Room 8

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GAINESVILLE, FLORIDA

Catalog 1918-19

Announcements 1919-20

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University of Florida

GAINESVILLE, FLORIDA

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UNIVERSITY CALENDAR

1919-1920

1919—	June 16, *Monday*	Summer School begins.
	August 1, *Friday*	Summer School ends.
	September 22, *Monday*	Summer Recess ends.
		Examination for Admission.
		Registration of Students.
	September 23, *Tuesday*	First Semester begins.
	September 30, *Tuesday*	Stockmen's Institute begins.
	October 4, *Saturday, 1:30 p. m.*	Re-examinations.
	2:30 p. m.	Meeting of General Faculty.
	October 6, *Monday*	School for County Demonstration Agents begins.
	October 14, *Tuesday*	Citrus Seminar begins.
	November 27, *Thursday*	Thanksgiving Holiday.
	December 1, *Monday*	Boys' Club Week begins.
	December 19, *Friday, 11:30 a. m.*	Christmas Recess begins.
1920—	January 3, *Saturday*	Christmas Recess ends.
	January 5, *Monday, 8:00 a. m.*	Resumption of Classes.
		Review Courses for Teachers begin.
	January 6, *Tuesday*	Ten-Day Courses for Farmers begin.
	February 7, *Saturday*	First Semester ends.
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	February 21, *Saturday, 2:30 p. m.*	Meeting of General Faculty.
	March 6, *Saturday, 1:30 p. m.*	Re-examinations.
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		Class-Day Exercises.
	June 8, *Tuesday*	Graduating Day.
	June 9, *Wednesday*	Summer Recess begins.
	June 14, *Monday*	Summer School begins.

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Entomologist to the Experiment Station.

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Professor of Philosophy and Education.

*Also Summer Session 1918. †Died Oct. 5, 1918.

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*Also Summer Session 1918. †Absent on leave.

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District Agent for Farmers' Cooperative Demonstration Work in West Florida.

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*Also Summer Session 1918.

THOMAS DARMON SMITH, B.S.,
Assistant Professor of Civil Engineering.

CHARLES R. CROSSETT, 1ST LIEUT., U. S. A.,
Assistant Professor of Military Science and Tactics.

ALBERT H. LOGAN, V.S.,
Veterinary Inspector for the Extension Division.

NATHAN W. SANBORN, M.D.,
Poultry Extension Specialist.

LEROY HIGHFILL,
Assistant Agent for Boys' Clubs.

RAYMOND W. BLACKLOCK,
Assistant Agent for Boys' Clubs.

JOHN BERT THOMPSON, B.S.,
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WILLIAM H. BLACK, B.S.,
Specialist in Beef Cattle Investigations for the Experiment Station.

JOHN OMAR TRAXLER,
Farm Help Specialist for the Extension Division.

WILLIAM GOMME,
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Assistant Entomologist to the Experiment Station.

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AMERICO RAFFAELE MARCHIO,
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THOMAS CRADDOCK FRYE, B.PED.,
Fellow and Assistant in Education.

LEROY D. HOUSEHOLDER, A.B.,
Fellow and Assistant in Education.

*Also Summer Session 1918.

HENRY CECIL JOHNSON,
Student Assistant in Mathematics.

PAUL DOUGLAS CAMP,
Student Assistant in Dairying.

LOWELL MASON HODGES,
Student Assistant in Agricultural Correspondence Courses.

EARL BARBOUR PAXTON,
Student Assistant in Physics.

JOHN NASH WHITFIELD,
Student Assistant in Electrical Engineering.

HARRY REGINALD DeSILVA,
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FRANK D. MILES,
Student Laboratory Assistant in Psychology.

WILLIAM VICTOR DeFLORIN
Student Laboratory Assistant in Chemistry.

ABRAHAM MAURICE WOLFSON,
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Story Telling and Child Literature.

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B. B. LANE, A.M.,*
History.

MISS KATHERINE McCORMICK, A.B.,*
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*Summer Session 1918.

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MISS ISABEL MAYS,*
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MISS LENA R. HUNTER,
Assistant to the Auditor.

HERBERT M. WILLIAMS,
Bookkeeper and Cashier.

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*Summer Session 1918.

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

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ALUMNI

Professors Cawthon, Anderson, Floyd, Arnold, and Smith.

ATHLETICS

Professor Grimm, Buser, Cox, Ault, Thoroughgood, and Thornburg.

DISCIPLINE

Professors Crandall, Walker, Cawthon, McGhee, and Spencer.

GRADUATE WORK

Professors Anderson, Farr, Rolfs, Benton, Trusler, and Cox.

LIBRARY

Professors Sims, Farr, Chandler, Fulk, and Simpson.

PUBLICITY

Professors Willoughby, Arnold, Hathaway, Fattig, and Thornburg.

SCHEDULE

Professors Thoroughgood, Turlington, McGhee, Norman, and Perry.

PUBLIC FUNCTIONS

Professors Davis, Walker, Grimm, Spencer, and Rogers.

SELF-HELP

Professors Floyd, Buchholz, Chandler, Arnold, and Turlington.

STUDENT ORGANIZATIONS

Professors Buchholz, Willoughby, Sims, Fulk, and Perry.

STUDENT PUBLICATIONS

Professors Trusler, Benton, Crow, and Farr.

UNIVERSITY PUBLICATIONS

Professors Crow, Norman, Hathaway, Fattig, and Thornburg.

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Professor of Military Science and Tactics.

FIRST LIEUTENANT CHAS. R. CROSSETT, U. S. Army,
Asst. Professor of Military Science and Tactics and A. Q. M.

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GENERAL INFORMATION

RECENT GIFTS

Many of the state educational institutions of the South —among them those of Florida—have in recent years received substantial gifts. The University feels confident that its friends will continue to help in its upbuilding. All gifts, of whatever nature or value, will be gratefully acknowledged.

Chair of Secondary Education.—This opportunity is taken of acknowledging the annual gift by the General Education Board, of New York, of seventeen hundred and fifty dollars ($1,750) toward the establishment and maintenance of a Professorship of Secondary Education.

Instructorship of Spanish and South American Affairs.—The University gratefully acknowledges the gift from the Carnegie Foundation for International Peace of twelve hundred dollars ($1,200), used in securing the services of a teacher of Spanish and of "South American Affairs" in the 1915-1918 sessions of the Summer School.

Instructorship of Bird-Study.—Thanks are tendered the National Association of Audubon Societies for the courses in Bird-Study offered thru its instrumentality during the past four summers.

Scholarships.—No method of contributing to the spread of higher education is more beneficent than to make it possible for a worthy but poor young man to attend his state university. The establishment of several scholarships is gratefully acknowledged—see pages 34 and 77.

The University here renders reverent and grateful homage to the memory of a former student, Arthur Ellis Ham, who left his studies to enter the first Officers' Training Camp. From this he was graduated with the rank of captain. After months of gallant service "Somewhere in France", he fell in battle at St. Mihiel on Sept. 14, 1918.

His will provided that one half of his military insurance should go to Smith College, of which his widow, Mrs. Elizabeth C. Ham, is a graduate, and the other half to the University, to be used in establishing at each of these institutions "a

scholarship for the annual benefit of some needy and deserving student". Mrs. Ham at once generously sent checks for the full amount, five thousand dollars ($5,000) each, to Smith and to Florida. The Board of Control gratefully accepted the bequest, and the Faculty, in its resolutions of sympathy and thanks, added that the scholarship should be known as the "Arthur Ellis Ham Memorial Scholarship".

Willoughby Memorial Scholarship.—The parents of Paul Lanius Willoughby, a Junior student in the Science course, who died of pneumonia at the University on Dec. 2, 1918, while serving in the Student Army Training Corps, offer for the session of 1919-20 in memory of their son, a scholarship of $150.00, payable in equal installments during the College year, to the most deserving advanced student specializing in Chemistry, to be selected by the Professor of Chemistry and the President of the University. Further details of this scholarship and application blanks for same may be obtained from the President or Registrar.

The University tenders its sympathy to Mrs. Bruce B. Munsell in the death of her husband, Dr. Warren A. Munsell, of Green Cove Springs, and at the same time expresses thanks for her gift to the University of his library.

HISTORY

Florida has always manifested interest in higher education, and with this in mind has formulated many plans and established many institutions. As early as 1824 the foundation of a university was discussed by the Legislative Council. In 1836 trustees for a proposed university were named, but apparently accomplished nothing. *(Memoirs of Florida,* 1,168.)

Upon its admission to the Union in 1845, the State was granted by the general government nearly a hundred thousand acres of land, the proceeds from which were to be used to establish two seminaries, one east and one west of the Suwannee River. This led to the foundation, at Ocala, in 1852 of the East Florida Seminary and of the West Florida Seminary, at Tallahassee, in 1856. The former of these institutions was, however, removed in 1866 to Gainesville. The State Constitution of 1868 contained provisions for establishing and maintaining a university *(Art.* VIII, *Sec.* 2), pursuant to which the Legislature passed the next year "An Act to Estab-

lish a Uniform System of Common Schools and a University". Other attempts to establish a university were made in 1883 by the State Board of Education and in 1885 by the Legislature. Furthermore, the State Constitution, adopted later in the year 1885, expressly permitted special legislation with regard to a university.

Meanwhile, in 1870, the Legislature had, in accordance with the terms of the "Land-Grant College" Act of Congress of 1862, passed "An Act to Establish the Florida Agricultural College". An Act supplementary to this being passed in 1872, the State received from the general government ninety thousand acres of land in support of the proposed college. A site for the institution was selected in 1873 and again in 1875. No educational work having been accomplished in the "temporary college edifice" at its second location, the trustees appointed a committee in 1878 to decide upon a more suitable situation. Not until 1883 was the third site selected—this time, Lake City. Here in the autumn of 1884 the work of instruction was finally begun. An attempt was made in 1886 by this institution to have its name changed to the "University of Florida", a title it finally secured by the Legislative Act of 1903. Before this, in 1887, the Florida Agricultural Experiment Station had, in accordance with the terms of the Hatch Act, been established as one of its departments and three years later the provisions of the Morrill Act provided a substantial increase in its annual income.

During these years, in addition to the three mentioned, three other institutions of higher education, all depending upon the State for support, had come into existence. These were the Normal School, at DeFuniak Springs, the South Florida College, at Bartow, and the Agricultural Institute, in Osceola County. In 1905, however, inasmuch as these six institutions had failed to make satisfactory differentiation among themselves and to separate their work sufficiently from that of the high schools of the State, and inasmuch as the cost of maintaining all seemed disproportionate to the results obtained, the Legislature passed the "Buckman Act", the practical effect of which was to merge the six into the "Florida Female College" and the "University of the State of Florida". In 1909 an Act of the Legislature changed the name of the

one to the "Florida State College for Women", of the other to the "University of Florida".

During the first session of the University a distinct Normal School, which included two years of Sub-Freshman grade, was maintained. In addition to this, instruction was given in agriculture and in engineering, as well as in the usual collegiate branches. Candidates for admission to the Freshman class must have finished the eleventh grade of a high school. The Agricultural Experiment Station was a separate division, altho members of its Staff gave instruction to the students and the President of the University acted as its Director. The next year the Staff of the Agricultural Experiment Station were required to devote their time exclusively to Station activities, and Mr. P. H. Rolfs was elected Director. The Normal School was abolished and instruction in pedagogy was transferred to the University proper. Two years of Sub-Freshman work were, however, still offered.

Upon the election in 1909 of Dr. A. A. Murphree to the presidency, steps were taken to reorganize the University. The present organization dates from 1910. The College of Law was added in 1909 and the departments offering instruction mainly to normal students were organized into a college in 1912. In 1913 the present entrance requirements went into effect. The same year a Summer School was established at the University by Act of the Legislature and the Farmers' Institute Work of the University and the Cooperative Demonstration Work for Florida of the United States Department of Agriculture were combined. On July 1, 1915, all the agricultural activities of the University were placed under the direction of the Dean of the College of Agriculture.

Immediately after the United States entered the World War the entire equipment of the University was placed at the disposal of the Government. The ranks of the students were depleted because of the large number who volunteered for service. During the summer of 1918 the College of Engineering was operated as the "University of Florida Army School", for the vocational training of successive detachments of soldiers. At the opening of the session of 1918-1919 all the regular activities of the University were subordinated to the task of training men for the armed forces of the United States. Besides two companies in the "Vocational Unit", there were

a naval division and two full infantry companies of the Student Army Training Corps. On Dec. 14, 1918, upon the mustering out of the S. A. T. C., the University again took up its regular work, altho it made liberal allowance in credits to students for the interruption of their studies caused by military service. During the whole period of the war many of the Faculty were individually active in Government work or in the various Red Cross, United War Work, and like campaigns.

LOCATION

On the 6th day of July, 1905, acting under powers conferred by the Buckman Act, the State Board of Education and the Board of Control, in joint session, selected Gainesville as the location for the University. During the scholastic year of 1905-06, it was found necessary to carry on the work of the University at Lake City. Since the summer of 1906 the institution has occupied its present site.

The advantages that Gainesville presents as the seat of the University are numerous. It is centrally located and easy of access. It has well-paved, lighted, and shaded streets, an exceptionally pure water supply, and a good sewerage system. The citizens are energetic, progressive, and hospitable. The moral atmosphere is wholesome and for years the sale of intoxicants has been prohibited by law. The leading religious denominations have attractive places of worship.

INCOME

The annual income of the University, apart from Legislative appropriations, is derived principally from the following Federal grants: (a) The "East Florida Seminary Fund", amounting to about two thousand dollars ($2,000); (b) the "Agricultural College Fund" bonds, yielding about seventy-seven hundred dollars ($7,700); (c) one-half of the "Morrill Fund", amounting to twelve thousand five hundred dollars ($12,500); (d) one-half of the "Nelson Fund", yielding twelve thousand five hundred dollars ($12,500). The total income thus derived amounts to thirty-four thousand seven hundred dollars ($34,700).

For the support of the Agricultural Experiment Station the Federal government makes two annual grants: (a) the

"Hatch Fund" and (b) the "Adams Fund". Each of these amounts to fifteen thousand dollars ($15,000).

See also Recent Gifts, Fellowships and Scholarships, Loan Fund, and Division of University Extension.

EQUIPMENT

GROUNDS AND BUILDINGS

The University occupies a tract of six hundred and four acres, situated in the western extremity of Gainesville. Ninety acres of this tract are devoted to campus, drill-grounds, and athletic fields; the remainder is used by the College of Agriculture.

The University is one of the few institutions in the United States that made plans before laying the foundation of a single building for all future development of the campus, as far as this could be foreseen. Consequently the campus presents an harmonious appearance. The liberality of the State has permitted the erection of buildings as fast as they were needed. They are lighted with electricity, supplied with city water, and furnished with modern improvements. These buildings are:

The two *Dormitories,* Thomas Hall and Buckman Hall, brick and concrete structures, three stories in height, sixty feet in width and three hundred and two hundred and forty feet, respectively, in length. They are built in fireproof sections, each containing twelve suites of dormitory-rooms and on each floor of each section a shower-bath, lavatory, and toilet.

The *Mechanic Arts Shop,* a one-story brick building, sixty feet long and thirty feet wide, with a wing thirty feet long and twenty feet wide. It is used at present as woodshop, blacksmith-shop, and foundry.

Science Hall, a brick and concrete building of two stories and a finished basement, one hundred and thirty-five feet long and sixty-six feet wide. It contains the classrooms and laboratories of the Departments of Chemistry and of Biology and Geology.

The *Agricultural Experiment Station Building,* a brick and concrete structure of three stories and a finished basement, one hundred and twenty-five feet long and sixty feet wide. It contains the offices and laboratories of the Station.

Engineering Hall, a brick and terra-cotta structure, three stories high, one hundred and twenty-two feet long and sev-

enty-three feet wide, with two one-story wings. One wing is used for boilers and machine-shop, the other (one hundred and eighty feet long by forty feet wide) is designed for woodshop, blacksmith-shop, and foundry. Engineering Hall provides offices, classrooms, laboratories, and drafting-rooms for the Departments of Civil, of Electrical, and of Mechanical Engineering, and of Physics, and of Mechanic Arts.

The *Agricultural College Building,* a brick and concrete structure, three stories high, one hundred and fifteen feet long and sixty-five feet wide. It provides for classrooms, laboratories, and offices for the College, and for Extension Work.

The *University Commons,* a brick building of one story and basement, one hundred and fourteen feet long and forty-two feet wide, with a wing forty-nine feet long and twenty-seven feet wide. It provides a large dining-hall and kitchen. A wooden annex, one hundred and twenty feet long by sixty feet wide, was added, during the existence of the S. A. T. C., for the accommodation of the Vocational Unit.

Language Hall, a brick and stone structure of three stories, one hundred and thirty-five feet long and sixty-six feet wide. It is the home of the College of Arts and Sciences and provides classrooms and offices for the Departments of Languages, History and Economics, Mathematics, and Sociology and Political Science, together with the administrative offices of the University. In the basement are the book stores and the offices and presses of the *Alligator.*

George Peabody Hall, erected at a cost of forty thousand dollars ($40,000), the gift of the Peabody Board of Trust. It is a brick building, three stories high, one hundred and thirty-five feet long and seventy-two feet wide. It provides for the Departments of Education and Philosophy and for Teacher Training Work. The general library of the University is at present in this building.

The *College of Law Building,* a brick and stone structure of two stories, one hundred and twenty feet long and seventy feet wide. It contains an auditorium, model court-room, lecture-rooms and offices, library, reading and consultation rooms, cataloguing room, and quarters for the Marshall Debating Society.

Auditorium and Gymnasium, a brick and stone structure of two stories (one of which is mezzanine) and basement, one

hundred and six feet long and fifty-three feet wide. It is heated by steam, is fully supplied with hot water, and is well lighted and ventilated. The main floor is used as an auditorium and gymnasium. A gallery extending around the whole room provides space for the spectators at gymnastic exhibitions. The basement contains a director's room, rooms for both the University and visiting teams, locker-rooms, shower-baths and toilets. Adjacent is a swimming pool, thirty-six feet long, twenty-four feet wide, and from four and a half to seven feet deep.

During the existence of the S. A. T. C., the Vocational Unit erected some wooden buildings, the most important of which are:

Two *Barracks,* each of two stories, sixty feet long and forty feet wide, and each accommodating sixty-six men. In close proximity are shower-baths and latrines.

A *Garage,* one hundred and twenty feet long, and well arranged for repair work.

VALUE.—The value of the property used for the work of the University is about $700,000.

LIBRARY

The general Library contains about 20,000 volumes. Additional books are purchased as fast as funds are available. An effort is being made to place on the shelves all books extant relating to Florida history.

The books are catalogued and shelved according to the Dewey system, making them readily available for reference. Students are encouraged to use the card catalogs, which are arranged alphabetically, both according to authors and to subjects, and by free access to the stacks to become familiar with the books themselves. The librarian or an assistant is in attendance to explain the arrangement of books and to aid in reference work. A taste for literature and information is being developed in many students who, before entering the University, have not had access to a good library.

As a designated depository of Federal documents, the Library receives each year several hundred volumes of valuable government publications. Files are kept of all Florida State publications and of the bulletins and reports of the Agricultural Experiment Stations thruout the Union.

In the reading-room are one hundred and thirty of the best general and technical periodicals. The back numbers of these are bound and kept on file and the early volumes purchased whenever they can be obtained and funds permit. Here also are received the leading newspapers of the State. County papers are added to the list at the request of students.

The technical departments possess special libraries, housed in their respective buildings, but accessible to all members of the University.

MUSEUM

The University Museum occupies rooms in Science Hall. Its functions are to embody the material of a State museum; to collect and preserve a complete representation of the history of the State of Florida, both natural and civil: the natural history to be represented by collections of the minerals, the flora, and the fauna; the civil by material illustrating the advancement of civilization in the State, together with the economic natural resources.

The collections include more than two hundred and fifty mounted birds, six hundred bird skins, about one hundred bird nests, and nearly eight hundred sets of bird eggs, nearly five hundred snakes and lizards, about seventeen thousand shells, ten thousand prehistoric Indian relics, several thousand fossils, about one hundred casts of rare fossils, about one hundred minerals, more than two thousand insects, and a number of historic relics.

The Museum is open to students and the public every weekday afternoon from one-thirty to five, during which hours the curator will be pleased to meet and assist visitors.

LABORATORIES

The following laboratories are maintained by the University:

The *Agricultural Laboratories* and the other agricultural equipment will be found fully described under the General Statement of the College of Agriculture.

The *Botanical Laboratory* contains enough dissecting microscopes and instruments and Bausch and Lomb compound microscopes, magnifying from 80 to 465 diameters, for the individual use of the students; a Zeiss binocular microscope; a large compound miscroscope of very high power; two demon-

stration microscopes; and a McIntosh stereopticon, with projection microscope attachment. For work in histology there are hand microtomes, section knives, a sliding microtome, Miller's paraffin bath, and a supply of reagents, stains, and mounts; for studies in physiology there are germination boxes, nutrient jars, an osmometer, a clinostat, etc. An herbarium has been started, to which students each year add specimens, which they collect, identify, and mount. A case of reference books and periodicals is in the laboratory within easy reach.

The *Chemical Laboratory* is equipped with the apparatus and material necessary for instruction in general inorganic and organic, analytical and industrial chemistry, as well as for advanced work. It contains two delicate balances, a latest model polariscope, microscope and spectroscope, ample platinum ware (crucible dishes, electrodes, wire, and foil) and many special pieces of apparatus for illustrating, upon the lecture table, chemical principles. The equipment is modern in every respect and can be used to the best advantage.

The *Dynamo Laboratory*, providing for practical instruction on electrical machinery, occupies a portion of Engineering Hall. The principal machines are a 10-KW Type ACS General Electric synchronous converter, a 25-KW General Electric Type IB direct current generator, a 1-HP Westinghouse Type R motor, a 1-KW synchronous motor, and two 2-KW Westinghouse Type S dynamos, designed to be used either as generators or as motors. The switchboard panel for each machine is placed near it, but is connected to terminals on a main distribution board for the whole laboratory. Power is supplied by a 10-HP single phase Wagner induction motor, connected with the city alternating current supply and driving the main shaft of the laboratory. The various machines are driven from this shaft, and can be thrown in or out by friction clutches.

The laboratory is also supplied with transformers, several types of arc lamps, and numerous measuring instruments of different ranges, chiefly of Weston make.

The *Geological Laboratory* contains the U. S. Geological Survey Educational Series of rocks. Students of historical geology are provided with a collection of fossils illustrating the distribution and development of organisms. For the study of mineralogy there is a blowpipe collection of one hundred selected mineral species, an accessory blowpipe collection of

miscellaneous minerals, a collection of fifty natural crystals, and a reference collection of choice mineral specimens.

The *Physical Laboratory* is well equipt with apparatus and meets the needs of such undergraduate work in physics as is usually carried on in the best American colleges.

The entire third story of Engineering Hall is devoted to the department of physics, as well as a lecture-room on the second story, seating 147, and provided with projection lantern. The quarters on the third story include a main laboratory, 53 by 27 feet; an electrical laboratory, 42 by 26 feet; an optical room, 22 by 15 feet, arranged so as to be effectively darkened; an office and private laboratory, 26 by 19 feet; a workshop and apparatus room, 42 by 19 feet; a classroom, 24 by 22 feet; and a number of storerooms. Water, gas, and several electrical circuits are led to all of the rooms.

The *Psychological Laboratory* occupies six rooms on the first floor of Peabody Hall and is well equipt for class demonstrations, and for carrying on experimental and research work. As demand arises new equipment will be added. In addition to the apparatus for the regular experimental work, the laboratory is equipt for carrying on mental and physical tests in connection with the work in educational psychology offered by the Teachers College.

The *Zoological and Bacteriological Laboratories* are well equipt for the work of instruction. In addition to the necessary glassware and reagents, there are a number of high-grade microscopes; dissecting microscopes; two microtomes, one for celloidin, the other for paraffin sectioning; paraffin bath; sterilizers, both wet and dry; warm and cool incubators; dark-ground illuminator; balances; centrifuge; breeding cages; anatomical preparations and models; a number of the Leukart-Chun zoological wall charts; one Leitz large compound microscope with mechanical stage and a full set of apochromatic objectives; and one Bausch and Lomb projecting lantern with accessories. The departmental library contains a number of the current periodicals, as well as the more important text-books and reference works.

ENGINEERING

The *Mechanical Engineering Laboratory* has a large and a small vertical steam engine, a pressure blower, a fan blower, a boiler feed pump, indicators, steam gauge testers, and ther-

mometer testers. The large water tube boilers installed for the heating plant are also available for testing purposes.

The *Testing Laboratory* has a 50,000-pound Riehle machine for testing the tensile, compressive, and transverse strength of materials, and a cement testing-machine with the necessary accessories. These machines are useful for testing materials used in road construction.

The *Computing-Room* is furnished with all necessary tables and a library of about two hundred reference books for use in connection with the work of the mechanical laboratories and drafting-room.

The *Drafting-Room* is equipt with substantial oak desks and possesses the necessary minor equipment to accommodate classes of twenty-four students. It has been carefully designed for its purpose and is a model of its kind.

Surveying Instruments.—These consist of three surveyor's compasses; three wye and two dummy levels, and one precision level; two plain and four stadia transits, of which three are equipt with attachments for solar and star observations; one complete plane-table; and the necessary rods, chain, tapes, and minor apparatus.

Shops.—The Wood Shop is provided with lockers, equipt with a full set of tools for bench work, such as chisels, squares, saws, gauges, etc. The wood-working machinery consists of nine wood-turning lathes, a planer, a rip-saw, band-saw, and trimmer.

The Machine Shop is equipt with an 18-inch Cady lathe, a 11-inch Seneca Falls lathe, a drill press, a Gray planer, a No. 1 Brown & Sharpe Universal milling machine, a Springfield shaper, a small Barnes lathe, a 16-inch Reed lathe, three emery wheels, grindstone, vises, and tools.

The Forge Shop is equipt with six power-blast forges, one hand forge, six anvils, and a large supply of tools.

ATHLETIC

The institution has provided a hard-surfaced athletic field, including football gridiron, baseball diamond, with grandstand and enclosed field, and ample tennis-court facilities. A basket-ball court and concrete swimming-pool are also located on the campus.

GOVERNMENT

ADMINISTRATION

BOARD OF CONTROL.—The general government of the University is vested by law in a Board of Control consisting of five members from various parts of the State, appointed, each for a term of four years, by the Governor of Florida.

The Board of Control appoints the President and, upon his nomination, elects members of the Faculties, directs the general policies of the University, and supervises the expenditure of its funds. The Board also prescribes the requirements for admission, with the advice of the President and Faculties, and upon their recommendation confers degrees.

PRESIDENT.—The direct administration of all affairs of the University is in the hands of the President.

DEANS.—As executive head each college of the University has a Dean, appointed from the Faculty of that college. These officers are responsible to the President.

UNIVERSITY COUNCIL.—The President and the Vice-President of the University and the Deans of the several colleges form a council of administration, with the following functions: To lay out new lines of work, inaugurate new enterprises in general, and to prepare the annual budget; and to act as the judicial body of the General Faculty on cases of general discipline not under the authority of the colleges, on new courses of study and changes in existing courses, bringing these matters before the Board of Control, and on questions of college action referred to it by any member of the General Faculty.

