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Gainesville, Florida

CATALOGUE
1907-'08

ANNOUNCEMENTS
1908-'09

Gainesville, Florida

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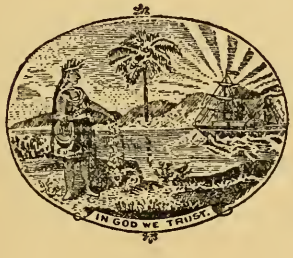
The University of the State of Florida

Catalogue - - - 1907-'08

and

Announcements 1908-'09



GAINESVILLE, FLORIDA

May, 1908

Press of the Record Company
St. Augustine, Fla.

Sound Morals the Basis of

Good Citizenship

CALENDAR

1908—September 29, *Tuesday*.....Summer Recess ends.
Examination for Admission.
Registration of Students.
September 30, *Wednesday*.....First Semester begins.
December 22, *Tuesday*, 4 *p. m.*.....Christmas Recess begins.

RECESS

1909—January 1, *Friday*, 10 *a. m.*.....Christmas Recess ends.
February 3, *Wednesday*.....First Semester ends.
February 4, *Thursday*.....Second Semester begins.
May 23 to 25.....Commencement.
May 23, *Sunday*.....Baccalaureate Sermon.
May 24, *Monday*.....Oratorical Contests.
May 25, *Tuesday*.....Graduating Day.
May 26, *Wednesday*.....Summer Recess begins.
May 28, *Friday*.....Examination for Admission.

1908

JULY

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1909

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MAY

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BOARD OF CONTROL

N. P. Bryan, Chairman.....Jacksonville
P. K. Yonge.....Pensacola
T. B. King.....Arcadia
J. C. Baisden.....Live Oak
E. L. Wartmann ..... Citra

J. G. Kellum, Secretary to the Board.

FACULTY AND INSTRUCTORS

ANDREW SLEDD, Ph. D., LL. D.,

President, and Acting Professor of Philosophy.

Principal Public Schools, Arkadelphia, Ark., 1892-93; A. B., and A. M., Randolph-Macon College, 1894; Instructor, Randolph-Macon Academy, 1894-95; Graduate Student, Harvard University, 1895-97; A. M., Harvard, 1896; University Scholar, Harvard University, 1896-97; Professor of Latin, Emory College, 1898-1902; Graduate Student and University Scholar, Yale University, 1902-03; Ph. D., Yale, 1903; Professor of Greek, Southern University, 1903-04; President, University of Florida, 1904-05; LL. D., South Carolina College, 1905; present position, 1905—.

JAS. M. FARR, A. M., Ph. D.,

Vice-President and Professor of English.

A. B., Davidson College, 1894; A. M., Davidson College, 1895; Graduate Student, Johns Hopkins University, 1895-96 and 1897-1901; Ph. D., Johns Hopkins University, 1901; Instructor in English, Randolph-Harrison School, 1900-01; Professor of English and German, University of Florida, 1901-05; present position, 1905—.

W. F. YOCUM, A. M., D. D.,

Professor of Education.

A. B., Laurence University, 1860; B. D., Garnett Biblical Institute, 1869; Professor of Mathematics, Laurence University, 1869-74; Professor of Natural History, Laurence University, 1874-76; President, Fort Wayne College, 1877-88; D. D., Laurence University, 1882; Principal, Summerlin Institute, 1889-92; President, Florida Agricultural College, 1892-93; Professor of Philosophy, Florida Agricultural College, 1893-94; Superintendent of Public Schools, Gainesville and Bartow, 1894-97; President, Florida Agricultural College, 1897-1901; Professor of Latin, Greek, and Philosophy, University of Florida, 1901-05; University of the State of Florida, 1905-06; present position, 1906—.

EDWARD R. FLINT, B. S., Ph. D., M. D.,

Professor of Chemistry.

B. S., Massachusetts Agricultural College, 1887; Ph. D., University of Göttingen, 1892; Assistant Professor of Chemistry, Massachusetts Agricultural College, 1893-99; Medical Student, Harvard University, 1899-1903; M. D., Harvard, 1903; Professor of Chemistry, University of Florida, 1904-05; present position, 1905—.

M. T. HOCHSTRASSER, B. S., M. E.,

Professor of Mechanical Engineering and Drawing.

B. S., M. E., Georgia School Technology, 1902; Adjunct Professor of Mathematics, Georgia School Technology, 1902-03; Drawing and Construction Work, 1903-04; Professor of Mechanical Engineering and Drawing, University of Florida, 1904-05; present position, 1905—.

KARL SCHMIDT, A. M., Ph. D.,

Professor of Mathematics and Astronomy.

Graduate Student, University of Marburg, 1893-94, Berlin, 1894-97, and Marburg, 1897-98; A. M., Ph. D., Marburg, 1898; First Assistant in Physical Laboratory, Mar-

burg, 1900-01; Lecturer on Mathematics, Harvard University, 1901-03; Professor of Physics, Bates College, 1903-04; Professor of Mathematics and Astronomy, University of Florida, 1904-05; present position, 1905—.

H. S. DAVIS, Ph. D.,

Professor of Zoology and Geology.

Ph. B., Wesleyan, 1899; Graduate Student, Wesleyan University, 1899-1900; University Scholar, Harvard, 1900-01; Instructor in Zoology, Washington State College, 1901-04; Assistant Professor of Zoology, Washington State College, 1904-06; Assistant Zoologist, Washington State College, 1904-06; Assistant Zoologist, Washington State Experiment Station, 1901-06; Thayer Scholar, Harvard University, 1906-07; Ph. D., Harvard, 1907; present position, 1907—.

J. R. BENTON, A. B., Ph. D.,*

Professor of Physics and Civil Engineering.

A. B., Trinity College, Hartford, Conn., 1897; Ph. D., Göttingen, 1900; Instructor in Mathematics, Princeton University, 1900-01; Instructor in Physics, Cornell University, 1901-02; Special Investigation work in Physics, Carnegie Institution, Washington, D. C., 1904-05; present position, 1905—.

ENOCH MARVIN BANKS, A. M., Ph. D.,*

Professor of History and Economics.

A. B., Emory College, 1897; Teacher in High Schools, 1897 and 1899-1900; A. M., Emory College, 1900; Graduate Student, Columbia University, 1900-02; Acting Professor of History and Economics, Emory College, 1902-03; Graduate Student, Columbia University, 1903-04; Fellow in Economics, Columbia University 1904-05; Ph. D., Columbia University, 1905; Instructor in Economics, University of Pennsylvania, 1905-06; Student at Halle, Germany, 1906-07; present position, 1907—.

JAS. N. ANDERSON, M. A., Ph. D.,*

Professor of Latin and Greek.

M. A., University of Virginia, 1887; Morgan Fellow, Harvard University, 1887-88; Student, Universities of Berlin, Heidelberg and Paris, 1889-90, 1896; Ph. D., Johns Hopkins University, 1894; Professor of Greek, Florida State College, 1903-05; present position, 1905—.

C. L. CROW, M. A., Ph. D.,*

Professor of Modern Languages.

M. A., Washington and Lee University, 1888; Ph. D., University of Göttingen, 1892; Vice-Principal, Norfolk High School, 1894-95; Professor of Latin and Modern Languages, Weatherford College, 1895-99; Adjunct Professor of Romance Languages, Washington and Lee University, 1899-1905; present position, 1905—.

GEO. M. LYNCH, A. B.,*

Professor of Secondary Education.

A. B., East Florida Seminary, 1891; Professor of History and Civics, East Florida Seminary, 1897-99; Professor of Mathematics, East Florida Seminary, 1899-1905; Assistant Commandant, East Florida Seminary, 1900-05; President, Florida Teachers' Association, 1904; Professor History and Civics, Normal Department, University of the State of Florida, 1905-06; present position, 1908—.

——————*

Professor of Agriculture and Horticulture.

*To be supplied.

MAJOR E. S. WALKER, Retired,

Commandant of Cadets; Professor of Military Science.

N. H. COX, B. S.,

Assistant Professor of Civil and Mechanical Engineering.

B. S., Florida Agricultural College, 1896; Instructor in Mechanical Engineering, Florida Agricultural College, 1896-98; Special Student, Cornell University, Summer Quarter, 1902; Professor of Mechanical Engineering and Drawing, Florida Agricultural College, 1898-1904; Professor pro tem. of Civil Engineering, University of Florida, December, 1904—June, 1905; present position, 1905—.

W. L. FLOYD, M. S.,

Assistant Professor of Biology and Physics.

B. S., South Carolina Military Academy, 1886; Principal, Clio School, 1888-89; Principal, Cypress High School, 1889-92; Instructor in English, East Florida Seminary, 1892-96; Graduate Student, Harvard University, Summer School, 1903; Professor of Natural Science, East Florida Seminary, 1896-1905; Professor of English and Science, Normal Department, University of the State of Florida, 1905-06; Graduate Student, University of the State of Florida, 1905-06; M. S., University of the State of Florida, 1906; present position, 1906—.

OTHER OFFICERS

K. H. GRAHAM,
Auditor and Book-keeper.

_____*
Physical Director.

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

MRS. S. J. SWANSON,
Matron.

C. G. PULESTON,
Stenographer.

*To be supplied.

STANDING COMMITTEES OF THE FACULTY
FOR 1908-1909

The President of the University is *ex officio* a member of all Standing Committees.

ON COURSES AND DEGREES

1. For the Bachelor of Arts Course:
   Professors FARR, SCHMIDT, ANDERSON, BANKS, and FLINT.
2. For the General Science Courses:
   Professors FLINT, DAVIS, SCHMIDT, BENTON, and CROW.
3. For the Engineering Courses:
   Professors HOCHSTRASSER, BENTON, COX, and SCHMIDT.
4. For the Agricultural and Horticultural Courses:
   Professors FLINT, DAVIS, and FLOYD.
5. For the Pedagogical Courses:
   Professors YOCUM, FLOYD, FARR, BANKS, and DAVIS.

ON ENTRANCE EXAMINATIONS AND CLASSIFICATION

Professors FARR, SCHMIDT, ANDERSON, and BANKS.

ON SELF-HELP.

Professors BENTON, FLOYD, CROW, HOCHSTRASSER, and DAVIS.

ON DISCIPLINE

Professors FLINT, COX, BANKS, and the COMMANDANT.

ON ATHLETICS

Professors COX, CROW, and the COMMANDANT.

ON EXTENSION WORK.

Professors YOCUM, CROW, ANDERSON, SCHMIDT, and BANKS.

GENERAL INFORMATION

Name and History.—The University of the State of Florida represents the culmination of a movement which originated in territorial days.

In the Memoirs of Florida we read: "In 1836 a University of Florida was proposed, of which Joseph M. White, Richard K. Call, Thomas Randall, J. G. Gamble, and others, were named as Trustees in the act of Congress which authorized the sale of lands for its support" (I, 168). This is the first official mention which we find of a "University of Florida." Nothing, however, came of this proposal.

Between this time and the Civil War the movement for public education, both lower and higher, grew considerably in the State. In 1845, when Florida was admitted to statehood, she received from the general government nearly 100,000 acres of land for the establishment of the Seminaries east and west of the Suwanee river; and the East Florida Seminary was established, first at Ocala, in 1852, and later removed to Gainesville, in 1866; and the West Florida Seminary was established at Tallahassee in 1856. There was, however, during this period, no institution in the State bearing the title and exercising the functions of the University of Florida.

The State Constitution adopted in 1868 contained the following provision looking to the establishment of a State University: "The Legislature shall provide a uniform system of common schools *and a University,* and shall provide for the liberal maintenance of the same. Instruction in them shall be free." (Art. VIII, Sec. 2.)

Pursuant to this action, the Legislature of 1869 passed "An Act to Establish a Uniform System of Common Schools and a University." Two sections of this Act are of particular interest.

It is proposed (Sec. 11, 6th): "To use the available income and appropriations to the University or Seminary Fund, in establishing one or more departments of the University at such place or places as may offer the best inducements, commencing with the Department of Teaching and Preparatory Department, etc., etc.

"7th. To keep in view the establishment of a University on a broad and liberal basis, the object of which shall be to impart instruction to youth in the professions of teaching, medicine and the law; in the knowledge of the natural sciences; the theory and practice of agriculture, horticulture, mining, engineering, and the mechanic arts; in the ancient and modern languages; in the higher range of mathematics, literature, and in the useful and ornamental branches not taught in common schools."

The plan outlined in this section is a credit to this State or to any state, and shows a high ideal and purpose of which we may well be proud. But, unfortunately, this ideal and purpose found no tangible manifestation; and the State still continued without an actual University.

The State Constitution of 1885 contains the following: "The Legislature shall provide by general law for incorporating such educational, agricultural, mechanical, mining, transportation, mercantile, and other useful companies or associations as may be deemed necessary; but it shall not pass any special law on any such subject, and any such special law shall be of no effect; *Provided,* however, that nothing herein shall preclude special legislation as to a University or the public schools, or as to a ship canal across the State." (Sec. 25.) This action was taken in the summer of 1885.

In the spring of the same year, (Feb. 16th, 1885), the Legislature had passed "An Act Recognizing the University of Florida," which reads as follows:

"The people of the State of Florida, represented in Senate and Assembly, do enact as follows:

"*Section* 1. That the Florida University as organized at the city of Tallahassee be recognized as the University of the State, and to be known as the University of Florida; *Provided*, there shall be no expense incurred by the State by reason of this act.

"*Sec.* 2. That the University continue under its present organization and officers until such further action be taken by the State Legislature as the case may require."

It will be observed that this is "An Act *Recognizing* The University of Florida." This phraseology is due to the fact that a couple of years before this act was passed (*i. e.* in 1883) the State Board of Education had projected a plan of consolidation or co-ordination, in accordance with which the then West Florida Seminary was denominated "The Literary College of the University of Florida." Accepting this action of the State Board, the Legislature passed this "Act *Recognizing* the University of Florida." It seems probable, however, that the State Board had in view originally a somewhat different plan from that which found expression in this act of the Legislature.

Meanwhile, in 1870, the State Legislature had passed "An Act to Establish the Florida Agricultural College," in accordance with the Act of Congress of 1862, entitled "An Act Donating Public Lands to the Several States and Territories which may Provide Colleges for the Benefit of Agriculture and the Mechanic Arts."

For the support of such institutions, *Section* 1 of this act grants to each State "an amount of public land, to be apportioned to each State in quantity to equal thirty thousand acres for each Senator and Representative in Congress to which the States are respectively entitled by the apportionment under the census of

1860: *Provided,* that no mineral lands shall be selected or purchased under the provisions of this act."

In *Section* 4, it is required "that all moneys, derived from the sale of the lands aforesaid by the States to which the lands are apportioned, and from the sales of land scrip hereinbefore provided for, *shall be invested in stocks of the United States, or of the States, or some other safe stocks, yielding not less than five per centum upon the par value of said stocks;* and that the moneys so invested shall constitute a perpetual fund, the capital of which shall remain forever undiminished (except so far as may be provided in Section fifth of this act), and the interest of which shall be inviolably appropriated, by each State which may take and claim the benefit of this act, to the endowment, support, and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the Legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life."

Section 5 defines the obligations which the States assume in accepting these grants:

"*First. If any portion of the fund invested,* as provided by the foregoing section, *or any portion of the interest thereon, shall,* by any action or contingency, *be diminished or lost, it shall be replaced by the State to which it belongs* so that the capital of the fund shall remain forever undiminished; and *the annual interest shall be regularly applied without diminution to the purpose* mentioned in the fourth section of this act, except that a sum not exceeding ten per centum upon the amount received by any State under the provisions of this act, may be expended for the pur-

chase of lands for sites or experimental farms, whenever authorized by the respective Legislatures of said States.

"*Second.* No portion of said fund, nor the interest thereon, shall be applied, directly or indirectly, under any pretense whatever, to the purchase, erection, preservation, or repair of any building or buildings."

Section 8 further demands "That the Governors of the several States to which scrip shall be issued under this act shall be required to report annually to Congress all sales made of such scrip until the whole shall be disposed of, the amount received for the same, and what appropriation has been made of the proceeds."

In 1870 the Legislature of Florida, by an act entitled "An Act to Establish the Florida Agricultural College," accepted the Federal grant upon the conditions and under the restrictions contained in the Act of Congress quoted above, and thereby entered into a *contract* with the United States Government to erect and keep in repair all buildings necessary for the use of the institution.

