—Methods, the selection of proper apparatus, etc. (1 hour; first semester. Professor Benton.)

EDUCATION XVb.—*High School Chemistry.*—Methods, lectures, the selection of proper apparatus, etc. (1 hour; second semester. Professor Flint.)

EDUCATION XVIa.—*Methods of Teaching German in the High School.*—Lectures and reference reading required. (1 hour; first semester. Professor Crow.)

EDUCATION XVIIb.—*Teaching French in High School.*—Methods and devices; lectures and text-books. (1 hour; second semester. Professor Crow.)

EDUCATION XVIIIb.—*Teaching High School Agriculture.*—Making out suitable courses, selecting apparatus for

experimenting, methods of presenting subject. Lectures and required readings. (1 hour; second semester. Professor Vernon.)

#### OTHER DEPARTMENTS

In order to avoid repetition, detailed description of the other subjects that may be taken by students in the Teachers' College are not printed here. The courses in Botany, Chemistry, Economics, English, French, German, History, Latin, Mathematics, Philosophy, Physics, and Zoology, will be found in the section of the catalogue devoted to the College of Arts and Sciences; the courses in Agriculture in that devoted to the College of Agriculture. This catalogue will be sent on request.

#### STATE HIGH SCHOOL INSPECTION

This division of the college was made possible by the generous aid of the General Educational Board of New York. (See page 15, general catalogue.)

The Dean of the College will visit and inspect the high schools in the State, give what aid he can in the establishment of high schools where they do not exist and help to advance those already established. Where his co-operation is desired, the inspector will take great pleasure in conferring with county superintendents, school boards, principals, teachers and citizens on any educational matter that may tend to the welfare and advancement of the high schools in the State.

## THE PRACTICE HIGH SCHOOL OF THE TEACHERS' COLLEGE

This part of the work of the University includes the former Sub-Collegiate Division. Hereafter it will be connected with the Teachers' College and Normal School, and will be used as a practice and model school for the students of this college. Here student-teachers will have opportunity to observe skilled instructors teach the high school subjects, and will also engage in their practice-teaching in those subjects that they desire to teach in the high schools.

**ADMISSION.**—Only graduates of Junior High Schools, or students who have finished work equal to that of the tenth grade, will be admitted to this High School. The number of students admitted will be limited to from twenty to twenty-five to each year or grade. **NO STUDENT WILL BE ADMITTED WHO HAS NOT COMPLETED THE COURSE OFFERED BY THE HIGH SCHOOL AT HIS HOME.**

This rule will not be waived for any student except upon the written application of the parent or guardian, accompanied by the endorsement of his high school principal.

The work offered will be that of the eleventh and twelfth grades of the Standard High Schools of Florida. Students will be required to take English and mathematics the third year and English and history the fourth year. This requires eight definite hours in each year. The remaining ten to twelve hours in the third year and eleven to thirteen and one-half hours in the fourth year may be chosen only after consultation with the Dean of the Teachers' College. Not less than eighteen nor more than twenty-two hours may be taken by any student in any one year except by special permission. If a modern foreign language is chosen, it must be pursued for two years.

## CURRICULUM

*Third Year, or Eleventh Grade*

NAMES OF COURSES	NATURE OF WORK	DESCRIP- TION, SEE	
		HOURS PER WEEK	CATALOGUE PAGE
*English -----	Rhetoric, Composition and Classics -----	4	199
*Mathematics -----	Plane Geometry -----	4	201
	Take from 10 to 12 hours of the following:		
Latin -----	Cicero (6 orations) and Composition -----	4	201
German -----	Elementary Course -----	4	200
French -----	Elementary Course -----	4	199
Science -----	Physics -----	4	202
Manual Training -----	Wood-work -----	3	201
Agriculture -----	Elements of Agronomy and Horticulture -----	3	198
	Required -----	18 to 20	

*Fourth Year, or Twelfth Grade*

*English -----	American and English Literature and Com- position -----	4	199
*History -----	American History and Civics -----	4	200
	Take from 11 to 13½ hours of the following:		
Latin -----	Virgil (6 books) and Composition -----	4	201
Mathematics -----	Solid Geometry and Plane Trigonometry--	4	201
German -----	Intermediate Course -----	4	200
French -----	Intermediate Course -----	4	199
Agriculture -----	Elements of Animal Husbandry and Agri- cultural Engineering	3	198
Manual Training -----	Forge and Foundry Work -----	1½	201
	Required -----	19 to 21½	

\* Starred subjects are required of all students.