FACULTIES.—The General Faculty includes all persons engaged in the work of instruction in the University, except laboratory and undergraduate assistants. Under the leadership of the President, it forms the governing body in all general matters of instruction and discipline.

The Faculty of a college consists of those members of the General Faculty who give instruction in it. Under the leadership of its Dean, it forms the governing body in matters of instruction and discipline in its college.

REGULATIONS

SUPERVISION.—An *Officer in Charge,* occupying quarters in one of the dormitories, has immediate supervision of the general life of the student-body.

OFFENSES AGAINST GOOD CONDUCT.—Any offense against good conduct, in the ordinary meaning of the word, renders a student liable to discipline, whether or not a formal rule against the offense has been published.

The following offenses will be treated with special severity: Disrespect to an officer of the University; wanton destruction of property; gambling; drunkenness; having intoxicating liquors or revolvers in possession on the University grounds.

The use of intoxicating liquors at student functions of any kind, by student groups, or by individual students, either on or off the campus, is strictly forbidden.

HAZING.—No form of hazing will be tolerated in the University and no student will be assigned to a room in a dormitory until he has been matriculated and has signed the following pledge:

"I hereby promise upon my word of honor, without any mental reservation whatsoever, to refrain from all forms of hazing while I am connected with the University of Florida."

ABSENCES.—A student who accumulates ten unexcused absences from classes, or three unexcused absences from drill, will be given a severe reprimand and parent or guardian will be notified. Two additional unexcused absences will cause the student to be dismissed from the University. Ten unexcused absences from Chapel will subject all students, except Seniors and those in the College of Law, to the same penalty.

ATTENDANCE UPON DUTIES.—A student who, without good cause, persistently absents himself from his University duties, is, after due warning, dishonorably dismissed for the remainder of the academic year. A student who, by reason of ill health or outside demands upon his time, finds it impossible to give regular attention to his University duties, is requested to withdraw; but such request does not in any way reflect upon his good standing.

Delinquencies in University duties are reported to the Registrar, who brings them to the attention of the students concerned and requires a prompt explanation to be made. Careful records of all delinquencies are kept.

STUDIES

ASSIGNMENT TO CLASSES.—Every student must appear before the Dean of his college at the beginning of each academic

year for assignment to classes. No instructor has, except as authorized by the Dean of his college, authority to enroll a student in any course.

CHOICE OF STUDIES.—The choice as to which one of the various curricula is to be pursued rests with the individual student, subject to considerations of proper preparation; but the group of studies selected must be that belonging to one of the regular years in the chosen curriculum exactly as announced in the catalog, unless special reasons exist for deviating from this arrangement. A student will, however, be held to the requirements of the catalog under which he entered.

CONDITIONS.—A student who is prepared to take up most of the studies of a certain year in a regular curriculum, but who is deficient in some studies, will be permitted to proceed with the work of that year subject to the *condition* that he make up the studies in which the deficiency occurs. Provision for all of the lower studies must be made before any of the higher may be taken; in the event of conflicts in the schedule or of excessive quantity of work, higher studies must give way to lower.

QUANTITY OF WORK.—A minimum and maximum number of recitation hours (or equivalent time in laboratory courses) per week are prescribed in each college and no student may take fewer than the minimum or more than the maximum, except by special permission of the Faculty of his college. Not counting Military Science, these numbers are: In the College of Arts and Sciences and in the College of Law, 15 and 18; in the College of Agriculture, 16 and 23; in the College of Engineering, 16 and 21; and in the Teachers College, 15 and 19.

Two hours of laboratory work are considered equivalent to one hour of recitation.

EXTRA STUDIES.—Students may be allowed, under certain conditions, to take more hours of work than are prescribed. The regulations governing this vary in the different colleges; in every case special permission must be secured from the Dean of the college in which the student is registered.

CHANGES IN STUDIES.—After a student is registered, he is not permitted to discontinue any class or to begin any additional one, without written permission from the Dean of

his college, which must be shown to the instructor involved. If the student has been registered for two weeks, he will not be permitted to make any such change, except at the beginning of the second semester, without the payment of a fee of two dollars ($2.00).

GRADES AND REPORTS.—Each instructor keeps a record of the quality of work done in his classes and monthly assigns each student a grade, on the scale of 100. This grade is reported to the Registrar for permanent record and for entry upon a monthly report to the student's parent or guardian.

If the monthly grades of a student are unsatisfactory, he may be required to drop some of his studies and substitute those of a lower class, or he may be required to withdraw from the University.

EXAMINATIONS.—Examinations on the ground covered are held at the end of each semester.

FAILURE IN STUDIES.—A final grade for each semester's work is assigned, based upon the examination and the monthly grades. If this grade falls below 75, the student is considered to have failed and may proceed only subject to a condition in the study in which failure has occurred.

RE-EXAMINATIONS.—A student who has failed in the work of a semester is allowed, in case his grade does not fall below 60, to make up the condition by re-examination, on the first Saturday of March or the first Saturday of October. Only one re-examination in any subject is allowed; in case of failure to pass this, the student must repeat the semester's work in that subject.

DEGREES.—The special requirements for the various degrees offered by the University will be found under the General Statement of the Graduate School and of each of the five colleges. The following regulations apply to all colleges:

While pursuing studies leading to a degree a student must be registered in the college offering that degree.

Two degrees of the same rank, as, e.g., B.S.C.E. and B.S.E.E., will not be conferred upon the same individual, unless the second degree to be conferred represents at least fifteen hours of additional work.

SPECIAL STUDENTS.—Students desiring to take special courses will be allowed to take those classes for which they may be prepared. Such students are subject to all the laws

and regulations of the University. Special courses do not lead to a degree.

The University permits special courses to be taken solely in order to provide for the occasional exceptional requirements of individual students. Abuse of this privilege, for the sake of avoiding regular studies that may be distasteful, cannot be tolerated. Accordingly, no minor is permitted to enter as a special student except upon written request of his parent or guardian. Minor special students must, except as provided for in the College of Agriculture, offer fourteen units for admission.

ADULT SPECIALS.—Persons 21 years of age or over who cannot offer all the entrance requirements, but give evidence of serious purpose and of ability to profit by the courses they may take, may, under exceptional circumstances, be admitted as "Adult Specials". Such students appear before the Committee on Admission for enrollment and are not excused from military duty; altho, if more than twenty-three years of age, they may, under certain conditions, secure exemption (see Department of Military Science and Tactics, College of Arts and Sciences).

When Special Students make up their deficiencies they may become regular students and candidates for a degree.

CLASSIFICATION OF IRREGULAR STUDENTS. — A student is deemed to belong to that class in which the majority of his hours of work lies. But a special student is not considered as belonging to any of the regular classes.

ATHLETIC TEAMS, MUSICAL AND OTHER CLUBS

ABSENCES ON ACCOUNT OF ATHLETICS, ETC.—The members of regular athletic teams, of musical and of other student organizations, together with necessary substitutes and managers, are permitted to be absent from their University duties for such time, not to exceed nine days per semester, as may be necessary to take part in games, concerts, etc., away from Gainesville. All class-work missed on account of such trips must be made up, as promptly as possible, at such hours as may be arranged by the various professors.

SCHEDULES.—Schedules of games, concerts, etc., must be arranged so as to interfere as little as possible with University duties. Schedules of games must receive the approval

of the Committee on Athletics; schedules of concerts, of dramatic entertainments, etc., the approval of the Committee on Student Organizations.

All regular games will be played under the rules of the Southern Intercollegiate Athletic Association.

ELIGIBILITY TO ATHLETIC TEAMS, MUSICAL CLUBS, ETC.—Any team or club representing the University must be composed exclusively of students in good standing, altho the Committee on Student Organizations has the power to waive this regulation in the case of dramatic and musical organizations. Negligence of duties, or failure in studies, excludes a student from membership in all such organizations.

No minor student is permitted to play on any regular athletic team, if his parent or guardian objects. A list of players and substitutes must be submitted to the Committee on Athletics before each game and must receive its approval.

FINANCES.—The general Faculty has made the following rules:

All student organizations desiring to collect funds for any purpose whatsoever on the campus must, unless such organizations be under other Faculty control, first secure written permission from the Committee on Student Organizations.

No profits are to be taken by the officers of any student organization that makes its appeal for funds on the basis of its being a University enterprise.

At least once a year student organizations engaging in financial operations must have their accounts audited by the Committee on Student Organizations and must publish in the *Alligator* a statement of their receipts and expenditures.

HONORS

PHI KAPPA PHI.—A chapter of the Society of Phi Kappa Phi was established at the University during the spring of 1912. To be eligible for membership a student must have been in attendance at the University for at least three semesters, have been guilty of no serious breaches of discipline, have had at least three years of collegiate training, be within one year of finishing a course leading to a degree, and stand among the first fourth of the Senior class of the University. The numerical grade which must be attained is based on all college work, whether done here or elsewhere, for which the student receives credit towards a degree.

MEDALS.—Medals are offered (1) to the best declaimer in the Freshman and Sophomore classes and for the best orig-

inal orations delivered (2) by a member of the Junior, and by a member of the Senior class. The contests are settled in public competition at Commencement. The speakers are limited to four from each class and are selected by the Faculty.

EXPENSES

UNIVERSITY CHARGES.—*Tuition.*—A tuition fee of forty dollars ($40.00) per year is charged every student registered in the College of Law. In the other colleges a student whose legal residence is in Florida is subject to no charge for tuition; a student who is not a legal resident of the State is required to pay a tuition fee of twenty dollars ($20.00) per year.

Registration and Contingent Fee.—This fee of ten dollars ($10.00) per year is charged all students, except one scholarship student from each county in Florida and all graduate students pursuing work leading to a higher degree than that of Bachelor. These two classes of students are charged five dollars ($5.00).

The scholarships referred to are to be obtained from County Superintendents of Public Instruction and must be filed with the auditor on the day of registration.

An additional fee of two dollars ($2.00) is required of students who enter after the day scheduled for registration.

Damage and Laboratory Fee.—In order to secure the University against damage, and to pay for materials used by students in laboratory courses, the sum of five dollars ($5.00) is charged. No part of this fee will be refunded to students taking laboratory courses.

Damage known to have been done by any student will be charged to his individual account.

Infirmary Fee.—A student whose parent or guardian does not reside in Gainesville, is charged an infirmary fee of three dollars ($3.00). This secures for the student, in case of illness, the privilege of a bed in the infirmary, necessary medicines, and the services of the resident nurse.

Board and Lodging.—Board, lodging, and janitor service will be furnished by the University at a cost of seventy dollars ($70.00) for the first semester, not including the Christmas vacation, and seventy-five dollars ($75.00) for the second semester.* To get advantage of this rate, payment must be

*Subject to change, if the high prices of food and labor continue.

made at the beginning of each semester. In very exceptional cases arrangements may be made to pay in three equal instalments. No refund will be made for less than a month's absence. Board and lodging when not engaged by the semester will be furnished at twenty dollars ($20.00) per month.

Under *Board and Lodging* are included meals in the commons and room (with heat, light, janitor service, and access to a bathroom), furnished as stated below. The doors of the rooms are provided with Yale locks. A deposit of 50 cents is required for each key, which will be returned when the key is surrendered. *Janitor service* includes the care of rooms by maids, under the supervision of a competent housekeeper.

Board without Lodging.—Board without lodging will be furnished at the rate of $16.00 per calendar month, payable in advance. No part of this sum will be refunded.

Furniture.—All rooms are partly furnished and adjoin bathrooms equipt with marble basin and shower with both hot and cold water. The furniture consists of two iron bedsteads and mattresses, chiffonier or bureau, table, wash-stand, and chairs. The students are required to provide pillows, bedding, half-curtains, and mosquito-bar.

Uniform.—Students in the military department are required to provide themselves with the prescribed uniform, which is furnished under contract. This uniform may be worn at all times. The total cost is about $31.00.

Books.—The cost of books depends largely upon the course taken, but is, in no case, a large item of expense, tho in the higher classes the student is encouraged to acquire a few works of permanent value.

Summary.—The following statement summarizes the minimum expenses of a Florida student registered in any college save in that of Law:

Tuition	$000.00
Registration and Contingent Fee	10.00
Damage and Laboratory Fee	5.00
Infirmary Fee	3.00
Board and Lodging	145.00
Uniform (about)	31.00
Books (about)	10.00
Incidentals (laundry, athletic, literary society, etc., dues), about	20.00
	$224.00

Students who are exempt from buying uniforms will deduct $31.00 from the above table; those from other States will add a tuition fee of $20.00; those enrolled in the R. O. T. C. will receive from the Government:

Commutation of Subsistence, Clothing, etc.—See Department of Military Science and Tactics, College of Arts and Sciences.

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

OPPORTUNITIES FOR EARNING EXPENSES.—It is often possible for a student to earn a part of his expenses by working during hours not required for his University duties.

A few students are employed as waiters in the commons, as janitors, and in some other capacities. Such employment is not, as a rule, given to a student unless he is otherwise financially unable to attend the University, nor is it given to one who fails in any study.

While the employment of students is designed to assist those in need of funds, the payment for their services is in no sense a charity. The rate of remuneration is no higher and the standard of service demanded is no lower than would be the case if the work were done by others than students. If a student employee fails to give satisfaction, he is promptly discharged. Otherwise he is continued in his position as long as he cares to hold it, provided it is not found to interfere with reasonable success in his studies and provided he does not commit any breach of good conduct.

Great credit is due those willing to make the necessary sacrifices, nevertheless students are advised not to undertake to earn money while pursuing their studies, unless such action is unavoidable. Proper attention to studies makes sufficient demand upon the time and energy of a student, without the burden of outside duties; such time as the studies leave free can be spent more profitably in recreation.

FELLOWSHIPS, SCHOLARSHIPS, AND LOAN FUND

FELLOWSHIPS.—In order to encourage young teachers to prepare themselves further for their work by taking graduate courses in Education, three Teaching Fellowships, each paying $200.00 annually, have been established.

Application for a fellowship must be made in writing to

the Dean of the Teachers College or to the President of the University. It must show that the applicant is a college graduate and has ability to profit by the work offered, and must be accompanied by testimonials as to his character.

A Fellow must devote himself to studies leading to the Master's degree in Education. He will be expected to teach four or five hours per week in the Practice High School, under the direction and supervision of the Teachers College, for which he will receive two hours' credit. He may be called upon for minor services, such as conducting examinations and teaching review classes, but not for anything that would interfere with his graduate work.

SCHOLARSHIPS.—Thru the generosity of friends, the University is able to offer five scholarships (see also College of Agriculture). Application for a scholarship should be made to the President of the University and should be accompanied by a record of the student's work, statement of his need, and testimonials as to his character. To secure a scholarship:

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

(b) He must be of good character and habits and sufficiently far advanced to enter not lower than the Freshman class.

1. *Children of the Confederacy Scholarship.*—Established and maintained by the Florida Branch of the Children of the Confederacy. For the grandson of a Confederate soldier. Value, $132.00.

2. *United Daughters of the Confederacy Scholarship.*—Established and maintained by the U. D. C. of the State at large. For the grandson of a Confederate soldier. Value $132.00.

3. *Knight and Wall Scholarship.**—Established and maintained by the Knight and Wall Company, hardware dealers, of Tampa. Value, $200.00.

4. *Willoughby Memorial Scholarship.*—See Recent Gifts, page 14.

5. *Arthur Ellis Ham Memorial Scholarship.*—See Recent Gifts, page 13. "For the annual aid of some needy and deserving student."

LOAN FUND.—*William Wilson Finley Foundation.*—As a memorial to the late President Finley and in recognition of

*For particulars, address the Superintendent of Public Instruction, Hillsboro County, Tampa, Fla.

his interest in agricultural education, the Southern Railway Company has donated to the University the sum of one thousand dollars ($1,000), to be used as a loan fund. Students benefiting by this fund must enter the College of Agriculture.

For particulars address the Dean of the College of Agriculture.

ALUMNI ASSOCIATION

At the close of the Commencement exercises in 1906 the graduates of the year organized an Alumni Association. All graduates of the University *and the graduates of the former institutions who have had their diplomas confirmed by the University* are eligible for membership.

Further information concerning the Association may be had by addressing any one of the officers: President, B. R. Colson; Vice-President, L. P. Hardee; Secretary and Treasurer, W. L. Floyd—all of Gainesville, Fla.

STUDENT ORGANIZATIONS AND PUBLICATIONS

Y. M. C. A.—The Y. M. C. A. seeks to promote the ideal of the University, that every man should have a strong body, a trained mind, and a Christian experience in order that he may go forth prepared to meet the problems of life.

Clean wholesome athletics are fostered. Efficiency in the classroom is urged, and systematic Bible study is promoted thruout the University. Under the leadership of the General Secretary the best available ministers and laymen are brought before the student-body to the end that they may become acquainted with the problems of today.

The Y. M. C. A., in carrying forward this work, deserves the support of every student, alumnus, and parent.

LITERARY AND SCIENTIFIC SOCIETIES.—See General Statement of each of the five colleges of the University.

ORCHESTRA.—The orchestra plays for Chapel exercises and furnishes special music on Fridays. It also accompanies the University Minstrels on its annual tour.

GLEE AND MANDOLIN CLUBS.—The Glee Club develops ability in part-singing and gives much pleasure by adding variety to the Friday morning exercises. The Mandolin Club, composed of mandolins, guitars, and similar instruments, while complete in itself, joins the Glee Club in its annual tour.

MILITARY BAND.—The Military Band adds much to the

effectiveness of parades. It makes several excursions during the year to neighboring towns, and has an annual trip of nearly a week with the University Minstrels.

PUBLICATIONS.—Beginning with the session of 1909-10 each Senior class has published an illustrated annual, known as the *"Seminole"*.

The *"Florida Alligator"* is a weekly newspaper owned and controlled by the student-body. Its editorial articles discuss University problems from the viewpoint of the undergraduates. It seeks the support of the alumni, who find in it the best means of keeping in touch with the University.

ADMISSION

TERMS.—A candidate for admission must present, along with his scholastic record, a certificate of good moral character, and, if he be from another college or university, the certificate must show that he was honorably discharged.

No candidate under 16 (18 in the College of Law) years of age will be admitted.

METHODS.—There are two methods of gaining admission:

(1) *By Certificate.*—The University will accept certificates from the approved Senior high schools of Florida; from accredited academies and preparatory schools of the State; and from any secondary school of another state which is accredited by its state university.

The certificate must be officially signed by the principal of the school attended. It must state in detail the work of preparation and, in the case of Florida high schools, that the course *thru the twelfth grade* has been satisfactorily completed.

Blank certificates, conveniently arranged for the desired data, will be sent to all high-school principals and, upon application, to prospective students.

(2) *By Examination.*—Candidates not admitted by certificate will be required to stand written examinations upon the entrance subjects. For dates of these examinations, see University Calendar, page 3.

REQUIREMENTS. — *"Entrance Units."* — The requirements for admission are measured in "Entrance Units", based upon the curriculum of the high schools of Florida. A unit represents a course of study pursued thruout the school year with five recitation periods (two laboratory periods being counted

as one recitation period) of at least forty-five minutes each per week, four courses being taken during each of the four years. Thus the curriculum of the standard Senior high school of Florida is equivalent to sixteen units.

Number of Units.—Admission to the Freshman class will be granted to candidates who present credentials showing that they have been graduated from a standard Senior high school with a four-year curriculum based upon an eight-year grammar-school course, or who present evidence of having completed courses amounting to sixteen units of preparatory work.

In no case will credit for more than sixteen units be given for work done at a high school.

These requirements are equal to fifteen "Carnegie Foundation" or "National Educational Association" units.

Distribution of Units.—Of the units required for admission, *ten (eight* in the College of Law) are specified and *six (eight* in the College of Law) are elective. Eight of the specified units are required in common by all the colleges of the University, while the remaining two vary.

UNIVERSITY REQUIREMENT

English	3 units
Mathematics	3 units
History	1 unit
Science	1 unit

COLLEGE OF ARTS AND SCIENCES
COLLEGE OF AGRICULTURE*
TEACHERS COLLEGE

A. B. Curriculum

Latin	2 units

B. S. Curriculum

One Foreign Language or History and Science	2 units

COLLEGE OF ENGINEERING

Mathematics	1 unit
History or Science	1 unit

*A.B. Curriculum not offered in College of Agriculture.

LIST OF ELECTIVE SUBJECTS

Botany	½ or 1 unit
Chemistry	1 unit
**Engineering Practice	4 units
English	1 unit
Latin	4 units
History	2 units
Mathematics	1 unit
Modern Languages—French or Spanish	2 units
Physical Geography	1 unit
Physics	1 unit
Zoology	½ or 1 unit

Elective Units.—These are to be chosen from the list of electives given below and from other subjects regularly taught in a standard high school. Not more than four of these units will be accepted in vocational subjects—agriculture, mechanic arts, stenography, typewriting, etc.

Deficiencies.—A deficiency of two units will be allowed a candidate, but must be removed by the end of the first year after admission.

Students who have registered for a University study will not be allowed to make up an entrance condition by examination in this subject, unless the examination be taken at the time of re-examinations in October of the same school-year. The University credit may, however, be used as a substitute for entrance credit.

DESCRIPTION OF UNIT COURSES

ENGLISH.—Four units.—The required work in English is designed to cover three years. It is urged that the exercises in Composition and the use of the Classics be continued thruout this time. No candidate will be accepted whose work is notably defective in spelling, punctuation, idiom, or division into paragraphs.

(1) *Grammar.*—A thoro knowledge of English Grammar, both in its technical aspects and in its bearings upon speech and writing.

(2) *Composition and Rhetoric.*—The fundamental principles of Rhetoric as given in any standard high-school text; and practice in Composition, oral and written, during the whole period of preparation.

(3) *Classics.*—The English Classics generally adopted by schools and colleges. The work includes:

**Only for admission to the College of Engineering.

I. *Study and Practice.*—This presupposes the thoro study of the works selected. The examination will be upon subject-matter, form, and structure. The candidate may be required to answer questions involving the essentials of grammar and the leading facts in the periods of English history to which the prescribed texts belong.

II. *Reading.*—A number of books will be assigned for reading (see list subjoined). The candidate will be required to write a paragraph or two on each of several topics to be chosen from a considerable number—perhaps ten or fifteen—set before him in the examination paper. This is designed to test the candidate's power of clear and accurate expression and will call for only a general knowledge of the substance of the books. The candidate must also be prepared to answer simple questions on the lives of the authors.

STUDY.—One book to be selected from each of the four groups.

I. Shakespeare.—Julius Caesar. Macbeth. Hamlet.

II. Milton: L'Allegro, Il Penseroso, and either Comus or Lycidas. Tennyson: The Coming of Arthur, The Passing of Arthur, and The Holy Grail. Selections from Wordsworth, Keats, and Shelley, in Book IV of Palgrave's Golden Treasury (First Series).

III. Burke: Speech on Conciliation with the Colonies. Macaulay: Speech on Copyright; and Lincoln: Cooper Union Address. Washington: Farewell Address; and Webster: Bunker Hill Oration.

IV. Carlyle: Essay on Burns; and Selections from Burns' Poems. Macaulay: Life of Johnson. Emerson: Essay on Manners.

READING.—At least two books to be selected from each of the five groups, except as otherwise provided under Group I.

I. The Old Testament (comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther). The Odyssey (with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII). The Iliad (with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI). The Aeneid.

For any selection from Group I a selection from any other group may be substituted. The Odyssey, Iliad, and Aeneid should be read in English translations of recognized literary merit.

II. Shakespeare.—A Midsummer Night's Dream. The Merchant of Venice. As You Like It. Twelfth Night. The Tempest. Romeo and Juliet. King John. Richard the Second. Richard the Third. Henry the Fifth. Coriolanus. *Julius Caesar. *Macbeth. *Hamlet.

(*If not chosen for study.)

III. Malory: Morte d'Arthur (about 100 pages). Bunyan: Pilgrim's Progress, Part I. Swift: Gulliver's Voyages to Lilliput and to Brobdingnag. Defoe: Robinson Crusoe, Part I. Goldsmith: Vicar of Wakefield. Scott: Any one novel. Jane Austen: Any one novel. Maria Edgeworth: Castle Rackrent, or The Absentee. Francis Burney (Madame d'Arblay): Evelina. Dickens: Any one novel. Thackeray: Any one novel. George Eliot: Any one novel. Mrs. Gaskell: Cranford.

Kingsley: Westward Ho! or Hereward the Wake. Reade: The Cloister and the Hearth. Blackmore: Lorna Doone. Hughes: Tom Brown's School Days. Stevenson: Any one of the novels out of copyright. Cooper: Any one novel. Poe: Selected Tales. Hawthorne: Any one of the novels out of copyright.

IV. Addison and Steele: The Sir Roger de Coverly Papers; or Selections from The Tatler and The Spectator. Boswell: Selections from the Life of Johnson (about 200 pages). Franklin: Autobiography. Irving: Selections from The Sketch Book (about 200 pages); or the Life of Goldsmith. Southey: Life of Nelson. Lamb: Selections from the Essays of Elia (about 100 pages). Lockhart: Selections from the Life of Scott (about 200 pages). Thackeray: Lectures on Swift, Addison, and Steele in The English Humorists. Macaulay: One of the following essays: Lord Clive, Warren Hastings, Milton, Addison, Goldsmith, Frederic the Great, Madame d'Arblay. Trevelyan: Selections from Life of Macaulay (about 200 pages). Ruskin: Sesame and Lilies; or Selections (about 150 pages). Dana: Two Years Before the Mast. Lincoln: Selections. Parkman: The Oregon Trail. Thoreau: Walden. Lowell: Selected Essays (about 150 pages). Holmes: The Autocrat of the Breakfast Table. Stevenson: Inland Voyage, and Travels with a Donkey. Huxley: Autobiography and Selections from Lay Sermons (including the addresses on Improving Natural Knowledge, A Liberal Education, and a Piece of Chalk).

V. Palgrave: Golden Treasury (First Series), Books II and III, with special attention to Dryden, Gray, Cowper, Burns, and Collins; Book IV, with special attention to Wadsworth, Keats, and Shelley (if not chosen for study). Goldsmith: The Traveller, and The Deserted Village. Pope: The Rape of the Lock. A Collection of English and Scottish Ballads (as, for example, Robin Hood Ballads, The Battle of Otterburne, King Estmere, Young Beichan, Bewich and Grahame, Sir Patrick Spens, and a selection from later ballads). Coleridge: The Ancient Mariner, Christabel, and Kubla Khan. Byron: Childe Harold, Canto III or IV; and The Prisoner of Chillon. Scott: The Lady of the Lake or Marmion. Macaulay: The Lays of Ancient Rome; The Battle of Naseby; The Armada; Ivry. Tennyson: The Princess; or Gareth and Lynette, Lancelot and Elaine, The Passing of Arthur. Browning: Cavalier Tunes, The Lost Leader, How They Brought the Good News from Ghent to Aix, Home Thoughts from Abroad, Home Thoughts from the Sea, Incident of the French Camp, Hervé Riel, Pheidippides, My Last Duchess, Up at a Villa—Down in the City, The Italian in England, The Patriot, "De Gustibus", The Pied Piper, Instans Tyrannus. Arnold: Sohrab and Rustum, and The Forsaken Merman. Selections from American Poetry, with special attention to Poe, Lowell, Longfellow, and Whittier.