After decreeing the establishment of a college in accordance with the Congressional requirements and appointing trustees for its control, this act (*Section* 7) authorizes the trustees "to claim and receive from the Secretary of the Interior the agricultural college land scrip to which this State is entitled by Act of Congress, July 2, 1862, and acts supplemental thereto."

Section 8 prescribes the disposition of the funds: "Ten per centum of the proceeds of the sale of the scrip, or of the land, may be expended for the purpose of a site for an experimental farm. The remainder of the proceeds shall be *invested in stocks of the United States, or of some of the States of the Union, bearing an annual interest of not less than six per centum on their par value,* and shall remain a permanent fund forever. The annual interest of the fund shall be regularly applied *without di-*

minution to the purposes set forth in *Section* 2 of this act. Donations may be made for specific purposes, and shall be applied to the objects for which they were granted."

Section 9 provides that "No portion of the principal or interest of the fund shall be applied, directly or indirectly, under any pretense whatever, to the purchase, erection, preservation, or repairs of any building or buildings, or for expenses incurred in selling the scrip, locating the lands, or in managing the funds of the lands."

In 1872 an act supplementary to the act of 1870 was passed; and the State, having availed herself of the act of 1862, received ninety thousand acres of land. The proceeds from the sale of this land was invested in "The Agricultural College Fund" bonds, the par value of which is one hundred and fifty-three thousand and eight hundred ($153,800) dollars. From this fund the University receives about seventy-seven hundred ($7,700) dollars of annual income.

In 1873 a site for the college was selected in Alachua county, but nothing further came of this step. In 1875 the college was located at Eau Gallie, and a "temporary college edifice" was erected. No educational work having been accomplished there, the trustees, in 1878, determined to remove the college, and a committee from the Board was appointed to decide upon a suitable situation. In 1883 Lake City was selected on account of its special fitness; and, the citizens having given to the institution one hundred acres of land and fifteen thousand ($15,000) dollars, the college was established there. Upon the completion of the main building in the fall of 1884, the doors of the institution were thrown open to students.

In the second catalogue of the new institution, dated "June, 1887," we find in the roster of the faculty "Rev. J. Kost, LL. D., Professor of Moral Philosophy and Geology, and Curator of Museum." And a foot-note adds this interesting information: "Rev. J. Kost, LL. D., is also Chancellor of the University of Florida." The exact nature of the relationship indicated by this statement may be inferred from the following statement which is found in the same catalogue (1887):

"At the annual meeting of the Board of Trustees of the Florida Agricultural College, held at the College, at Lake City, June 17th, 1886, the following resolution was adopted:

"*Resolved,* That the Board of Trustees of the Florida Agricultural College believe that the educational interests of this State would be advanced and furthered by the consolidation of the Agricultural College and the Florida University, under the name of the University of Florida and Agricultural College, and that we recommend the same."

In the catalogue of the Agricultural College for the following year, the statement that Dr. Kost is "Chancellor of the University" is dropped; but the resolution quoted above is again printed. The following year the resolution also disappears; and the idea therein contained seems to have become quiescent.

About this time (*i. e.* in 1887), in accordance with the Act of Congress known as the Hatch Act, the Florida Agricultural Experiment Station was established in connection with the State Agricultural College, and three years later the Agricultural College became a beneficiary of the Morrill Act. The former act provides the Agricultural Experiment Station with an income from the National Government of $15,000 per year; while the Morrill Act affords the College an annual income of $12,500. The expenditure of both these sums is carefully restricted by

the Act of Congress which provides them and which specifies in each case the purpose for which they may be employed.

As regards the name of the institution, matters continued in this condition until 1903. In that year the Legislature passed "An Act Changing the Name of the Florida Agricultural College". The title of University had never been assumed by the institution at Tallahassee under the provisions of the act of 1885; and in 1903 that act was repealed, and the title was transferred to the Agricultural College. The act of 1903 reads as follows:
"*Be It Enacted by the Legislature of the State of Florida*:

"*Section* 1. That the Florida Agricultural College as at present defined by law be, and is hereby changed to and shall be known as, the University of Florida.

"*Sec.* 2. Any law inconsistent herewith be and the same is hereby repealed.

"*Sec.* 3. This act to take effect upon its passage and approval by the Governor." (Approved April 30, 1903.)

In accordance with this act, the then Agricultural College at once assumed the title of the University of Florida.

The University of Florida existed for two years. By an act of the Legislature of 1905 (known as the "Buckman Bill"), this institution, together with the Florida State College at Tallahassee, the Normal School at DeFuniak Springs, the East Florida Seminary at Gainesville, the South Florida College at Bartow, and the Agricultural Institute in Osceola county was abolished. In their stead, this act ordains:

"*Section* 12. That there shall be established, and there is hereby created the following institutions of higher education in this State, to-wit: One University to be known as the 'University

of the State of Florida,' and one Female Seminary to be known as the 'Florida Female College.' "

For their management, it provides:

"*Sec.* 13. That there is hereby created a 'Board of Control' which shall consist of five citizens of this State who shall be appointed by the Governor and their terms of office shall be for four years, except that, of the first board appointed under this act, two members thereof shall be appointed for the term of two years and three members thereof shall be appointed for the term of four years."

The University of the State of Florida, thus established, began its scholastic work in September, 1905.

Location.—Acting under a provision of the Buckman Bill, to-wit:

"*Section* 16. The Governor, as President of the State Board of Education, shall cause a meeting of both of said boards to be held in joint session at the capital, and at said meeting shall determine the place of location of the University of the State of Florida, etc."

The State Board of Education and the Board of Control in joint session, on the sixth day of July, 1905, selected the city of GAINESVILLE as the location for the new institution.

For the scholastic year 1905-06, the work of the University was carried on at Lake City on the campus of the former University of Florida, while buildings were in process of erection for its accommodation at Gainesville. The University moved into these buildings during the summer of 1906, and the work of the Institution has since been conducted at Gainesville.

Grounds and Buildings.—The domain of the University comprises five hundred and twenty-seven acres, situated in the western

extremity of the town, sufficiently removed from the business quarter to avoid its distracting influences, yet near enough to be reached quickly in case of necessity. Of this tract, about eighty acres are devoted to a campus, a drill ground and the tennis courts. The remainder of the land will be utilized for experimental purposes and a farm.

The present buildings of the University are three in number, a Main Building, a Dormitory, and a Machinery Hall. They are lighted throughout with electricity, supplied with city water, and furnished with modern improvements.

The *Main Building,* known as "Thomas Hall," is a brick and concrete structure three stories in height and three hundred feet long by sixty feet wide. It contains the Lecture Rooms, Laboratories, Library, Assembly Hall, Dining Hall, and offices of the University.

The *Dormitory,* known as "Buckman Hall," is a brick and concrete structure of the same style of architecture as the Main Building, is three stories in height and two hundred and forty feet long by sixty feet wide.

The *Machinery Hall* is a brick building sixty feet long by thirty feet wide, in which there is some excellent machinery, and where students are instructed in wood and metal work, drawing, etc.

Endowment.—The income of the University, apart from legislative appropriations, is derived principally from three sources—"The Agricultural College Fund" bonds, yielding an annual interest of about seventy-seven hundred ($7,700) dollars; one-half of the "Morrill Fund," amounting now to twelve thousand five hundred ($12,500) dollars, and the "East Florida Seminary Fund," amounting to about two thousand ($2,000) dollars. In addition to these funds Congress has just appropriated

$25,000 more to each State for the purpose of promoting the work of institutions already beneficiaries of the Agricultural and Morrill Funds. One-half of this amount will go to the University of the State of Florida, but will not be fully available until the expiration of five years, as the act of appropriation provides for an appropriation of $5,000 for the year 1907-08, and an additional $5,000 for each of the four succeeding years. The entire income of the institution thus derived from various Federal grants amounts at present to about $25,000, and will be increased by $2,500 a year for the next four years until it will ultimately amount to about $35,000. This does not include the Experiment Station funds. (See page 96.)

State Appropriations.—The Legislature of 1907 appropriated nearly six hundred thousand dollars for the institutions under the direction of the Board of Control.

Scope.—As the Agricultural College of the State, the scope of the institution was well expressed in Section 4 of the Act of Congress (1862) under which the institution was established: "The leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the Legislatures of the States may respectively prescribe, in order to promote a liberal and practical education of the industrial classes in the several pursuits and professions of life."

Now, however, since the Legislature has created the new University of the State of Florida, the scope of the institution must necessarily be enlarged. Without abandoning or weakening the practical courses in agriculture and the mechanic arts alluded to above, the University has adopted a much larger scheme, which brings it in line with similar institutions in other States. The

details of this enlargement can best be seen in the various courses which the institution now offers to its students, especial attention being called to the Bachelor of Arts Course, and the course in General Science, leading to the Bachelor of Science degree.

Admission.—Applicants may gain admission to the classes of the University by one of the following methods:

I. By satisfactorily completing the work of the Sub-Freshman class in the University.

II. Students from the public high schools or other officially accredited schools or academies, by presenting a certificate which states in detail that the work required for entrance into the desired class has been satisfactorily accomplished.

III. Students from another college or university in good standing, unless "dishonorably dismissed," by presenting a certificate from the institution previously attended. These will be classified according to the ground already covered.

IV. All other students by passing written examinations in the Entrance Requirements. These examinations will be held in June and September of each year on days specified in the University Calendar, both at Gainesville and at such other places as may be arranged by correspondence with the President of the University.

ENTRANCE REQUIREMENTS.

Students who do not enter by certificate will be required to pass written entrance examinations on the following subjects:

Mathematics.—In *Arithmetic,* the examination will embrace fractions, percentage, profit and loss, commission, insurance, taxes, duties and customs, stocks and investments, interest, par-

tial payments, discount, equation of payments, and evolution. In *Algebra,* the examination will embrace factoring, highest common factor, least common multiple, fractions, simple equations, inequalities, involution, evolution, and numerical quadratics.

In *Geometry,* all of plane Geometry is required.

English.—(1) *Grammar.* A thorough knowledge of English grammar both in its technical aspects and in its bearings upon speech and writing will be required.

(2) *Rhetoric.* A year's training in any standard High School Rhetoric correlated with work in composition will prepare for this part of the examination. Submission of a properly certified exercise book containing the written work of the preceding year is desirable.

(3) *Literature.* This part of the examination will embrace the English Classics recommended by the Association of Southern Colleges. Preparation will involve, in the first group, a detailed study of the subject matter, form, and structure; in the second group, a general knowledge of contents.

(*a*) *For Careful Study*: Burke's "Speech on Conciliation with America," Macaulay's "Essay on Addison", Macaulay's "Essay on Johnson", Milton's "Minor Poems", Shakspere's "Julius Cæsar".

(*b*) *For General Reading*: Addison's "Sir Roger de Coverley Papers", Coleridge's "Ancient Mariner", Eliot's "Silas Marner", Irving's "Life of Goldsmith", Lowell's "Vision of Sir Launfal", Scott's "Ivanhoe", Scott's "Lady of the Lake", Shakspere's "Macbeth", "Merchant of Venice", Tennyson's "Gareth and Lynette", "Launcelot and Elaine", and "The Passing of Arthur".

No candidate will be accepted in English whose work is

notably defective in point of spelling, punctuation, idiom, or division into paragraphs.

Latin.—Three full years' work at least in this study is required. The student should have completed some Beginner's Latin Book such as Collar and Daniels', Harkness' Easy Method, or a similar work. In addition he should have read four books of Cæsar's Gallic War, or its equivalent, and four orations of Cicero.

This requirement does not apply to students intending to take the Agricultural or the Engineering courses.

History.—Two years' work in this subject is required, equivalent to the work done through the eleventh grade of the Public Schools.

Elementary Science. — A year's work in either Physics, Chemistry, or Zoology and Botany must be offered by those students who do not offer Latin. *Effective September,* 1907.

In all cases "a year's work" represents five hours of recitation work per week for the entire school term. A student who is deficient in not more than one of the subjects required for entrance may be admitted with his regular class upon recommendation of the Committee on Entrance Requirements, said condition to be removed during the first two years of his college course.

Special Students.—Students who may desire to take special courses will be allowed, upon recommendation of the Committee on Courses and Degrees, to take those classes for which they may be prepared. Such students will be subject to all the laws and regulations of the University. In no case will these special courses lead to a regular degree; but a certificate, showing the work done, may be given at the discretion of the head of the department. In the case of minor students entering the University, parents or guardians are earnestly advised to insist upon one of

the regular courses being pursued. No student shall take less than 15 hours' work per week.

Examinations. — Promotion from class to class, and final graduation, are determined by the regular semi-annual examinations in combination with the class standing for the year. No student will be promoted to the next higher class in any subject whose grade, thus determined, falls below 60 per cent. A student shall belong to that class in which he is taking the greater portion of his work.

In selecting his work for a new term a student must select first those studies in which he may be deficient.

The cases of special students will be dealt with by the proper Committee on Courses and Degrees.

Courses and Degrees.—The University offers five courses leading to the Bachelor's Degree. Of these, one is in the main devoted to the study of language and literature and leads to the Degree of Bachelor of Arts; a second, devoted to the study of general science, leads to the Degree of Bachelor of Science; a third, devoted to the study of engineering, leads to the Degree of Bachelor of Science in Engineering (Mechanical, Civil or Electrical); a fourth devoted to the study of agriculture and horticulture, leads to the Degree of Bachelor of Science in Agriculture; a fifth, devoted largely to the study of pedagogy, leads to the Degree of Bachelor of Arts in Pedagogy. The usual time for the completion of any one of these courses is four years.

In addition to these full courses the University offers a three-year Normal Course, and special courses in Agriculture and Mechanic Arts requiring two years for their completion.

In addition to these undergraduate courses, the University offers Graduate courses leading to the Master's degree in either

Arts or Science. The degree of Master of Arts will be conferred upon students who have completed the course leading to the Bachelor of Arts degree in this institution, or in an institution of like standing, and who shall satisfactorily complete one year of resident work (12 hours per week) in this institution. Six hours of this work must be in one subject and of a grade higher than any offered for the A. B. degree in that subject; the other six hours are to be determined and distributed by the Professor in charge of the department in which the major subject is selected. The requirements for the degree of Master of Science, which follows the degree of Bachelor of Science, are similar to those for the degree of Master of Arts.

Candidates for a Master's Degree must hand in their written application for the degree not later than the first of November to the President of the University, specifying the major and minor subjects which they desire to offer for the degree with the signed approval of the heads of the departments concerned.

Certificates.—A certificate of proficiency will be given to those who satisfactorily complete the prescibed short courses in Mechanic Arts, Agriculture, and Pedagogy.

Honors and Medals.—The members of the Senior Class who make the highest and next highest averages in all their studies, during the whole period of their contemporaneous work, shall receive the First and Second Honors respectively in their class. The recipient of the First Honor shall deliver the Valedictory at Commencement; the recipient of the Second Honor the Salutatory.

Medals are offered in the University (1) For the best drilled man in the whole battalion; (2) For the best declaimer in the Freshman and Sophomore Classes; (3) For the best original oration in the Junior Class; (4) For the best original oration in the Senior Class. These contests are all settled in public com-

petition at Commencement. The speakers are limited to four from each class, selected by the faculty.

Through the liberality of Mr. H. H. Buckman, of Jacksonville, Florida, a handsome medal is offered annually for the best work done in the departments of engineering.

Expenses. — *Tuition.* — No tuition is charged to students whose home is in Florida. All other students will be required to pay a tuition fee of twenty ($20) dollars per year.

Registration Fee.—A registration fee of $5 per session will be charged all students, except one scholarship student from each county in Florida.

Room Rent.—Students rooming in the University Dormitory will be charged $1 per month for the rent of a furnished room, and $1.50 per month for heat and light.

Board.—Board in the University Dining Hall will be furnished at a cost of $12.50 per calendar month, payable in advance. No deduction will be made for an absence of less than one week.

Books.—The cost of books depends largely upon the course taken. The cost of required text-books is, in no case, a large item of expense, though in the higher classes the student is encouraged to acquire a few of the standard works in his special course.

Uniform.—All students, except graduate students, are required to provide themselves with a uniform, which is of the best quality Charlottesville cadet gray, and costs about fifteen ($15) dollars, being much less expensive than citizen's clothing of like quality. The uniform may be worn at all times and is neat and serviceable. In order to minimize the heat of summer, students may be required at that time to furnish themselves with a regulation shirt, trousers and hat and two pairs of white duck trousers, obtainable at a slight expense. The expense of uniform in all

will be in the neighborhood of $30.00, which amount must be deposited on entrance.