## UNIVERSITY SUMMER SCHOOL

(CO-EDUCATIONAL)

June 16—August 8, 1913.

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### SUMMER SCHOOL BOARD

STATE SUPT. W. N. SHEATS, A.M., LL.D.

PRES. A. A. MURPHREE, A.M., LL.D.

PRES. EDWARD CONRADI, A.M., Ph.D.

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### FACULTY (1913)

A. A. MURPHREE, A.M., LL.D.,  
*President.*

JOHN A. THACKSTON, Ph. D.,  
*Professor of Education and Psychology.*

J. H. WORKMAN, A.B.,  
*Professor of English and Civics.*

F. W. BUCHHOLZ, A.B.,  
*Professor of Foreign Languages.*

P. W. CORR, A.B.,  
*Professor of History and Science.*

W. S. CAWTHON, A.B.,  
*Professor of Mathematics.*

MISS JESSIE MORRELL,  
*Professor of Primary Methods.*

C. L. WILLOUGHBY, B.Agr.,  
*Professor of Science.*

## COURSES OF STUDY

The following courses of study will be offered:

GROUP I—*Education and Psychology*.—Theory and Practice of Teaching, five hours per week; Psychology, five hours per week; History of Education, five hours per week.

GROUP II—*English*.—Reading and Spelling, two hours per week; Grammar and Composition, four hours per week; Rhetoric, four hours per week; English Literature, four hours per week.

GROUP III—*Foreign Languages*.—Beginners' Latin, four hours per week; Caesar, four hours per week; Virgil, four hours per week; French or German, four hours per week.

GROUP IV—*History and Civics*.—History of United States and of Florida, four hours per week; Civil Government, two hours per week; General History, four hours per week.

GROUP V—*Mathematics*.—Arithmetic, four hours per week; Algebra, four hours per week; Geometry, four hours per week; Trigonometry, four hours per week.

GROUP VI—*Primary Methods*.—Primary Methods, Drawing and Singing. (Time to be devoted to each subject in this group to be arranged by the Instructor.)

GROUP VII—*Science*.—Geography, two hours per week; Physiology, two hours per week; Physical Geography, four hours per week; Botany, four hours per week; Zoology, four hours per week; Physics, four hours per week.

GROUP VIII—*Vocational*.—Agriculture, four hours per week; Nature Study, two hours per week; Manual Training, four hours per week; Domestic Economy, four hours per week.

Not more than one advanced college course can be offered under each of the above groups.

## REGULATIONS

The Summer School Board has established the following regulations:

1. That no teacher shall be allowed to take more than twenty hours per week of purely academic subjects.

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

3. The maximum hours per week, including professional, vocational and academic subjects, shall, in no case, exceed twenty-seven hours per week. Two laboratory hours to be counted as one hour of academic work.

It is hoped that all teachers will recognize the wisdom of the above regulations. To fulfill its highest mission the Summer School should not be utilized merely for the purpose of "cramming" for examinations.

Attention is directed to the following section of the Summer School Act:

#### EXTENSION OF TEACHERS' CERTIFICATES

Section Six of a recent Act of the Legislature provides:

"All teachers attending any one of the summer schools herein created and whose work entitles them to credit therefrom upon making proof of the same to any County Superintendent of Public Instruction in this State are hereby entitled to one year's extension on any teacher's certificate they may hold and which has not fully expired."

Under this section of the law, no certificate of credit making proof of the work done will be granted by the State Superintendent and the Presidents of the Summer Schools, except to those teachers who attend the full term and whose work shall be satisfactory to the faculty concerned.

#### CREDIT TOWARDS NORMAL SCHOOL AND COLLEGE DEGREES

Section Five of Summer School Act is as follows:

"All work performed at the said Summer Schools shall be of such character as to entitle the students doing the same to collegiate, normal or professional credit therefor, and may be applied toward making a degree."

In addition to the courses outlined above one advanced course of college grade will be offered in the following subjects; provided, that a sufficient number of teachers apply for the same:

Mathematics, English, Science (Physics, Botany, Zoology or Agriculture), Latin, History, Education, Psychology.

The entire facilities of the University of Florida are made available for the use of the faculty and students at this Summer School. The libraries, laboratories, dormitories and dining halls will be open for use and the best service is promised.

Board and lodging, including furnished rooms and lights, will be offered at \$4.00 per week, payable in advance; or \$30.00 for the entire term of eight weeks, payable in advance.

All who expect to occupy dormitory rooms, which in every case are comfortable and commodious, will be expected to furnish bed linen, towels and pillows.

For room reservations and information as to the Summer School, address President A. A. Murphree.