(4) *History of American Literature; History of English Literature.*—One unit, elective.—The fourth year of the high-school course in English usually covers the above subjects.

MATHEMATICS.—Four units.—

(1) *Algebra.*—First Year.—One unit.—The elementary operations, factoring, highest common factor, least common multiple, fractions, simple equations, inequalities, involution, evolution, and numerical quadratics. This is supposed to represent the work of one year in the high school.

(2) *Algebra.*—Second Year. — One unit.* — Quadratic

*This represents only one half-unit on the Carnegie-unit scale.

equations, ratio and proportion, the progressions, imaginary quantities, the binomial theorem, logarithms, and graphic algebra. This is supposed to represent the work of the second year in algebra in the high school.

(3) *Plane Geometry.*—One unit.

(4) *Solid Geometry.*—One-half unit.

(5) *Plane Trigonometry.*—One-half unit.

HISTORY.—Four units.

(1) Ancient History, with particular reference to Greece and Rome .....1 unit
(2) European History since Charlemagne .....1 unit
(3) English History .....1 unit
(4) American History .....1 unit

A year's work based on a good textbook of at least 300 or 400 pages is required in the case of each of the above divisions. The student should know something of the author of the textbook used and give evidence of having consulted some works of reference.

LATIN.—Four units.—At least four years' work in this study is required to cover the four units. The minimum for each year is as follows:

(1) *First Year.*—One unit.—A first year Latin book, such as Collar & Daniell's First Year Latin or Potter's Elementary Latin Course.

(2) *Second Year.*—One unit.—Four books of Caesar's Gallic War, with grammar and prose composition thruout the year.

(3) *Third Year.*—One unit.—Six of Cicero's Orations, with grammar and prose composition thruout the year.

(4) *Fourth Year.*—One unit.—The first six books of the Aeneid and as much prosody as relates to accent, versification in general, and to dactylic hexameter.

MODERN LANGUAGES.—Two units. If only one unit is offered, the student must study the language a second year in the University.

French.—First Year.—One unit.—(1) Pronunciation; (2) grammar, including the elementary rules of syntax; (3) abundant easy exercises; (4) from 100 to 175 duodecimo pages of graduated texts, with practice in translating into French easy variations of the sentences read (the teacher giving the English) and in reproducing from memory sentences previously read; (5) dictation.

French.—Second Year.—One unit.—(1) From 250 to 400 pages of easy prose; (2) translation into French of variations upon the texts read; (3) abstracts, sometimes oral and sometimes written, of portions of the text already read; (4) dictation; (5) grammar, including forms and syntax, with application in the construction of sentences; (6) memorizing of short poems.

Spanish.—Requirements similar to those for French.

PHYSICAL GEOGRAPHY. — One unit. — Study of a modern textbook, together with laboratory and field course, covering the following subjects: (1) The earth as a globe: shape, how proved; size, how measured; motions, how determined; map making; modes of projection. (2) The ocean: forms and divisions; depth, density, temperature; movements, waves and currents; character of floor; life; tides, character and causes; shore lines. (3) The atmosphere: chemical composition and pressure, how determined; circulation, character and cause; storms, classification and cause. (4) Land: amount and distribution; topographic charts; plains and plateaus, kinds and development; volcanos, distribution and character; rivers, life-history; glaciers, kinds and characteristics.

BOTANY.—One-half or one unit.—Anatomy and morphology; physiology; ecology; natural history and classification of the plant groups. At least twice as much time should be given by the student to laboratory work as to recitation.

ZOOLOGY. — One-half or one unit. — Study of a standard high-school text and dissection of at least ten specimens. Notebooks with drawings, showing the character of the work completed, must be presented on entrance to the University.

PHYSICS.—One unit.—Study of a standard high-school text; lecture-table demonstrations; individual laboratory work, comprising at least thirty exercises from a recognized manual.

CHEMISTRY. — One unit. — Individual laboratory work, comprising at least thirty exercises from a recognized manual; lecture-table demonstrations; study of a standard textbook.

ADVANCED STANDING

Advanced standing will be granted only upon recommendation of the heads of the departments concerned. Fitness for advanced work may be determined by examination or by trial. Students from other institutions of like standing will ordinarily be classed according to the ground already covered.

ORGANIZATION

I. THE GRADUATE SCHOOL.

II. THE COLLEGE OF ARTS AND SCIENCES.

(a) A Curriculum leading to the A. B. degree.
(b) A Curriculum leading to the B. S. degree.
(c) A Pre-Medical Course.

III. THE COLLEGE OF AGRICULTURE.

Instructional Division.
(a) A Curriculum leading to the B. S. degree in Agriculture.
(b) A Curriculum leading to the title Graduate in Farming.
(c) A Two-Year Course.
(d) A One-Year Course.
(e) A Four-Months' Course.
Experiment Station Division.
Extension Division:
(a) Farmers' Cooperative Demonstration Work.
(b) Farmers' Institutes.
(c) Boys' and Girls' Clubs.
(d) Correspondence Courses.
(e) Publications.

IV. THE COLLEGE OF ENGINEERING.

(a) A Curriculum leading to the B. S. degree in Civil Engineering.
(b) A Curriculum leading to the B. S. degree in Electrical Engineering.
(c) A Curriculum leading to the B. S. degree in Mechanical Engineering.
(d) A Curriculum leading to the B. S. degree in Chemical Engineering.

V. THE COLLEGE OF LAW.

A Curriculum leading to the LL.B. or J. D. degree.

VI. THE TEACHERS COLLEGE AND NORMAL SCHOOL.

(a) A Curriculum leading to the A. B. degree in Education.
(b) A Curriculum leading to the B. S. degree in Education.
(c) A Normal Course leading to a Diploma.
(d) Correspondence School.
(e) The University Summer School.

GRADUATE SCHOOL

ORGANIZATION.—This School is under the direction of the Committee on Graduate Studies, which consists of Professors Anderson, Farr, Rolfs, Benton, Trusler, and Cox.

Graduate students should register with the Chairman of this Committee.

DEGREES OFFERED.—The University is not in a position at present to lay any great stress upon graduate work. Its courses are mainly of college grade and will doubtless remain so for many years to come. For the benefit, however, of those who wish to carry their studies further, courses are offered leading to the degrees of Master of Arts, Master of Arts in Education, Master of Science, Master of Science in Agriculture, and Master of Science in Education.

PREREQUISITE DEGREES.—Candidates for the Master's degree must possess the Bachelor's degree of this institution or of one of like standing.

APPLICATIONS.—Candidates for the Master's degree must present to the Chairman of the Committee on Graduate Studies a written application for the degree not later than the first of November of the scholastic year in which the degree is desired. This application must name the major or minor subjects offered for the degree and must contain the signed approval of the heads of the departments concerned.

When a candidate offers as a part of his work any course not sufficiently described in the catalog, he must include in his application an outline or description of that course.

TIME REQUIRED.—The student must spend at least one entire academic year in residence at the University as a graduate student, devoting his full time to the pursuit of his studies.

WORK REQUIRED.—The work is twelve hours per week. Six hours of this work must be in one subject (the major) and of a higher grade than any course offered for undergraduate students in that subject. The other six hours (the minor or minors) are to be determined and distributed by the professor in charge of the department in which the major subject is selected. No course designed primarily for students of a lower grade than the Junior class will be acceptable as a minor.

While the major course is six hours, these hours are not the same as in undergraduate work, for in general the major work will require at least two-thirds of the student's time.

To obtain credit for a minor the student must attain a grade of not less than eighty-five per cent.

DISSERTATION.—It is customary to require a dissertation showing original research and independent thinking on some subject accepted by the professor under whom the major work is taken, but this requirement may be waived at the option of the professor, subject to the approval of the Committee on Graduate Studies. If the requirement be not waived, the dissertation must be in the hands of the committee not later than two weeks before Commencement Day.

COLLEGE OF ARTS AND SCIENCES

JAS. N. ANDERSON, *Dean*

FACULTY.—Jas. N. Anderson, O. C. Ault, J. R. Benton, L. W. Buchholz, H. W. Cox, C. L. Crow, H. S. Davis, J. M. Farr, W. L. Floyd, J. J. Grimm, *H. G. Keppel, I. M. Lee, J. L. McGhee, W. S. Perry, A. D. St. Amant, T. M. Simpson, N. L. Sims, E. S. Walker.

TEACHING FELLOW.—C. A. Robertson.

GENERAL STATEMENT

AIM AND SCOPE.—The tendency of universities at the present time seems to be to reach out their arms farther and farther into the domain of knowledge and to become more and more places where the student may expect to be able to acquire any form of useful knowledge in which he may be interested. In the center, however, there is still found the College of Arts and Sciences, the pulsating heart, as it were, sending its vivifying streams to the outermost tips of the institution.

The aim of the college is to prepare for life, it is true, but not so directly and immediately as do the professional schools. It is a longer, but a better road, for those who are able to travel it, to distinction and ultimate success in almost any calling. Especially in the case of the learned professions, it is becoming clearer that a man must first get a liberal education, if possible, before entering upon his professional studies.

The purpose and aim of the College of Arts and Sciences is to impart culture and refinement, to train the mind and strengthen the intellect, to build up ideals and establish the character, to enlarge the vision, to ennoble the thoughts, to increase the appreciation of the beautiful and the true, to add charm to life and piquancy to companionship, to make the man a decent fellow, a useful citizen, an influential member of society in whatever community he may be thrown, in whatever field his life-course may be run.

But if the student wishes to examine the practical side exclusively, he will find that there is also something practical in all these courses. For instance, they are all valuable for him who wishes to learn to teach those subjects. Moreover, the

*Died Oct. 5, 1918.

use of electives gives the student an opportunity to specialize in some branch according to his inclination and in furtherance of his plans.

ADMISSION.—For full description of requirements for admission and of unit courses, see pages 36 to 42, inclusive.

LITERARY SOCIETIES.—The Literary Societies are valuable adjuncts to the educational work of the College. They are conducted entirely by the students and maintain a high level of endeavor. The members 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 coolness of thought and courtesy of manner, and are trained in thinking and in presenting their thoughts clearly and effectively while facing an audience. All students are earnestly advised to connect themselves with one of these societies and to take a constant and active part in its work.

DEGREES.—The College of Arts and Sciences offers courses leading to the degrees of Bachelor of Arts (A.B.) and Bachelor of Science (B.S.).

SUBJECTS OF STUDY.—The subjects of study leading towards the degrees offered by the College of Arts and Sciences are divided into the following four groups:

I.	II.	III.	IV.
Military Science I and II.	French, Greek, Latin, Rhetoric and English Language, Spanish.	Bible, Economics, Education, English Literature, History, Philosophy, Political Science, Psychology, Sociology.	Agriculture, Astronomy, Bacteriology, Biology, Botany, Chemistry, Drawing, Descriptive Geometry, Geology, Mathematics, Mechanics, Military Science III and IV, Physics, Physiology, Surveying, Zoology.

REQUIREMENTS FOR DEGREES.—For each of the degrees offered, A.B. and B.S., a total of sixty-four hours must be taken, of which two must be in Group I. The courses taken must include English II and Philosophy I.

For the A.B. degree fifteen hours must be taken in each of Groups II and III and twelve hours from Group IV; three

hours may be chosen from any group; the remaining seventeen hours (including the "major") must be chosen from Groups II, III, and (pure) Mathematics, altho twelve of these seventeen hours may be taken from the first year of the course in the College of Law.

For the degree of B.S. twelve hours must be taken from each of Groups II and III, twenty-four (including the "major" and, in every case, Chemistry I) from Group IV, leaving fourteen hours to be chosen from the subjects mentioned above, altho twelve of these fourteen may be taken from the first year of the course in the College of Law.

The "major" must consist of nine hours in one department (not counting the Freshman work) and must be approved by the head of the department chosen. The choice of electives must meet with the approval of the Dean.

The Bachelor's degree in Arts or Sciences will not be conferred upon a candidate offering twelve hours in Law until he has satisfactorily completed the second year of the course in the College of Law.

PRE-MEDICAL COURSE.—Students intending to study medicine are advised to take the regular B.S. course. Inasmuch, however, as many students are unable to spend four years on a non-professional course, the University offers a Two-Year Pre-Medical Course.

CURRICULUM

Leading to the Degree of Bachelor of Arts

Freshman Year

NAMES OF COURSES	NATURE OF WORK	HOURS PER WEEK
English I	Rhetoric	3
Foreign Language	French, Greek, Latin, or Spanish	3
History I	Modern European History	3
Mathematics I	Plane Analytic Geometry, College Algebra	3
Military Science I	Regulations	1
*Physics V	General Physics	4
		17

Sophomore Year

Group II		3
Group III		3
Group IV		3
Military Science II		1
Group II or III or in both		6
		16

*Greek may be substituted, in which case Physics must be taken in the Sophomore year.

CURRICULUM

Leading to the Degree of Bachelor of Science

Freshman Year

NAMES OF COURSES	NATURE OF WORK	HOURS PER WEEK
Chemistry I	General Chemistry	4
English I	Rhetoric	3
Foreign Language	French, Greek, Latin, or Spanish	3
Mathematics I	Plane Analytic Geometry, College Algebra	3
Military Science I	Regulations	1
Physics V	General Physics	4
		18

Sophomore Year

Group II		3
Group III		3
Group IV		9
Military Science II		1
		16

In the Junior and Senior years candidates for either of the degrees offered must choose their studies so as to conform to the general "Requirements for Degrees" of this College.

CURRICULUM

TWO-YEAR PRE-MEDICAL COURSE

First Year

NAMES OF COURSES	NATURE OF WORK	HOURS PER WEEK
Biology I*a* and III*b*	General Course	4
Chemistry I	General Chemistry	4
English I	Rhetoric	3
French A	Elementary Course	3
Physics V	General Physics	4
		18

Second Year

Biology V	Vertebrate Anatomy	3
Biology XI*a*	General Bacteriology	1½
Chemistry III	Qualitative Analysis	2½
Chemistry V	Organic Chemistry	4
French I	Intermediate Course	3
Elective from Group III		3
		18

DEPARTMENTS OF INSTRUCTION

ANCIENT LANGUAGES

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 thoro study and a full understanding of the modern languages, 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 aids to the study of other languages, Latin and Greek command our attention and call for a large place in any curriculum which proposes to issue in a liberal education.

Courses A, B, and C, if not used for entrance units, may be taken for college credit.

LATIN

LATIN A.—First Year Latin, based on a book for beginners. *(3 hours.)*

LATIN B.—Second Year Latin, based on Caesar, with grammar and prose composition. *(3 hours.)*

LATIN C.—Third Year Latin, based on Cicero and Virgil, with grammar and prose composition. *(3 hours.)*

LATIN I.—Ovid, about 2,000 verses selected from his various works, but mainly from the Metamorphoses; Versification, with especial reference to the Dactylic Hexameter and Pentameter; Cicero's De Senectute and De Amicitia. *(3 hours.)*

LATIN II.—Selections from the Roman Historians, especially Livy and Sallust, and from the Satires, Epistles, Odes, and Epodes of Horace, with a study of the Horatian Metres. *(3 hours.)*

LATIN III.—Juvenal's Satires, with some omissions; Tacitus, parts of the Histories or Annals; selections from Catullus, Tibullus, Propertius, and Ovid. *(3 hours.)*

LATIN IV.—Several plays of Platus and Terence; Tacitus, Germania and Agricola; selections from Seneca, Gellius, and Quintilian. *(3 hours.)*

LATIN V*b*.—History of Roman Literature, preceded by a short study of Roman Life and Customs. *(Second semester; 3 hours.)*

LATIN VI.—Grammar and Prose Composition: an intermediate course in Prose Composition adapted to the needs of students taking Latin I or II and consisting of weekly written exercises and some oral work; in connection with this there will be a general review of Latin Grammar with some more advanced work, both in forms and syntax. *(2 hours.)*

LATIN VII.—Advanced Prose Composition: a continuation of Latin VI, open only to those students who have completed Latin VI or equivalent. *(2 hours.)*

GREEK

GREEK A.—The forms and most important principles of the syntax; numerous exercises, partly oral, partly written, and some practice in conversation and sight reading. One book of Xenephon's Anabasis, with exercises in Prose Composition and study of the Grammar. *(3 hours.)*

GREEK I.—Xenephon's Anabasis, Books II, III and IV, selections from Lucian and the easier dialogues of Plato; sight translation; Prose Composition; Grammar. *(3 hours.)*

GREEK II.—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. *(3 hours.)*

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

GREEK IV.—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. *(First semester, 3 hours.)*

GREEK V.—Grammar and Prose Composition: an intermediate course in Prose Composition adapted to the needs of students taking Greek III or IV and consisting of weekly written exercises and some oral work; in connection with this

there will be a general review of Greek Grammar with some more advanced work, both in forms and syntax. *(2 hours.)*

GREEK VI.—Selections from the Septuagint and from the New Testament; class and parallel translations; vocabulary, grammar, and stylistic features stressed. *(3 hours.)*

BIBLICAL INSTRUCTION

Professor Buchholz

The following courses are offered to Juniors and Seniors, embracing such aspects of Biblical study as the University is prepared to give, with a view to providing a major subject in the Bachelor of Arts curriculum that will permit students to begin preparation for work as secretary or physical director of the Y. M. C. A., for welfare work in mills or social settlements, or for the ministry. The courses offered will be conducted by the instructors in the departments under which the various aspects of the subject naturally fall and will be given in a spirit free from sectarianism.

BIBLE I.—*Old Testament History.*—The history of the Israelitish nation as narrated in the books of the Old Testament; the connections between sacred and profane history. The aim is to give the student some conception of the development of the cultural, ethical, and spiritual life of the nation. *(3 hours. Professor Buchholz.)*

BIBLE II.—*New Testament History.*—The period from Herod the Great to the death of John the Evangelist, with special attention to the life of Christ and the development of the early church. Lectures, Bible readings, textbook. *(3 hours. Professor Buchholz.)*

BIBLE III.—*The English Bible as Literature.*—Literary types found in the Bible and the excellence of the work as compared with other great examples of literature. The diction of the 1611 version will be contrasted with that of other translations and its effect upon English literature will be demonstrated. *(3 hours. Professor Farr.)*

BIBLE IV.—*Old and New Testament Greek.*—See Greek VII. *(3 hours. Professor Anderson.)*

BIBLE V.—*The Bible as an Ethical and Religious Guide.*—Those parts of the Old and New Testament which bring out most vividly and directly the moral and religious elements will receive most attention. The aim is to give the student a

keen appreciation of the Bible as the best guide for human conduct. Lectures, Bible readings, studies of great sermons, textbook on Evidences of Christianity. *(3 hours. Professor Cox.)*

BIOLOGY AND GEOLOGY

Professor Davis Asst. Professor Grimm

For a description of the laboratories and collections of the department, see pages 22 and 23.

All the courses offered will not be given in any one year, the selection of those taught being determined by the demand.

BIOLOGY

BIOLOGY I*a*.—*General Biology.*—The fundamental properties of living organisms, their structure, activities, development and life-histories. Prerequisite to all other courses in biology. *(2 class and 2 laboratory periods per week; 4 hours.)*

BIOLOGY II*b*.—*General Botany.*—The vegetative functions, structure and life-histories of plants. *(2 class and 2 laboratory periods per week; 4 hours.)*

BIOLOGY III*b*.—*General Zoology.*—A general survey of the more important facts relating to the chief groups of animals. Representative forms of the different groups are studied in the laboratory. *(2 class and 2 laboratory periods per week; 4 hours.)*

BIOLOGY IV*b*.—*Physiology and Hygiene.*—The elements of human physiology, hygiene and sanitation. Intended primarily for students who elect only one year's work in biology. *(3 hours.)*

BIOLOGY V.—*Vertebrate Anatomy.*—Recitations and lectures on the comparative anatomy of vertebrates, accompanied by laboratory work on representatives of the principal groups. *(1 class and 2 laboratory periods per week; 3 hours. Prerequisite: Biology III*b*.)*

BIOLOGY VI.—*Economic Zoology.*—This course, designed primarily for agricultural students, is devoted chiefly to the study of insects and related forms, special attention being given to those of economic importance. This is followed by a brief consideration of the principal groups of vertebrates in their relation to agriculture. *(2 class periods and 1 laboratory period per week; 3 hours.)*

BIOLOGY VII*a*.—*Histology and Cytology.*—A study of the protoplasm, cells, and tissues of the animal body, special attention being given to the development of the germ-cells. *(2 class and 2 laboratory periods per week; 4 hours. Prerequisite: Biology III*b*.)*

BIOLOGY VII*b*.—*Vertebrate Embryology.*—Recitations and lectures on the development of vertebrates with special reference to the chick. *(2 class and 2 laboratory periods per week; 4 hours. Prerequisite: Biology VII*a*.)*

BIOLOGY VIII*a*.—*Genetics.*—A study of the laws of variation and inheritance of morphological and physiological characters of animals and plants. *(2 hours.)*

BIOLOGY VIII*b*.—*Evolution.*—Organic evolution and the development of adaptations. *(2 hours.)*

BIOLOGY IX*a*.—*Plant Physiology.*—The fundamental life-processes, including digestion, assimilation, growth, respiration, reproduction, etc. *(2 class periods and 1 laboratory period per week; 3 hours. Prerequisite: Biology II*b*.)*

BIOLOGY IX*b*.—*Plant Histology and Anatomy.*—The study of plant tissues and the technic of fixing, sectioning, staining, etc. *(1 class period and 2 laboratory periods per week; 3 hours. Prerequisite: Biology IX*a*.)*

BIOLOGY X*a*.—*Plant Pathology.*—The causal agents, symptoms, diagnosis, and treatment of truck and citrus diseases. *(1 class period and 2 laboratory periods per week; 3 hours. Prerequisite: Biology IX*a*.)*

BIOLOGY XI*a*.—*General Bacteriology.*—The morphology, physiology, and cultivation of bacteria and related micro-organisms. *(2 class and 2 laboratory periods per week; 4 hours. Prerequisite: Chemistry I.)*

BIOLOGY XII*b*.—*Agricultural Bacteriology.*—Soil bacteria and their influence on soil fertility, and bacteria in relation to milk and its products. *(1 class period and 2 laboratory periods per week; 3 hours. Prerequisite: Biology XI*a*.)*

BIOLOGY XIII*b*.—*Sanitary Bacteriology.*—The principles of water supply, sewage disposal, disinfection, and the control of contagious diseases. *(1 class period and 2 laboratory periods per week; 3 hours. Prerequisite: Biology XI*a*.)*

GEOLOGY

GEOLOGY I*a*.—*Physical Geology.*—Designed as an introduction to dynamical and structural geology. *(3 hours.)*

GEOLOGY I*b*.—*Historical Geology.*—A study of the geological history of the earth and its inhabitants. *(3 hours. Prerequisites: Geology Ia and Biology IIIb.)*

CHEMISTRY

Professor McGhee Asst. Professor Lee

This department is intended to meet the requirements of liberal culture and to prepare students for work in the various fields of applied chemistry and research.

Never before have chemists been in such demand; never before have the demands upon them been so great.

The department is supplied with equipment for instruction in general, organic, analytical, and industrial chemistry. See page 22.

CHEMISTRY I.—*General Chemistry.*—First year college chemistry. Special effort is made to combine in due proportion the experimental and the theoretical phases of the subject. Emphasis is placed upon the intelligent writing of reactions. No previous knowledge of chemistry is required, but high-school physics is desirable. *(3 hours and 2 laboratory periods per week.)*

CHEMISTRY III*a*.—*Qualitative Analysis.*—Mainly laboratory work, with class hour for theory, reports and tests by arrangement during the laboratory time. *(First semester; 5 hours.)*

CHEMISTRY IV.—*Agricultural Chemistry.*—For first semester, see Chemistry V; second semester: three lectures a week without laboratory. *(Open only to agricultural students; 4 hours.)*

CHEMISTRY V.—*Organic Chemistry.*—Lectures, recitations, and laboratory work, planned for pre-medical and agricultural students and others who intend to pursue organic phenomena. *(3 hours class and 2 laboratory periods per week; 5 hours.)*

CHEMISTRY VI.—*Industrial Chemistry.*—See Chemical Engineering.

CHEMISTRY VII*b*. — *Quantitative Analysis.* — Gravimetric analysis of simple compounds. *(Second semester; 2 three-hour laboratory periods per week. Prerequisite: Chemistry III.)*

CHEMISTRY VII*a*.— *Quantitative Analysis.* — Sequel to Chemistry VII*b*. Volumetric methods in acidimetry and alka-

limetry. *(First semester; 3 hours. Prerequisite: Chemistry VII*b*.)*

CHEMISTRY IX*b*. — Laboratory and assigned readings, adapted, as far as practicable, to the needs of students in agriculture and in other specialized lines. Prerequisites or corequisites are Chemistry V and Chemistry VII*a* and *b*, tho the latter may be adapted to some extent to the needs of students in special lines. *(Second semester; 3 hours.)*

CHEMISTRY X.—See Chemical Engineering.

CHEMISTRY XI. — *Physical Chemistry.*—An introductory course, with some experimental work. *(3 hours.)*

ENGLISH LANGUAGE AND LITERATURE

Professor Farr Mr. Robertson

The work is designed to meet the requirements for a practical and liberal education, and is regarded both as a necessary auxiliary to the training in the 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 time will permit. Rhetoric and composition are stressed in the lower classes, literary studies and linguistic work in electives; nevertheless the attempt is made to keep the three viewpoints before all classes as necessary to a mastery of their native language.