Laundry.—Students arrange for their own laundry.

Furniture.—All rooms are partially furnished. The furniture consists of two iron bedsteads and matresses, chiffonier or bureau, table, washstand and chairs. The students are required to provide all other articles, including pillows, bedding, washbowl, pitcher, mirror, half curtains, etc.

Cost per Year.—The entire cost of a year's attendance varies for the average student, between one hundred and eighty ($180) and two hundred ($200) dollars.

Damage Deposit.—In order to secure the University property against damage, the sum of five ($5) dollars must be deposited at registration. Damage known to have been done by any student will be charged to his individual account; all other damages will be prorated among the students.

At the end of the scholastic year this deposit, less the amount deducted, will be returned to the student.

Remittances.—*All remittances should be made to the Auditor, The University of the State of Florida, Gainesville, Fla.*

Scholarships. — Through the generosity of friends of the University the institution is able to offer needy and deserving young men three scholarships of $100 each per year.

1. The Board of Control Scholarship, established and maintained by the Board of Control. For Florida students.

2. The Kirby Smith Scholarship, established and maintained by the Kirby Smith Chapter of the Daughters of the Confederacy. For grandsons of Confederate veterans.

3. The Faculty Scholarship, established and maintained by the faculty of the University.

Application for these scholarships should be made to the President of the University, and should be accompanied by a record of the student's work and statement of his need, and certificates of his character and desert. The scholarships will be awarded on the following principles:

(*a*) The student must actually need this financial help to enable him to attend the University.

(*b*) He must be worthy to receive such help. To be worthy he must first be a young man of good character and habits; second, he must be sufficiently far advanced to enter not lower than the Freshman Class of the University. This means that he must have completed the work of the 11th grade of the public schools, or its equivalent.

Student Labor.—While it is impossible to guarantee labor to any student, many of them find an opportunity to work, in the shops and elsewhere, thus paying a portion of their expenses. Exclusive of the prescribed practicums, manual labor for the University is remunerated at rates from ten to twenty cents per hour according to proficiency. Such work, however, must in no way interfere with the regular University duties.

Government.—The University offers first class advantages to those students who desire a liberal and practical education of a high grade and low cost, and its government is adapted to those who enter with earnestness of purpose to attain this end. Reasonable efforts will be made to lead all students toward this goal; but those who manifest, after a sufficient trial, no tendency to conform to the requirements for diligent work and correct behavior, will be requested to withdraw. The University is neither a reformatory for refractory students nor a suitable place for

idlers and triflers, and the atmosphere of morality and studiousness will be maintained.

Furloughs.—No furloughs will be granted during the scholastic year except upon written application *to the President,* from parents or guardian. It is requested that students shall not be taken from their work except in cases of urgent necessity, the loss of valuable time involved and the demoralizing effect of such action being obvious.

Attendance Upon Duties.—No student will be allowed to enter any class or to discontinue any class in which he is enrolled without written permission from the President. Unauthorized action in this respect renders the student liable to suspension.

Students who wilfully absent themselves from classes render themselves liable to suspension without notice.

Students who discontinue their work at the University without obtaining an honorable discharge from the President will appear in the records as dishonorably dismissed.

Residence.—The students are, in general, required to reside in the Dormitories. Upon an application from parents or guardians which meets with the approval and consent of the President of the University, students will be allowed to reside in the town. They will be under the same regulations as are those residing on the campus.

Religious Exercises.—All students are required to attend a daily morning service in the assembly hall, consisting of a selection from the Bible, a prayer and a song. The service is conducted by the members of the faculty.

The University is absolutely non-sectarian, but attendance upon some form of public worship at least once each Sunday is required of every student. The choice of the place of worship

rests entirely with the student or parents. The pastors of all churches take an active interest in the spiritual welfare of the students. A letter from the parent or home church, addressed to the pastor or religious body in the town, will call forth especial care and attention to the students in whose behalf it is written.

Religious Organizations.—There is a branch of the Y. M. C. A. in the University, which meets every Sunday. In their meetings, the practical rather than the theoretical phases of Christianity will be freely and candidly talked over, and the students will discuss among themselves the special problems which arise in student life. Members of the faculty, the ministers of the city, and distinguished Christian workers will be frequently invited to address the association. Bible classes are organized in connection with the work.

Christian students, on entering the University, should by all means become identified with these organizations, and parents should counsel and encourage them in so doing. A note of introduction to the president of the organization will cause especial attention to be given a new student.

Literary Society.—The Dixie Literary Society is an invaluable adjunct to the educational work of the University. It is conducted entirely by the students and maintains a high level of endeavor. In addition to the required forensics, the students here obtain much practical experience in the conduct of public assemblies. They assimilate knowledge of parliamentary law, acquire ease and grace of delivery, learn to argue with calmness of thought and courtesy of manner, and become skillful in thinking and in presenting their thought clearly and effectively when facing an audience.

All students are earnestly advised to connect themselves with this society, and to take a constant and active part in its work.

Library.—The Library consists of about three thousand volumes. Additional books are purchased as rapidly as possible, and the Library is administered in the belief that it exists for the use and benefit of the student body. Consequently, every means is employed to facilitate and encourage their constant use of its resources with as little restriction as is compatible with the proper handling and preservation of the books.

As a designated depository of Federal documents, it is increased each year by valuable governmental publications, and it receives in exchange the bulletins and reports of all agricultural stations in the Union.

In the reading room many of the papers of the State and nation and a good number of literary and general periodicals are always accessible.

University Extension.—Teachers and others interested are again reminded that since September, 1906, the University has maintained extension work under which *courses of free lectures will be delivered to any High School in the State desiring them, and reading circles will be organized and conducted without charge in any school or community requesting them.* This system tenders the services of the University to all the people of the State, and it is earnestly desired that many schools and communities will take advantage of it.

The Lecture Bureau will arrange to have the President and various members of the faculty of the University visit the various public schools of the State and give them either general or special lectures on general educational themes and on the more technical subjects connected with the work in which the several professors are actively engaged. Take, for example, the subject of Education, or of English. The Professor of Pedagogy or the Professor of English will visit one of our public schools once or

more during the year, as the case may demand or circumstances may justify, and will give lectures to the teachers and students and the general public on certain phases of their respective subjects. By this means it is believed that local school life would be quickened; the interest in that school would be stirred, and hence in all schools; and the University would again come into intimate and immediate touch with the life of the school and of the people, and would thus more fully serve the people as a public institution.

The Literary Bureau will arrange and direct courses of reading for the teachers of the State especially, and for others who may want to take advantage of its services. It will outline courses of reading on special subjects, such as History, Economics, English, etc.; will indicate the best books to be read; will direct the reading, and help the reader in any problem or difficulty. This Bureau will also, so far as possible and consistent with the best interests involved, send out from the University Libraries, to school reading circles only, such books and magazines as can be obtained on the subject in hand.

County Superintendents, Principals of Schools, and others interested in the work of this Committee, are requested to communicate with the Chairman of the Committee during the school term, or with the President of the University during the vacation stating in what feature of the work they are most interested. They will then receive more detailed and explicit information concerning that particular phase of the Committee's activity.

There will be no charge for the services of this Comittee, except the necessary expenses for postage and transportation.

During the session 1908-09 the following lectures will be offered:

PRESIDENT SLEDD:

1. Education and Progress.
2. Education for Service.
3. Education and Crime.
4. Compulsory Education.
5. Consolidation of Schools.
6. Trade Schools.
7. Higher Education and Practical Life.
8. Public Education.
9. Public Education in Florida.
10. The University in Its Relation to the State.
11. Educational Ideals.
12. The University of the State of Florida.

DR. FARR:

1. Chaucer and His Times.
2. The Early English Drama.
3. Browning and Tennyson.
4. The Novel in English.
5. The South in American Literature.

DR. YOCUM:

1. To Teachers.

History of Education.
1. Commenius.
2. Rousseau.
3. Pestalozzi.
4. Froebel.
5. Horace Mann and David Page.

General.
1. The Reflex Influence of Teaching.
2. The Growing Teacher.
3. The New Education.
4. Manual Training.
5. The Three R's.

2. To High Schools, Etc.

1. Does Education Pay?
2. What a High School Graduate Ought to Know.

DR. FLINT:

1. A Summer in the Canal Zone.
2. Physiology and Chemistry of Digestion.

DR. SCHMIDT:

1. The Axioms of Mathematics; What They Are and What They Mean.
2. Methods of Proof and Invention in Elementary Mathematics.
3. The Role, Present and Past, of Mathematics in the System of Education.

DR. BENTON:

1. Wireless Telegraphy.
2. Invisible Rays.

DR. CROW:

1. Higher Education in Germany and in the United States.
2. German Student Life.

DR. BANKS.

1. Socialism in Relation to the Present Industrial Order.
2. The Problem of Monopoly and Some Principles to be Employed in Its Solution.
3. What are the American People to Do with Their Railroads?
4. Why is History a Subject Worthy of Study?
5. The Study of the Social Sciences as a Preparation for Citizenship.
6. Some Elements of Progress.

MAJOR FLOYD:

1. The Lakes, Wells and Springs of Florida.
2. Peaches: Races and Varieties, Diseases and Methods of Cultivation.
3. Moulds, Mildews, Yeasts and Bacteria.
4. Plant Propagation by Cuttings, Buds and Grafts.

Athletics.—It is the policy of the University to foster clean, amateur athletics; but the institution proposes to insist that athletics shall be of the character described. To this end, the fol-

lowing rules and regulations will govern all athletic contests participated in by students of the University:*

1. The management of all athletic organizations which are to represent the University in a public capacity out of town must apply to the Committee on Athletics for permission, and in case the request is favorably considered, must file with the President a list of members who are to be absent, not exceeding the number specified in the request to the committee. Each member on the list will then receive notice from the committee, containing a recommendation that he be excused; such notice is not effective as an excuse until countersigned by the President.

2. No person shall represent the University on any athletic team, either at home or abroad,—

(*a*) If he is not a regularly registered student of the University.

(*b*) If he is on probation, that is, if by vote of the faculty he has been duly notified that a repetition of failure in work, neglect of duty, or breach of discipline, will result in his exclusion from the University.

(*c*) If he has previously represented any other college or university in a given branch of athletics, unless a full year shall have elapsed.

(*d*) If he has previously represented this University, or any other college or university, or both, in a given branch of athletics for four years in the aggregate.

(*e*) If he receives, or has received since September, 1904, any remuneration or consideration of any sort for his services as performer, player, coach, or otherwise, apart from such necessary

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**The regulations which may be agreed upon by the authorities of Stetson University, Rollins College, and this institution may be substituted for these at an early date.*

expense in excess of ordinary expenses, as are actually incurred by him as a member of a college team or of a permanent amateur organization in connection with occasional amateur contests.

This rule excludes any person who competes for money or money prizes, who plays on so-called "Summer nines", or with professional teams, or who directly or indirectly receives remuneration apart from actual expenses as player, coach, trainer, official, or proprietor, or manager, in any athletic exercise or contest.

(*f*) If he is a member of the staff of instruction of the University, even if he be registered as a candidate for a degree.

The application of this rule to the cases of teaching fellows will be left to the Committee on Athletics.

(*g*) If he does not secure at the beginning of each season a special certificate of satisfactory physical condition from the University physician and the physical director. Such certificate may be cancelled at any time in case the University physician or the physical director decides that the continuation of training is likely to operate to the physical injury of such student.

3. (*a*) No one shall represent this institution on any baseball or track team who shall have matriculated later than thirty days after the beginning of the second semester.

(*b*) Any person receiving conditions, or making failures, in one-third or more of the subjects in his course shall be disqualified from playing on any athletic team, as aforesaid.

(*c*) *No minor student shall play on any athletic team if his parent, or guardian, indicate objections in writing to the President of the University.*

4. The selection of all coaches for the University teams shall be subject to the approval of the President.

5. No schedule of games shall be made with other institutions or teams unless approved by the Committee on Athletics.

Fraternities.—The University admits fraternities among its student organizations. These organizations are subject to all the rules and regulations of the University, and are under the supervision of the Committee on Discipline in the matter of their relations to the University, though, in all their private activities, they are entirely in the hands and control of their members.

Gifts to the University.—The educational facilities of many of the State institutions of the South have been materially increased in recent years by substantial gifts from broad-minded citizens. The University feels confident that the citizens of Florida will not allow their State institution to suffer in this respect. All gifts to the University, of whatever nature or size, will be gratefully received and acknowledged as contributions to the upbuilding of education and culture in the State.

The authorities take this opportunity of acknowledging the generous gift of $1,000 by the General Education Board of New York toward the establishment and annual maintenance of a Professorship of Secondary Education in the University. (See page 85.)

SCHOOLS OF INSTRUCTION

The work of the University is divided into the following Departments or Schools:

I. The School of Language and Literature.—This offers all the advantages of a general education, chiefly literary in its nature, to those students who desire to enter the Ministry, the Law, or Politics, or who desire a very broad and thorough general training before they begin to prepare for their technical work. The courses offered cover a very wide range of study, and the principle of group-electives in the upper classes gives the student an opportunity to vary his course to a very considerable extent according to his individual tastes and needs. The regular course covers four years, and leads to the degree of Bachelor of Arts.

II. The General Scientific School.—Which offers the student with a taste or need for Chemistry, Physics, Mathematics, or Natural History, unusual opportunities to devote himself to his chosen subject, and to fit himself either for further technical work along these lines, or for the study of Medicine, Surgery, or Pharmacy, as a profession. These courses are of four years' duration, and lead to the degree of Bachelor of Science.

III. The School of Agriculture. — Embracing courses in Agriculture, Horticulture, and kindred subjects, intended for the practical farmer, stock-raiser, and grower of fruits and vegetables. These courses treat both from a theoretical and from a strictly practical point of view all of those subjects about which the farmer or fruit-grower needs information for success in his work,—for example, agricultural chemistry, soils and soil analysis, fertilizers, veterinary science, surveying, rural law, botany, horticulture, forestry, etc. Courses 1 and 2 require four years for their completion, and lead to the degree of Bachelor of

Science in Agriculture; course 3 requires two years and leads to a certificate of proficiency.

IV. The Technological School.—Embracing the courses in

1. Mechanical Engineering,
2. Electrical Engineering,
3. Civil Engineering.
4. Short Course in Mechanic Arts.

These courses are designed for students who desire to give their college work a strictly practical direction, and to prepare immediately for their life work in one of these lines. Every course requires a very large amount of practical work, and the student who successfully completes these courses will be prepared to enter upon his active profession immediately. Courses 1, 2 and 3 extend over four full years, and issue in the degree of Bachelor of Science in Mechanical, Civil, and Electrical Engineering, respectively; course 4 covers two years and leads to a certificate of proficiency.

No Latin or Greek is required in Schools III and IV.

V. The School of Pedagogy.—Instruction in this school is designed exclusively for teachers or for those actually preparing to teach. The work is largely identical with that in the other schools of the University, but professional instruction in Pedagogy is given, and required, throughout the course, and the fact is never lost sight of that this is *a school for teachers.* The completion of the full four years' course entitles the student to the degree of Bachelor of Arts in Pedagogy.

The Sub-Freshman Class.—In order that graduates of the Junior High Schools of the State, and others of like standing, to whom Senior High Schools are not accessible, may have the necessary preparation to enter the Freshman Class of the University, one year of work below the Freshman Class will be given in the University in the subjects required for entrance, viz., English, Latin, Mathematics and History. This work will correspond in the main to that of the eleventh grade. (See page 48.)

COURSES OF INSTRUCTION

LITERARY COURSE

The following course is prescribed for the Bachelor of Arts degree:

Freshman Year:	*Hours per Week.*	*Sophomore Year*:	*Hours per Week.*
English I	3	English II	3
Mathematics I	5	Mathematics II *a*	3
Modern Language I or Greek I	5	Modern Language II or Greek II	3
History I	2	History II	3
Latin I	3	Latin II	3
Drill Regulations	1	Physics I	3
	19		18

JUNIOR YEAR

Language Group:	*Hours per Week.*	*Philosophy Group*:	*Hours per Week.*
Chemistry I	3	Chemistry I	3
Latin III and Greek III, or Modern Language III and Modern Language I, or English III and English V	6	Philosophy I and Philosophy II, or History III and Economics I	6
Electives	9	Electives	9
	18		18

SENIOR YEAR

Language Group:	*Hours per Week.*	*Philosophy Group*:	*Hours per Week.*
Latin IV or Greek IV, or Modern Language IV or Modern Language II, or English IV or English VI	3	Philosophy III or Philosophy IV, or Public Law I or Economics II & III	3
Electives	12	Electives	12
	15		15

GENERAL SCIENCE COURSE

Freshman Year:	*Hours per Week.*	*Sophomore Year*:	*Hours per Week.*
English I	3	English II	3
Mathematics I	5	Mathematics II *a*	3
Modern Language I	5	Modern Language II	3
History I	2	Physics I	3
Botany I	3	Chemistry I	3
Drill Regulations	1	Mathematics II *b* and Physics II, or Zoology I and Chemistry II	5
	19		20

JUNIOR YEAR

Mathematical-Physical Group:	*Hours per Week.*	*Chemical Group:*	*Hours per Week.*
Mathematics III	6	Geology I and II	5
A Second Modern Language	3	Chemistry III, IV and V	8
Electives	9	Electives	6
	18		19

Natural History Group:	*Hours per Week.*
Physiology and Zoology II	3
Geology I and Geology II, or Bacteriology	5
Electives	10
	18

SENIOR YEAR

Mathematical-Physical Group:	*Hours per Week.*	*Chemical Group:*	*Hours per Week.*
Mathematics IV	3	Chemistry VII	7
Electives	12	Electives	8
	15		15

Natural History Group:	*Hours per Week.*
Biology	5
Electives	10
	15

AGRICULTURAL COURSE

Freshman Year:	*Hours per Week.*
English I	3
Mathematics I	5
History I	2
Drill Regulations	1
Agriculture II and III	5
Botany I	3
	19

Sophomore Year:	*Hours per Week.*
English II	3
Surveying	4
Chemistry I and II	5
Zoology I	3
Agriculture IV and Zoology II	3
Agriculture V or Horticulture III and Bacteriology	3
	21

Junior Year:	*Hours per Week.*
Chemistry III	3
Geology I and Botany II	5
Physiology and Veterinary Science or Horticulture IV	3
Agriculture VI and Agriculture VII or Botany V	3
Electives	6
	20

Senior Year:	*Hours per Week.*
Agriculture VIII or Botany III and Botany IV	5
Chemistry VIII and Agriculture IX or Horticulture V and Horticulture VI	3
Electives	10
	18

ENGINEERING COURSE

FRESHMAN YEAR

	Hours per Week.
English I	3
Mathematics I	5
Modern Language I	5
Drill Regulations	1
Shop (8)	4
Drawing and Descriptive Geometry	4
	22

SOPHOMORE YEAR

Mechanical and Electrical Engineering:	Hours per Week.	*Civil Engineering:*	Hours per Week.
English II	3	English II	3
Physics I and II	5	Physics I and II	5
Chemistry I	3	Chemistry I	3
Mathematics II *a* and *b*	6	Mathematics II *a* and *b*	6
Drawing (4)	2	Surveying I (8)	4
Shop (8)	4		21
	23		

JUNIOR YEAR

Mechanical and Electrical Engineering:	Hours per Week.	*Civil Engineering:*	Hours per Week.
Mathematics III	6	Mathematics III	6
Physics III	3	Physics III	3
Mechanics I and III	3	Mechanics I and Graphic Statics	3
Drawing (4)	2	Railroad Engineering	3
Shop (8)	4	Municipal Engineering	3
Elective	3	Surveying II (4)	2
	21		20

SENIOR YEAR

Mechanical Engineering:	Hours per Week.	*Electrical Engineering*:	Hours per Week.
Mechanics II	5	Mechanics II	5
Mechanics III	3	Steam engines	4
Steam Engines	4	Electrical Engineering	10
Drawing (8)	4		
Shop (4)	2		19
Contracts and Specifications	1		
	19		

Civil Engineering:	Hours per Week.
Mechanics II	5
Structural Engineering	5
Hydraulics	3
Civil Engineering	5
	18

PEDAGOGICAL COURSE

Freshman Year:	Hours per Week.	*Sophomore Year*:	Hours per Week.
English I	3	English II	3
Mathematics I	5	Latin II (or I)	3
Latin I (or A)	3	Zoology I	3
Botany I	3	Chemistry I and II	5
Physics A	6	Pedagogy II	3
Pedagogy I	2	Pedagogy III (or Latin II)	3
Drill Regulations	1		20
	23		

Junior Year:	Hours per Week.	*Senior Year*:	Hours per Week.
Philosophy I	3	Philosophy II	3
Pedagogy IV	6	Pedagogy V	6
Electives	9	Electives	9
	18		18

This course is designed with especial reference to the preparation of teachers for service in the public schools of Florida, and

it is believed that those who satisfactorily complete the work through the sophomore year will be well qualified to take the examinations for State certificates.

GENERAL REGULATIONS GOVERNING ELECTIVES

Upon registration for the junior year, each student shall submit his choice of electives to the committee on courses and degrees.

In the A. B. Course at least nine hours of junior and senior electives must be taken from the two groups in which the major subject does not fall. Of these nine hours, at least three must be taken each year.

In the B. S. Course, and the Pedagogical Course, juniors shall elect not more than two subjects in the language and philosophical groups. Seniors shall elect not less than one subject in the philosophical group, and at least one in the science group.

No student shall elect more than the required number of electives without the approval of the Committee on Courses and Degrees.

In the junior year A. B. Course a modern language may be substituted for either Latin or Greek, with the approval of the Committee on Courses and Degrees.

ELECTIVE GROUPS

I. Language Group.	*II. Philosophy Group.*	*III. Science Group.*
English,	Psychology,	Mathematics,
Latin,	Ethics,	Astronomy,
Greek,	Logic,	Chemistry,
French,	History,	Physics,
German,	Pedagogy,	Geology,
Spanish,	Public Law,	Zoology,
Italian.	Economics,	Botany,
	Sociology.	Physiology,
		Bacteriology,
		Surveying,
		Mechanics,
		Drawing,
		Descriptive Geometry.

SHORT COURSES IN AGRICULTURE, MECHANIC ARTS AND PEDAGOGY

The following two-year courses are offered to those who desire brief practical courses in Agriculture and Mechanic Arts:

SHORT COURSE IN AGRICULTURE

For the convenience and accommodation of young farmers and young men preparing to farm who cannot make the requirements for entrance to the freshman year, or who may not wish to pursue a full college course and yet desire to obtain some training in practical and scientific agriculture, we offer the following short course in agriculture. The only requirement for admission to this course is a good knowledge of the common school branches, good moral standing, and an earnest desire to profit by the studies pursued. The course leads to no degree and is not designed to supplant or in any way to substitute for the regular University course in agriculture as outlined above.

First Year:	*Hours per Week.*
English A	4
Chemistry I	3
Physics A	6
Horticulture I and Agriculture I	3
Drill Regulations	1
	17

Second Year:	*Hours per Week.*
Physiology and Zoology II	3
Botany I	3
Horticulture II and Chemistry VIII	3
Agriculture II and Bacteriology	3
Agriculture VI and Agriculture VII	3
History A	3
	18

SHORT COURSE IN MECHANIC ARTS

First Year:	*Hours per Week.*	*Second Year:*	*Hours per Week.*
English I	3	Mathematics II	5
Mathematics I	5	Engineering	5
Drawing and Descriptive Geometry	4	Chemistry I	3
Mechanical Practice (18)	9	Physics I and II	5
Drill Regulations	1	Mechanical Practice (12)	6
	22		24

In all the preceding courses two hours of Laboratory Work, Drawing, Shop and Surveying are reckoned as one hour in estimating the total number of hours in any course.

SHORT COURSE IN PEDAGOGY

The following three-year course is offered to those who desire a brief practical course in Pedagogy with especial reference to securing county and State certificates. The second and third years are identical with the freshman and sophomore years of the full Pedagogical Course, so that the student completing this course may proceed naturally to the full degree of Bachelor of Arts in Pedagogy:

First Year:	*Hours per Week.*
English A	4
Latin A	6
Mathematics A	8
Special Science	6
Special History	6
Pedagogy A	2
	32

Second Year:	*Hours per Week.*	*Third Year:*	*Hours per Week.*
English I	3	English II	3
Latin I (or A)	3	Latin II (or I)	3
Mathematics I	5	Chemistry I and II	5
Botany I	3	Zoology I	3
Physics A	5	Pedagogy II	3
Pedagogy I	2	Pedagogy III (or Latin II)	3
Drill Regulations	1		
	22		20

The first year of this course is intended to qualify the student to pass the examinations required for a first-grade county certificate; while the completion of the third year should prepare the student for a State certificate. The maximum number of hours that may be taken in the first year is 24. The remaining 8 may be either taken in examination on entrance, or especially arranged with the approval of the Committee on Courses and Degrees.

SUB-FRESHMAN CLASS

	Hours per Week.
English A	4
Mathematics A	8
Latin A or Special Science	6
History A	3
	21

Students in Agriculture and Horticulture will omit Latin, and will substitute Horticulture I and Agriculture I for History A.

DEPARTMENTS OF INSTRUCTION

AGRICULTURE AND HORTICULTURE

PROFESSOR ————.
ASSISTANT PROFESSOR W. L. FLOYD.

This department is intended to meet the requirements of the acts of Congress creating and endowing colleges in the different States. From these acts it is apparent that recognition of agriculture as a branch of collegiate instruction is a distinctive feature of the institutions founded upon the provisions of the national land-grant act. The ultimate aim of this department is to make young men better practical agriculturists and horticulturists than they would have been had they depended upon experience alone for their knowledge of these industries, but at the same time the general mental development of the man is not lost sight of.

We hope to equip a model farm to furnish illustrative and practical material for the instruction in this department. Students entering this year will have the opportunity to identify themselves with this development work from its beginning and the experience so gained will be invaluable to them in their future work as farmers, farm superintendents, or teachers of agricultural subjects. The Experiment Station work and equipment will also be available for illustrative purposes. The following synopsis of studies pursued will give an idea of the scope of the work done. .

AGRICULTURE

Agriculture I.—*Dairying.*—The production of sanitary milk and other dairy products is the main object of this course. The Physiological Processes involved in Milk Secretion, Composition

and Properties of Milk, Effect of Bacteria on Milk, Necessary Cleanliness in Handling, Milk Testing, Milk Preservation, Butter Making, etc., are among the topics that will be discussed. (*Second semester, Sub-Freshman or Freshman year, 3 hours.*)

Agriculture II.—*Soil Physics.*—The Origin and Formation of Soils, Classification, Soil Moisture, Soil Ventilation, Soil Warmth, and General Methods of Soil Management and Soil Amelioration are among the subjects to be presented in this course. (*First semester, Freshman year, 5 hours.*)

Agriculture III.—*Fertilizers.*—The Nature of Plant Food and its Relation to the Composition of Soils, Source and Composition of Commercial Fertilizers and Principles Governing their Application, The Making and Economical Use of Farm Manures, Fertilizer Requirements of Various Crops, and other related topics, will form the subjects of discussion in this course. (*Second semester, Freshman year, 5 hours.*)

Agriculture IV.—*Rural Law and Farm Accounts.*—Classification of Property, Boundaries, Fences, Stock Laws, Rents, Contracts, Deeds, Mortgages, Taxes, Laws Governing Shipping, and other topics of special interest to farmers will be treated; and a system of farm book-keeping will be worked out, using the transactions of the Model Farm as a basis for material for instruction. (*First semester, Sophomore year, 3 hours.*)

Agriculture V.—*Crop Production.*—The Various Grain and Forage Crops will be discussed with respect to their habits of growth, soil adaptions, fertilizer requirements, general methods of tillage and harvesting, and the most profitable forms in which to market them. Special attention will be given to corn, cotton and forage crops adapted to the South. (*First semester, Sophomore year, 3 hours.*)

Agriculture VI.—*Breeds and Breeding.*—The History and Characteristics of the Principal Breeds of Horses, Cattle, Sheep

and Swine, together with the scientific principles underlying successful breeding of these animals, will be the chief topics for class-room study, while practical lessons in Stock Judging will be given in the field with the animals belonging to the Experiment Station and model farm, and visits will be made to practical stock farms to furnish further material for the work. (*First semester, Junior year,* 3 *hours.*)

Agriculture VII.—*Feeds and Feeding.*—The Balanced Ration, The Silo, Soiling, Forage, Methods of Feeding and Handling successfully both young and old animals for the various farm purposes, etc., are some of the subjects discussed in this course. (*Second semester, Junior year,* 3 *hours.*)

Agriculture VIII. — *Advanced Course in Agronomy.* — In this course various subjects relating to the Physics and Chemistry of Soils, and problems in Plant Physiology will be considered in the light of the more advanced knowledge of Chemistry and Botany the student will have obtained before entering the course. (*Both semesters, Senior year,* 5 *hours.*)

Agriculture IX.—*Rural Architecture and Farm Engineering.* —In this course such topics as the Construction of Farm Residences, Barns, and other Farm Buildings, The Laying out of Roads and Fields, Underdrainage, Irrigation Plants, will be considered and the student will be given practice in drawing plans and writing specifications. (*Second semester, Senior year,* 3 *hours.*)

HORTICULTURE

Horticulture I.—*Plant Propagation.*—Propagation by means of Grafting, Budding, Cutting, Layering, etc., Seed Selection and Preservation, Making of Hot Beds and Cold Frames, Seed Testing, and related subjects will constitute the main topics for discussion, but some attention will also be given to Elementary Plant

Physiology. (*First semester, Sub-Freshman or Freshman year, 3 hours.*)

Horticulture II.—*Olericulture.*—This course will be given with special reference to growing vegetables in Florida. The seasons in which the different vegetables may be grown, Irrigation, Cultural Methods, Fertilizing, and Marketing, constitute the chief subjects for discussion. (*Second semester, Sub-Freshman or Freshman year, 3 hours.*)

Agriculture II.—*Soil Physics.*—See course in Agriculture.

Agriculture III.—*Fertilizers.*—See course in Agriculture.

Agriculture IV.—*Rural Law.*—See course in Agriculture.

Horticulture III.—*Pomology.*—The work in this course deals with the principles of fruit growing. Particular attention is paid to those fruits that are of commercial importance to this State. The principles underlying the growing of citrus fruits, pineapples, peaches, etc., are thoroughly discussed. (*First semester, Sophomore year, 3 hours.*)

Horticulture IV.—*Plant Breeding.*—The Evolution of Plants, Cross Pollination and Hybridization, Improvement by Selection, Burbank's Work and Methods, Breeding for Special Qualities, etc., are some of the topics that indicate the nature of the work.—(*Second semester, Junior year, 3 hours.*)

Horticulture V. — *Greenhouse Construction and Management.*—In this course the principles underlying successful and economical Greenhouse Construction and Management will be thoroughly discussed, and the student will be given practical work in the greenhouse. (*First semester, Senior year, 3 hours.*)

Horticulture VI. — *Landscape Gardening.* — The Principles underlying the various styles of Landscape Gardening, The

Gardener's Materials, Improvement of Farm Homes and The Making of More Beautiful School Grounds, are some of the topics presented. The wealth of materials to be found in Florida will make this subject especially interesting. (*Second semester, Senior year,* 3 *hours.*)

BOTANY AND BACTERIOLOGY

PROFESSOR DAVIS.

The department is well equipped for carrying on work of instruction. Microscopes and accessories are available for work of investigation. For instruction in Botanical work a good microtome, embedders, apparatus for micro-photography, glassware and apparatus for Physiological Botany and Bacteriology are found in the department.

The library contains a representative collection of works on Botany and Horticulture and allied subjects.

The herbarium contains a representative collection of specimens of Florida plants as well as a large number from other parts of the country.

The cryptogamic herbarium, although not large, contains a good working collection of economic species to which additions are being constantly made.

Material for class work in Botany can be easily obtained at all seasons of the year. The flora found in the vicinity of the College is peculiarly rich both in phanerogamic and cryptogamic plants. In addition material can usually be obtained from the Horticultural grounds, from the greenhouse and from the Agricultural Department.