ENGLISH I.—*Advanced College Rhetoric.*—Designed to train students in methods of clear and forceful expression. Instruction is carried on simultaneously in formal rhetoric, in rhetorical analysis, and in theme writing, the constant correlation of the three as methods of approach to the desired goal being kept in view. In addition a reading course is assigned each student. *(Required of all Freshmen; 3 hours.)*

ENGLISH II*a*.—*Development of English Prose.*—This will follow the method of Minto's Manual in tracing historically the growth of English prose literature; supplemented by collateral readings and by essays. *(First semester; 3 hours.)*

ENGLISH II*b*.—*Development of English Poetry.*—A continuation of English II*a*, applying the method outlined above to the study of English poetry. *(Second semester; 3 hours.)*

ENGLISH III*a*.—*Milton and the Epic.*—A study of Paradise Lost, around which are grouped studies in the Age of Milton and in the Epic as a type of 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. Readings in the minor poets of the age and in the English translations of the great epics are assigned. *(First semester; 3 hours.)*

ENGLISH III*b*. — *Shakespeare and the Drama.* — Three Shakesperian plays are read in class. On eight others a written review is held each fortnight, and on the alternate week essays are written by the students and lectures are given by the instructor. Readings in the English drama from the Cycle plays to contemporary production are assigned. *(Second semester; 3 hours.)*

ENGLISH IV*a*.—*American Poetry.*—A rapid survey of the development of poetry in the United States; critical study of a few of the more important authors (Bryant, Whittier, Longfellow, Emerson, Lowell, Poe). *(First semester; 3 hours.)*

ENGLISH IV*b*.—*Southern Literature.*—A detailed study of the literature of the South; extensive reading and essay work; examination of the claims of Florida authors. *(Second semester; 3 hours.)*

ENGLISH V. — *The English Novel.* — The chronological development and technic of the novel. The student reads a list of novels chosen to illustrate chronology and variety of species, analyzes minutely one novel from the technical side, masters the entire work and life of one novelist, and compares closely a novel and a dramatized version of it. It is hoped the student may be so grounded in the classics and his taste and judgment so trained that his reading of novels may not become mere intellectual dissipation. *(3 hours.)*

ENGLISH VI.—*The Romantic Revival.*—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. 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, to realize the truth of his statements. *(3 hours.)*

ENGLISH VII. — *Anglo-Saxon Grammar and Reading.* — Drill in the forms of the early language and an elementary view of its relations to the other members of the Aryan fam-

ily and of its development into Modern English. The texts in Bright's Anglo-Saxon Reader are studied, and Cook's edition of Judith is read. *(3 hours.)*

ENGLISH VIII.—*Chaucer and Middle English Grammar.*—During the first semester the works of Chaucer are read in and out of class. Pronunciation, forms, scansion, condition of text, analogs, and sources are examined. During the second semester, Morris and Skeats' Specimens, Part II, is studied in connection with informal lectures on Middle English viewed as developing from Anglo-Saxon into Modern English. *(Prerequisite: English VII; 3 hours.)*

ENGLISH IX.—*Engineering Exposition.*—An attempt to give special training to Engineering students in the preparation of the various kinds of writing they will be called upon to do in the pursuit of their profession. It will consist largely of the writing of papers (upon subjects assigned by the departments in the College of Engineering), which will be criticised and revised. *(Engineering Seniors; 1 hour.)*

EXPRESSION AND PUBLIC SPEAKING

Mr. Chapman

EXPRESSION AND PUBLIC SPEAKING.—Particular attention is given to establishing a correct method of breathing, to correcting faulty articulation, and to teaching the principles of interpretation by voice, gesture, and facial expression.

A small tuition fee is charged.

HISTORY AND ECONOMICS

Professor Ault

The aim of this department is to train students to use historical and economic material with discrimination; to develop a general knowledge of European, English, and American History; to furnish students with a survey of economic life and thought; and to explain the economic principles lying back of our present day wealth-getting and wealth-dispensing activities.

Those entering the University for the first time, who have not had satisfactory courses in European or American History, are advised to include these subjects among their studies as a general cultural foundation for their other work. To these

should be added Economics I, which is a prerequisite to the other courses offered in Economics.

With the exceptions of History I and II and of Economics I, all the courses listed below will not be offered each year.

HISTORY

HISTORY I*a and* I*b.*—*European History.*—A survey of the growth of civilization in Europe from the earliest times to the present. *(3 hours.)*

HISTORY II*a.*—*The American Colonies to 1763.*—European background of colonial history; discovery and settlement of America; development of the social, economic, and political life of the colonies; growth of American institutions. *(First semester; 3 hours.)*

HISTORY II*b.*—*Early History of the United States, 1763-1850.*—Causes of the Revolution; struggle for independence; formation of the government; its early operation; origin and growth of political parties; development of the nation. *(Second semester; 3 hours.)*

HISTORY III*a.*—*Recent History of the United States, 1850-1919.*—The slavery conflict; War between the States; reconstruction; industrial expansion; rise of political issues; United States as a world power. *(First semester; 3 hours.)*

HISTORY III*b.* — *European History, 1815-1914.* — Reconstruction of Europe after the overthrow of Napoleon; industrial revolution and social conditions; revolutions of 1830 and 1848; unification of Italy and of Germany; commercial and industrial growth of Germany and of Great Britain; awakening of Russia; Near-Eastern question; European colonial possessions in Africa; intellectual and cultural progress during the century. *(Second semester; 3 hours.)*

HISTORY IV. — *English History.* — An outline course: the struggle for constitutional government; the international struggle for commercial and colonial supremacy; the industrial revolution; social and political reforms. *(3 hours.)*

HISTORY V.—*The World War and Reconstruction.*—Seminar course for Seniors and Graduate Students. *(2 hours.)*

ECONOMICS

ECONOMICS I.—*Principles of Economics.*—Business, money, banking, industrial organization, labor, taxation, tariffs, and governmental regulation. *(3 hours.)*

ECONOMICS II*a*.—*Money and Banking.*—A brief historical treatment of banks and banking, together with the principles which underlie the successful operation of these institutions. *(First semester; 3 hours.)*

ECONOMICS II*b*.—*Corporation Finance.*—The rise, growth, and development of large business organizations; pools, trusts, corporation, and holding companies; the rights of "vested interests"; monopolistic tendencies; governmental regulation, etc. *(Second semester; 3 hours.)*

ECONOMICS III*a*.—*Public Finance and Taxation.*—Revenues and expenditures of public bodies, federal, state, and local; the problems of budgetary reform and taxation; the leading features of European systems of finance; proposals for reform. *(First semester; 3 hours.)*

ECONOMICS III*b*. — *Transportation.* — The problems of transportation; public and private interests involved; the principles of regulation; and the judicial control of common carriers. *(Second semester; 3 hours.)*

ECONOMICS IV*a*.—*Economic History of the United States.* — A general but comprehensive study of the growth of American industry and commerce, with the social and economic problems involved. *(First semester; 3 hours.)*

ECONOMICS IV*b*.—*Labor Problems.*—A brief history of industrial labor problems in Europe and America; trade unions; employers' asociations; and social reforms. *(Second semester; 3 hours.)*

ECONOMICS V.—*Research Problems.*—Devoted particularly to the State of Florida. Seminar course for Seniors and Graduate Students. *(2 hours.)*

MATHEMATICS

Professor Simpson

MATHEMATICS

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

1. For those who intend to *specialize* in Mathematics it provides the preparation for more advanced work. Several advanced courses are offered such 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 so 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.

The following courses are offered each year:

MATHEMATICS A.—Solid Geometry. *(2 hours.)*

MATHEMATICS B. — Plane Trigonometry and Logarithms. *(2 hours.)*

MATHEMATICS I.—Plane Analytic Geometry and College Algebra. *(3 hours.)*

MATHEMATICS II. — Spherical Trigonometry and College Algebra. *(1 hour.)*

MATHEMATICS III. — Differential and Integral Calculus. *(3 hours.)*

MATHEMATICS IV.—Solid Analytic Geometry and Calculus. *(2 hours.)*

MATHEMATICS V. — Advanced Calculus and Differential Equations. *(3 hours.)*

The following advanced courses are offered for 1919-20:

MATHEMATICS VI.—Theory of Equations, Complex Numbers, and Determinants. *(3 hours.)*

MATHEMATICS VII. — Modern Projective Geometry. *(3 hours.)*

MILITARY SCIENCE AND TACTICS

Colonel Walker Lieutenant Crossett

Military instruction is not *optional*, but is required by law —by the law of the United States and by the law of Florida.

EXCUSED FROM MILITARY DUTY.—Graduate and Law students, Seniors, Juniors in the Teachers College, and the physically disqualified are excused from military duty. Those who have served three years in the National Guard may be excused from drills, and also, provided they pass an examination under the Professor of Military Science and Tactics, from theoretical work. Those taking the One-Year Course in Agriculture will be excused from the theoretical, but not from the practical part of the course. Credit, year for year, will be given, furthermore,

for work done at other military schools having army officers as instructors. See also General Information, under Adult Specials.

All applications to be excused from military duty for other reasons must be submitted to the Professor of Military Science and Tactics, and all who are required to take military work must report to him within five days after registering at the University.

FACULTY RULINGS.—The General Faculty has enacted the following:

1. The physically disqualified must submit a certificate to that effect from a reputable physician and must also, prior to graduation, make up an equivalent amount of work in this or some other department.
2. Two (2) credit hours shall be the equivalent of three hours of drill.
3. Students from other institutions entering the Junior or Senior class without having had the requisite amount of physical instruction, shall, unless physically disqualified, be required to take military science and drill for two (2) years, or one (1) year, respectively, excepting that in the Senior year a study equivalent may be submitted for drill.
4. Pupils entering the eleventh or twelfth grade of the Practice High School shall be excused after drilling three (3) years here.

R. O. T. C.—The National Defense Act of June 3, 1916, authorizes the organization of an Officers' Reserve Corps. One method of securing members for this is by utilizing the voluntary services of graduates of universities and colleges that maintain a course of military instruction, hence the Act authorizes the President to establish and maintain at such institutions a Reserve Officers' Training Corps (R. O. T. C.).

The R. O. T. C. is composed of a senior and of a junior division, the former of which is maintained at institutions having a four-year course leading to a degree. Each division consists of units—infantry units, artillery units, etc. Membership is restricted to physically fit students over fourteen years of age who are citizens of the United States, but who are not members of the U. S. Army, Navy, or Marine Corps, or of the National Guard or Naval Militia.

UNIVERSITY OF FLORIDA UNIT.—Upon the application of the President of the University, approved by the Board of Control, an Infantry Unit, Senior Division, R. O. T. C., has been established at the University.

COURSE OF INSTRUCTION.—Under the provisions of the Act of June 3, the Secretary of War has prescribed a standard course of instruction covering four years. The first two-year's

course is compulsory and its successful completion necessary for graduation. The second two-year's course is optional. Having once entered upon the course, however, the student must, in order to secure the benefits accruing, carry it to completion, and must, to secure the credits necessary for graduation, make up time lost.

COMMUTATION OF SUBSISTENCE, UNIFORM, ETC.—§ 50, Act of June 3, reads:

"When any member of the Senior division of the Reserve Officers' Training Corps has completed two academic years of service in that division, and has been selected for further training by the president of the institution, and by its professor of military science and tactics, and has agreed in writing to continue in the Reserve Officers' Training Corps for the remainder of his course in the institution, devoting five hours per week to the military training prescribed by the Secretary of War, and has agreed in writing to pursue the courses in camp training prescribed by the Secretary of War, he may be furnished, at the expense of the United States, with commutation of subsistence at such rate, not exceeding the cost of the garrison ration prescribed for the Army, as may be fixed by the Secretary of War, during the remainder of his service in the Reserve Officers' Training Corps."

The commutation of subsistence is at the rate of 40 cents per day for two years, or 590 days, and will therefore amount during the whole course to $236.00. In adition each man may receive subsistence in kind (not paid in cash) while in camp, three summers, or 135 days; estimated at the same rate, this totals $54.00.

Allowance for transportation to and from the summer camps at the rate of 4 cents per mile.

Every member of the R. O. T. C. will receive each year property valued at $41.83 (actual cost value), or in four years, $167.32; for each summer camp attended he will receive in addition property valued at $14.67, or $44.01 in three summers. The articles furnished are:

	Value
1 coat, wool, O. D.	$ 9.72
1 breeches, wool, O. D.	6.32
1 shoes, russet or marching	4.65
1 shirt, wool, O. D.	3.50
1 overcoat, O. D., short	13.56
1 leggins, pair, canvas	1.05
1 hat, service	2.00
2 collar ornaments	.07
1 hat cord	.09
1 belt	.23
chevrons	.57
Per year	$41.83

Additional for those attending summer camps:

	Value
2 breeches, cotton, O. D.	$ 3.38
1 shoes, russet or marching	4.65
1 shirt, wool, O. D.	3.50
1 leggins, pair, canvas	1.05
1 hat additional	2.00
1 hat cord	.09
	$14.67

Besides the items mentioned above, the equipment issued for each student amounts to at least $50.00. The students have, moreover, the privilege of buying extra uniforms, or parts thereof, at the above mentioned prices, which will have an additional saving value to those who take advantage of it. The members of the R. O. T. C. may also secure special technical training in various fields without any tuition charges.

From investigations made by the Government it seems that in most cases the work of the R. O. T. C. does not seriously interfere with a student's chances of earning money outside of class hours, and that the amount actually gained by membership exceeds the average sum earned by students working their way thru school.

In addition to what has been said above, arrangements may be made to secure from the Committee on Education and Special Training moving-picture films, slides, etc., that will aid in the work of training officers.

PRESIDENTIAL APPOINTMENTS. — The President of the United States is authorized:

(1) To appoint in the Officers' Reserve Corps any graduate of the Senior Division of the R. O. T. C. who shall have satisfactorily completed the prescribed course of military training, including the practical instruction subsequent to graduation, who shall have arrived at twenty-one years of age, and who shall agree, under oath in writing, to serve the United States in the capacity of a reserve officer. Graduates pursuing a further course of study are not eligible, but may receive an appointment later.

(2) To appoint and commission as a temporary second lieutenant in the Regular Army, in time of peace and for the purposes of instruction, for a period not exceeding six months, with allowances for that grade, but with pay at the rate of $100.00 per month, any reserve officer appointed as above described. Upon the expiration of this service with the Regular Army such officer shall revert to his status as a reserve officer.

The appointment and assignment to duty referred to above may immediately follow graduation, in which case the final course of the training camp will be omitted.

COURSE OF TRAINING FOR INFANTRY UNITS OF THE SENIOR DIVISION*

Nos. 1 and 2 of the courses outlined below are required of Freshmen, 3 and 4 of Sophomores; 5 and 6 are for Juniors who sign, and 7 and 8 for Seniors who have signed, the agree-

*Subject to change by Government regulations.

ment to remain in the R. O. T. C. during the remainder of their stay at the University.

For use in military records, "units" and "weights" are assigned as follows: 1, 2, 3, and 4 come three times per week and count 14 units each; 5, 6, 7, and 8 come five times per week and count 24 units each. In each of 1, 2, 3, and 4, (a) has a weight of 10, (b) a weight of 4; in each of 5, 6, 7, and 8, (a) has a weight of 13, (b) a weight of 11.

University credits are shown in semester hours.

MILITARY SCIENCE I. — 1. Military Art: (a) Practical (Drills). (b) Theoretical (Classroom). *(1 Semester hour.)*

2. Military Art: (a) Practical. (b) Theoretical. *(1 Semester hour.)*

MILITARY SCIENCE II.—3. Military Art: (a) Practical. (b) Theoretical. *(1 Semester hour.)*

4. Military Art: (a) Practical. (b) Theoretical. *(1 Semester hour.)*

MILITARY SCIENCE III.—5. Military Art: (a) Practical. (b) Theoretical. *(2 Semester hours.)*

6. Military Art: (a) Practical. (b) Theoretical. *(2 Semester hours.)*

MILITARY SCIENCE IV.—7. Military Art: (a) Practical. (b) Theoretical. *(2 Semester hours.)*

8. Military Art: (a) Practical. (b) Theoretical. *(2 Semester hours.)*

MODERN LANGUAGES

Professor Crow

Extensive courses of reading, in and out of class, frequent exercises, oral and written, and studies in literature and language form the chief feature of instruction.

Authors and textbooks vary from year to year. Tho the classics are not neglected, special attention is paid to the literatures of the Nineteenth Century.

All the courses offered will not be given in any one year.

FRENCH

FRENCH A.—*Elementary Course.*—Pronunciation, forms, elementary syntax, dictation, written exercises, memorizing of vocabularies and short poems, translation. *(3 hours.)*

FRENCH I. — *Intermediate Course.* — Work of elementary

course continued, advanced grammar, including syntax, prose composition, translation of intermediate and advanced texts, sight reading, parallel. *(3 hours.)*

FRENCH II.—*Advanced Courses.* — Syntax, stylistic, composition, history of French literature, selections from the dramatists or novelists, as class may decide. *(3 hours.)*

FRENCH III.—*Romance Philology.—(Prerequisites: French II and Latin II; 3 hours.)*

SPANISH

SPANISH A.—*Elementary Course.*—Pronunciation, forms, elementary syntax, dictation, written exercises, memorizing of vocabularies and short poems, translation. *(3 hours.)*

SPANISH I.—*Intermediate Course.*—Work of elementary course continued, advanced grammar, including syntax, prose composition, translation, parallel. *(3 hours.)*

SPANISH II. — *Commercial Correspondence. — (Optional, subject to instructor's permission; hours to be arranged.)*

MUSIC

Mr. Chapman Mr. Marchio

This department aims to foster a love for good music and to encourage students to use their musical abilities and training for the benefit of themselves and others. It trains and directs the student chorus, the chapel choir, the Glee and Mandolin and Guitar Clubs, the Orchestra, and the University Band, and offers private instruction in voice and in violin and other instruments. It seeks to cooperate with the musical organizations of Gainesville and in conjunction with them to give several public entertainments during the year.

Owing to the lack of funds for the department, a small tuition fee is charged for private instruction.

PHILOSOPHY

Professor Cox

The primary aim of this department is to give the student a broad outlook upon life in general, as well as a better understanding of his own life from psychological, ethical, and metaphysical viewpoints. Philosophy lies nearer today than ever before to the various sciences on the one hand and to the demands of practical life on the other.

Another very important aim is to aid in the professional training of teachers. For description of the equipment for carrying on mental and physical tests, see page 23.

Students may begin with Course I*a*, II*a*, or III*a*. Juniors and Seniors may begin also with Course VII*a*.

PHILOSOPHY I*a*.—*General Psychology.*—Facts and theories current in general psychological discussion: the sensations, the sense organs, and the functions of the brain; the higher mental functions, such as attention, perception, memory, feeling, emotion, volition, the self; and like topics. *(First semester; 3 hours.)*

PHILOSOPHY I*b*.—*Logic, Inductive and Deductive.*—The use of syllogisms, inductive methods, logical analysis, and criticisms of fallacies. *(First semester; 3 hours.)*

PHILOSOPHY II*a*.—*Ethics.*—Principles of Ethics: study of such topics as goodness, happiness, virtue, duty, freedom, civilization, and progress; history of the various Ethical Systems. *(First semester; 3 hours.)*

PHILOSOPHY II*b*.—*Practical Ethics.*—The moral problems of the individual and of social life. *(Second semester; 3 hours.)*

PHILOSOPHY III*a*.—*The Philosophical Poets.*—Philosophical problems and their solution as given by the world's greatest poets. Such problems as Creation, Nature, Life, Freedom, and Conduct will be given special attention. *(Second semester; 3 hours.)*

PHILOSOPHY III*b*. — *Experimental Psychology.* — Mainly laboratory work with standard apparatus on the current problems in Experimental Psychology. Special attention given to methods of psychological investigation and the collection and treatment of data. *(Second semester, 3 hours.)*

PHILOSOPHY IV*a*.—*Social Psychology.*—Influences of social environment upon the mental and moral development of the individual. *(First semester; 3 hours.)*

PHILOSOPHY IV*b*. — *Abnormal Psychology.* — Abnormal phases of mental life: dreams, illusions, hallucinations, suggestions, hypnotism, hysteria, diseases of the memory, diseases of the will, etc. Special attention given to mental hygiene. *(Second semester; 3 hours.)*

PHILOSOPHY V*a*.—*Genetic Psychology.*—The course of de-

velopment in the child from birth to adolescence. *(First semester; 3 hours.)*

PHILOSOPHY V*b*.—*Genetic Psychology.*—Animal instincts and intelligence. *(Second semester; 3 hours.)*

PHILOSOPHY VI*a*.—*Philosophy of Conduct.*—The problems of conduct and of religion in the light of contemporary discussion: the problems of philosophy from the standpoint of practical every-day life. *(First semester; 3 hours.)*

PHILOSOPHY VI*b*.—*Philosophy of Nature.*—Man's relation to and his place in Nature; the various philosophical doctrines: Animism, Pantheism, Materialism, Realism, Agnosticism, Humanism, Idealism, etc. *(Second semester; 3 hours.)*

PHILOSOPHY VII*a*.—*History of Ancient Philosophy.*—The development of philosophic thought from its appearance among the Ionic Greeks to the time of Descartes. Special attention will be given to the philosophy of Plato and Aristotle. *(First semester; 3 hours.)*

PHILOSOPHY VII*b*. — *History of Modern Philosophy.* — A continuation of VII*a*. Special attention will be given to the works of Descartes, Spinoza, Leibnitz, Kant, Hume, etc. *(Second semester; 3 hours.)*

PHILOSOPHY VIII*a*.—*Advanced Psychology.*—The theoretical problems in the field of modern psychology; the practical aspects of psychology as applied to Business, Law, Medicine, Education, etc. *(First semester; 3 hours.)*

PHILOSOPHY VIII*b*.—*Advanced Psychology.*—Continuation of VIII*a*. *(Second semester; 3 hours.)*

PHYSICAL EDUCATION

Professor Buser

This department has jurisdiction over all athletic, aquatic, and gymnastic activities. It seeks: (1) To develop health, vigor, and good physical habits; (2) to provide an incentive and an opportunity for every student to secure at least one hour's physical activity daily as a balance to the sedentary demands of university life; (3) to conserve the social and moral values of games and sports; (4) to encourage and develop intramural sports; and (5) to make athletic sports an essential factor in military training.

Students will not be excused from the prescribed training

during the first two years unless they substitute a satisfactory equivalent. They are supposed to be able to swim a distance of fifty yards by the end of the Sophomore year. No student will be permitted, however, to participate in intercollegiate or intramural competitive games or to become a candidate for football or other team, until he has secured, after examination, the written permission of a competent physician.

All activities will be conducted out of doors in so far as the weather will permit. The regulation suit consists of white sleeveless shirt, running pants, supporter, and rubber-soled shoes.

When needed, special coaches are engaged to assist the director.

I. DEVELOPMENT EXERCISE.—*(Required of Freshmen and delinquent Sophomores; credit, 1 hour; 2 actual hours.)*

II. ADVANCED EXERCISES.—All phases of athletic activities. *(Required of Sophomores; credit, 1 hour; 2 actual hours.)*

III. FIRST AID TO INJURED.—*(Elective for Freshmen and Sophomores; credit, 1 hour; 2 actual hours.)*

PHYSICS

Professor Benton Asst. Professor Perry

The work of this department is intended to meet the needs, on the one hand, of those who study physics as a part of a liberal education and, on the other hand, of those who will have to apply physics as one of the sciences fundamental to engineering, or to medicine.

Instruction is given by (1) recitations based upon lessons assigned in textbooks; (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 special problems requiring extended study or investigation and report upon them.

The physical laboratory (see page 23) is well equipt for the experiments usually required in undergraduate laboratory work in the best colleges. The equipment has been greatly increased in the last few years and additions are made to it from year to year.

PHYSICS I.—General physics, including mechanics, heat, acoustics, and optics, but not electricity and magnetism. Textbook used in 1918-1919: Spinney's Textbook of Physics. *(Prerequisite, Plane Trigonometry; 1 lecture and 2 recitations per week.)*

PHYSICS II.—General laboratory physics, to accompany Physics I. *(2 exercises of 2 hours each per week. Prerequisite: Plane Trigonometry.)*

PHYSICS III.—General electricity and magnetism, being a continuation of Physics I. Textbook used in 1918-1919: Spinney's Textbook of Physics. *(2 recitations and one 2-hour laboratory exercise per week.)*

PHYSICS V.—General physics, including mechanics, heat, sound, light, electricity, and magnetism. Designed to meet the needs of the general student, and of those taking the Pre-Medical Course. Textbook used in 1918-1919: Carhart's College Physics. *(3 recitations and one 2-hour laboratory period per week.)*

ADVANCED COURSE IN PHYSICS.—Six advanced courses in physics, as electives for Juniors, Seniors, and Graduate Students, have been planned: Advanced Experimental Physics, General Mathematical Physics, Mechanics and Acoustics, Heat, Optics, Theoretical Electricity. Each course is arranged to extend thru two semesters and to require three hours per week of classroom work, or equivalent time in the laboratory. Any one will be given when elected by three or more students.

SOCIOLOGY AND POLITICAL SCIENCE

Professor Sims

All the courses offered will not be given in any one year.

SOCIOLOGY

SOCIOLOGY I.—*Principles of Sociology.*—A fundamental course dealing with society as to its origin, its relation to the environment, its composition, organization, control, mind, types of association, institutions, evolution, and progress. *(3 hours.)*

SOCIOLOGY II*a*.—*Social Evolution.*—The doctrine of evolution applied to society, human origin, forms of association, and types of civilization. *(Prerequisite, Sociology I; first semester; 3 hours.)*

SOCIOLOGY II*b*.—*Progress and Reform.*—The rise of the concept of progress; various theories of progress; factor of progress; reform proposals—ethical, economic, and biological. *(Prerequisites, Sociology I and II*a*; second semester; 3 hours.)*

SOCIOLOGY III.—*Rural Sociology and Economics.*—The rural problem—present status, population movements, types of communities, the rural mind, economic conditions, farm labor, rural improvement—health, sanitation, morality; institutions—school, church, farmers' organizations, home-life, fairs; government; cooperation; socialization; progress. *(3 hours.)*

SOCIOLOGY IV*a*.—*Social Psychology.*—The social mind—general view; the mind of primitive and of modern man; mental types; the role of instinct, feeling, and intellect in society—mobs; folkways and mores; change and revolution. *(First semester; 3 hours.)*

SOCIOLOGY V*b*.—*Race Problems.*—The negro problem in its anthropological, social, political, and economic aspects, etc. *(Second semester; 3 hours.)*

SOCIOLOGY VI*b*.—*Modern Social Theories.*—Lectures and readings on the social theories of Comte, Mill, Spencer, Gumplowicz, Tarde, Ward, Cooley, Ross, Giddings, and others. *(For graduate and advanced students; second semester; 3 hours.)*

SOCIOLOGY VII.—*Seminar.*—Problems in statistical method, etc. *(For graduate and advanced students; hours to be arranged.)*

POLITICAL SCIENCE

POLITICAL SCIENCE I.—*American Government.*—Historical review; federal, state, and local government; administrative, legislative, and judicial aspects of government in operation; political parties and problems. *(3 hours.)*

POLITICAL SCIENCE II*a* or *b*.—*Municipal Government.*—Municipal organization and administration in the United States and Europe. *(Either semester; 3 hours.)*

POLITICAL SCIENCE III*a* or *b*.—*Democracy.*—Primitive, ancient, modern, and ultimate democracy; democratic and anti-democratic forces. Special reference to American society. *(Either semester; 3 hours.)*

POLITICAL SCIENCE III*a* or *b*.—*Principles of Political Sci-*

ence.—Theory and practice of government in general. *(Either semester; 3 hours.)*

POLITICAL SCIENCE IV*a* or *b.*—*International Law and Diplomacy.*—Arbitration, courts, diplomacy, world organization. *(Either semester; 3 hours; by special arrangement.)*

COLLEGE OF AGRICULTURE

P. H. ROLFS, *Dean*

GENERAL STATEMENT

The College of Agriculture has three divisions:

1. The College.
2. The Agricultural Experiment Station.
3. The Agricultural Extension Division.

THE COLLEGE

FACULTY.—P. H. Rolfs, E. C. Arnold, L. W. Buchholz, H. W. Cox, H. S. Davis, J. M. Farr, W. L. Floyd, Wm. Gomme, J. J. Grimm, G. L. Herrington, S. W. Hiatt, E. W. Jenkins, C. Miltimore, J. L. McGhee, C. K. McQuarrie, F. Rogers, N. L. Sims, A. P. Spencer, J. Spencer, T. M. Simpson, J. E. Turlington, S. L. Vinson, E. S. Walker, C. H. Willoughby.