BOTANY

Botany Ia.—*Elementary Botany.—Lectures and Laboratory Work.*—This subject embraces the study of morphology of roots, stems, leaves, fruits, and seeds, and terms used in Descriptive Botany. A large part of the work in plant physiology is performed in the greenhouse or in the physiological laboratory. (*Required of all scientific, agricultural and pedagogical students; first semester, Freshman year, 3 hours.*)

Botany Ib.—*Systematic Study of Plants.—Lectures and Laboratory Work.*—Special types are studied, beginning with the simplest, and advancing to the most complex. Field work upon special groups of plants is undertaken during the spring months. (*Required of all scientific, agricultural and pedagogical students; second semester, Freshman year, 3 hours.*)

Botany II.—*Histology.—Lectures and Laboratory Work.*—Structure and development of the tissue of higher plants in relation to their function. (*Required of agricultural students; elective for scientific students in Junior or Senior year; second semester, 5 hours.*)

Botany III.—*Plant Pathology. — Lectures and Laboratory Work.*—A study of the nature and cause of plant diseases, including a systematic consideration of parasitic fungi. The theory and prevention of disease, the relation of crops and fungicides, are considered. (*Required of horticultural students; elective; first semester, Senior year, 5 hours.*)

Botany IV.—*Forestry.*—A course of lectures on the principles of forestry, the influence of forestry on climate, fruit growing, etc., is given. Forest cropping, protection, the use of Florida woods, etc., are taken up. (*Required of horticultural students; elective; second semester, Senior year, 5 hours.*)

Botany V.—*Cryptogamic Botany.*—This course embraces a study of the lower forms of plant life, more especially the fungi.

(*Elective for those having taken Botany I. Both semesters, Junior or Senior years, 5 hours.*)

Biological Research.—Students who desire to do additional work in Botany will be assigned special problems or allowed to select some particular line of work in Botany.

BACTERIOLOGY

Bacteriology I.—*Lectures and Laboratory Work in Principles and Methods.*—This course consists of the preparation of culture media and methods of isolation, measuring, staining and microscopic examination of the more common forms of bacteria. Bacteria causing disease as well as those found in milk, water and soil are studied. Methods of sterilization and disinfection are taken up. (*Required of agricultural students; elective; second semester, Junior year, 5 hours.*)

Bacteriology II.—This course consists principally of laboratory work of a more special nature such as the study of some particular disease organisms or the study and identification of organisms in milk, water or soil. (*Elective for students having had Bacteriology I. First semester, 3 hours.*)

CHEMISTRY

PROFESSOR FLINT.

The facilities for instruction in Chemistry compare favorably with those of the larger institutions of the South and are being steadily improved. The department is equipped with the necessary apparatus and material for instruction in general inorganic and organic, analytical and industrial chemistry.

Beginning with the Sophomore year, all students in all the courses are required to take general chemistry. In the scientific courses, the junior year is devoted mainly to qualitative, the senior year to quantitative analysis. Abundant laboratory work is offered in all of these courses.

Chemistry I.—This course is on general inorganic chemistry. During the first semester, the non-metallic elements are studied, by means of a text-book, lectures and recitations. Special attention is given to the principles underlying chemical union, and the theories and laws which govern the science.

In the second semester the metals and their more important compounds are studied in the same manner. (*Three hours a week throughout the Sophomore year for the B. S. course and Junior year for B. A. courses required of all students.*)

Chemistry II.—This is a laboratory course in general chemistry. In order to impress the principles of the science upon the minds of the students, they are required to repeat in the laboratory many of the experiments seen in the lecture room, taking notes of the same, and writing the chemical reactions as far as possible. Each one is required to perform over a hundred experiments designed to illustrate chemical principles, including the preparation of many of the elements and their most important compounds.

In the second semester the laboratory work is designed to study the reactions of the metals with a view to their classification. During this semester a portion of the time is devoted to a thorough course in dry analysis. (*Two exercises a week throughout the Sophomore year, required of all students in the scientific courses.*)

Chemistry III. — This is a laboratory course in qualitative analysis, in the Junior year. (*Three exercises a week, elective in the A. B. Course.*)

Chemistry IV.—Includes course III with two additional exercises a week in the same line of work. (*Offered as an elective in the Science courses, and required in the chemical course.*)

Chemistry V.—This is a course in organic chemistry which includes lectures and recitations, although a text-book is largely depended upon. In the latter part of the second semester a portion of the time is devoted to organic preparations in the laboratory. A short course of lectures on the subject of metallurgy is given in the latter part of the semester, in which the chemistry involved in the reduction and fabrication of the more useful metals, as iron, copper, zinc, lead and silver, is explained. (*Three hours a week throughout the Junior year, required of students in the Chemical course.*)

Chemistry VI.—This is a laboratory course in quantitative analysis. (*Elective in the Senior year to students in the B. S. courses. Three hours a week.*)

Chemistry VII.—In this course five exercises a week are devoted to laboratory work. During the first semester this is given to quantitative analysis, the exercises being selected with a view to familiarizing the students with the leading quantitative operations involved in the gravimetric, volumetric and electrolytic methods in vogue. As far as possible, the work of each individual is selected to aid especially in the line of work he may wish to pursue in the future, as medicine, pharmacy, analytical chemistry, etc.

During the second semester the laboratory work is still further specialized for each student and is devoted especially to investigation on some one subject, leading to material for a thesis.

During two hours a week a course is given in chemical technology which comprises a consideration of the chemical principles

involved in the manufacture, refining and preparation of the leading products of commercial importance. "Thorp's Outlines of Industrial Chemistry" is used as a text, lectures being given occasionally enlarging upon or explaining the subject matter of the book. Among the subjects studied may be mentioned fuels, sulphuric acid, the soda industry, the chlorine industry, fertilizers, cements, glass, pigments, coal tar, mineral oils, soap starch, sugar, fermentation industries, explosives, textile industries, paper, leather, etc. In connection with this visits will be made to such factories and chemical industries as may be accessible.

To those who desire it, a short course during this time is offered in the assaying of gold, silver and lead. (*Seven hours a week throughout the Senior year. Required of students in the Chemical course.*)

Chemistry VIII.—A course of lectures in agricultural chemistry, embracing the chemistry of soils, the atmosphere, plant and animal growth and feeding, fertilizers, dairy products, insecticides, etc. (*Three hours a week for one semester in the Senior year. Required of students in the Agricultural course.*)

CIVIL ENGINEERING

PROFESSOR BENTON.
ASSISTANT PROFESSOR COX.

Instruction in civil engineering is given by (1) recitations, based on assigned lessons in standard text-books; (2) lectures, designed to supplement text-book instruction; (3) laboratory work, to give the students familiarity with engineering instruments, and with the making of engineering measurements and

tests, and (4) field work, in which the student, under guidance of the instructor, carries out work of the same nature as in actual engineering practice. The following courses are required of all civil engineering students; and Surveying I is required also of agricultural students, Sophomore year:

Surveying I.—Class room and field work is given in chain surveying, use of compass and transit, computation of areas, use of level, differential and profile leveling, theory and use of surveying instruments, land surveying, use of plane table, topographic surveying. (*Required of Sophomores in the Civil Engineering course; one recitation per week and two field exercises of 3 hours each.*)

Surveying II. — Hydrographic surveying; city surveying; measurement of volumes; geodetic surveying; determination of latitude, longitude, and time; cartography. (*Required of Juniors in the Civil Engineering course; 4 hours of field work per week.*)

Railroad Engineering. — Railway location; computation of earthwork; subgrade and track structures; economics of railroad operation. The field work consists of the reconnoissance, preliminary, and location survey, followed by laying out curves and estimating earthwork, track work, and track structures, which would be necessary to build a railroad to connect two points in the neighborhood of the university. The principles underlying the field work, and the results obtained, are discussed in the class room. (*Required of Juniors in the Civil Engineering course; 3 hours.*)

Municipal Engineering.—Roads and pavements; testing of road materials; sewerage and sewerage disposal; water supply engineering, including computation of rainfall and run-off, methods of collection, storage and distribution. (*Required of*

Juniors in the Civil Engineering course; two recitations and one practicum of 2 hours.)

Structural Engineering.—Structural details; bridges; roof trusses; plate girders; masonry structures; arches and stereotomy; dams; foundations; study of the methods of production and of the properties of all the more important materials of construction. (*Required of Seniors in the Civil Engineering course; 5 hours per week.*)

Engineering Laboratory.—The work in the laboratory consists of the use of computing instruments; determination of centers of gravity; testing materials for strength and elasticity; cement testing; testing of beams, columns, and simple structures. (*Required of Seniors in the Civil Engineering course; two exercises per week of 2 hours each.*)

Hydraulics.—Hydrostatics; pressure against walls and dams; strength of pipes; flow through pipes and orifices, and over weirs; fluid friction; flow in open channels; hydraulic machinery; canal construction; improvement of rivers and harbors. The laboratory work consists of hydraulic measurements for the determination of quantity of flow, velocity, pressure, and loss of head in pipes and conduits; testing of meters; study of hydraulic machinery. (*Required of Seniors in the Civil Engineering course; 3 hours.*)

Contracts and Specifications. — A brief course based on Johnson's Engineering Contracts and Specifications. (*Required of Seniors in the Civil and Mechanical Engineering courses; 1 hour.*)

Thesis.—Each student is required to make a complete design of some engineering work, with specifications and estimate of cost. (*Senior year; 2 hours per week.*)

ELECTRICAL ENGINEERING

PROFESSOR BENTON.

Dynamo Electric Machinery.—The principles of action of direct-current dynamos and motors; calculations of dynamos and motors; determination of characteristic curves; principles of single phase and poly-phase alternating currents; alternating current machinery; theory of the transformer. (*Required of Seniors in Electrical Engineering course; 4 recitations and 4 laboratory exercises of 2 hours each per week.*)

Telegraph and Telephone Engineering. — Principles of operation of the telegraph and telephone; submarine cables; wireless transmission of signals. (*Required of Seniors in Electrical Engineering course; 1 recitation and 1 laboratory exercise of 2 hours per week.*)

ENGLISH

PROFESSOR FARR.

English.—The work of the department is designed to meet the requirements for a practical and liberal education, and is regarded both as a necessary auxiliary to the training in technical courses, and as an important factor among the liberalizing studies. The three sides of the subject, Rhetoric, Linguistics, and Literature, are presented as fully as the time allotted will permit. While Rhetoric and Composition are especially stressed in the lower classes, Literary studies in the higher, and linguistic work in electives, still the attempt is made to keep the three view-points before all classes as necessary to a mastery of their native language.

English A.—This course is intended to prepare students who have not had the eleventh grade work of the public schools for entrance into the department. Two hours per week will be devoted to advanced grammar. An elementary Rhetoric and Composition text will be studied. The English Classics required for entrance will be read in class. Constant practice in writing, in daily exercises and weekly themes will be insisted upon. Orthography, orthoepy, and reading will be touched upon as needful. (*Both semesters, Sub-Freshman year; 4 hours.*)

English I. — *Composition and Rhetoric.* — This course is designed to train the students in methods of clear and forceful expression. Throughout the year 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 the Essays of Macaulay are studied throughout the year, and a private reading course is assigned to the individual student. (*Throughout the year for all Freshmen, 3 hours.*)

English II. — *History of Language and Literature.* — The course is intended to furnish the student an outline of the historical development of the English language and literature both as a cultural end desirable in itself and as giving the proper perspective for future study of literary epochs and types. A text with selections from the important prose writers and poets, a course of lectures covering the history of the language and literature, a manual to be used for reference, frequent reports on interesting phases of the subject from the individual students, and a constant use of the University library, are the methods employed in instruction. Tennyson's Idylls of the King and Browning's Blot in the 'Scutcheon are critically studied in class, and a private reading course is assigned to each student. (*Throughout the year for all Sophomores, 3 hours.*)

English III*a*.—*Milton and the Epic.*—This course centers in a study of the Paradise Lost, around which are grouped studies in the Age of Milton and in the Epic as a type in Comparative Literature. The first four books of the poem are read in class. Written reviews on the remaining books alternate each week with essays from the student and lectures by the instructor on various phases of the subject. A reading course in the minor poets of the age and in the English translation of the great Epics is assigned to each student. (*Elective; first semester of Junior year,* 3 *hours.*)

English III*b*.—*Shakspere and the Drama.*—This course follows the above method. Three of the Shaksperian plays are read in class. On eight others a written review is held each fortnight and on the alternate week essays are written and lectures are given by the instructor. Readings in the English Drama from the Cycle plays to contemporary production are assigned to the students. (*Elective; second semester of Junior year,* 3 *hours.*)

English IV*a*.—*The English Novel.*—In recognition of the fact that a large part of the reading of most Americans is in this line a course in the Novel is offered. This subject is studied in suitable texts from the two sides of chronological development and of technique; and the student reads a list of novels chosen to illustrate chronology and variety of species, analyzes minutely one novel from the technical side, masters the entire work and life of one novelist, and compares closely a novel and a dramatized version of it. It is hoped that the student may be so grounded in the classics and his taste and judgment so trained that his reading in this class of literature may not become mere intellectual dissipation. (*Elective; first semester of Senior year,* 3 *hours.*)

English IV*b*. — *The Romantic Revival.* — This course is planned as a study in literary movement. The causes and forces

which underlie the movement, its phenomena and the authors and works which exhibit them, and a comparison with other movements in literature will be considered. The work of Prof. Beers will be used as a basis and the student will be led, by means of extensive reading, by investigation and essays and by lectures on the wider ranges of the subjects, to realize the truth of his statements. (*Elective; second semester of Senior year, 3 hours.*)

English V. — *Anglo-Saxon Grammar and Reading.* — The student is drilled in the forms of the early language and an elementary view of their relations to the other members of the Aryan family and their development into Modern English are given. The texts in Bright's Anglo-Saxon Reader are studied and Cook's edition of the Judith is read. (*Elective for Juniors, both semesters, 3 hours.*)

English VI.—*Chaucer and the Middle English Grammar.*— During the first semester the works of Chaucer are read in and out of class. The pronunciation, grammatical forms, scansion, condition of text, analogues and sources are closely examined. During the second semester, Morris and Sheats' Specimens, Part II, is studied in connection with informal lectures on Middle English viewed as developing from Anglo-Saxon into Modern English. (*Elective for Seniors who have taken English V; both semesters, 3 hours.*)

HISTORY AND ECONOMICS

PROFESSOR BANKS.

The courses offered in this department are planned with a view to training the student to analyze the forces at work in the complex society of which he is a member, so that he may be

equipped for an intelligent discharge of his duties as a citizen. Courses in History find a place here for the reason that the present structure of our society can be understood only through a study of its evolution out of the past. Work in Economics is given not only because the struggle for existence and for the material means of satisfying wants has been in the past one of the dominant forces in social evolution, but also because that struggle presents today perhaps the most serious body of problems with which the citizen has to deal. Public Law, based upon the principles of political science, is made a subject of study in order that the student may become acquainted with the nature and functions of government as an agency of order and of social betterment. Sociology is the most comprehensive of the subjects that find a place in this department in that it attempts through a study of the past and through a combination of the principles of economics and political science with other principles of social psychology to reach a complete analysis of society as it exists and of the principles which underlie its progress in civilization.

HISTORY

A. Ancient History to the Death of Charlemagne.—This course surveys briefly the oriental civilization that exerted an influence upon later European life. It describes the organization and development of the Grecian states and of the Roman republic and empire. It traces the early spread of Christianity and the migrations of the vigorous barbarians from the North as they add new material out of which are created the important European nations of today. West's Ancient History is used as the text while collateral reading and written reports form an important part of the course. (*Both semesters, Sub-Freshman class,* 3 *hours.*)

I. European History from Charlemagne to the Present Time.—It is the purpose of this course to familiarize the student with the general principles which characterized the development

of the national states found upon the map of Europe at the present time. Special attention is given to feudalism, the growth of the ecclesiastical hierarchy under the papacy and its attitude toward heresy, absolutism and the rise of national state, the renaissance, the protestant revolt, political reforms in England, the revolution in France, and the general changes in Europe during the nineteenth century. Text-books: Robinson's History of Western Europe; Robinson's Readings (Abridged Edition). Collateral reading and written reports are also required. (*Required of A. B. and General Science students; both semesters, Freshman year, 2 hours.*)

II. History of the United States Since 1783.—After a brief survey of the colonial development, which culminated in the revolt from England, special attention is given to the decline of the confederation, the formation and adoption of the constitution, the growth of national and state rights parties, expansion, the diversity of economic development in the North and South, slavery debates, secession, reconstruction and its undoing, tariff and financial legislation, the war with Spain and its results. Walker and Burgess in the American History Series and MacDonald's Select Documents are used as texts. Additional library reading is also required. (*Required of A. B. students; both semesters, Sophomore year, 3 hours.*)

III. The French Revolution and Europe in the Nineteenth Century.—A careful study is made of the social and economic condition of France before the revolution and of the influence of the philosophers upon the course of events. The career of Napoleon is studied chiefly for such of his work as had a permanent influence. Attention is given the Congress of Vienna, the subsequent revolutions, the unification of Italy and of Germany, the Eastern question, the Far Eastern question, the partition of Africa, and a brief survey of world politics at the

beginning of the twentieth century. Text-books, lectures and collateral reading. (*Junior or Senior elective; both semesters,* 3 *hours.*)

IV. England and America in the Seventeenth and Eighteenth Centuries.—After a rapid survey of the period of discovery and of England in the sixteenth century, the history of England and her colonies in the seventeenth and eighteenth centuries is taken up. The colonies will be treated as an offshoot of the English nation developing their institutions under different conditions. Special emphasis is laid upon the attempts at imperial control and the resulting separation. Library work and lectures. (*Open to Seniors or Graduates who have had at least two years' work in history; both semesters,* 3 *hours.*)

ECONOMICS

I. Principles of Economics.—This is an introductory course describing the leading characteristic of those human activities which are called economic, and presenting some of the general principles which underlie the value and price of goods as well as those which underlie the distribution of income into rent, wages, interest, and profits. Considerable time is devoted to the discussion of such practical economic problems as those that relate to money, international trade and the tariff, the labor movement, the trusts, and the railroads. Socialism and other plans of social reform also receive some consideration. Seager's Introduction to Economics is used as a text. Constant reference is also made to the works of other authors and considerable outside reading is required. (*Junior or Senior elective; both semesters,* 3 *hours.*)

II. Money and Banking.—It is the aim of this course to analyze the nature and functions of money and credit and banking, and to trace the history of money and banking in the United States with incidental reference to the experience of other countries in these matters. It is also proposed to discuss schemes of currency reform and other monetary problems. (*Elective for*

Seniors or Graduates who have had Economics I; first semester, 3 hours.)

III. International Trade and the Tariff.—This course describes the nature of international trade, traces the history of the tariff in the United States and the history of our commercial relations with other countries. (*Elective for Seniors or Graduates who have had Economics I; second semester, 3 hours.*)

IV. Socialism and Other Plans of Social Reform.—A study of the present inequalities in the distribution of wealth and of the remedies therefor which a series of earnest reformers have proposed. (*Elective for Seniors or Graduates who have taken Economics I; first semester, 3 hours.*) Omitted 1908-'09.

V. Problems of Labor and Capital.—It is the main purpose of this course to examine the workings of labor organizations and capitalistic organizations with a view to reaching some conclusions with regard to what may be their good or bad features, and also to see if our laws are calculated to foster the good and eliminate the evil in each case. (*Elective for Seniors or Graduates who have taken Economics I; second semester, 3 hours.*) Omitted 1908-'09.

PUBLIC LAW

I. Government of the United States: National and State.—This course discusses some of the general principles of political science and applies these principles in analyzing the structure of the dual system of government in the United States. A study is made of the original conception of our union and the evolution of a new conception which prevailed in the sixties. The amendments then added are examined in the light of decisions of the supreme court. After describing in some detail the organization and functions of the national government the organization and functions of the state governments, in both their central and their local branches, are examined,—the government of Florida receiving special consideration in this connection. The govern-

ments now being established in our insular possessions are also considered. (*Junior or Senior elective; both semesters, 3 hours.*)

II. European Governments.—An analysis and comparison of the constitutional systems of the leading states of Europe is attempted in this course. The government of England and her dependencies, including the relation of the latter to the former, receive special attention. (*Junior or Senior elective; first semester, 3 hours.*)

III. International Law.—It is the object of this course to present the general principles which are supposed to govern independent states in their relations with one another both in time of peace and in time of war. Davis's Elements of International Law is used as a text, but some emphasis is laid upon the study of cases and of diplomatic papers. (*Junior or Senior elective; second semester, 3 hours.*)

SOCIOLOGY

I. Principles of Sociology.—This is an introductory course designed to acquaint the student with some of the problems of sociology regarded as a scientific description of society. It embraces a study of early forms of social groupings, their evolution into later and more complex forms together with some of the general principles of civilization and progress which seem to manifest themselves in the social process. (*Open to Seniors or Graduates; first semester, 3 hours.*) Omitted 1908-'09.

II. Pauperism and Crime. — This course deals with the causes of pauperism, traces the history of poor-relief in England and examines the present methods of dealing with the problem in the leading countries of the world. The nature of crime is discussed and the modern methods of dealing with the different classes of criminals are examined. Other dependent and defective social classes receive some consideration. (*Open to Seniors or Graduates; second semester, 3 hours.*) Omitted 1908-'09.

LATIN AND GREEK

PROFESSOR ANDERSON.

The study of the Classics contributes largely to general culture. In addition to the recognized and peculiar disciplinary value of such studies, and their conspicuous service in cultivating the literary sense and developing literary taste, they have a more immediate value and office as aids to the comprehension and interpretation of modern languages and literatures. A thorough study and a full understanding of any modern language, especially the Romance Languages and our own tongue, demand a considerable preliminary acquaintance with Latin and Greek. Thus from two points of view, that of their own intrinsic beauty and value as culture studies, and that of subsidiary aids to the study of other and modern languages, Latin and Greek command our attention, and call for a large place in any curriculum which proposes to issue in a liberal education.

The following courses are offered for the coming year:

LATIN

Latin A.—Four books of Cæsar's Gallic War and four Orations of Cicero will be read in class. The grammar will be studied throughout the year; and weekly exercises in prose composition will be required. (*Both semesters, Sub-Freshman class, 6 hours.*)

Latin I.—Livy, books XXI and XXII or other selections; Ovid, about 2,000 verses selected from his various works but mainly from the Metamorphoses; Virgil, Aeneid, books I-IV; Versification, with especial reference to the Dactylic Hexameter and Pentameter; weekly exercises in Prose Composition; Grammar. (*Required for A. B. students; both semesters, Freshman year, 3 hours.*)

Latin II.—Selections from the Letters of Cicero and Pliny; selections from the Satires, Epistles, Odes, and Epodes of Horace with a study of the Horatian Metres; weekly exercises in Prose Composition. (*Required for A. B. students; both semesters, Sophomore year, 3 hours.*)

Latin III.—Juvenal's Satires with some omissions; Tacitus, parts of the Histories or Annals; Selections from Catullus, Tibullus, and Propertius. (*Elective; both semesters, Junior year, 3 hours.*)

Latin IV.—Several plays of Plautus and Terence; Tacitus, Germania or Agricola; selections from Seneca, Gellius and Quintilian. (*Elective; both semesters, Senior year, 3 hours.*)

Latin V*b*.—History of the Roman Literature, preceded by a short study of Roman Life and Customs. (*Elective; second semester, 2 hours.*)

GREEK

Greek I.—The forms and most important principles of the syntax will be learned from a beginner's book. The student will have numerous exercises, partly oral, partly written, and some practice in conversation and sight-reading. Then one book of Xenophon's Anabasis will be read with exercises in Prose Composition and study of the Grammar. (*Elective; 5 hours.*)

Greek II. — Xenophon's Anabasis, books II, III and IV; Selections from Lucian and the easier dialogues of Plato; sight translation; Prose Composition; Grammar. (*Elective; 3 hours.*)

Greek III.—Select orations of Lysias or other Attic orators, with informal talks on Athenian laws and customs; parts of the Iliad and Odyssey of Homer; Prosody; Prose Composition. (*Elective; 3 hours.*)

Greek IV.—Selections from the Greek historians, especially Herodotus and Thucydides; selections from the Greek dramatists, especially Euripides and Sophocles; selections from the lyric fragments of Alcaeus, Sappho, etc. (*Elective; 3 hours.*)

Greek V*a.*—A study of the history of Greek Literature preceded by a short study of Greek Life and Customs. A knowledge of the Greek language is highly desirable but is not required for this course. (*Elective; first semester, 2 hours.*)

MATHEMATICS AND ASTRONOMY

PROFESSOR SCHMIDT.

The work in the Department of Mathematics is planned with a threefold purpose in view:

1. For students who intend to *specialize* in Mathematics it provides the preparation for more advanced work. Several advanced courses are offered each year for this class of students.

2. To those who need Mathematics as an *instrument* it offers opportunities to become familiar with this instrument. The application of Calculus not only to Physics, Chemistry and Engineering, but even to such seemingly remote realms as Psychology and Political Economy, makes it advisable that this class should continue the study of Mathematics at least as far as to include Calculus.

3. To others it gives logical training in Analysis and Proof, introduces them to that scientific method par excellence of the Hypothesis, and develops the idea of a deductive system in its classical form. Elementary (Euclidean) Geometry is studied with this purpose in view by all members of the Freshman class.

The following courses are offered each year:

Mathematics A.—Plane Geometry and Algebra. Text-books: Phillips and Fisher, Elements of Geometry; Hall and Knight, College Algebra. (*Eight hours per week through the Sub-Freshman year.*) This course is given by Mr. W. B. Hadley.

Mathematics I.—Solid Geometry. Plane and Spherical Trigonometry. Text-books: Phillips and Fisher, Elements of Geometry; Wentworth, Plane and Spherical Trigonometry. (*Required of all Freshmen; both semesters, 5 hours.*)

Mathematics IIa. — Algebra and Introduction to Analytic Geometry. Text-books: Hall and Knight, College Algebra; Smith and Gale, Elements of Analytic Geometry. (*Required of all students except those in Pedagogy and Agriculture; both semesters, 3 hours.*)

Mathematics IIb.—Differential and Integral Calculus. Text-book: Asgood, Differential and Integral Calculus. (*Required of students in the Engineering and Mathematical-Physical courses; both semesters, 3 hours.*)

Mathematics IIIa.—Differential and Integral Calculus (continued). Text-books for 1908-'09: MacMahon and Snyder, Differential Calculus; Murray, Integral Calculus. (*Required of students in the Engineering and Mathematical-Physical courses; both semesters, 3 hours.*)

Mathematics IIIb.—Introduction to the Theory of Equations (first semester). Introduction to Differential Equations (second semester). Text-books: Cajori, Theory of Equations; Campbell, Differential Equations. (*Required of students in the Engineering and Mathematical-Physical courses, 3 hours.*)

The following advanced courses, one of which is required of students in the Mathematical-Physical course, are offered for 1908-'09:

Advanced Calculus with Applications to Geometry.—The conditions of integrability, the successive extensions to multiple and curvilinear integrals, integration in series and the trigonometric series will be discussed in the first part of the course; the application of Calculus to the Theory of Envelopes, Contact, Curvature and Torsion of twisted curves in the second part. (*Both semesters, 3 hours.*)

Mathematical Seminary. — Subject for the year: Higher Plane curves. (*Both semesters, 3 hours.*)

In connection with the Department of Mathematics a course in **General Astronomy** will be offered, consisting of lectures and recitations, with practical exercises. No knowledge of advanced mathematics is presupposed. Text-books: Young, Manual of Astronomy; Willson, Laboratory Astronomy. (*Elective; both semesters, 3 hours.*)

MECHANICAL ENGINEERING

PROFESSOR HOCHSTRASSER.

In this department practice and theory go hand in hand. A graduate's value is not based on what he knows, but on what he can do.

The following courses are offered for the coming year:

MECHANICS

Mechanics I.—*A Course in Kinematics of Machinery.*—In Kinematics the relation of moving parts of machines is investigated. This includes link work, belts, gears, trains of mechanism, etc. The text is supplemented by the use of an extensive collection of models and a thorough course in drawing the various forms of teeth, etc.

Mechanics II.—*A Course in Analytic and Applied Mechanics.* The various forces in statics and dynamics are studied and a wide range of problems in their practical application to machines is solved. (*Required of Engineering students; both semesters, Senior year, 5 hours.*)

Mechanics III. — *A Course in Strength of Materials and Materials Used in Engineering Structures.*—This will comprise an investigation, in class room and laboratory, of the strength of engineering structures, the analysis of stresses in trusses; bursting strength of boilers, etc., and the mechanical properties and treatment of iron, steel, timber and cements. (*Required of Engineering students, second semester Junior year, and both semesters Senior year, 3 hours.*)

Steam Engineering. — This course includes the study of *Thermodynamics* and its relation to the gas, gasoline and steam engine; the losses attendant upon the conversion of heat into work and means of partially preventing same; a study of the different valve motions; the practical use of the steam engine indicator; the construction of theoretical cards for compound engines; steam boilers, etc. (*Required of Engineering students; both semesters, Senior year, 4 hours.*)

Contracts and Specifications.—The course is to enable the student to interpret contracts and specifications, and to give him a knowledge of what they should consist. (*Required of Engineering students; both semesters, Senior year, 1 hour.*)

DRAWING

The course in Drawing requires four years for completion.

During the Freshman year a text-book, "Tracy's Introductory Course," is used, and work with the instruments taken up. The essentials of Descriptive Geometry are clearly brought out and at the same time accuracy and neatness in drawing are required.

During the Sophomore year Machine Drawing is taken up.

In the Junior and Senior years advanced Drawing and Machine Design occupy the student's attention. Both are made to harmonize with the theoretical instruction going on at the same time, and during the Senior year particular stress is laid on Machine design and a large amount of independent investigation is required. (*Required of Engineering students; 4 hours, counting as 2, in Freshman and Sophomore, and 8 hours, counting as 4, in Junior and Senior years; both semesters in all classes.*)

Descriptive Geometry.—No attempt is made to apply the principles to machine drawing, but to establish them. To this end a great variety of problems is taken up for discussion and proof, and the student is thereby enabled to make a more intelligent application of the principles in the advanced work. (*Required of Engineering students; second semester, Freshman year, 4 hours.*)

Shop Work.—A systematic course of practical work, including carpentry, wood-turning, pattern making, moulding, foundry work, blacksmithing, bench work in iron, and machine work, is required of Mechanical Engineering students. No attempt is made to teach a trade, in any sense of the word; the time afforded would not permit of this, but each lesson is intended to bring out some one of the underlying principles of the subject taught and impress it firmly on the student's mind, so that when he has completed the course he will have a general knowledge of those trades with which the engineer has to deal.

A series of lectures is given as the work progresses, and a certain amount of reading of technical and trade publications is required.

Shop Equipment.—The wood shop is provided with twenty benches and forty sets of tools for bench work in wood, a rip saw, band saw, jig saw, planer, grindstone, fourteen wood lathes

and a number of small foot-power machines. The foundry is equipped with sets of moulding tools, benches, flasks, moulding sand, etc. A brass furnace is in place, and a cupola for melting iron has recently been installed. The tin shop is provided with gas furnaces and soldering irons for students, and is well supplied with snips, stakes, flangers, and blowpipes. The blacksmith shop contains power blast forges, and one hand forge, heavy anvils, sledges, hammers, tongs, fullers, swages, etc. The machine shop has an 18-inch Cady and an 11-inch Seneca Falls lathe, a drill press, emery wheel, grindstone, and a Gray planer. A No. 1 B. & S. Universal milling machine and a Springfield shaper together with a small Barnes lathe, a complete airbrake equipment, and the usual benches and vices for iron work complete the list of the larger tools.

Power is furnished by electric motors, so that the shop is ready for instant use at all times. (*Required of Engineering students, 8 hours, counting as 4, throughout the four years' course.*)

MODERN LANGUAGES

PROFESSOR CROW.

French, German, Italian and Spanish are the subjects taught in this department. Extensive courses of reading, in and out of class, frequent exercises, oral and written, and studies in the Literature and Languages of the respective countries form the chief features of instruction. Carefully prepared English abstracts of nearly all the parallel reading is required.

Authors and text-books vary from year to year. Though the classics are not neglected, special attention is paid to the literatures of the nineteenth century.

Since the session of 1906-7 tables have been set apart in the mess-hall for those wishing to speak German or Spanish.

FRENCH

French I.—*Elementary Course.*—Drill in pronunciation and important grammatical forms, elementary syntax, dictation, daily written exercises, memorizing of vocabularies and short poems, translation.

Text-books: Frazer and Squair's French Grammar; Guerber's "Contes et Légendes", Parts I and II; Joynes's "French Fairy Tales." (*Modern Language elective for Freshman; elective; both semesters,* 5 *hours.*)

French II. — *Intermediate Course.* — Work of elementary course continued, advanced grammar including syntax, prose composition, translation of intermediate and advanced texts, sight reading, parallel.