Special Lecturers for 1918-1919

Dr. E. W. Berger, *Entomologist, State Plant Board.*
Dr. W. F. Blackman, *President State Livestock Association.*
Dr. J. W. DeMilly, *Acting State Veterinarian.*
Prof. H. Harold Hume, *President State Horticultural Society.*
Dr. A. H. Logan, *Field Agent, U. S. D. A., Bureau of Animal Industry.*
Hon. W. A. McRae, *Commissioner of Agriculture.*
Wilmon Newell, *State Plant Commissioner.*
F. M. O'Byrne, *State Nursery Inspector.*
L. M. Rhodes, *Commissioner, State Marketing Bureau.*
Capt. R. E. Rose, *State Chemist.*
Dr. E. H. Sellards, *State Geologist.*
Frank Stirling, *General Inspector, State Plant Board.*
R. W. Storrs, *Member State Livestock Sanitary Board.*

AIM AND SCOPE.—The College was established under the Acts of Congress creating and endowing institutions for the liberal and practical education of the industrial classes. Recognition of agriculture as a branch of collegiate instruction is a distinctive feature of schools thus founded.

The aim of the College is to afford young men the best possible opportunity for gaining technical knowledge and training in the art and science of agriculture. About one-third of the student's time is devoted to technical studies and the other two-thirds to basic sciences and cultural studies. A broad foundation is thus laid which will enable graduates to become leaders in educational work or effective producing agriculturists.

EQUIPMENT.—*Agricultural Hall* provides space for offices; for classrooms in agronomy, animal husbandry, agricultural engineering, and horticulture; for laboratories in soils and fertilizers, crops and grain judging, farm machinery, farm power, milk testing, dairy manufactures, and horticulture.

Libraries.—A large number of works on agriculture and horticulture have recently been added to the general library. A trained librarian aids students in getting quickly the references needed. Each department has, furthermore, a small collection of well-selected volumes, which are always accessible to students. The Experiment Station library, which is open every forenoon, contains a very complete set of bulletins from the experiment stations of the world and from the U. S. Department of Agriculture. These bulletins are fully indexed and carefully filed.

Farms.—The College farm, used for instruction and for growing crops with which to feed the instruction herds, consists of 225 acres: 10 acres for trucking, 100 acres for pasture and field crops, 5 acres for orchard, 15 acres for soiling purposes and stock lots, and 5 acres for buildings and grounds. The equipment includes a hay and storage barn, a farm foreman's house, a dairy barn, a machinery shed and corn crib, a potting house, and several irrigation systems. The Experiment Station farm and farm buildings are easily accessible to students.

AGRONOMY DEPARTMENT

The *Agronomy Department* occupies four rooms—a large, well-lighted and equipt soil laboratory, with adjoining storage and work room, an office, and a classroom.

The soil laboratory is equipt with microscopes, sampling augers, tubes, and carriers; balances, ovens, soil thermometers, packers, cylinders, and tubes; moisture absorption box with trays; percolation, capillary, and evaporation apparatus;

sieves, shaker, etc. This equipment is of the best type and is fully adequate for giving thoro courses. There are three large stone-top desks with individual lockers for seventy-two students. The storage room is provided with soil bins, packer, cases, and shelving in abundance.

For *Agricultural Engineering* work there are two laboratories—the one for farm motors and iron work, the other for farm machinery and wood work. They are equipt with a large collection of labor-saving machinery: gasoline engines, windmills, feed grinders, stalk cutter, walking and riding plows, various types of harrows, walking and riding cultivators, seeders, one- and two-horse corn planters, manure spreader, surveying implements, etc. Stress is laid upon instruction in farm machinery, because labor-saving appliances have not yet come into general use in Florida.

HORTICULTURAL DEPARTMENT

In addition to classrooms and laboratories, ample provision is made for practical work outdoors. A propagating house and nursery on the farm are used in carrying on stratification, layerage, cuttage, budding, grafting, and other methods of plant propagation; trees of different kinds are growing in the orchard, which, tho still small, is being gradually enlarged; hot beds and cold frames are provided for starting young plants; an irrigation plant has been installed with Skinner, Campbell, Skinner-Stephens, Florida Favorite, and modified Skinner sprinkling devices and a surface furrow system; and large canvas-covered frames for growing crops to maturity in winter have been constructed.

ANIMAL HUSBANDRY DEPARTMENT

The *Animal Husbandry Department* is provided with a lecture-room containing seats for sixty students and a paddock, 12x24 feet in size, with concrete floor and iron railing, for exhibiting animals. The equipment includes a two-ton Fairbanks platform scale, tape lines, measuring standards, and projectors. In the dairy barn a stock-judging arena, 30x40 feet, has been provided for practice in scoring animals.

For work in *Dairying* the College has a large, well-lighted laboratory, equipt with several makes of hand-power cream separators, churns, and butter workers; milk cooler, gravity

creamer, vats for cream ripening and cheese making; scales, wash sinks, sterilizer, and minor apparatus.

The milk-testing laboratory contains working desks and machinery for all modern tests of dairy products. The equipment includes Babcock testers of different sizes, cream scales, lactometers, acidmeters, butter-moisture tests, and the necessary glassware, reagents, etc.

The equipment for *Poultry Instruction* includes incubator, brooders, and various poultry-yard appliances. Poultry breeders of the vicinity aid in the work by lending selected fowls for judging purposes.

The *Barns* and *Livestock* include: A barn for the horses and mules used on the farm and campus; a large dairy barn of modern sanitary construction, provided with concrete floors and silos, steel stanchions and fittings, for the herd of high-grade and registered Jerseys belonging to the Experiment Station; a number of pens and grazing-yards with modern shelters and equipment, containing small breeding herds of Berkshire, Poland China, Duroc Jersey, Tamworth, and Chester White hogs. Other breeds and classes of animals are being added from year to year. A concrete dipping-vat, built in cooperation with the Florida State Board of Health, is used for demonstrations of cattle-tick eradication.

The *County and State Fairs* of Florida provide excellent practice each year in showing and in judging animals. Students are encouraged to take part in judging contests and to aid in show-ring work whenever practicable. The Southeastern Fair, Atlanta, Ga., offers prizes and medals to competing teams from all southern agricultural colleges. The Alachua County Fair, at Gainesville, and the Florida State Fair, at Jacksonville, offer special cash prizes and diplomas to students making the best records in stock judging. Several large herds of cattle and hogs within a few miles of the University, in Alachua and Marion Counties, are constantly available for inspection and judging purposes. The meat-packing houses and dairy plants of Jacksonville and vicinity are freely offered for study, and trips for this purpose under the guidance of instructors are arranged each year.

VETERINARY DEPARTMENT

The scope of instruction in Veterinary Science, up to 1918 given by the professor of Animal Husbandry, will at

once be widely extended, now that it has been made a separate department of the College.

The equipment, which will be increased as rapidly as possible, already includes a mounted skeleton of a horse and of an ox, an asortment of charts, surgical instruments, numerous specimens of diseased tissue and of parasites, a well-equipt bacteriological laboratory, a good library, etc.

THE AGRICULTURAL CLUB.—The purpose of the Agricultural Club is to train the student in public speaking and in preparing for leadership. It also gives an opportunity for gaining a greater familiarity with the general trend of agriculture. Every student is urged to become a member.

SCHOLARSHIPS AND LOAN FUNDS.—Available during 1918-1919 were:

William Wilson Finley Foundation, $1,000 Loan Fund.

Bankers' Loan Fund.—The State Bankers' Association at their annual meeting in St. Augustine, 1917, voted a Loan Fund of One Thousand Dollars to students in agriculture. Those eligible to the loan must be recommended by the President and the Auditor of the University.

Corn Club Scholarships.—Bankers' Prize of $200.

County Scholarships.—One scholarship from each county in the State, provided for by the following Legislative Act:

CHAPTER 6837 (NO. 31)

Be It Enacted by the Legislature of the State of Florida:

Section 1. That the Board of County Commissioners of each county in this State is hereby authorized to offer and create one scholarship to the Agricultural Department of the University of Florida at Gainesville.

Sec. 2. The said scholarship shall be awarded by competitive examination under the rules and authority prescribed by the said Board of County Commissioners and shall entitle the holder thereof to a full course of instruction at the University of Florida and shall subject the holder thereof to the same rules and regulations as other students at the University of Florida.

Sec. 3. All applicants for the said scholarship shall be eligible for admission to the University of Florida and anyone so appointed shall sign a certificate agreeing, if capable and otherwise qualified, to engage in agricultural pursuits in this State. Nothing in this Act shall be construed to interfere with their receiving compensation for services rendered while engaged in such pursuits.

Sec. 4. That for the purpose of maintaining such scholarships the Board of County Commissioners of each county in this State is hereby authorized to appropriate from any funds at their disposal a sum sufficient to pay the board of the person receiving the said scholarship.

Sec. 5. The term board herein named shall be construed to mean the regular dormitory rate and shall be paid monthly while the holder of the said scholarship is in attendance at the University of Florida.

Sec. 6. All laws and parts of laws in conflict with this Act are hereby repealed.

Sec. 7. This Act shall take effect upon its passage and approval.

Approved June 5, 1915.

Donations and Loans.—The laboratories have been supplied with much of their farm machinery for the purpose of instruction thru the generosity of the following manufacturers:

Stover Manufacturing Company, Freeport, Ill.
Wilder-Strong Implement Company, Monroe, Mich.
Bean Spray Pump Company, Lansing, Mich.
The Deming Co., Salem, Ohio.
E. C. Brown Co., Rochester, N. Y.

COURSES.—The following courses are offered:

1. A Four-Year Course.
2. A Middle Course of Two Years.
3. A One-Year Course.
4. Two Four-Month Courses.
5. A Ten-Day Course for Farmers.
6. Fourteen Correspondence Courses.

FOUR-YEAR COURSE

ENTRANCE REQUIREMENTS.—See pages 36 to 42.

AMOUNT OF WORK. — Students must, before graduation, satisfactorily complete sixty-six (66) year-hours and fulfil the requirements for practical farm work. All are required to take the same studies in the Freshman year; and Agronomy II, III, and IV, Chemistry I, and Military Science II, in the Sophomore year.

At the beginning of the Sophomore year the student selects Agronomy, Animal Husbandry, Horticulture, or Agricultural-Chemistry as his major subject, in which he must take at least nine hours above Freshman grade; he also selects nine additional hours, with the advice and consent of the head of the department in which the major is chosen, in other agricultural subjects. Three hours may be credited for supervised summer work.

Eighteen hours must be selected from the following list: Bacteriology, Botany, Chemistry, Economics, Entomology, Geology, Mechanics, Plant Pathology, Plant Physiology, Sociology, Surveying, and Zoology.

The remaining hours may, on approval of the Dean, be selected in the College of Agriculture or from any other

courses offered in the University that the student is prepared to pursue.

No student will be allowed to take more than eighteen hours in any year, unless his general average during the previous year was at least 87 with no failure in any study; or more than twenty hours, unless the previous year's average was at least 90 with no failure.

CREDITS FOR PRACTICAL WORK.—Students who, by agreement with the head of a department and the Dean, do practical work, during their course of study, in any recognized agricultural pursuit, and who render competent and faithful service, will, on their return to College and on the presentation of a written report of their observations and experience, be entitled to one semester-hour credit for each month of such work. Such credit shall not total more than six semester-hours in the Two-Year and Four-Year courses.

FARM EXPERIENCE REQUIRED.—At least three months of practical work is required before graduation, but credit for this will be given only as stated above.

DEGREE.—The work outlined above, whatever the major subject, leads to the degree of Bachelor of Science in Agriculture (B. S. A.).

REMUNERATIVE AND INSTRUCTIVE LABOR. — Opportunities frequently occur for students to work in the fields and truck gardens, about the barns, in the buildings, and at the Agricultural Experiment Station. The compensation ranges from ten to twenty cents per hour, according to the experience of the student and the nature of the work. Those who, during vacation periods, find employment in agricultural pursuits will be markedly benefited and after graduation will command more desirable positions or find their efforts on the farm more effective. [See also Opportunities for Earning Expenses, page 33.]

DEPARTMENTS OF INSTRUCTION

AGRONOMY AND AGRICULTURAL ENGINEERING

Professor Turlington Asst. Professor Rogers

AGRONOMY

The laboratory work and field observation aim to fix the principles learned in the classroom and to give them practical application.

AGRONOMY A*a*.—*Elements of Agronomy.*—The soil as related to plant growth and the principles governing the production of the field and forage crops of Florida. *(Short Courses and Practice High School; 3 hours.)*

AGRONOMY B*b*.—*Fertilizers.*—An elementary study of fertilizers, their nature and reaction on the soil and crop; fertilizer formulas and home mixing. A thoroly practical course, dealing with Florida conditions. *(Short Courses and Practice High School; 3 hours.)*

AGRONOMY I*a*.—*Elementary Soils.*—The origin, formation, and classification of soils; general methods of soil management and the adaptation of soils to the requirements of plants. *(Freshman year; 2 hours.)*

AGRONOMY I*b*.—*Elementary Crops.*—The origin, classification, and use of crop plants; and the fundamental processes related to plant growth and reproduction. *(Freshman year; 2 hours.)*

AGRONOMY II*a*.—*Field Crops.*—The various grain, fiber, and sugar crops with respect to their habits of growth, soil adaptations, 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 sugar cane. *(Sophomore year; class 2 hours, laboratory 2 hours; credit 3 hours.)*

AGRONOMY III*b*.—*Forage Crops; Legumes, Grasses, etc.*—Legumes, grasses, and miscellaneous forage plants, and their adaptability to the various Florida soils, seeding and cultural methods, harvesting and storing, composition and use, illustrated by specimens brought before the students and by field observations. This course includes one hour per week of

work in the botany of grasses, given by the botanist. *(Sophomore year; 3 hours.)*

AGRONOMY IV*b*.—*Fertilizers*.—The nature, composition, and sources of fertilizers and their reaction on soils and crops. Fertilizer formulas and home-mixing. The making and economical use of farm manures. Fertilizer requirements for various crops and other related topics. *(Sophomore year; 3 hours.)*

AGRONOMY V.—*Soil Technology*.—The physical, chemical, and biological properties of soil as related to soil fertility and crop production; soil management and drainage. *(Junior year; recitations 2 hours, laboratory 2 hours; credit 3 hours.)*

AGRONOMY VI*a*.—*Farm Management*.—The factors of production; systems of farming; their distribution and adaptation; farm accounts; problems of labor, machinery, storing, marketing, laying out farms, and planning rotation systems. *(Senior year; 3 hours.)*

AGRONOMY VII*b*. — *Advanced Course in Farm Management*.—Special stress given to laying out and locating various buildings, lots, fields, and crops; cropping systems; surveys made in other states. *(Senior year; 3 hours.)*

AGRONOMY VIII*b*. — *Soil Management*. — Factors in crop production, loss of plant food, methods and results obtained by investigators; laboratory and field experiments. *(Elective for Seniors; 3 hours.)*

AGRONOMY IX*b*.—*Rural Law*.—Classification of property, boundaries, fences, stock laws, rents, contracts, deeds, mortgages, taxes, laws governing shipping, etc. *(Elective, Junior or Senior year; 2 hours.)*

AGRONOMY X*a* or *b*.—*Special Courses*.—Special courses will be offered at the option of the instructors, on approval of the Dean.

AGRICULTURAL ENGINEERING

Mr. Rogers

AGRICULTURAL ENGINEERING I*a*. — *Farm Machinery*. — Designed to give the student a thoro knowledge of the construction, selection, and operation of seeding, tilling, and harvesting machinery. *(Freshman year; recitations 2 hours, laboratory 4 hours.)*

AGRICULTURAL ENGINEERING II*a*.—*Farm Motors*.—A study

of the sources of power on the farm: windmill, gasoline and kerosene engines; special attention given to farm tractors. *(Sophomore year; recitations 2 hours, laboratory 4 hours.)*

AGRICULTURAL ENGINEERING III*b*. — *Drainage and Irrigation.*—Study of farm surveying, drainage and irrigation systems; practice in making surveys of parts of farm and in designing systems. *(Junior year; recitations 2 hours, laboratory 4 hours.)*

AGRICULTURAL ENGINEERING IV*b*. — *Farm Buildings.* — Study of farm buildings—ventilation, sanitation, construction, cost, management; laboratory work in designing and drawing plans. *(Junior or Senior year; recitations 2 hours, laboratory 4 hours.)*

AGRICULTURAL EDUCATION

Professor Turlington Miss C. Miltimore

AGRICULTURAL EDUCATION I*a*.—*Library Work.*—Instruction in use of card catalog, readers' guides, agricultural indexes, and reference books; practice in collecting and making notes on assigned subjects. *(Freshman year; 1 hour.)*

AGRICULTURAL EDUCATION II*b*.—*Agricultural Organizations.*—The organization and proceedings of agricultural societies. *(Freshman year; 1 hour.)*

AGRICULTURAL EDUCATION III*a*.—*Methods of Teaching Agriculture.*—Instruction and practice in methods of presenting agricultural subjects; materials and laboratory usage. *(Senior year; 1 hour.)*

AGRICULTURAL EDUCATION IV*b*.—*History of Agriculture.*—Lectures and library work on the history and development of agricultural education. *(Senior year; 2 hours.)*

ANIMAL HUSBANDRY AND DAIRYING

Professor Willoughby Asst. Professor ————————

ANIMAL HUSBANDRY

The livestock industry holds an important place in Florida, as it commands a steady income and is a valuable aid in maintaining soil fertility. The basic principles taught in the College are applicable to all parts of America, altho special instruction is given for Florida conditions.

ANIMAL HUSBANDRY A*a*.—*Elements of Animal Husbandry.*

—Types and breeds of farm animals, with some judging practice; principles of breeding, feeding and management of livestock. *(Short Courses and Practice High School; 3 hours.)*

ANIMAL HUSBANDRY B*b*. — *Elements of Dairying.* — The dairy industry, including the production and handling of milk, buttermaking on the farm, composition and testing of dairy products, with laboratory practice. *(Short Courses and Practice High School; 3 hours.)*

ANIMAL HUSBANDRY I*b*.—*Types and Breeds of Animals.*—Types and classes of farm animals; leading breeds of horses, mules, cattle, sheep, and swine; practice in score-card and comparative judging. Animals owned by the College will be studied, and occasional trips made to nearby stock farms and stables. *(Freshman year; 4 hours.)*

ANIMAL HUSBANDRY II*a*.—*Animal Feeding.*—Composition of plants and animals; digestion and assimilation; feeding standards and balanced rations. Feeding practice for different classes of animals. *(Sophomore year; 2 hours.)*

ANIMAL HUSBANDRY III*b*.—*Animal Breeding.*—Principles underlying the breeding of animals, including heredity, variation, selection, environment; foundation and management of a breeding business. *(Sophomore year; 2 hours.)*

ANIMAL HUSBANDRY IV*a*.—*Beef Production.*—Practical methods in beef production, including selection of feeders, feeding and management of beef cattle, finishing and marketing, slaughter and packing-house methods. Consideration of same subjects in mutton production. *(Junior year; 2 hours.)*

ANIMAL HUSBANDRY V*b*.—*Swine Production.* — Location and equipment of a hog farm, breeds of swine suited to the South; growing feeds for grazing and fattening; feeding and managing the herd; marketing and slaughtering, curing meats on the farm. *(Junior year; 2 hours.)*

ANIMAL HUSBANDRY VI*a*.—*Breeding History.*—Advanced work in history of breeds, tabulation of pedigrees, and mathematical principles of thremmatology. *(Elective; 2 hours.)*

ANIMAL HUSBANDRY VII*b*.—*Animal Nutrition.*—Review of latest books on nutrition of animals, by Armsby, Henry, Kellner, and others. *(Elective; 2 hours.)*

ANIMAL HUSBANDRY VIII*a*.—*Animal Conformation.*—Detailed study and measurement of market types of animals; ad-

vanced stock judging and show-ring practice at county and state fairs. *(Elective; 2 hours.)*

ANIMAL HUSBANDRY IX*b*.—*Animal Industry Seminar*.—Review and history of the livestock industry and its relation to agriculture; preparation of articles on local problems; reports on current literature and market quotations. *(Elective; 2 hours.)*

DAIRYING

DAIRYING I*a*.—*Dairy Products*.—Secretion, composition, properties of milk; testing milk and its products; methods of creaming; use of cream separators; manufacturing butter, cheese, etc. *(Sophomore year; 3 hours.)*

DAIRYING II*b*. — *Dairy Farming*. — Locations suitable for dairy farming; construction of sanitary barns, dairy houses, silos; selection of breeds, feeding and management of herd, testing and herd records; pastures, soiling crops, silage; marketing products. *(Sophomore or Junior year; 3 hours.)*

DAIRYING III*b*.—*Milk Inspection*.—Methods of producing sanitary milk, city milk inspection; Pasteurization and care of milk in the home; score card for dairy herds and milk depots; milk and cream contests. *(Elective; 3 hours.)*

DAIRYING IV.—*Dairy Manufactures*.—Advanced work in making butter, cottage and Cheddar cheese, fermented milks, ice-cream and various market products; creamery management and accounting. *(Elective; 2 hours. Not offered during 1919-1920.)*

POULTRY HUSBANDRY

POULTRY HUSBANDRY A*a*.—*Farm Poultry*.—Selection and handling, standard breeds, egg and meat production, incubation and rearing of chicks, marketing products. *(Short Course and Practice High School; 3 hours.)*

POULTRY HUSBANDRY I*a*.—*Poultry Culture*.—Location and construction of poultry houses; principal breeds and score-card practice; feeding for egg and meat production; marketing and storing products. *(Junior year; 3 hours.)*

POULTRY HUSBANDRY II*b*.—*Poultry Management*.—Breeding, care and management of the flock; incubation and brooding; embryology of the chick, anatomy and physiology of the fowl; records and accounts; treatment of diseases and parasites. *(Elective; 3 hours.)*

VETERINARY SCIENCE

Professor Spencer

The aim of this department is to equip students for life-work in stockraising or for entering the profession of veterinary medicine and surgery. The instruction given is of such a nature as to be immediately available for use. The diagnosis and treatment of diseases and ailments of animals brought to the clinics form a valuable part of the course.

VETERINARY SCIENCE A*a*.—*Veterinary Elements.*—Anatomy of skeleton: conformation and soundness; diseases constituting unsoundness pointed out on skeleton; examination for soundness; practice in dentistry, wound management, hog vaccination, and minor surgery. *(Short Courses; 3 hours.)*

VETERINARY SCIENCE I*b*.—*Veterinary Elements.*—Anatomy and physiology of internal organs; common diseases of farm animals: nature, causes, symptoms, treatments; practice in methods of administering medicines, action, uses, and doses of drugs employed; description and life-history of animal parasites and means of eradication. *(3 hours.)*

VETERINARY SCIENCE II*a*.—*Disease and Treatment.*—Designed for students wishing to engage in livestock management or as preparatory course for those desiring to enter the veterinary profession. Anatomy and physiology; diseases of farm animals: causes, symptoms, prevention, management; action, uses, and doses of drugs employed. *(3 hours.)*

VETERINARY SCIENCE III*b*.—*Contagious and Parasitic Diseases.*—Communicable diseases of livestock under Florida conditions: nature of infection, means of communication, animals susceptible, period of latency, symptoms, prevention, post-mortems, disposal of carcasses. Life-history of parasites and parasitic diseases; means of eradication, illustrated with lantern slides, natural specimens, etc. *(3 hours.)*

VETERINARY SCIENCE I*a* and II*b*.—*Practical Course.*—Arrangements have been made for holding clinics one afternoon a week. Students are required to attend and take part. *(Laboratory, 3 hours.)*

AGRICULTURAL JOURNALISM

Miss Vinson

Agricultural Journalism.—Lectures on the principles of agricultural journalism; laboratory work in gathering and

writing news, copy reading. Students prepare copy for agricultural press. *(Junior or Senior year; 3 hours.)*

HORTICULTURE AND ECONOMIC BOTANY

Professor Floyd Asst. Professor ————————

In a subtropical climate unusual opportunities for the study of horticulture are presented. The wonderful variety of plants, the peculiar problems involved in their growth and development, and the accomplishments of those who have given time and labor to the solution of those problems, offer inviting fields for study and experiment. Both the practical and the esthetic tendencies may be cultivated.

The department with its orchard, garden, laboratory, and library, offers fine opportunity for instruction, experiment, and research.

HORTICULTURE A*b*.—*Elements of Horticulture.*—Varieties and culture requirements of our principal fruits and vegetables; location of orchards and gardens with reference to soils, climate, and markets; protection from insects and diseases; harvesting and marketing; styles of decorative planting adapted to home and school. *(Eleventh Grade, Practice High School; 3 hours.)*

HORTICULTURE I. — *Plant Propagation.* — Propagation by means of division, cutting, layering, budding, and grafting; seed selection, storing, and testing; and the fundamental physiological processes; practice in propagating common fruits, flowers, and shrubs. *(Freshman year; 2 hours.)*

HORTICULTURE II. — *Trucking.* — Vegetables adapted to Florida, seasons in which they are grown, cultural methods, fertilizing, irrigating, packing, and marketing. *(Sophomore year; 2 hours.)*

HORTICULTURE III*b*.—*Floriculture.*—The growing of flowers upon the home grounds, pot plants, greenhouse crops and their cultural requirements, including ventilation, watering, and heating. *(Sophomore year; 2 hours.)*

HORTICULTURE IV*a*. — *Citrus Culture.* — Soils suitable for citrus groves, their preparation, planting, cultivation, fertilization, selection of varieties, and the use of cover crops. *(Junior year; 3 hours.)*

HORTICULTURE V*b*.—*Citrus Harvesting, Marketing and Judging.*—Methods of picking, handling, washing, drying,

packing, and shipping citrus fruits; identification of the leading commercial varieties and score-card judging. *(Junior year; 2 hours.)*

HORTICULTURE VI*a*.—*Insects and Diseases of Citrus Fruits.*—Injurious insects and important physiological and fungus diseases and their treatment. *(Prerequisite or corequisite, IVa; Senior year; 3 hours.)*

HORTICULTURE VII*a*.—*Deciduous and Subtropical Fruits.*—Peaches, pears, persimmons, grapes, pecans, guavas, avocados, mangoes, etc.; varieties adapted to the State, their planting, cultivation, diseases, insect enemies. *(Junior year; 3 hours.)*

HORTICULTURE VIII*b*.—*Plant Breeding.*—Cross pollination and hybridization of plants, improvement by selection, breeding for special qualities, methods of successful breeders; field work. *(Prerequisites: Ia and Botany I; Junior year; 3 hours.)*

HORTICULTURE IX*b*.—*Landscape Gardening.*—The principles of landscape gardening, plants suitable for planting, improvement of home, school, and public grounds, etc. *(Senior year; 2 hours.)*

HORTICULTURE X*a*.—*General Forestry.*—The principles of forestry, forest cropping, protecting the home wood lot, use of Florida woods, varieties of timber trees, and the influences of the forests on other industries of the State. *(Junior or Senior year; 3 hours.)*

HORTICULTURE XI*b*.—*Forest Mensuration.*—The determination of the age and volume of trees and stands. Estimating standing timber by the hypsometer, dendrometer, and other instruments. Principles of volume and yield; tables and log rules. *(Prerequisite: IXa; Junior or Senior year; 3 hours.)*

HORTICULTURE XII*a*.—*The Evolution of Cultivated Plants.*—Evolution as applied to the modification of cultivated plants, particularly the fruits. *(Prerequisite: VIIIb; Senior year; 2 hours.)*

BOTANY I*b*.—*Economic Botany.*—A study of the relationship, habits, characteristics, and environmental relations of the important crop plants, with laboratory study of important types. *(Sophomore year; recitations 2 hours, laboratory 2 hours.)*

BOTANY II*a*.—*Grasses and Weeds.*—A study of the relationships of grasses and weeds, their characteristics, and

economic importance. Methods of introduction of weeds, and how to combat them; a study of their seeds, so that they may be recognized. *(Junior year; recitations 2 hours, laboratory 2 hours.)*

BOTANY III*b*.—*Morphology of Thallophytes.*—Designed for students desiring advanced work on algae and fungi—with reference to classification, differentiation, and morphology. Fresh-water algae will be studied from living specimens in the laboratory, and students will make permanent microscopic slides of the species studied. Many of the marine algae will be studied from preserved specimens. The study of the fungi prepares for Plant Pathology. The field work will consist of collecting and identifying the fungus flora of the vicinity. *(Junior year; recitations 1 hour, laboratory 4 hours.)*

BOTANY IV*a*.—*Morphology of the Higher Plants.*—A study of the Bryophytes, Pteridophytes, and Spermatophytes, with reference to classification, morphology, and differentiation. In the field and in the laboratory the student will learn to recognize all the common liverworts, mosses, ferns, fern allies and conifers, and the more important groups of the Monocotyledons and Dicotyledons, especially those of economic importance. *(Senior year; recitation 1 hour, laboratory 4 hours.)*

OTHER DEPARTMENTS

Descriptions of electives and other subjects that may be taken by students in the College of Agriculture can be found by reference to the Index.