Text-books: Frazer and Squair's French Grammar; Labiche and Martin's "Le Voyage de M. Perrichon"; Malot's "Sans Famille"; Sand's "La Mare au Diable"; Mérimée's "Quatre Contes" and "Colomba". (*Modern Language elective for Sophomores; elective; both semesters,* 3 *hours.*)

French III.—*Advanced Course.*—Syntax, stylistic, composition, history of French Literature, selections from the dramatists or novelists as class may decide. (*Elective; both semesters,* 3 *hours.*)

French IV.—*Old French.*—A course will be offered in Romance Philology open only to those who have taken French III and Latin II. (*Elective; both semesters,* 3 *hours.*)

GERMAN

German I.—*Elementary Course.*—Drill in pronunciation and important grammatical forms, elementary syntax, dictation, daily written exercises, memorizing of vocabularies and short poems, translation.

Text-books: Joynes-Meissner's German Grammar; Güerber's "Märchen und Erzählungen", Parts I and II; Baumbach's "Nicotiana"; Benedix's "Nein". (*Modern Language elective for Freshman; elective; both semesters, 5 hours.*)

German II*a*.—*Intermediate Course.*—Work of elementary course continued, advanced grammar including syntax, prose composition, translation of intermediate texts, sight reading, parallel.

Text-books: Joynes-Meissner's German Grammar; Gerstäcker's "Germelshausen"; Von Hillern's "Höher als die Kirche"; Niel's "Mit der offenen Hand"; Freytag's "Die Journalisten"; Schiller's "Der Neffe als Onkel". (*Modern Language elective for Sophomores; elective; both semesters, 3 hours.*)

German II*b*.—A supplementary course in commercial German will be offered to students who are taking or have concluded German II*a*. For the present this course will not count towards a degree. (*Elective; both semesters, 2 hours.*)

German III.—*Advanced Course.*—Syntax, stylistic, composition, history of German Literature, selections from the dramatists or novelists. (*Elective; both semesters, 3 hours.*)

German IV.—*Scientific Reading Course.*—A course in reading scientific German will be offered to students who have completed German II. The nature of the course will depend largely upon the needs of the students taking it. (*Elective; both semesters, 3 hours.*)

German V.—Courses will be offered in Middle and Old High German open only to those who have taken German III. (*Elective; both semesters, 3 hours.*)

Italian I.—*Elementary.*—To students desiring to specialize in the Romance Languages, an elementary course in Italian is offered. As students who elect this course will already have some

knowledge of formal grammar and of Latin and French, rapid progress will be made. (*Elective; both semesters, 3 hours.*)

Spanish I.—*Elementary Course.*—Drill on pronunciation and important grammatical forms, elementary syntax, dictation, daily written exercises, memorizing of vocabularies and short poems, translation.

Text-books: Hill's and Ford's Spanish Grammar; Ramsey's Elementary Spanish Reader; Carter and Malloy's "Cuentos Castellaños." (*Modern Language elective for Freshman; elective; both semesters, 5 hours.*)

Spanish II. — *Intermediate Course.* — Work of elementary course continued, advanced grammar including syntax, prose composition, translation of selections from Alarcón and Galdos, parallel.

Text-books: Hills and Ford's Spanish Grammar; Alarcón's "El Capitán Veneno," "El Final de Norma," "Galdos's "Doña Perfecta, Electra." (*Modern Language elective for Sophomores; elective; both semesters, 3 hours.*)

PEDAGOGY

PROFESSOR YOCUM.

Pedagogy I.—*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. The text-book prescribed from time to time by the State Superintendent of Education will be used, but the study will be conducted from a syllabus, and ample references will be made to the standard treatises used in American schools. Professor Ladd's Outline of Descriptive Psychology will be most freely consulted. (*Required of Freshmen in the Pedagogical Course; both semesters, 2 hours.*)

Pedagogy II.—*Methods.*—This course will aim to teach the accepted principles of instruction, and general and special methods. White's Art of Teaching, De Garmo's Essentials, Lange's Apperception, McMurray's various treaties, Tate's Philosophy of Education. and other accessible English authors will be drawn upon. The subject will be presented in a syllabus. Observation of methods will be made in the public schools, where it may be found profitable. (*Required of Sophomores in the Pedagogical Course; both semesters,* 3 *hours.*)

Pedagogy III.—*School Economy.*—White's School Management indicates the scope of this course. School-house architecture, heating, ventilation, school-grounds, organization, discipline, promotions, etc., will be discussed. (*Required of Sophomores in the Pedagogical Course, who have taken Latin I; both semesters,* 3 *hours.*)

Pedagogy IV.—*History of Education.*—Seeley's History of Education. References to Paul Monroe's Text-Book in History of Education. Critical reading and discussion of several short classics in education, such as Rousseau's Emile, Pestalozzi's Leonard and Gertrude, Spencer's Essay, etc. (*Required of Juniors in the Pedagogical Course; elective, both semesters,* 6 *hours.*)

Pedagogy V.—*Recent Topics in Education.*—The design of this course is to discuss some of the important recent movements and tendencies in education. Child Study, Correlation, Manual Training, Agriculture in the Schools, Nature Study, School-Republics, High-School Athletics, etc., will be discussed in connection with reports of the best school systems of Europe and America. (*Required of Seniors in the Pedagogical Course; elective; both semesters,* 6 *hours.*)

PHILOSOPHY

THE PRESIDENT.

The courses in Philosophy are designed not only to provide that modicum of knowledge and training which is deemed desirable for the general student, but also to lay the foundation, and possibly furnish the impulse, for further and more technical studies in this department. The class work in each course will serve mainly to coordinate and render consistent a large amount of collateral reading dealing with the several subjects discussed in the text-book. As the work progresses, special studies on given topics will be required from time to time, and the results of these studies will be presented and discussed before the class.

Philosophy I.—*Psychology.—A general introductory course.* Titchener's "Outline of Psychology," and James's Briefer Course will be used in class during the first term. During the second term Lloyd Morgan's "Comparative Psychology" will be used in class and portions of Wundt's "Human and Animal Psychology" and Ladd's "Physiological Psychology" will be taken as collateral reading. (*Required of Pedagogical students, Junior year; elective; both semesters,* 3 *hours.*)

Philosophy II*a.*—*Logic.*—An elementary course. Creighton's "Introductory Logic." Lectures and studies in the history, development and systems of logic. Exercises. (*Elective; first semester,* 3 *hours.*)

Philosophy II*b.*—*Ethics.*—A general course. Especial emphasis will be laid on the Principles of Ethics. Lectures and studies in the history of Ethics, and discussion of various ethical systems. Fite's "Introductory Study of Ethics" for class use, and James Seth's "A Study of Ethical Principles" for collateral. (*Elective; second semester,* 3 *hours.*)

Philosophy III.—*Introduction to the Problems of Philosophy.* —In this course the great problems of Philosophy will be briefly presented and discussed, as, for example, theism, pantheism, materialism, dualism, rationalism, empiricism, etc. Paulsen's "Introduction to Philosophy" will be used as a text, and collateral reading in various authors will be assigned in connection with the topics studied. Special subjects will be assigned for written discussion. (*Elective; both semesters, 3 hours.*)

Philosophy IV *a* and *b*.—This is a course in the History of Philosophy and requires two years for its completion. The work of the first year treats Ancient Philosophy, that of the second Mediæval and Modern. Weber's "History of Philosophy" will be used as a guide text. (*Elective; both semesters; two years, 3 hours.*)

PHYSICS

PROFESSOR BENTON.
ASSISTANT PROFESSOR FLOYD.

Instruction in Physics is given by (1) recitations, based upon lessons assigned in text-books; (2) laboratory work, in which the student uses his own direct observation to gain knowledge of the subject; (3) lectures, in which experimental demonstrations of the principles under discussion are given; and (4) seminar work in the advanced courses, in which the various members of the class take up different special problems requiring extended study or investigation, and report upon them in turn to the class.

Physics A.—Elements of Physics, with problems and laboratory work. (*Six hours per week through the Sub-Freshman year for students not taking Latin.*)

Physics I. — General Physics, including mechanics, heat, acoustics and optics, but not electricity and magnetism. (*Required of Sophomores except in the Agricultural course and the Pedagogical course; three recitations per week.*)

Physics II.—General laboratory physics, to accompany Physics I. (*Required of Sophomores in the engineering courses; elective for other students who are taking* [*or have taken*] *Physics I; two exercises of 2 hours each per week.*)

Physics III.—General electricity and magnetism, being a continuation of Physics I. This course presupposes the completion of Physics I and Physics II. (*Required of Juniors in the engineering courses; elective for other students; two recitations per week and one laboratory exercise of 2 hours.*)

ADVANCED COURSES IN PHYSICS

All of the advanced courses in physics presuppose the completion of Physics I and Physics II, and all except the advanced experimental physics require a knowledge of calculus. All are arranged to extend through two semesters, and to require three hours per week of class room work, or six hours of laboratory work. These courses are Junior or Senior electives, and one or more will be offered each year.

Advanced Experimental Physics.—Continuation of the laboratory work of the course in general physics, including further instruction in the use of physical instruments, practice in laboratory manipulation, design of apparatus, and the performance of experiments not provided for in the first year course.—(*Laboratory work only.*)

General Mathematical Physics.—Mathematical theories of the various branches of physics; differential equations of mathematical physics; use of Fourier's series. (*Lectures, recitations, seminar work.*)

Mechanics and Acoustics.—The work in mechanics in this course is designed to cover those parts of the subject which are of purely scientific rather than of practical interest, and thus includes a different field from the course in applied mechanics. Such subjects are taken up as the general properties of matter, kinetic theory of matter, viscosity, capillarity, theory of vibrations. (*Lectures, recitations, laboratory work.*)

Heat.—General theory of heat; conduction, radiation; properties of gases and vapors; hygrometry; measurement of high and low temperatures; theory of thermodynamics. (*Lectures, recitations, laboratory.*)

Optics.—Experimental work in dispersion, diffraction, interference, polarization; crystal optics, magneto-optics; design of optical instruments. (*Lectures, recitations, laboratory.*)

Electricity and Magnetism.—This course is intended to include primarily those parts of the subject which are of purely scientific interest; the applications of electricity being covered in the courses in electrical engineering. It includes work in static electricity; primary cells and electro-chemistry; conduction of electricity in gases; Röntgen rays; electric vibrations; general mathematical theory of electricity and magnetism. (*Lectures, recitations, laboratory.*)

SECONDARY EDUCATION

PROFESSOR LYNCH.

This is a new department, whose establishment is made possible by the generous aid of the General Educational Board of New York. The work of the department is divided into three heads:

I. To aid in the establishment of high schools in communities where such schools are not now in operation;

II. To visit high schools already established and to forward co-ordination among them and with the State University;

III. To give instruction in pedagogical subjects in the Department of Education in the University.

For the year 1908-'09 the work of the department will be almost exclusively visitorial (I and II) and will be conducted under the formal co-operation and support of the State Department of Education. No regular courses of instruction can therefore be announced for the coming year.

ZOOLOGY AND GEOLOGY

PROFESSOR DAVIS.

Zoology I.—*General Zoology.*—Typical examples illustrating the various groups of the animal kingdom are studied, the object being to give the student a comprehensive idea of the structure and physiology of animals. (*Required of Sophomores in General Science, Agricultural and Pedagogical courses; elective; both semesters, 3 hours.*)

Zoology II.—*Entomology.*—The course in Entomology follows course I in Zoology. Careful attention is given to the structure of insects in general, after which the insect orders are considered, the student being expected to recognize the various orders and the more common families. Emphasis is given to the economic side of entomology. (*Required of Juniors, Natural History group and Sophomores Agricultural course; second semester, 3 hours.*)

Zoology III.—*Histology and Physiology.*—A study of the microscopic structure and physiology of the principal tissues and organs of both vertebrates and invertebrates, special attention being paid to mammals. Thorough training is given in the more important methods of investigation, each student being expected to prepare his own slides. (*Elective; both semesters, 5 hours.*)

Zoology IV. — *Vertebrate Morphology.* — Lectures on the comparative anatomy of vertebrates accompanied by laboratory work on representatives of the principal groups. (*Elective; first semester, 5 hours.*)

Zoology V.—*Vertebrate Embryology.*—Lectures on the development of vertebrates with special reference to the early stages. Laboratory work on the development of the chick. (*Elective; second semester, 5 hours.*)

Zoology VI.—*Evolution and Inheritance.*—A course of lectures on the evolution of animals and the problems of heredity. Special attention will be paid to the results of recent experimental work. Students will be assigned collateral readings, the results being presented in the form of a report to the class. (*Elective; second semester, 3 hours.*)

(Note: Zoology V and VI will be given in alternate years.)

Physiology.—*A Course in General Physiology.*—Special attention is given to circulation, digestion and respiration, and to the skeleton. (*Required of Juniors of the Natural History group and Juniors of the Agricultural course; elective; first semester, 3 hours.*)

Geology I.—*A Course in the General Principles of Geology.*—Scott's text-book of Geology is used. Four hours class and one hour of laboratory work. Attention is given in the laboratory to the principal types of rocks, and to the more common fossils. Students who select this course are expected to be able to take occasional Saturday excursions. (*Required of Juniors of the Natural History and Chemical groups, and of Agricultural students; elective; first semester, 5 hours.*)

Geology II.—*Mineralogy.*—Moses and Parson's Mineralogy. Class work on the general character of minerals including the

elements of crystallography. Laboratory determination of minerals. (*Required of Juniors of the Chemical group; alternate with Bacteriology for Juniors of the Natural History group; elective; second semester, 5 hours.*)

Geology III. — *Historical Geology.* — Text and Laboratory work.—The geological history and development of continental areas. The geological history and development of life. Chamberlin and Salisbury's "Earth History" is used as text for the course. (*Alternate with Botany and Zoology for Seniors of the Natural History group; both semesters, 5 hours.*)

Graduate Courses. — Students who desire to continue advanced work in zoology or geology will be assigned special problems, or allowed to select a particular line of investigation in one of these subjects.

Laboratory.—The department is provided with a well lighted, comfortable laboratory, equipped for the courses offered. The United States Geological Survey Educational Series of rocks is accessible for the use of students of geology. For students of mineralogy there is provided a blowpipe collection of one hundred selected mineral species; an accessory blowpipe collection of miscellaneous minerals; a crystal collection of fifty natural crystals; and a reference collection of choice mineral specimens. Historical Geology students are provided with a collection of fossils illustrating the distribution and development of organisms. Opportunity is offered for research along certain lines. The State is exceptionally rich in entomological and zoological problems. Field work in geology will be arranged whenever possible. A department library is provided.

Museum.—A small collection of zoological and geological material, the nucleus of a University museum, occupies the third floor of the north wing of Thomas Hall.

DEPARTMENT OF MILITARY SCIENCE

The law establishing the land grant institutions provides that instruction in military science and tactics shall be a part of the course of studies maintained. By this wise provision the nation will always be supplied with intelligent and educated officers, should any unhappy differences with other nations make it necessary to call out the militia in large numbers.

Not only does this legal obligation exist, but it has been shown by experience that military drill promotes physical development, and that it leads to promptness in the discharge of all duties.

It teaches young men how to command others, a quality necessary to success in every pursuit in life.

All able-bodied students, except senior privates, are required to take the military instruction and the drill. Hereafter, proficiency in military science will be requisite for promotion from one class to the next higher, and is made a condition for graduation.

Those excused from military drill on account of physical disability, or for other causes, will be required to utilize the time for other work to be assigned them at the discretion of the President upon the recommendation of the Commandant of Cadets.

As far as possible and consistent with the best interests of discipline and the good of the institution, commissioned officers will be selected from the Senior and Junior classes, and non-commissioned officers from the Sophomore and Freshman classes.

The department is supplied by the Government with 150 cadet rifles and equipments, and a sufficient allowance of ammunition for thorough instruction in the course which is given below.

A silver cup has been provided, which is to remain in the possession of the best drilled company, as determined by the competitive drill during commencement week.

A gold medal is given by the Commandant for individual competitive drill and two medals for the highest average during target practice.

The military department is a separate department and students are under military discipline only during the performance of purely military duties.

Breaches of military discipline are punished by confinement in study hall during recreation hours, confinement to rooms when not attending university duties, confinement to the campus, and in serious cases by demerits and extra tours. Students during confinement who apply themselves do a great deal of studying they would not do if permitted to visit the city or loaf around the campus.

Students must provide themselves with the regulation uniforms. The expense will not exceed $30 for privates. The uniforms are durable and neat, and will be found as economical as any clothing that can be provided. If care is taken one outfit will be ample for the year, as they are only required to be worn when attending military duty.