MIDDLE COURSE IN AGRICULTURE

For those who cannot meet the requirements for entrance to the Freshman class, or who may not wish to pursue the Four-Year Course and yet desire training in agriculture, a two-year course is offered. This course is not designed to supplant or in any way to be a substitute for the college course outlined above.

ENTRANCE REQUIREMENTS.—To be admitted, students must be at least sixteen years of age. The scholastic requirements, which are equivalent to the work completed in the tenth grade or Junior high schools, are:

English	2 units
Mathematics	2 units
History	1 unit
Elective	3 units
	8 units

TITLE.—The title of Graduate in Farming (G.F.) is conferred upon students who satisfy the entrance requirements and complete the Middle Course.

CERTIFICATE.—Those who cannot satisfy the entrance requirements may be admitted to the Middle Course upon showing a knowledge of the common-school branches, and will be awarded a certificate for the work done.

MIDDLE COURSE

Leading to the Title of Graduate in Farming

First Year

NAMES OF COURSES	NATURE OF WORK	*HOURS PER WEEK	
Required Work:			
Agricultural Education I	Library Work	1	0
Agricultural Education II	Agricultural Organizations	0	1
Agricultural Engineering I	Farm Machinery	4	0
Agronomy I	Elements of Agronomy	2	2
Animal Husbandry I	Types and Breeds of Animals	0	4
Biology I*a*	General Biology	3	0
Biology II*b*	General Botany	0	3
Horticulture I	Plant Propagation	2	2
Military Science I		1	1
Elective		5	5
		18	18

Second Year

Required work:			
Agronomy B	Fertilizers	0	3
Agronomy II	Field Crops	3	0
Agronomy III	Forage Crops and Grasses	0	3
Animal Husbandry II	Animal Feeding	2	0
Horticulture II	Trucking	2	2
Military Science II		1	1
Biology VI	Economic Zoology	3	3
Elective		7	6
		18	18

*The first column gives the hours per week for the first semester, the second column the hours per week for the second semester.

NAMES OF COURSES	NATURE OF WORK	HOURS PER WEEK
Elective Studies:		
(First Semester)		
Agric'l Engineering II	Farm Motors	4
Agronomy V	Soil Technology	3
Agronomy VI	Farm Management	3
Animal Husbandry IV	Beef Production	2
Animal Husbandry VI	Breeding History	2
Biology XI*a*	General Bacteriology	3
Chemistry I	General Chemistry	5
Dairying I	Dairy Products	2
Horticulture IV	Citrus Culture	3
Horticulture VI	Insects and Diseases of Citrus Fruits	3
Horticulture VII	Deciduous and Subtropical Fruits	3
Horticulture X	Forestry	3
Poultry Husbandry A	Farm Poultry	3
Poultry Husbandry I	Poultry Culture	3
Veterinary Science I	Veterinary Elements	3
Veterinary Science II	Veterinary Physiology	3
(Second Semester)		
Agricultural Education IV	Extension Teaching	2
Agricultural Journalism		3
Agric'l Engineering III	Drainage and Irrigation	4
Agric'l Engineering IV	Farm Buildings	4
Agronomy IV	Fertilizers	3
Agronomy V	Soil Technology	3
Agronomy VII	Farm Management	3
Agronomy IX	Rural Law	2
Animal Husbandry III	Animal Breeding	2
Animal Husbandry V	Swine Production	2
Animal Husbandry VII	Animal Nutrition	2
Biology XII*b*	Agricultural Bacteriology	3
Chemistry I	General Chemistry	5
Horticulture III	Floriculture	2
Horticulture V	Citrus Harvesting and Marketing	2
Horticulture VIII	Plant Breeding	2
Horticulture IX	Landscape Gardening	2
Poultry Husbandry II	Poultry Management	3
Veterinary Science III	Animal Diseases	3

Note—This course may, with the approval of the Dean and the consent of the instructors, be altered to suit the needs of individual students. Students shall choose from the elective studies, from other courses, or from the Practice High School of the Teachers College, a sufficient number to make a total of not less than eighteen nor more than twenty-three hours per week. All choice of electives must, furthermore, be submitted to the Dean.

ONE-YEAR COURSE IN AGRICULTURE

This course will meet the needs of those who can spend only one year at school. The only requirement for admission is a knowledge of the common school branches. Certificates will be granted to those who complete the course.

NAMES OF COURSES	NATURE OF WORK	HOURS PER WEEK
(First Semester)		
Agricultural Education I	Library Work	1
Agricultural Engineering I	Farm Machinery	4
Agricultural Engineering II	Farm Motors	4
Agronomy I	Elements of Agronomy	2
Agronomy II	Field Crops	3
Agronomy VI	Farm Management	3
Animal Husbandry A	Elements of Animal Husbandry	3
Animal Husbandry II	Animal Feeding	2
Animal Husbandry IV	Beef Production	2
Dairying I	Dairy Products	3
Horticulture I	Plant Propagation	2
Horticulture II	Trucking	2
Horticulture IV	Citrus Culture	3
Horticulture VI	Insects and Diseases of Citrus Fruits	3
Horticulture VII	Deciduous and Subtropical Fruits	3
Horticulture X	Forestry	3
*Military Drill		R
Poultry Husbandry A	Farm Poultry	3
Poultry Husbandry I	Poultry Culture	3
Veterinary Science I	Veterinary Elements	3
Veterinary Science II	Veterinary Physiology	3
(Second Semester)		
Agricultural Education II	Agricultural Organizations	1
Agronomy I	Elements of Agronomy	2
Agronomy II	Fertilizers	3
Agronomy III	Forage Crops and Grasses	3
Agronomy IV	Fertilizers	3
Agronomy VII	Farm Management	3
Agric'l Engineering III	Drainage and Irrigation	4
Agric'l Engineering IV	Farm Buildings	4
Animal Husbandry I	Types and Breeds of Animals	4
Animal Husbandry III	Animal Breeding	3
Animal Husbandry V	Swine Production	2
Dairying II	Dairy Farming	3
Horticulture A	Elements of Horticulture	3
Horticulture I	Plant Propagation	2
Horticulture II	Trucking	2
Horticulture III	Floriculture	2
Horticulture V	Citrus Harvesting, Markets, Judging	2
Horticulture IX	Landscape Gardening	2
*Military Drill		R
Poultry Husbandry II	Poultry Management	3
Veterinary Science III	Animal Diseases	3

Note—Students shall select not less than eighteen nor more than twenty-three hours per week, except on approval of the Dean, to whom all choice of studies must be submitted.

*Attendance upon Military Drill is required.

FOUR-MONTH COURSE IN AGRICULTURE

The work of each semester of the One-Year Course outlined above has been so planned as to form of itself a well rounded course of study which can be pursued to advantage by those unable to spend more than four months at the University. Each of these Four-Month Short Courses, one of which begins on September 23, 1919, and the other on February 9, 1920, should appeal to farmers who wish to increase their productive power, to young men who expect to become farmers, and to those who are turning from other lines of work in order to obtain the advantages of country life.

Military Drill is not required of those who take only one of these courses, but is required of those who take both during the same scholastic year.

TEN-DAY COURSES FOR FARMERS

Beginning January 6th, 1920, and ending January 16, 1920. The Farmers' Ten-Day Courses are especially suited to the needs of the following classes: Farmers of all ages who recognize their need for some training in scientific agriculture in order to render more effective the practical knowledge they have already gained; young men who are compelled to drop out of school and yet desire to devote a short time to special preparation for work upon the farm; city students who wish to fit themselves for farm life; colonists who wish information regarding Florida conditions and methods.

The laboratory equipment, the purebred livestock, and the farms will be available for instruction; the Agricultural Experiment Station will afford opportunity for observation and inquiry. Care has been taken to meet the needs of practical farmers. The courses will consist of lectures, laboratory work, and field observations and demonstrations in general field crops, soils, horticulture, animal husbandry, dairying, poultry, veterinary science, and agricultural engineering.

There are no age limits and no educational requirements for admission.

EXPENSES.—The necessary expenses for those who board at the University are:

Board, room, heat, light for eleven days	$11.00
Laundry and incidentals (estimated)	1.00
Total	$12.00

CORRESPONDENCE COURSES

Dean Rolfs Miss Vinson

The modern university does not limit its services to those that come to study on the campus, the number of whom is necessarily small, but seeks to extend its benefits to every community in its state. Hence the College of Agriculture endeavors, thru its Extension Division and its Correspondence Courses, to reach and to help every rural district in Florida. The Legislature of 1909, it is true, authorized instruction in agriculture in the public schools; nevertheless, there are many on the farm who still feel the need of agricultural training. It is for these, for teachers, for prospective farmers, and for new settlers unacquainted with Florida conditions, that correspondence courses are offered.

It is not expected that these courses can be as effective as resident study, wherein the student has the advantages of laboratory equipment and of personal contact with competent instructors. But those who cannot attend the University will find the courses profitable and instructive. Their effectiveness is limited only by the initiative and diligence of the student.

Fourteen courses, organized according to recognized standards, are offered. Others will be added as rapidly as demands justify. For the convenience of persons who wish to specialize in some branch of agriculture, the courses given are grouped into five divisions. Any one or all of the courses may be taken. It is best, however, to pursue them in some logical order.

(A) FOR FARMERS.—The following courses are offered:

Elementary Agriculture
Soils
Tillage
Drainage and Irrigation
Manures and Fertilizers
Fertilizers and Crops (advanced course)
Field Crops
Breeds of Livestock, Feeds and Feeding
Dairy Production
Swine Production
Poultry Production
Citrus Fruits and Citrus Culture
Trucking
Cooperation in Agriculture

These are grouped under the heads: Animal Husbandry, Dairying, Agronomy, Citrus Culture, and Trucking. Elementary Agriculture stands first in each group and will be found invaluable as a basis for practical farming and further study.

The agronomy group is of special interest to those living in the northern and western parts of the State, the citrus and

trucking groups to those in the southern and central portions, dairying and animal husbandry to those living anywhere in Florida. Those wishing to specialize in some branch of agriculture will find the groups in trucking, citrus, poultry, and dairying valuable. The general farmer will be interested in animal husbandry, agronomy, and perhaps, dairying.

(B) FOR TEACHERS. — Only Elementary Agriculture is necessary for teachers preparing for examination for a certificate, nevertheless they would find all the courses offered above helpful, as they cannot hope to render the best service without additional knowledge of agriculture.

To cover office expenses a registration fee of $1.00 is charged for each course. Florida students pay no tuition fee; others are charged a nominal sum, the amount of which depends upon the course. Students must buy textbooks and pay postage on manuscripts to and from the University. Registration may be made at any time during the year. Both men and women are eligible. Negroes are referred to the Agricultural and Mechanical College for Negroes, at Tallahassee. For further information apply to the Dean of the College of Agriculture.

AGRICULTURAL MEETINGS

A large number of people interested in agriculture meet annually at the University. These find excellent accommodations and facilities better for their purposes than anywhere else in the State. Laboratories, classrooms, and exhibits, as well as the growing crops, barns, and other equipment, are placed freely at their service.

The following meetings were held during the past year:

1. Ninth Annual Citrus Seminar, September 24-27.
2. Live-Stock Round Up, September 24-27.
3. Tractor and Farm Machinery Exhibit, September 24-27.
4. County Demonstration Agents, September 30-October 4.
5. Boys' Short Course in Agriculture, December 10-14.

AGRICULTURAL EXPERIMENT STATION

P. H. ROLFS, *Director*

STAFF.—P. H. Rolfs, S. E. Collison, B. F. Floyd, J. M. Scott, C. D. Sherbakoff, H. E. Stevens, J. B. Thompson, J. E. Turlington, G. Umlauf, T. Van Hyning, S. L. Vinson, J. R. Watson.

AIM AND SCOPE.—Agricultural experiment stations are institutions, founded by Congressional act, the purpose of which is to acquire and diffuse agricultural knowledge. From the enacting clause it is evident that Congress intended to establish with every college and university receiving the benefits of the original "Land-Grant Act" an institution for purely investigational work. The Florida Agricultural Experiment Station was founded in 1888 and has continued without interruption. Inasmuch as its funds are received from Federal sources, it must comply with the requirements of the Federal law. Its income must be used for the purpose of acquiring new and important knowledge in regard to crops and soils and no part can be expended, directly or indirectly, for teaching purposes or for holding Farmers' Institutes, and only five per cent for building or making repairs. In order to receive the benefits of the Adams fund, the Station must submit plans for proposed experiments to the U. S. Department of Agriculture for approval before any of the moneys are spent in investigation.

ADVANTAGES OF LOCATION. — The advantages of having the Agricultural Experiment Station at the University are obvious. At frequent intervals the investigators deliver popular and technical lectures, either to the student-body as a whole or to special clubs and local organizations. As the fields and orchards of the Station are used solely for experimental purposes and as its laboratories are planned and conducted for research work, they contribute to the opportunities of the students for studying methods of scientific investigation. Some of those with special aptitude have an opportunity of assisting the specialists in charge.

Minor positions, such as those of laboratory assistant, are occasionally open and, whenever practicable, are given to graduates of the University. Such assistants are paid a small

salary for half of their time and during the other half are free to take studies leading to higher degrees.

BUILDING.—See page 18.

LINES OF INVESTIGATION.—The lines of investigation carried on fall naturally into several departments: Horticulture, including the introduction, breeding, and propagation of plants; Animal Industry, including the study of feed crops, the effect of feeding certain crops to cattle and hogs and the growing of feed and forage crops; Agronomy, including the breeding of cotton, corn, and other farm crops; Plant Pathology, including the study of plant diseases produced by fungi and bacteria; Plant Physiology, including the study of plants as affected by fertilizer and soil conditions; Chemistry, including the study of fertilizers and soils, especially as to their effects on plants; Entomology, including the study of insecticides and insects and their parasites. The work of the Station is, however, not sharply divided among these different departments. The Staff formulate what are known as projects, the work on which is continued regardless as to whether its ramifications take it into one or another department, and not infrequently two or more departments are engaged in the solution of the same project—in other words, the work is limited only by the abilities of the Staff and the resources of the institution.

PROJECTS.—Some of the more important projects are:

1. The study of soils and fertilizers in their relation to plant growth and development.
2. The study of certain citrus diseases, such as Gumming, Melanose, Canker, Anthracnose, Blight, and Stem-End Decay.
3. The study of vegetable diseases—cantaloupe blight, bacterial diseases of cucumbers and other vegetables and seed bed diseases affecting Lettuce, Celery, Eggplant, and Tomatoes.
4. The study of a disease (hitherto unstudied) of the pecan which is affecting this crop in different localities.
5. The study of Pineapple wilts.
6. The study of Velvet Bean caterpillar.
7. The control of Root-knot.
8. The control of Camphor and other thrips, and scale insects.
9. Studies in the effect upon citrus trees of different quantities and combinations of the nutrient elements.
10. Experiments in milk, pork, and beef production to determine the most economical feeds.
11. The trying out of different forage crops for all kinds of live stock.
12. Experiments with different kinds of silage with the view to determining the best for the use of the Florida stock raiser.
13. Studies in the effect of different fertilizing material on the production of Irish potatoes.

14. Cooperative experiments with farmers in various sections of the State, to ascertain the value of different new forage crops.
15. Study of diseases and insects of truck crops.
16. Study of diseases of the cotton crop.

PUBLICATIONS.—Compilations and information of a general nature cannot be printed from Federal funds, hence the publications of the Experiment Station are limited to reports of work done by members of its Staff. The publications permissible fall into three classes: Bulletins, Press Bulletins, and Annual Reports. The Bulletins contain the more or less complete results of some particular investigation. At least four are issued anually; one hundred and fifty-one have appeared. The Press Bulletins are prepared in order to bring to the citizens of Florida information connected with the investigations that are being carried on, before all the work necessary for the publishing of a Bulletin has been completed. They are issued at short intervals, three hundred and eight having already appeared. The Annual Reports contain a brief statement of the work done, as well as of the expenditure of funds. Twenty-eight have been published.

All of these publications are distributed free upon request.

DIVISION OF UNIVERSITY EXTENSION

P. H. ROLFS, *Director*

STAFF.—P. H. Rolfs, W. H. Black, R. W. Blacklock, S. E. Collison, H. W. Cox, B. F. Floyd, Miss Minnie Floyd, W. L. Floyd, Wm. Gomme, Miss Agnes Ellen Harris, G. L. Herrington, S. W. Hiatt, L. Highfill, E. W. Jenkins, Miss Harriett B. Layton, A. H. Logan, C. K. McQuarrie, Miss May Morse, Miss Sarah W. Partridge, F. Rogers, N. W. Sanborn, J. M. Scott, C. D. Sherbakoff, A. P. Spencer, J. Spencer, H. E. Stevens, J. B. Thompson, J. O. Traxler, J. E. Turlington, S. L. Vinson, J. R. Watson, C. H. Willoughby.

COUNTY DEMONSTRATION AGENTS

County	Agent	Address
Alachua	C. D. Gunn	Gainesville
Baker	J. S. Johns	Macclenny
Bay		Panama City
Bradford		Starke
Brevard	C. D. Kime	Titusville
Broward		Ft. Lauderdale

County	Agent	Address
Calhoun	J. E. Yon	Blountstown
Citrus	J. E. King	Lecanto
Clay	W. T. Nettles	Green Cove Springs
Columbia	S. S. Smith	Jennings
Dade	J. S. Rainey	Miami
DeSoto	W. A. Sessoms	Arcadia
Duval	W. L. Watson	Jacksonville
Escambia	C. W. Burnett	Pensacola
Flagler	W. H. Deen	Bunnell
Franklin		Apalachicola
Gadsden	M. N. Smith	River Junction
Hamilton	S. S. Smith	Jennings
Hernando	Jas. Mountain	Brooksville
Hillsboro	R. T. Kelley	Plant City
Holmes	J. J. Sechrest	Bonifay
Jackson	L. J. Thompson	Marianna
Jefferson		Monticello
Lafayette	J. L. Poore	Mayo
Lake		Tavares
Lee	J. M. Boring	Ft. Myers
Leon	R. I. Matthews	Tallahassee
Levy		Bronson
Liberty	H. G. McDonald	Bristol
Madison	C. E. Matthews	Madison
Manatee	O. W. Caswell	Bradentown
Marion	H. Blackburn	Ocala
Nassau	W. W. Ward	Boulogne
Okaloosa	R. J. Hart	Laurel Hill
Okeechobee	L. E. Davis	Okeechobee
Orange	E. F. DeBusk	Orlando
Osceola	M. M. Javens	Kissimmee
Palm Beach	R. A. Conkling	West Palm Beach
Pasco	R. T. Weaver	Dade City
Pinellas	J. H. Jefferies	Clearwater
Polk		Kathleen
Putnam	L. Cantrell	Palatka
St. Johns	K. W. Lord	St. Augustine
St. Lucie	Alfred Warren	Ft. Pierce
Santa Rosa	R. T. Oglesby	Milton
Seminole	C. M. Berry	Sanford
Sumter	M. S. Hill	Coleman
Suwannee	D. A. Armstrong	Live Oak
Taylor	L. R. Moore	Perry
Volusia	R. E. Lenfest	DeLand
Wakulla	W. T. Green	Arran
Walton	J. W. Mathison	DeFuniak Springs
Washington	Geo. E. Mead	Chipley

COUNTY HOME DEMONSTRATION AGENTS

County	Agent	Address
Baker	Miss Harriett Hawthorn	Macclenny
Bay	Mrs. Laura F. Look	Panama City
Bradford	Mrs. Emma K. Calhoun	Starke
Brevard	Miss Cornelia Smith	Titusville
Calhoun	Mrs. Grace F. Warren	Blountstown
Citrus	Miss Martha Williamson	Inverness
Clay	Mrs. W. T. Nettles	Green Cove Springs
Dade	Mrs. Lileon Brady	Miami
Dade, Ass't	Mrs. Nellie A. Bush	Goulds
DeSoto	Mrs. Ann J. Campbell	Arcadia
DeSoto, Ass't	Miss Catherine Banks	Arcadia
Duval	Mrs. Effie Wellington	2939 Liberty St., Jacksonville
Escambia	Miss Myrtle Floyd	Pensacola
Gadsden	Miss Ruby McDavid	Hinson
Hernando	Mrs. Etta Matthews	Brooksville
Hillsboro	Miss Janie Stroud	Plant City
Hillsboro, Ass't	Miss Edith Cole Young	City Hall, Tampa
Jackson	Mrs. Ivie Turnbull	Marianna
Jefferson	Mrs. Jennie C. Duncum	Monticello
Lafayette	Miss Flora Clower	Mayo
Lake	Miss Catherine Hoyt	Tavares
Lee	Mrs. May Gordon Curtis	Ft. Myers
Leon	Miss Lura Dyer	Tallahassee
Madison	Miss Edna Smith	Madison
Manatee	Miss Eloise McGriff	Bradentown
Marion	Mrs. Caroline Moorhead	Ocala
Okaloosa	Miss Margaret Cobb	Crestview
Orange	Mrs. Nellie Taylor	Orlando
Osceola	Miss Albina Smith	Kissimmee
Palm Beach	Miss Elizabeth Hopkins	West Palm Beach
Pinellas	Miss Hazel Carter	Largo
Polk	Miss Lois Godbey	Bartow
Putnam	Miss Josephine Sipprell	Palatka
St. Johns	Miss Anna E. Heist	St. Augustine
St. Lucie	Miss Grace Holt	Ft. Pierce
Santa Rosa	Miss Winnie Warren	Milton
Suwannee	Miss Alice Dorsett	Branford
Taylor	Miss E. H. Roberts	Perry
Volusia	Mrs. Willa Steed	DeLand
Walton	Miss Grace E. Kent	DeFuniak Springs
Washington	Mrs. Susie Sapp Crofton	Chipley
Washington	Mrs. Anna B. Fielder	Chipley

CITY AGENTS

Key West	Miss Dorothy Neibert
Miami	Miss Lucy Caroline Cushman
Tampa	Miss Flora Herold

GENERAL STATEMENT

The Agricultural Extension Division, having in view the welfare of the farm family as a whole, supports a system of practical education. It teaches the results of scientific experiments in farm crops and livestock, in orchards and gardens, as well as gives practical information gained by experience. It offers farm women instruction in home economics—practical instruction in the home or at a community center; scientific instruction thru special courses at the State College for Women. It trains the boys and girls of farm homes thru corn, pig, canning, and preserving clubs and thru short courses at the University or the State College.

The plan includes:

I. Cooperative Demonstration work:
   (a) Demonstration Agents:
      (1) Schools for Agents.
      (2) Group Meetings.
   (b) Boys' Work:
      (1) Corn Clubs.
      (2) Pig Clubs.
      (3) Peanut Clubs.
   (c) Women's Work:
      (1) Girls' Canning Clubs.
      (2) Girls' Poultry Clubs.
      (3) Work in Homes.
      (4) Farm Butter Making.
   (d) Boys' and Girls' Club Contests.

II. Institutes:
   (a) Farmers' Institutes.
   (b) Women's Institutes.
   (c) Field Meetings.

III. Cooperation with Bureaus of U. S. Department of Agriculture:
   (a) Hog-Cholera Control.
   (b) Extension work in
      (1) Beef and Mutton Production.
      (2) Truck Insects.
      (3) Insects of Stored Grains.
      (4) Sweet Potato Storage.
      (5) Farm-Labor Distribution.
      (6) Better Poultry.
      (7) Plant Pathology.
      (8) Forage Crops.

COOPERATIVE DEMONSTRATION WORK

County Cooperative Demonstration Work was started by the late Dr. Seaman A. Knapp, who had in view the improvement of rural conditions in the South. The Southern Education Board bore the entire expense until 1910 and a part of the expense until 1913. The advent and spread of the Texas

cotton boll-weevil proved so threatening to the agricultural interests of Florida that in 1911 the State Legislature made an annual appropriation of $5000 to offset Federal funds already appropriated by Congress. The good accomplished and the increasing need led in 1914 to the passage by Congress of the Smith-Lever Bill.

The State Legislature has enacted laws enabling Florida to secure all the benefits of the Smith-Lever Act and of other appropriations of Congress. Hence, at the beginning of the calendar year of 1919, the State has the services of specialists for the promotion of its livestock, dairying, fruit, and trucking interests, as well as its proportionate part of the War Emergency Appropriation of 1918 providing for agricultural workers; and every county in the State has an Agricultural and Home Demonstration Agent to develop its permanent agricultural interests and, as a war measure, to increase and conserve the food crop.

Until 1913 the Demonstration Work was conducted independently of the College of Agriculture. The Smith-Lever Act, however, requires that it shall be carried on cooperatively by the U. S. Department of Agriculture and the State, according to a plan to be agreed upon by the Chief of the Office of the Farmers' Cooperative Extension Work, representing the Department of Agriculture, and by the Director of the Agricultural Extension Division, representing the College of Agriculture of the University. Because of the close relationship existing between the College and the farming interests of the State, the wisdom of these provisions is self-evident.

SMITH-LEVER ACT.—Thru this Act of Congress, which went into effect on July 1, 1914, the College receives $10,000 annually, to be expended for Cooperative Demonstration Work in Agriculture and Home Economics. An additional sum, increasing annually, also becomes available, provided the State appropriates an equal amount. Each succeeding Legislature has met this requirement. The total amount from these sources for the fiscal year of 1918-1919 is $55,408.62.

The purpose of the Act may be seen from the following quotation:

"That cooperative agricultural extension work shall consist of the giving of instruction and practical demonstrations in agriculture and home economics to persons not attending or resident in said colleges in the several communities, and imparting to such persons information on

said subjects through field demonstrations, publications, and otherwise; and this work shall be carried on in such a manner as may be mutually agreed upon by the Secretary of Agriculture and the State agricultural college or colleges receiving the benefits of this act."

ORGANIZATION.—The organization for Florida consists of:

The *Director*, the chief executive in shaping and directing policies.

The *Assistant Director*, who supervises the work carried on at headquarters and aids in directing that done in the field. He is charged with the direction of cooperative specialists.

The *State Agent*, with direct supervision of County Agents. His duties are outlined by the Chief of the Farmers' Cooperative Work, Washington, D. C., and the Director of the Agricultural Extension Division.

The *State Home Demonstration Agent*, who has general supervision of the women's and girls' work carried on by the County Home Demonstration Agents.

District Agents, who visit regularly the County Agents, advising them and planning their work. For the men's work the State is divided into three districts of eighteen counties each: (1) North and East Florida, (2) West Florida, and (3) Central and South Florida. The women's work is supervised by two District Agents, working under the State Agent—one in charge of West, North, and East Florida; the other of Central and South Florida.

There are also four *Assistant District Agents*.

Boys' Agricultural Club Agents, who have general charge of the Corn, Pig, and Peanut Clubs organized by County Agents with the cooperation of teachers and superintendents of public schools.

The *Poultry Club Agent*, in charge of the Women's and Girls' Poultry Clubs organized by County Home Demonstration Agents.

The *Home Dairying Agent*, who seeks by stimulating the production of sanitary milk and good butter and by teaching the proper dietary use of dairy products to advance the dairying interests of the State.

Specialists from the Bureaus of the U. S. Department of Agriculture, assigned to work with the Extension Division. They are now engaged in studying the subjects mentioned in the General Statement under § III.

County Agents, who visit farms and homes to enlist co-

operation and to help in carrying out better methods of farming, or of home economics, that may serve as a demonstration to the community, organize Farmers' Cooperative Associations and Agricultural Clubs, and work to upbuild agricultural interests by stimulating the production of crops and livestock. Each County Agent has a centrally located office, usually at the county seat, where supplies, records, and a liberal supply of the best agricultural literature are kept and where he spends one day each week for consultations. All agents are required to file weekly, monthly, and yearly reports.

County Agents are selected, on recommendation of the State Agent and his assistants, because of educational qualifications and of training for work peculiar to the conditions of the county to which they are assigned.

Counties desiring to cooperate are required to defray a part of the expenses incurred by the employment of County Agents—a minimum of $600 for a County Demonstration Agent and from $300 to $400 for a Home Demonstration Agent.

For the fiscal year ending June 30, 1918, fifty-one counties made appropriations for the employment of County Demonstration Agents and forty-two for the employment of Home Demonstration Agents. Counties not making appropriations will be supplied with both County and Home Demonstration Agents until June 30, 1919, from Federal Emergency Funds.

SCHOOLS FOR DEMONSTRATION AGENTS.—The Farm Agents are assembled annually for instruction at the University, the Home Agents at the State College for Women. The programs consist of lectures by the professors of the College of Agriculture and the members of the Experiment Station Staff, and of papers by County and State Agents and successful farmers. Plans for the year's work are discussed from every angle, so that the greatest amount of work can be accomplished with the agencies at hand.

GROUP MEETINGS.—County Agents are assembled in groups of five or six on well-managed farms to observe the best practices and to secure information from the managers.

BOYS' WORK

CORN CLUBS.—The following summary of the work accomplished in 1918 shows what progress the Corn Club idea has made in Florida:

Total number of boys enrolled	1333
Total number of boys reporting	292
Average number of bushels per acre	37.7
Average cost per bushel	$0.50
Total number of bushels reported	11,019.1
Value at $1.75 per bushel	$19,283.42
Total cost of production	$5,509.55
Net profit	$13,773.87

The highest yield—115 bushels at a cost of $0.12 per bushel—was reported by Lawton Martin, of Marion county.

PEANUT CLUBS.—The peanut clubs have made excellent progress. Three hundred and thirty-three boys grew an acre each of peanuts. Some used these crops for feed without harvesting them. Those who harvested secured profitable yields. The highest—111 bushels per acre at a cost of $0.20 per bushel, being reported by John Bernath, of Santa Rosa County.

PIG CLUBS.—These clubs had in 1918 a total membership of 1496, distributed thruout counties having Agents. The breeds represented were: Duroc Jersey, 920; Poland China, 375; Hampshire, 130; Berkshire, 71. Two hundred and twenty-five boys reported weights and costs of feed. A summary of their reports follows:

No. hogs entered for county contests	225
Average weight at beginning	39.8 lbs.
Average weight at date of contest	185.2 lbs.
Average net gain	145.4 lbs.
Average length of feeding period	147.3 days
Average daily gain	.99 lbs.
Average cost per lb. gain	$0.06
Average price paid for pigs	$15.00
Average cost of feed	$9.10
Average value of hogs at contest	$75.00
Average profit per hog	$50.90
Total profit	$11,452.50

WOMEN'S WORK

GIRLS' CANNING CLUBS.—Girls between the ages of ten and eighteen are eligible for membership. Each member is required to grow at least one-tenth of an acre of vegetables under the supervision of the County Home Demonstration Agent. At the close of the year's work, prizes are awarded on the basis of the yield, profit, quality of product, and record. Prizes consist of money, household appliances, and scholarships to the Short Course offered by the State College for Women at Tallahassee.

GIRLS' POULTRY CLUBS. — These are organized by the

County Home Demonstration Agents. Girls between the ages of twelve and eighteen who have been successful in their canning-club work are enrolled, and are urged to secure the same breed of poultry, to give proper food and care, and to study standards of perfection and marketing methods.

WORK IN HOMES.—The work in rural homes, which is usually taken up in families represented in a Canning Club, looks forward to screening the house, to introducing labor-saving conveniences, to providing an economical water supply, to disposing properly of sewage, to economising thru the preservation of waste vegetables and fruits, and to studying food conservation.

The work in city homes is under the direction of the State Agent for Home Demonstration Work and is provided for by War Emergency funds. Specialists in Home Economics are teaching, in nine of the larger cities and towns of the State, food and fuel conservation, the use of substitutes for wheat, meat, and for animal fats, and are encouraging city gardening.

BOYS' AND GIRLS' CLUB CONTESTS

Contests are held in each county at the close of the club year. The County Agents arrange a program in which parents of club members take active part. The boys are required to bring ten ears of corn—the girls, samples of their canned products—and a record of labor and cost of production.

INSTITUTES

FARMERS' INSTITUTES.—Agricultural Extension work in Florida began with Farmers' Institutes, as it is more practical and economical for farmers to meet at a central point for instruction and have their problems discussed by students of agriculture than to have each individual travel to the College for the same information. Without a systematic arrangement to meet demands for Institutes, unnecessary travel and expense would be incurred, and without knowledge of the farming needs, the greatest help to the greatest number could not be given; hence, when Institutes are desired, applications are to be filed with the Director of the Agricultural Extension Division and arrangements are to be made with the County Agents, who know local conditions.

It is proposed to organize Farmers' Associations in com-

munity centers in every county in order to secure farm loans, cooperative marketing, school and social advantages, and a larger production of farm crops.

WOMEN'S INSTITUTES.—Applications for Women's Institutes are to be made to the State Home Demonstration Agent, Tallahassee, Florida. Arrangements are completed by the District and County Home Demonstration Agents. These institutes are sometimes held independently of Farmers' Institutes, but more frequently at the same time and place. They are usually most effective in the communities where Canning and Rural Betterment clubs have been organized and where the fundamentals of preserving have been taught to the girls. Demonstrations in canning, preserving, handling milk and other dairy products and fresh meats, use of household conveniences—such as the iceless refrigerator and fireless cooker—are given wherever possible. Women's Institutes look toward the organization of Home Improvement Clubs and provide a working plan for them.

FIELD MEETINGS.—Field meetings are arranged by County Agents, and are usually held on the farm of a demonstrator who is carrying out their instructions. Neighboring farmers assemble to discuss the crops and methods of culture. A demonstration with hog-cholera serum or in spraying fruit trees or a cattle-dipping frequently takes place.

RESULTS.—The upward tendency of the agricultural interests of Florida dates from the beginning of systematic Institutes. Before this many counties produced very little either in crops or in improved livestock; today practically all produce a fair amount of corn, hay, and other staple crops, silos and dipping vats have come into general use, and farmers are breeding purebred stock and buying from other states.

The total production of corn has increased from 6,584,000 bushels in 1908 to 15,073,000 bushels in 1918. The increase during this ten-year period was 8,489,000 bushels, or 129 per cent. The average yield per acre in 1908 was 10.5 bushels, in 1918 14 bushels. The reason the yield per acre has not increased in proportion to the total production is that more farmers have adopted the plan of growing peanuts or velvet beans with their corn, thereby getting two good crops grown on the same land at the same time.

The production of other staple crops shows a similar improvement.

SUMMARY.—An idea of the work accomplished may be gained from the following summary:

Number of sessions	611
Attendance	47,891
Average attendance per session	78
Number of addresses delivered	514

SPEAKERS.—*From Agricultural Extension Division:*

A. A. Murphree, P. H. Rolfs, W. E. Allen, C. H. Baker, Mrs. Dora Barnes, R. W. Blacklock, L. Cantrell, Miss Jennie Carter, O. W. Caswell, J. E. Cheatham, H. G. Clayton, D. P. Coffin, S. E. Collison, H. W. Cox, J. T. Daniel, W. A. Dopson, B. E. Evans, Mrs. H. Felkel, B. F. Floyd, Miss Minnie Floyd, W. L. Floyd, C. A. Fulford, Mrs. W. W. Gay, Miss Lois Godbey, W. Gomme, C. D. Gunn, Miss A. E. Harris, E. S. Haskell, G. L. Herrington, S. W. Hiatt, E. W. Jenkins, R. T. Kelley, H. C. Lawton, Miss H. B. Layton, R. E. Lenfest, A. A. Lewis, A. H. Logan, Miss E. McGriff, F. J. McKinley, H. S. McLendon, C. K. McQuarrie, E. M. Manning, R. I. Matthews, A. R. Nielson, E. S. Pace, Miss S. W. Partridge, F. M. Rast, Mrs. W. Roberts, J. M. Scott, J. Shaw, C. D. Sherbakoff, Miss A. Smith, Miss E. Smith, A. P. Spencer, H. E. Stevens, Miss I. Story, Miss J. Stroud, J. E. Turlington, Mrs. G. Warren, Miss W. Warren, R. J. Weaver, C. L. Willoughby, R. N. Wilson, J. E. Yon.

Partial List of Other Speakers

C. K. Allen, Sopchoppy; A. P. Anthony, Jacksonville; C. F. Barber, Macclenny; Dr. J. M. Baxter, Marianna; E. S. Burleigh, Tavares; Dr. W. F. Blackman, Winter Park; Sister E. Carlotta, St. Augustine; W. D. Carn, Ocala; Gov. S. J. Catts, Tallahassee; H. J. Dame, Inverness; J. D. Duggar, Macclenny; Dr. J. G. Dupuis, Lemon City; Dr. J. A. Genung, Gainesville; R. L. Goodwin, Ft. Pierce; R. E. Hall, Miami; B. F. Hamner, Norfolk, Va.; K. Hawkins, Washington, D. C.; H. H. Hume, Glen Saint Mary; L. R. Hodges, Jacksonville; A. S. Houchin, Washington, D. C.; Mrs. L. L. Howard, Gainesville; J. E. Ingraham, St. Augustine; Wm. James, Pensacola; W. B. Jennings, Jacksonville; Mrs. W. S. Jennings, Jacksonville; Dr. B. Knapp, Washington, D. C.; Capt. G. M. Lynch, Arcadia; W. A. McRae, Tallahassee; Dr. E. M. Nighbert, Jacksonville; Dr. E. C. Pace, Marianna; J. W. Pennington, Gainesville; Dr. J. Y. Porter, Jacksonville; Karl Robinson, Montverde; L. M. Rhodes, Jacksonville; Capt. R. E. Rose, Tallahassee; Dr. J. Rosenbaum, Washington; Dr. J. H. Ross, Tampa; H. H. Simmons, Jacksonville; J. B. Simonton, Micanopy; R. W. Storrs, DeFuniak Springs; S. E. Strode, Green Cove Springs; L. Tenny, Miami; W. M. Traer, Jacksonville; Dr. H. F. Walker, Ocala; S. W. Westbrook, Pensacola; C. W. Wing, Jacksonville.

HOG-CHOLERA CONTROL

The Bureau of Animal Industry, U. S. D. A., has assigned to the College of Agriculture a specialist to assist County Agents in waging a spirited campaign against hog cholera and other hog diseases. Farmers are instructed how to prevent

infection of their herds and how to check an incipient outbreak; demonstrations with hog-cholera serum are given on farms where hog cholera is present. The work is planned so that as many farmers as possible may profit by the instruction and demonstrations.

PUBLICATIONS

Extension Bulletin No. 12, Peanuts for Oil Production.
Extension Bulletin No. 13, Hog Cholera.
Annual Report for the fiscal year ending June 30, 1917.
Circulars and Posters.

COLLEGE OF ENGINEERING

J. R. BENTON, *Dean*

FACULTY.—J. R. Benton, R. E. Chandler, C. L. Crow, H. S. Davis, J. N. Drew§, J. M. Farr, H. B. Foster*, H. G. Keppel**, I. M. Lee, J. L. McGhee, W. S. Perry, A. D. St. Amant, T. M. Simpson, T. D. Smith, A. J. Strong†, M. L. Thornburg‡, R. W. Thoroughgood, E. S. Walker, H. S. Webb.

GENERAL STATEMENT

AIM AND SCOPE.—It is the aim of the College of Engineering to furnish such training as will be useful to its graduates in the profession of engineering. Its courses of instruction are similar to those of other American engineering schools of college grade; its graduates are prepared to fill such positions as are usually allotted to young engineers.

Scholastic training alone cannot make a competent engineer, any more than it can make a competent physician or lawyer. It can, however, fit a man to enter the profession of engineering; and it is an important element in ultimate success in that profession.

The work of the College is divided among courses of study of the following types: (1) Courses in the sciences fundamental to the practice of engineering, of which mathematics, chemistry, and physics are the most important; (2) courses in various branches of engineering practice in which those sciences are applied, such as structural engineering, steam and gas engineering, or electrical engineering; (3) courses in practical work, such as mechanic arts, drafting, or surveying; and (4) courses contributing primarily to general culture, such as those in English and in Spanish.

BUILDINGS AND EQUIPMENT.—The headquarters and principal building of the College is Engineering Hall, which is described on page 18. A description of the engineering equipment is to be found on page 23.

Provision is made for shop work in a large wing to En-

§During the S. A. T. C. *Till Dec. 13, 1918. **Died Oct. 5, 1918.
†Till Dec. 11, 1918. ‡After Dec. 11, 1918.

gineering Hall, as well as by temporary use of a separate building. (See page 18.)

Part of the work of the College of Engineering coincides with that of the other colleges of the University; for such work the same classrooms and laboratories are utilized.

ADMISSION.—See pages 36 to 42, inclusive.

BENTON ENGINEERING SOCIETY.—Weekly meetings of this society are held, at which each member in turn presents a paper on some topic of interest to engineering students. Membership is strongly urged upon every student in the College.

EXPENSES.—See page 31.

CURRICULA AND DEGREES.—Four curricula, each requiring four years, are offered. They lead to the degrees of Bachelor of Science in Civil Engineering (B.S.C.E.), in Electrical Engineering (B.S.E.E.), in Mechanical Engineering (B.S.M.E.), and in Chemical Engineering (B.S.Ch.E.), respectively.

The Freshman year is the same for all engineering students; the Sophomore year for electrical and mechanical engineering students. The work in English, Spanish, mathematics, mechanics, and physics is the same thruout the curriculum, for all engineering students, and in part coincides with that provided for students in the College of Arts and Sciences. All engineering students take some work in chemistry, drafting, and shop practice, but the time devoted to these subjects varies in the different curricula.

The degree C.E., Ch.E., E.E., or M.E., may be granted to a graduate of the College upon recommendation of the head of the department in which it is sought, and with the concurrence of the Faculty of the College, provided the candidate submits evidence that he has had, susequent to graduation, from two to five years of successful and responsible engineering practice. The length of time demanded will depend on the character of the professional experience, and on the average grade which the candidate obtained while an undergraduate, which must be 90 or more in order to obtain the degree in two years. By "responsible" experience is meant work in which the candidate has to use his own initiative, as distinguished from the mere rendering of routine assistance.

The Bachelor degree (B.S.C.E., B.S.Ch.E., B.S.E.E., or B.S.M.E.) indicates merely the completion of a course of study in the theory of engineering; while the later degree (C.E., Ch.E.,

E.E., or M.E.) indicates demonstrated proficiency in the practice of some branch of engineering. Every student of engineering should look forward to obtaining one of these degrees eventually.

To obtain one of these degrees application should be made to the Dean of the College not later than April 1st preceding the Commencement at which the degree may be awarded.

ARMY TRAINING SCHOOL.—At the request of the War Department, the College undertook the vocational instruction of about three hundred enlisted men. This work was begun on June 15, 1918, and continued until November 30, 1918. See page 124.

ENGINEERING CURRICULUM

FOR ALL ENGINEERING STUDENTS

Freshman Year

NAMES OF COURSES	NATURE OF WORK	*HOURS PER WEEK	
Descriptive Geometry		2	2
Descriptive Geometry Problems		1	1
English I	Composition and Rhetoric	3	3
Mathematics I	Higher Algebra, Analytic Geometry	3	3
Mathematics II	Spherical Trigonometry, Calculus	1	1
Mechanical Drawing	Drawing and Lettering	2	2
Military Science I	Infantry Drill Regulations, Small-arms Firing Regulations	2	0
Physics I	Mechanics, Heat, Acoustics, Optics	3	3
Physics II	Laboratory work to accompany Physics I	2	2
Wood Working	Carpentry, Wood Turning, Wood Carving, Furniture Construction	3	3
		22	20

*The first column gives the hours per week for the first semester, the second column those for the second semester. In counting hours, each actual hour of laboratory, drafting, shop or field work is counted as one-half hour.

CIVIL ENGINEERING CURRICULUM

Leading to the degree of Bachelor of Science in Civil Engineering

Sophomore Year

NAMES OF COURSES	NATURE OF WORK	*HOURS PER WEEK	
Chemistry I	General Chemistry, Lectures and Laboratory	5	5
Mathematics III	Differential and Integral Calculus	3	3
Military Science II	Field Service Regulations; Manual of Guard Duty	2	0
Physics III	Electricity and Magnetism	3	3
Spanish A	Elementary Course	3	3
Surveying I	Elementary Surveying	3½	3½
		19½	17½

Junior Year

Contracts and Specifications		0	2
Electrical Engineering Ia	Elementary General Course	3	0
Graphic Statics I	Elementary Graphics; Roofs	0	2½
Highway Engineering	Roads and Pavements	2	0
Mathematics IV	Solid Analytical Geometry and Calculus	2	2
Mechanics I	Analytic Mechanics	4	0
Railroads	Curves and Earthwork; Preliminary and Final Location	3	3
Spanish I		3	3
Strength of Materials		0	4
Surveying II	Higher Surveying	2½	1½
		19½	18

Senior Year

English IX	Technical Essays	1	1
Graphic Statics II	Girders and Bridges	0	2½
Highway Engineering	Testing Road Materials	0	1
Hydaulics I	Elements of Hydraulics	3	0
Hydraulics II	Applications of Hydraulics	0	2
Mechanics II	Analytic Mechanics	4	0
Municipal Engineering I	Disposal of Wastes	3	0
Municipal Engineering II	Water Supply; Concrete, Plain and Reinforced	0	5
Structural Engineering	Theory and Design of Bridges and Buildings	4½	4½
Biology XIa or Geology Ia	General Bacteriology / Physical Geology	4 / 0	0 / 3
Elective		0	3
		19½	22

*The first column gives the hours per week for the first semester, the second column those for the second semester. In counting hours, each actual hour of laboratory, drafting, shop or field work is counted as one-half hour.

ELECTRICAL ENGINEERING CURRICULUM

Leading to the degree of Bachelor of Science in Electrical Engineering

Sophomore Year

NAMES OF COURSES	NATURE OF WORK	*HOURS PER WEEK	
Chemistry I	General Chemistry, Lectures and Laboratory	5	5
Forge I*a* and Foundry I*b*		1½	1½
Machine Drawing		1½	1½
Mathematics III	Differential and Integral Calculus	3	3
Mechanical Technology	Lectures on Forge and Foundry practice	0	1
Military Science	Field-service Regulations; Manual of Guard Duty	2	0
Physics III	Electricity and Magnetism	3	3
Spanish A	Elementary Course	3	3
		19	18

Junior Year

Contracts and Specifications		0	2
Electrical Engineering I*a*	Elementary General Course	3	0
Electrical Engineering I*b*	Direct Current Machinery	0	3
Machine Shop I		3	0
Mathematics IV	Solid Analytic Geometry and Calculus	2	2
Mechanics I	Analytic Mechanics	4	0
Mechanism	Kinematics of Machinery	2	2
Pattern Making		0	3
Spanish I		3	3
Strength of Materials		0	4
		17	19

Senior Year

Electrical Engineering II	Alternating Currents; Transmission; Electric Lighting	3	3
Electrical Engineering III	Telegraph and Telephone	2	2
Electrical Engineering IV	Dynamo Laboratory	1½	3
English IX	Technical Essays	1	1
Heat Engines		3	3
Hydraulics I	Elements of Hydraulics	3	0
Machine Design		2	4
Mechanics II	Analytic Mechanics	4	0
Steam Laboratory		0	2
		19½	18

*The first column gives the hours per week for the first semester, the second column those for the second semester. In counting hours, each actual hour of laboratory, drafting, shop or field work is counted as one-half hour.

MECHANICAL ENGINEERING CURRICULUM

Leading to the degree of Bachelor of Science in Mechanical Engineering

Sophomore Year

NAMES OF COURSES	NATURE OF WORK	*HOURS PER WEEK	
Chemistry I	General Chemistry, Lectures and Laboratory	5	5
Forge I*a* and Foundry I*b*		1½	1½
Machine Drawing		1½	1½
Mathematics III	Differential and Integral Calculus	3	3
Mechanical Technology	Lectures on Forge and Foundry practice	0	1
Military Science	Field-service Regulations; Manual of Guard Duty	2	0
Physics III	Electricity and Magnetism	3	3
Spanish A	Elementary Course	3	3
		19	18

Junior Year

Contracts and Specifications		0	2
Electrical Engineering I*a*	Elementary General Course	3	0
Graphic Statics I	Elementary Graphics; Roofs	0	2½
Machine Shop I		3	0
Mathematics IV	Solid Analytic Geometry and Calculus	2	2
Mechanics I	Analytic Mechanics	4	0
Mechanism	Kinematics of Machinery	2	2
Pattern Making		0	3
Spanish I		3	3
Strength of Materials		0	4
		17	18½

Senior Year

English IX	Technical Essays	1	1
Electrical Engineering V	Dynamo Laboratory	0	3
Gas Engines		0	2
Heat Engines		3	3
Hydraulics I	Elements of Hydraulics	3	0
Machine Design		2	4
Machine Shop II		3	0
Mechanics II	Analytic Mechanics	4	0
Steam Laboratory		0	2
Valve Gears		0	1
Electives		3	3
		19	19

*The first column gives the hours per week for the first semester, the second column those for the second semester. In counting hours, each actual hour of laboratory, drafting, shop or field work is counted as one-half hour.

CHEMICAL ENGINEERING CURRICULUM

Leading to the degree of Bachelor of Science in Chemical Engineering

Sophomore Year

NAMES OF COURSES	NATURE OF WORK	*HOURS PER WEEK	
Chemistry I	General Chemistry, Lectures and Laboratory	5	5
Forge I*a* and Foundry I*b*		1½	1½
Machine Drawing		1½	1½
Mathematics III	Differential and Integral Calculus	3	3
Mechanical Technology	Lectures on Forge and Foundry practice	0	1
Military Science II	Field-service Regulations; Manual of Guard Duty	2	0
Physics III	Electricity and Magnetism	3	3
Spanish A	Elementary Course	3	3
		19	18

Junior Year

Chemistry III*a*	Qualitative Analysis	5	0
Chemistry V	Organic Chemistry	5	5
Chemistry VII*b*	Quantitative Analysis	0	3
Contracts and Specifications		0	2
Mathematics IV	Solid Analytic Geometry and Calculus	2	2
Mechanics I	Analytic Mechanics	4	0
Spanish I		3	3
Strength of Materials		0	4
		19	19

Senior Year

Chemistry VI	Industrial Chemistry	3	3
Chemistry VII*a*	Quantitative Analysis	3	0
Chemistry X*b*	Engineering Chemistry; Analysis of Cements, Oils, Road Materials, etc.	0	6
Chemistry XI	Physical Chemistry	3	3
English IX	Technical Essays	1	1
Hydraulics I	Elements of Hydraulics	3	0
Mechanics II	Analytic Mechanics	4	0
Elective		0	3
		17	16

*The first column gives the hours per week for the first semester, the second column those for the second semester. In counting hours, each actual hour of laboratory, drafting, shop or field work is counted as one-half hour.

DEPARTMENTS OF INSTRUCTION

CIVIL ENGINEERING

Professor Thoroughgood Asst. Prof. Smith

The courses in this department are designed to give the student a comprehensive grasp of the principles underlying the practice of Civil Engineering, so that on graduation he will be fitted to enter at once upon field or office work in his profession.

The work of instruction is carried on by means of assigned recitations from standard textbooks, combined with laboratory, field, and drawing-room exercises for the purpose of emphasizing the practical side of the subject.

For equipment, see page 24.

A cement and concrete laboratory has recently been installed for the testing of cement and concrete. This laboratory is of late design and is a substantial addition to the other laboratory facilities of the department.

In addition to the facilities afforded directly for the study of Civil Engineering, there will be found in the general library a considerable literature on this and allied subjects: more exhaustive treatises, as well as the current literature from which the student may keep abreast of up-to-date practice.

SURVEYING I.—Recitations on the use of the chain, compass, transit, and level; determinations of areas, and instrumental adjustments. Field work in chaining, leveling, compass, and transit surveys; and in tests and adjustments of instruments. Drawing-room work in calculating areas, lettering, and map drawing. *(Recitations, 2 hours a week; field and drawing-room work, 1 three-hour period a week. Prerequisite: Mathematics II.)*

SURVEYING II.—Recitations on the use of the plane table, stadia, sextant, and aneroid. Field problems in the use of the stadia and plane table; a complete stadia traverse and plot. Recitations on precision leveling, baseline measurements, and determination of meridian, latitude, and time. Field work in precision leveling, baseline work, and meridian and latitude observations. *(First semester: recitations, 1*

hour; field work, 1 three-hour period a week. Second semester: recitations and field work, 3 hours a week.)