The military duties generally will not occupy more than three hours per week, and are so arranged as to facilitate the advancement of the students in other studies and not interfere with any class room work. The time consumed in drill will be three hours per week, distributed as follows:

Monday, 7:15 A. M., regular drill.....45 minutes.
Wednesday, 7:15 A. M., guard mounting.....45 minutes.
Wednesday, 4:45 P. M., dress parade.....30 minutes.
Friday, 7:15 A. M., regular drill.....45 minutes.

Instruction.—The course of military instruction is as follows:

First Semester.—Theoretical and practical instruction in the school of the soldier and of the company in close and extended order; company and battalion inspection; dress parades; reviews; guard mounting and posting of sentinels; escort of the colors.

Second Semester.—Theoretical and practical instruction in the school of the battalion, and battalion ceremonies.

Sighting and position aiming drills, and target practice at the different ranges, 100, 200 and 300 yards. Each Cadet will be required to fire not less than the regular number (50) of shots under the direction of an officer or non-commissioned officer of his company.

The members of the Freshman Class will be required to study and recite upon the Drill Regulations during the *second semester.*

Officers and non-commissioned officers will be required to perfect themselves in the Drill Regulations.

Lectures will be given by the Commandant from time to time on military subjects having reference to such matters as the organization of the United States Army including volunteers and militia; patrols and out-posts; marches; camp and camp hygiene; attack and defence of advance and rear guards and out-posts, and convoys; lines and bases of operations.

Any student who desires may take a course in military sub jects such as Ordnance and Gunnery, International Law, Military Science, Military Law, and Field Engineering.

Vacancies in the grade of second lieutenant in the army existing on July 1 in each year, after that year's graduates of the military academy have been commissioned, may be filled by appointment, in the following order: (1) of enlisted men of the Army, whose fitness for advancement shall have been determined by competitive examination; (2) from civil life.

This provision makes it possible for anyone under 30 years of age, unmarried, physically sound, and of good moral character, to enlist in the Army, and after two years' service take a competitive examination for appointment as 2nd Lieutenant.

AGRICULTURAL
EXPERIMENT STATION

BOARD OF CONTROL

N. P. Bryan, *Chairman.*

P. K. Yonge. E. L. Wartmann.
T. B. King. J. C. Baisden.

STATION STAFF

P. H. Rolfs, M. S. ..... *Director*
A. W. Blair, A. M. ..... *Chemist*
J. M. Scott, B. S. ..... *Animal Industry*
E. W. Berger, Ph. D. ..... *Entomologist*
B. F. Floyd, M. S. ..... *Plant Physiologist*
H. S. Fawcett, B. S. ..... *Assistant Plant Pathologist*
R. Y. Winters, B. S. ..... *Assistant in Botany*
E. J. Macy ..... *Assistant Chemist*
John Belling, B. S. ..... *Assistant Horticulturist*
K. H. Graham ..... *Auditor and Bookkeeper*
M. Crews ..... *Farm Foreman*
William Hess ..... *Gardener*
Mrs. E. W. Berger ..... *Librarian*
R. D. Algee ..... *Stenographer*

AGRICULTURAL EXPERIMENT STATION

Establishment and Scope.—In accordance with the provisions of the "Hatch" Act, which furnishes annually fifteen thousand ($15,000) dollars for the purpose, the Florida Agricultural Experiment Station was incorporated by the Trustees as a distinct department of the institution in 1887. The station is organized primarily for experiment and research, rather than for instruction. Experience has shown, however, that by judicious management the Experiment Station may be made an important factor in the agricultural education of the students in giving them an insight into experimental investigation of agricultural problems impossible under ordinary conditions. Consequently, while the members of the Station Staff no longer engage in the regular routine of class instruction in the University, every facility will be offered to special and advanced students to prosecute their studies or to carry on their special investigations under the direction and with the aid of the members of the Station Staff. Young men of good preliminary training who are particularly interested in some phase or some problem of Horticulture, Agriculture or Entomology, especially in Florida, are invited to correspond with the Director relative to securing instruction and help in their work.

For the practical benefit of those engaged in agricultural pursuits throughout the State, the results of the investigations conducted at the station are published in the form of bulletins, which are for free distribution. They will be mailed regularly and free of charge to any citizen of the State upon application to the Director.

From time to time Press Bulletins, dealing briefly with current agricultural problems, are issued for distribution to the various newspapers of the State, which are requested to give them circu-

lation among their constituency. Any farmer, or other citizen of the State, who may desire to receive these Press Bulletins direct can obtain them on request.

Correspondence and suggestions from farmers and others interested in the work are much appreciated. Inquiries upon matters of importance to the farmer will, as far as possible, be cheerfully answered.

Resources.—In addition to the $15,000 annually provided by the "Hatch" Act, the last Federal Congress passed a bill, introduced by Mr. Adams, of Wisconsin, appropriating $15,000 more to the use of the Experiment Station. This fund, however, does not become fully available at once. But the bill provides that $5,000 shall be apropriated the first year, and that this sum shall be increased by $2,000 annually until the full amount, $15,000 annually, shall be reached. Thereafter the appropriation shall be $15,000 each year. This "Adams" fund, however, can be used only for conducting original investigations.

Farmers' Institutes. The Legislature for 1907 made appropriations for holding Farmers' Institutes. Although $10,000 were allotted for this work, as a result of financial stringency the State's income has been very largely reduced and it has been possible to secure only a portion of this money for carrying on this extension work. Over thirty institutes have been held during the present year. The average number in attendance upon these institutes was something over seventy-five. This large attendance is extremely gratifying to the lecturers in the institute. It has been especially gratifying to note that the large number of calls for this work has come from the northern and western portions of the State where formerly only a few institutes were held, and these were annually attended by only a few.

The Farmers' Institute work is now more fully organized than heretofore and it is expected to reach every county in the State

next year. During the present year it has not been possible to send lecturers to all of the institutes that were called for. Where conflicts in dates prevented the holding of institutes preference was given to those sections in which no institute had been held before. During the past year the workers in the Experiment Station were called upon for lectures more frequently than others. It is hoped, however, that with the improved organization this year that more lecturers from outside the Station and University may be secured. Local lecturers are especially desirable from the fact that they are more familiar with the immediate surroundings than anyone from a distance can possibly be.

The Experiment Station workers who have delivered these lectures find that the direct association with the farmers has been of very material help to them in their scientific investigations. It has brought them in closer contact and sympathy with the problems that are being worked out in the abstract in the Experiment Station Laboratories.

POST GRADUATE WORK

Students having completed an undergraduate course may make special arrangements which will enable them to carry on investigations in the Experiment Station laboratories, fields and library. This work must be so arranged as not to interfere with the workers of the Experiment Station. Especially good facilities will be found in the lines of breeding of sub-tropical plants, diseases of sub-tropical plants, insects of sub-tropical plants and in agronomy connected with sub-tropical crops. Students desiring to take up such lines of investigation with a view of securing the M. S. degree should correspond with the Director of the Experiment Station.

STUDENT ROLL 1907-1908

GRADUATE STUDENTS

Name.	*Course of Study.*	*Home Address.*
Cawthon, W. S.	Mathematical	Gainesville.
	A. B., University of Chicago, 1905.	
Fawcett, H. S.	Horticultural	Salem, Ohio.
	B. S., Iowa State College, 1905.	
Winters, R. Y.	Agricultural	Clemson College, S. C.
	B. S., Clemson College, 1906.	

SENIOR CLASS

Name.	*Course of Study.*	*Home Address.*
Bryan, D. S.	Literary	Dania.
Carter, P. J.	Chemical	Pensacola.
Earman, J. B.	General Science	West Palm Beach.
Felkel, H. T.	Chemical	Tallahassee.
Fisher, Chas. M.	General Science	Gainesville.
Gammon, J. E.	General Science	Marianna.
McRae, E. D.	Electrical Engineering	Gainesville.
Persons, R. F.	Literary	Fort White.
Shands, J. S.	Literary	Gainesville.

JUNIOR CLASS

Name.	*Course of Study.*	*Home Address.*
Ames, Geo. B.	Electrical Engineering	Tallahassee.
Bryan, E. C.	General Science	Kissimmee.
Chapin, R. S.	Electrical Engineering	Gainesville.
Corbett, R. W.	Mechanical Engineering	Jacksonville.
Gibbs, W. W.	Civil Engineering	St. Petersburg.
Kay, Raymond	Literary	Jacksonville.
Kirk, J. E.	Chemical	Jacksonville.
Larsen, Chas.	Electrical Engineering	White City.
Martin, W. B.	Literary	Watertown.
Taylor, A. H.	Mechanical Engineering	Coleman.
Thompson, T. C.	General Science	Bonifay.
Wilson, F. T.	Agricultural	Tallahassee.

SOPHOMORE CLASS

Name.	*Course of Study.*	*Home Address.*
Albright, O. R.	Mechanical Engineering	Gainesville.
Barco, E. T.	Literary	Tampa.
Cappleman, D. E.	Literary	Ocala.
Drane, Ossian	Mechanical Engineering	Lakeland.
Gramling, E. S.	Mechanical Engineering	Tallahassee.
Holloway, L. W.	General Science	Tallahassee.
LaRoche, J. B.	Electrical Engineering	Courtenay.
McMillam, J. C.	Civil Engineering	Milton.
Prince, J. T.	Civil Engineering	Atlanta, Ga.
Rader, R. D.	Civil Engineering	Miami.
Thompson, H. L.	Civil Engineering	Pensacola.
Vidal, James	Civil Engineering	Gainesville.

FRESHMAN CLASS

Name.	*Course of Study.*	*Home Address.*
Albertson, A. W.	Mechanical Engineering	Jacksonville.
Bouis, H. E.	Electrical Engineering	Jacksonville.
Burgin, F. A.	Civil Engineering	McIntosh.
Coe, H. B.	Mechanical Engineering	Tampa.
Childers, G. E.	Pedagogical	Ft. Meade.
Davis, A. G.	General Science	Chipley.
Dean, R. H.	General Science	Jacksonville.
Frei, F. S.	Electrical Engineering	Archer.
Glazier, H. S.	General Science	Gainesville.
Grace, G. J.	Literary	Graceville.
Harper, C. W.	General Science	Chipley.
Haughton, M. H.	Literary	Ocala.
Hay, R. B.	Literary	Jacksonville.
Howell, Davis	Literary	Clearwater.
Hunter, J. R.	Mechanical Engineering	Largo.
Kime, C. D.	Agricultural	Atlanta, Ga.
Langston, B. A.	Literary	Chipley.
Lewis, McT.	General Science	Atlanta, Ga.
Matthews, B. F., Jr.	Mechanical Engineering	Micanopy.
Mizell, Wm.	Mechanical Engineering	King's Ferry.
Parker, P. B.	Literary	Altoona.
Pattishall, H. B.	Literary	Geneva.
Perry, D. S.	Electrical Engineering	Gainesville.
Price, W. C.	Literary	Marianna.
Shands, J. W.	Literary	Gainesville.
Stephens, W. H.	Civil Engineering	Tarpon Springs.
Thomas, D. F.	Civil Engineering	Gainesville.
Wood, Howard.	Civil Engineering	Archer.

SUB-FRESHMAN CLASS

Name.	*Course of Study.*	*Home Address.*
Alderman, T. A.	General Science	Arcadia.
Barnes, O. E.	Literary	St. Augustine.
Bartleson, C. W., Jr.	Mechanical Engineering	Jacksonville.
Blalock, T. P.	Mechanical Engineering	Madison.
Delaney, H. W.	General Science	Key West.
Drawdy, S. J., Jr.	General Science	Tampa.
Edgerton, C. C.	Literary	Chipley.
Farrior, H. V.	Literary	Marianna.
Froescher, Norris	Electrical Engineering	Titusville.
Haughton, C. B.	Civil Engineering	Jacksonville.
Huddleston, J.	General Science	Geneva.
Jackson, Chas.	Literary	Tarpon Springs.
Jacobson, I. E.	General Science	Jacksonville.
Jobes, R. W.	Electrical Engineering	Gainesville.
Kirk, L. G.	General Science	Jacksonville.
Leggett, R. A.	Mechanical Engineering	St. Augustine.
Mason, F.	Mechanical Engineering	Jacksonville.

Mershon, L.	Literary	Fernandina.
Pattishall, E. G.	Literary	Geneva.
Phillips, J. D.	Literary	Meredith.
Riley, L. K., Jr.	Mechanical Engineering	Jacksonville.
Roberson, C. N.	Mechanical Engineering	Live Oak.
Shands, W. A.	Literary	Gainesville.
Sheftall, M.	Mechanical Engineering	Jacksonville.
Stewart, J. B.	General Science	Hilliard.
Storter, N. S.	Mechanical Engineering	Everglade.
Tucker, J. W.	General Science	Dade City.
Vinson, L. K.	General Science	Tarpon Springs.
Witherington, H.	Agricultural	Apopka.
Yearwood, J. R.	Agricultural	Melrose.
Yearwood, F. R.	Agricultural	Melrose.

SPECIAL STUDENTS—NOT CLASSIFIED

Name.	*Course of Study.*	*Home Address.*
Belote, E. R.	Civil Engineering, II	Pensacola.
Cason, T. Z.	Chemical, IV	Island Grove.
Cathey, W. B.	Mechanical Engineering, II	Lake City.
D'Oyley	Science, III	Cocoanut Grove.
Green, V. H.	Chemical, II	Tampa.
Jarrell, G. T.	Civil Engineering, III	Tampa.
Lightfoot, T. P., Jr.	Chemical, III	Tampa.
Puleston, C. G.	Literary, III	Monticello.

The Roman numerals indicate as nearly as possible the student's class: I, Freshman; II, Sophomore; III, Junior; IV, Senior.

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Alachua	20
Brevard	2
Columbia	3
Dade	4
De Soto	1
Duval	13
Escambia	3
Hillsborough	13
Holmes	1
Jackson	4

Jefferson	1
Lee	1
Levy	1
Leon	5
Madison	1
Marion	3
Manatee	1
Monroe	1
Nassau	2
Orange	5
Osceola	1
Pasco	1
Polk	2
St. Johns	2
St. Lucie	1
Suwanee	1
Sumter	1
Washington	4
Total for Florida	98
Georgia	3
Ohio	1
South Carolina	1
Grand total	103

DEGREES, HONORS, PRIZES, 1906-1907

BACHELOR OF SCIENCE

Herman Gunter ..... Pierson
M. L. Moremen ..... Switzerland
A. R. Nielsen ..... White City
Claude Tompkins ..... Jasper

HONORS

First Honor: M. L. Moremen.....Switzerland
Second Honor: A. R. Nielsen.....White City

MEDALS

Senior Oratorical Medal: T. Z. Cason.....Island Grove
Junior Oratorical Medal: C. M. Fisher.....Gainesville
Declaimer's Medal: W. B. Martin.....Watertown

Buckman Medal: W. W. Gibbs.....St. Petersburg
Colonial Dames Prize: W. B. Martin.....Watertown

ALUMNI ASSOCIATION

At the close of the commencement exercises in 1906 the graduates of that year organized an Alumni Association and elected the following officers:

President—W. A. MUNSELL, Green Cove Springs, Fla.
Vice-President—W. L. FLOYD, Gainesville, Fla.
Secretary and Treasurer—A. C. EVANS, Tallahassee, Fla.

All graduates of the Institution are eligible to membership in the Association; and the example of the first class in joining in a body should be followed by all succeeding classes. Information concerning the Association may be had by addressing any of the above officers.

The class of 1906 and 1907 which constitute the present membership of the Association is as follows:

1906.

Name.	*Degree.*	*Address.*
Blanton, R. S.	L. I.	Knights.
Davis, D. D.	L. I.	DeFuniak Springs.
Evans, A. C.	A. B.	Tallahassee.
Evans, R. J.	A. B.	Tallahassee.
Ferran, C. H.	M. A.	Lake City.
Floyd, W. L.	M. S.	Gainesville.
Greene, E. P.	B. S.	Arcadia.
Henry, A. M.	B. S.	Lake City.
Jenkins, I. C.	M. A.	Lake City.
Miller, Jesse B.	L. I.	Graceville.
Munsell, W. A.	B. S.	Green Cove Springs.
Rivers, C. O.	B. S.	Lake City.
Weller, Frank.	B. S.	Lake City.
Woodbery, H. S.	A. B.	Chaires.

1907.

Gunter, H.	B. S.	Pierson.
Moremen, M. L.	B. S.	Switzerland.
Nielsen, A. R.	B. S.	White City.
Tompkins, C.	B. S.	Jasper.

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