RAILROADS.—Recitations on simple, compound, reversed, vertical, and transition curves, and earthwork. Field problems in curve layout. Drawing-room work in the paper layout of a railroad. Field and drawing-room work in the preliminary and final location of a railroad; plotting of line and profile, earthwork computations. Theory of mass diagram. *(First semester: recitations, 2 hours; field and drawing-room work, 1 two-hour period a week. Second semester: field and drawing-room work, 2 three-hour periods a week. Prerequisite: Surveying I.)*

GRAPHIC STATICS I.—Recitation and drawing-room exercises in the computation of forces, the plotting of diagrams in elementary graphics and roofs. *(Recitations, 1 hour a week; drafting, 1 three-hour period a week. Prerequisite: Mathematics II.)*

GRAPHIC STATICS II.—Recitations and drawing-room work in the graphic analysis of girders and bridges. *(Recitations, 1 hour a week; drafting, 1 three-hour period a week.)*

HYDRAULICS I.—Recitations and laboratory work on the elements of hydraulics, dealing with the physical properties of water, head, loss of weight, centre of pressure, dams, flow from orifices, jets, instruments of measurement, pressure gages, meters, weirs. *(Recitations, 2 hours a week; laboratory, 1 two-hour period a week. Prerequisite: Physics I and II, Mathematics III.)*

HYDRAULICS II.—Recitations on the short tube and other tubes, flow through pipes, piezometer, hydraulic gradient, nozzles, conduits, sewers, flow in streams, water power, turbines and wheels, stability of ships, and pumps. *(Recitations, 2 hours a week.)*

MUNICIPAL ENGINEERING I.—Recitations on the design and construction of separate and combined sewerage systems; sewage disposal and treatment. Drawing-room work in the design of domestic and storm sewers, together with estimates of cost. *(Recitations, 2 hours a week; drawing-room work, 1 two-hour period a week.)*

MUNICIPAL ENGINEERING II.—Recitations on the sources of water supply, purification of supply, filters, pumps, systems of supply, and fire supply. Drawing-room work in the

design of a system. Recitations on the theory and design of plain and reinforced concrete structures. Office and laboratory work. *(Recitations, 4 hours a week; drawing-room or laboratory, 1 two-hour period a week.)*

HIGHWAY ENGINEERING I.—Recitations on the economics of location and construction of highways; drainage; different types of road construction; road materials; legislation; state and national aid; pavements and streets. *(First semester; recitations, 2 hours a week.)*

HIGHWAY ENGINEERING II.—Laboratory work in testing stone, brick, and other road materials. Laboratory tests of cement, sand, and concrete. *(Second semester; laboratory, 1 two-hour period a week.)*

CONTRACTS AND SPECIFICATIONS.—The contract in its relation to the engineer. Specifications. *(Recitations, 2 hours a week; second semester.)*

STRUCTURAL ENGINEERING.—Theory and computations of stresses in various types of bridges and buildings. Theory and design of highway and railroad bridges. Theory of cantilever and continuous bridges. Drawing-room design. *(Recitations, 3 hours a week; designing and drawing, 1 three-hour period a week. Prerequisite: Mechanics I and Strength of Materials.)*

ELECTRICAL ENGINEERING

Professor Benton* Acting Prof. Webb Asst. Prof. Perry

Instruction in this department is planned to lay equal stress on classroom work, of theoretical nature, and on laboratory work, of practical nature. For the latter, a well-equipt dynamo laboratory is provided, which is described on page 22.

ELECTRICAL ENGINEERING I*a*.—A short elementary course in general electrical engineering. Textbook used in 1918-1919: Franklin's Elements of Electrical Engineering. *(First semester; 2 recitations and 1 two-hour laboratory exercise per week.)*

ELECTRICAL ENGINEERING I*b*.—Direct current machinery and applications. Textbook used in 1918-19: Langsdorf's Principles of Direct Current Machines. *(Required of Juniors in the electrical engineering course; second semester; 2 recitations and 1 two-hour laboratory exercise per week.)*

*Not acting in this department in 1918-1919.

ELECTRICAL ENGINEERING II.—Alternating current machinery and applications; electric power transmission, and electric lighting. Textbook used in 1918-1919: Franklin and Esty's Elements of Electrical Engineering. *(Required of Seniors in the electrical engineering course; 3 recitations per week.)*

ELECTRICAL ENGINEERING III.—Telegraph and telephone engineering. *(Required of Seniors in the electrical engineering course; 1 recitation and 1 two-hour laboratory exercise per week.)*

ELECTRICAL ENGINEERING IV.—Dynamo laboratory work to accompany Electrical Engineering II, and testing of electrical machinery. *(Required of Seniors in the electrical engineering course; 1 three-hour laboratory period the first semester, and 2 the second semester, per week.)*

ELECTRICAL ENGINEERING V.—Dynamo laboratory work, and electrical engineering problems. *(Required of Seniors in the mechanical engineering course; second semester; 2 three-hour laboratory periods per week.)*

ELECTRICAL ENGINEERING VI*b*.—*Wireless Telegraphy.*—Designed to prepare the student for service in the Signal Corps of the Army, and based on the syllabus of instruction recommended by the Signal Corps. The course is an alternate for Electrical Engineering II and Electrical Engineering IV for the second semester. Textbook used in 1918-1919: Mills, Radio-Communication. *(Prerequisite: Electrical Engineering I*a*.)*

MECHANICAL ENGINEERING, DRAWING AND MECHANIC ARTS

Professor Chandler
Mr. Thornburg†
Mr. Strong*
Mr. Foster‡

The instruction in this department follows theoretical and practical lines. In the drafting-room and various shops, the best practical methods are always kept in mind. System, accuracy, and neatness are insisted upon. Engineering magazines and catalogs of the best machinery are accessible to the students, who are encouraged to read them. While acquainting students with practical methods, the aim is to produce engineers of independent thought and original power. In all possible ways the student is encouraged to think for himself—

*Till Dec. 11, 1918. †After Dec. 11, 1918. ‡Till Dec. 13, 1918.

to make improvements wherever possible and thus to keep abreast with the progress of the times.

MECHANICAL ENGINEERING

MECHANISM.—*The Kinematics of Machinery.*—Investigation of link work, construction of gears and cams, belt and pulley drive, trains of mechanism, the velocity ratio, and directional relation of the moving parts of various machines, etc. The text is supplemented by drawing exercises in the construction of gear teeth, cams, and motion diagrams. *(Required of electrical and mechanical engineering students; Junior year; 2 hours.)*

MECHANICS Ia.—*Analytic and Applied Mechanics.*—The laws of force, friction, equilibrium of fluid pressure, inertia, centrifugal force, kinetic and potential energy, etc. Problems illustrating the practical application of these laws to cranes, derricks, pumps, boilers, engines, dynamos, etc. *(Required of all engineering students; first semester; Junior year; 4 hours. Prerequisite: Mathematics III.)*

MECHANICS IIa.—*Analytic and Applied Mechanics.*—A continuation of Mechanics Ia. *(Required of all engineering students; first semester; Senior year; 4 hours.)*

STRENGTH OF MATERIALS.—Investigation of the strength of materials used in the construction of machinery and engineering structures; analysis of stresses in bridges, roof trusses, and machinery; study of the mechanical properties of iron, steel, timber, cement, etc. The text is supplemented by laboratory tests on specimens of the various materials. *(Required of all engineering students; second semester; Junior year; 4 hours. Prerequisite: Mechanics Ia.)*

HEAT ENGINES.—The steam engine and the laws of thermodynamics; the indicator card; and the losses involved in the conversion of one form of energy into another. *(Required of mechanical and electrical engineering students; Senior year; 3 hours. Prerequisites: Mathematics III, Physics III, and Chemistry I.)*

GAS ENGINES.—The modern internal combustion engine, gas producers, and the utilization in them of liquid fuels. *(Required of mechanical engineering students; second semester; Senior year; 2 hours. Prerequisite: Heat Engines.)*

VALVE GEARS.—Graphical study of the different types of

steam engine valve gears by means of the Zeuner and other diagrams; valve setting and steam distribution obtained by the usual types. *(Required of mechanical engineering students; second semester; Senior year; 2 actual hours. Prerequisite: Heat Engines.)*

STEAM LABORATORY.—Valve setting; tests of steam gauges, thermometers, engines, and boilers; use of the steam engine indicator, absorption and transmission dynamometers. *(Second semester; Senior year; 4 actual hours.)*

DRAWING

DESCRIPTIVE GEOMETRY.—*Projections.*—Methods of representing points, lines, surfaces, and solids in space by their projections; their intersections with each other; the careful solution of many original problems on the drawing-board. *(Freshman year; 2 hours.)*

DESCRIPTIVE GEOMETRY PROBLEMS.—*A companion course to Descriptive Geometry.*—Free-hand drawings and further drill in making neat, accurate drawings, mechanically. The latter deals exclusively with the solution of numerous problems of the intersection of lines, planes, and solids and is taught with special reference to developing originality in thinking and reasoning. *(Freshman year; 2 actual hours. Prerequisite: Descriptive Geometry.)*

MECHANICAL DRAWING.—The use of ordinary drawing instruments; the solution of geometrical problems; lettering; perspective, isometric, and some mechanical drawing from machine parts. *(Freshman year; 4 actual hours.)*

MACHINE DRAWING.—*Interpreting and Reading Drawings.*—The student is required to make true working drawings, showing all the necessary dimensions and the delineation of the parts to a proper scale. He is given a set of detailed drawings from which to make an assembly drawing or vice versa. A number of tracings and blueprints are also required. *(Required of chemical, electrical, and mechanical engineering students; Sophomore year; 3 actual hours.)*

MACHINE DESIGN.—The design and proportioning of machine parts—bolts, riveted joints, keys and gibs, toothed gearing, belt transmission, shafts, journals, bearings; the design of machines or parts of machines to perform certain functions. From a set of specifications and a manufacturers' catalog,

plans must be drawn up for the installation of machines. A certain amount of structural drawing, relative to power plant installations, is also taken up. *(Required of mechanical engineering students; Senior year; 2 hours recitation, first semester; 8 actual hours, second semester.)*

MECHANIC ARTS

WOOD WORKING.—*(a)—Carpentry and Wood Turning.*—An elementary course in laying out work and in the use of ordinary hand tools—saws, chisels, planes; the use of the turning lathe, the student being required to turn a series of exercises; the care and use of wood-working machinery—rip-saw, cut-off saw, band-saw, planer.

(b)—Elementary Wood Carving and Furniture Construction.—Herein is applied the skill, knowledge, and experience obtained in the first semester. Each student will be required to design and construct a piece of furniture, or other approved article, involving carving, turning, or joinery, as a passing piece. *(Freshman year; 6 actual hours.)*

FORGE I*a*.—Practice work to develop proficiency in the use of the hammer: the student makes articles of intrinsic value—foundry tools, hammers, cold chisels, lathe tools, turning chisels, drawknives, screwdrivers; and acquires skill in forging, welding, dressing, tempering, and annealing. *(Required of chemical, electrical, and mechanical engineering students; first semester; Sophomore year; 3 actual hours.)*

FOUNDRY I*b*.—Instruction in foundry practice by means of textbook, lectures, and demonstrations. *(Second semester; Sophomore year; 3 actual hours.)*

PATTERNMAKING. — Glueing up work, finishing smoothly with the necessary draft, allowing for shrinkage, and similar details of the patternmaker's craft. The student makes small patterns and core boxes from a system of carefully arranged and progressive exercises, and constructs patterns for such small machines as are designed in the drafting-room for construction in the shops, at least as far as the development of the work will permit. *(Required of electrical and mechanical engineering students; second semester; Junior year; 6 actual hours. Prerequisites: Machine Drawing and Foundry Ib.)*

MACHINE SHOP I.—The student is drilled in the practical. Simple tasks in turning, boring, grinding, planing, and mill-

ing are first given, followed by more difficult ones. *(Required of electrical and mechanical engineering students; first semester; Junior year; 6 actual hours.)*

MACHINE SHOP II*a*.—A continuation of the shop work of the previous year, altho more intricate and difficult. The work is on actual machinery, or parts thereof, and is of intrinsic value. *(Required of mechanical engineering students; first semester; Senior year; 6 actual hours.)*

MECHANICAL TECHNOLOGY.—Lectures in Mechanical Technology to accompany Forge I*a* and Foundry I*b*. *(Required of chemical, electrical, and mechanical engineering students; Sophomore year; 1 hour.)*

CHEMICAL ENGINEERING

Professor McGhee Asst. Professor Lee

CHEMISTRY VI.—*Chemical Technology.*—Consideration of chemical principles involved in manufacturing and refining products of commercial importance: Fuels, sulphuric acid, the soda and chlorine industries, fertilizers, cements, glass, pigments, coal tar, mineral oils, soap, starch, sugar, fermentation industries, explosives, textiles, paper, leather, etc. Visits are made to such factories and chemical plants as may be accessible. *(3 hours.)*

CHEMISTRY X*b*.—*Engineering Chemistry.* — Analysis of materials connected with engineering: Fuels, boiler waters, gas, iron and steel, cements, road materials, lubricating oils, and paints. *(Second semester; 6 hours.)*

CHEMISTRY XI.—*Physical Chemistry.*—See page 56.

OTHER DEPARTMENTS

Descriptions of the other subjects that are taken by students in the College of Engineering may be found by reference to the Index.

ARMY TRAINING SCHOOL

J. R. Benton, Educational Supervisor
R. E. Chandler, Associate Supervisor

GENERAL STATEMENT

Under arrangement with the Committee on Education and Special Training of the U. S. War Department, vocational instruction was given to enlisted men in various specific trades useful in the Army. The men were under regular army discipline and while here, in addition to vocational training, received military training under the following officers:

ALFRED S. KNIGHT, *Captain, Inf. U. S. A., Commanding Officer.*

HUGH B. MAHOOD, *Captain, Medical Corps U. S. A.*

ROBERT K. OSBORNE, *1st Lieut. Inf. U. S. A.*

CHARLES R. CROSSETT, *1st Lieut. Inf. U. S. A.*

DONALD R. MORRISON, *1st Lieut. Dental Corps U. S. A.*

JOSEPH V. MCKENNA, *2nd Lieut. Inf. U. S. A.*

RAYMOND W. HOGAN, *2nd Lieut. Q. M. Corps U. S. A.*

The first detachment (275 men, all from Florida) arrived on June 15 and left on August 13. The occupations for which these men were trained are listed below, together with the number of men in each, and the names of the instructors:

Bench Woodworkers, 20; H. B. Foster.

Carpenters, 23; F. H. Winston.

Chauffeurs (Army truck drivers), 100; E. D. Hulbert, assisted by E. C. Wilson, J. W. Chapman, E. B. Paxton, W. H. Howell.

Electricians, 20; L. E. Means, Jr.

Machinists, 12; A. J. Strong.

Radio Operators, 100; J. L. McGhee, assisted by A. P. Fowler, E. S. Traxler, T. J. Swearingen, Jr., W. S. Perry.

The second detachment (330 men, 150 from Florida, 180 from Georgia) arrived on August 15 and left on October 13, having received instruction as follows:

Auto Mechanics, 80; E. D. Hulbert, assisted by E. C. Wilson, W. M. Howell.

Carpenters, 20; F. H. Winston.

Chauffeurs (Army truck drivers), 40; J. W. Chapman.

Electricians, 20; L. E. Means, Jr.

Machinists, 10; H. B. Foster.

Radio Electricians, 40; T. J. Swearingen, Jr.

Radio Operators, 100; supervisor, J. L. McGhee; E. S. Traxler, assisted by E. L. Williams, T. J. Barns.

Telegraphers (Morse), 20; A. P. Fowler.

The numbers of men given above are those called for by contract and differed slightly from the actual number in attendance, which was usually greater at the beginning of the period of instruction and, owing to discharges, less at the end.

The contract between the War Department and the University called for the instruction of four additional detachments of enlisted men of 270 men each, to arrive on October 15, 1918; December 15, 1918; February 15, 1919; and April 15, 1919. The occupations to be taught and the number of men called for in each by the contract are shown below, together with the instructors appointed:

Horseshoers, 20; L. T. Roux.

Machinists, 15; H. B. Foster.

Motorcycle Mechanics, 80; E. D. Hulbert, assisted by J. W. Chapman, E. C. Wilson.

Pipe Fitters, 15; R. T. Irving.

Radio Operators, 100; supervisor, J. L. McGhee; E. S. Traxler, assisted by T. J. Swearingen, E. L. Williams, A. P. Fowler.

Surveyors, 20; H. L. Thompson.

Telephone Linemen, 20; L. E. Means, Jr.

With the arrival of peace, the need for further vocational training of soldiers ceased, consequently the War Department did not send the men for whom it had contracted after October 15. The staff of the Army Training School was disbanded on December 13.

COLLEGE OF LAW

HARRY R. TRUSLER, *Dean*

FACULTY.—H. R. Trusler, E. C. Arnold, C. W. Crandall, _____*, _____*.

GENERAL STATEMENT

AIM AND SCOPE.—In 1891, the American Bar Association declared that in its opinion it was a part of the highest duty and interest of every civilized state to make provision, when necessary, for maintaining schools of law and for the thoro legal education of all who are licensed to practice law. Recognizing the soundness of this doctrine and desiring to discharge this duty on the part of Florida, the State Board of Education and the Board of Control provided for the opening of the College of Law in the University in September, 1909. The advantages to accrue to the State from having, as a part of its educational system, a thoro and systematic course of instruction in the common law, with special consideration of the peculiarities and exceptions applicable in Florida, are many and evident.

It was the purpose of the Board of Control to establish a law school which, by the quality of its work and character of its equipment, would merit and command the confidence and support of the bench and bar. That the hopes of accomplishing these results were well founded and that gratifying progress towards these ends has been made, are shown by the number and character of those who have availed themselves of the advantages offered.

REQUIREMENTS FOR ADMISSION.—See pages 36 to 42, inclusive.

SPECIAL STUDENTS.—See "Adult Specials", page 29. If entrance conditions are removed not later than the opening of the Senior year, such students may become regular students and candidates for a degree.

ADVANCED STANDING.—No work in law done in other institutions will be accepted towards a degree, unless the applicant passes satisfactorily the examinations held in the sub-

*To be elected.

jects in question in this College, or unless, by special vote of the Faculty, credit is given without examination. In no case will credit be given for work not done in residence at an approved law school.

EXAMINATIONS.—The last week of each semester is devoted to examinations covering the work of the semester. These examinations are in writing and are rigid and searching, but are not necessarily final.

UNIVERSITY PRACTICE COURTS.—Thoroly organized practice courts are regular features of the course of instruction in the third year. The object is to give the student practical instruction in pleading and practice at law and in equity, and experience in the preparation and trial of cases. The work is arranged as follows:

First.—Cases arising upon prepared statements of fact are assigned, upon which the students are to determine what proceedings to bring and how to bring them, issue, serve, and return process, prepare the pleadings and bring the case to an issue on a question of law. The case is heard on the sufficiency of the form and the structure of the pleadings; when these are approved the issue of law is argued and decided, the students acting as attorneys drawing the order, judgment, or decree to which they deem themselves entitled.

Second.—In the second class of cases, actual controversies are arranged and assigned for trial in the Circuit Court as issues of fact. After determining what action to bring, the students assigned to the case are required to issue the proper process and prepare and file the necessary pleadings, subpoena the witnesses, select the jury, examine and cross-examine the witnesses, and argue the case to the jury. Each student is required to participate in the trial of at least one common-law, one equity, and one criminal case and is instructed in appellate procedure.

LIBRARY.—The Law Library contains:

Three sets of Florida Reports with Wurts' Digest and Supplement; Shepard's Florida Citations; The Session Laws of Florida from 1822 to 1915, except from 1828 to 1834; McClellan's Digest and Duval's Compilation of the Laws of Florida; Revised Statutes of 1898; three sets of the General Statutes of 1906; two sets of Florida Compiled Laws of 1914; Federal Statutes Annotated; Thorpe's American Charters, Constitutions and Organic Laws; Hinds' Precedents of the House of Representatives; the Northwestern, Southwestern, Northeastern, Southeastern, Atlantic, Pacific, and Southern Reporters; the American Decisions, American Reports, and American State Reports, with digests; the Amer-

ican Annotated Cases, with digests; the American and English Annotated Cases, with digests; the Lawyers' Reports annotated, old and new series, with digests; the United States Supreme Court Reports, with digests; Rose's Notes; Federal Cases; Federal Reporter; Stimson's American Statute Law; the State Reports to the Reporters of Alabama, Arkansas, Connecticut, Delaware, Georgia, Illinois, Indiana, Iowa, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nebraska, New Jersey, North Carolina, Ohio, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Vermont, Virginia, West Virginia, and Wisconsin; the New York Court of Appeals Reports; the New York Common Law and Chancery Reports, with digests; the Pacific States Reports, with digests, which include the California Reports, the Colorado Supreme Reports, the Colorado Appeals, the Idaho Reports, the Kansas Reports, the Montana Reports, the Nevada Reports, the New Mexico Reports, the Oregon Reports, the Utah Reports, the Washington Reports, and the Wyoming Reports to the Reporters; the Reprint of the English Reports; the English Law Reports; the British Ruling Cases; Mew's English Digest; Halsbury's Laws of England; the Century, the Decennial, the Second Decennial, and the Key Number Digests; the Encyclopedia of Law and Procedure; Corpus Juris; the Encyclopedia of Forms; the Standard Encyclopedia of Procedure; two sets of Ruling Case Law; the Harvard Law Review; more than one hundred selected volumes for the class in Brief Making and the Use of Law Books; and more than two hundred of the leading textbooks and books of reference.

A course of instruction is given in legal bibliography and the use of law books. Every facility, also, is offered law students to make use of the General Library, in which are included works of interest and information to the lawyer.

Both the Law and General Libraries are open during the academic year on every secular day between the hours of 8:00 a. m. and 10:00 p. m., and are in charge of trained librarians, who will render needed aid to the students.

MARSHALL DEBATING SOCIETY.—Early in the first year of the College the students organized a society that would secure to its members practice in debating and public speaking and experience in arguing legal questions, as well as drill in parliamentary law. The society was fittingly named "The Marshall Debating Society", in honor of the memory of the distinguished Southern jurist, John Marshall. Membership and work in the society are limited to students in the College of Law, but the Faculty give all possible assistance and encouragement.

UNIVERSITY PRIVILEGES.—The advantages of the other colleges of the University are open to such students in the College of Law as desire and are able to accept them. Courses in Constitutional and Political History, International Law, Political Economy, Logic, Rhetoric, and English Composition are particularly recommended. No extra charge will be made

for such courses, but they can be taken only with the consent of the Law Faculty and of the professors concerned.

DEGREES.—The degree of Bachelor of Laws (LL.B.) is conferred upon those who satisfactorily complete the courses of study. Students admitted to advanced standing may, if they do satisfactorily the work prescribed, receive the degree after one year's residence, but in no case will the degree be granted unless the candidate is in actual residence during all of the third year.

Students who have complied with all the requirements for the degree of Bachelor of Laws (LL.B.), who have maintained an average standing in their law studies 10% above the passing mark, and who have obtained the degree of A.B., or an equivalent degree, from an approved college or university, or who secure such degree the same year they complete their law course, will be awarded the degree of Juris Doctor (J.D.).

COMBINED ACADEMIC AND LAW COURSE.—By pursuing an approved course of collegiate and law studies, a student may earn both the academic and the legal degree in six years. (See page 47.)

EXPENSES.—A tuition fee of $20.00 per semester, payable in advance, is charged all law students, except those taking less than eleven hours of work, who are charged a proportional part of the full tuition. For the first two years of the course the required law books new will cost about $41.00 each year; and for the Senior year, about $51.00. Students also are urged to provide themselves with the statutes of their own state and a law dictionary. Many of these books, however, will form a nucleus of the student's future library; and by the purchase of second-hand books the cost may be materially reduced. (See also page 31.)

ADMISSION TO THE BAR.—Upon presenting their diplomas, duly issued by the proper authorities, and upon furnishing satisfactory evidence that they are twenty-one years of age and of good moral character, the graduates of the College are licensed by the Supreme Court, without examination, to practice in the Courts of Florida. They also are admitted without examination to the United States District Court for the Northern District of Florida.

COURSE OF INSTRUCTION

The course of instruction extends thru three years of thirty-five weeks each, exclusive of vacations. The academic year is divided into two semesters, the first having eighteen weeks and the second seventeen.

The method of instruction combines the use of textbooks, court rules, statutes, and selected cases. Each case is carefully studied by the student, and in the classroom he is required to analyze it, giving in his own language a clear and concise statement of the essential facts, the issues involved in the case, the law governing it, and the reasoning of the court for the conclusion reached. This practice tends to thoroness in reading, care in reasoning, and accuracy on the part of the student in the art of expression.

In connection with this case work, the student studies a well-written textbook on the subject under consideration. This gives him a systematic summary of the same, more detailed information concerning the application of the law in particular instances, and an outline of the exceptions to and limitations upon the general principles considered in the cases.

Particular stress is placed upon the statutory modifications of the common law and the recent decisions of the courts. This is true in every subject in the curriculum; but it is especially emphasized in Pleading, Practice, and Evidence, as the course of study is designed to instruct the student thoroly in the peculiarities of procedure, so that he will be able understandingly to enter upon the practice of law. Students are offered the option of intensive training under either the code or the common law.

With these ends in view, the following course of study has been prepared:

FIRST YEAR

FIRST SEMESTER

TORTS.—History and definitions; elements of torts; conflicting rights; mental anguish; parties to tort actions; remedies; damages; conflict of laws; methods of discharge; exhaustive study of particular torts—false imprisonment; malicious prosecution; abuse of process; conspiracy; slander and libel; trespass; conversion; deceit; nuisance; negligence; and

others. Textbooks: Burdick on Torts and Burdick's Cases on Torts, 3rd edition. *(5 hours. Dean Trusler.)*

CONTRACTS I.—Formation of contract; offer and acceptance; form and consideration; reality of consent; legality of object; operation of contract; limits of the contract obligation; assignment of contract; joint obligations; interpretation of contract. Textbooks: Anson's Law of Contract, Huffcut's Edition; Huffcut and Woodruff's Cases on Contract. *(4 hours. Professor ————————.*)*

CRIMINAL LAW. — Sources of criminal law; nature and elements of crime; criminal intent; insanity; intoxication; duress; mistake of fact or law; justification; parties in crime; offenses against the person, habitation, property, public health and morals, public justice and authority, government, and the law of nations. Textbook: Clark on Criminal Law; selected cases. *(2 hours. Professor ————————.*)*

CRIMINAL PROCEDURE.—Jurisdiction; arrest; preliminary examination and bail; grand jury, indictment and information and their sufficiency in form and substance; arraignment, pleas, and motions; *nolle prosequi* and motions to quash; jeopardy; presence of defendant at the trial; verdict; new trial; arrest of judgment; judgment, sentence, and execution. Textbook: Clark's Criminal Procedure; selected cases. *(2 hours. Professor ————————.*)*

PROPERTY I. — Personal property; possession and rights based thereon; acquisition of title; liens and pledges; conversion. Textbook: Warren's Cases on Property. *(2 hours. Professor Arnold.)*

SECOND SEMESTER

EQUITY JURISPRUDENCE.—History and definition; jurisdiction; maxims; accident, mistake, fraud; penalties and forfeitures; priorities and notice; bona fide purchasers; estoppel; election; satisfaction and performance; conversion; equitable estates, interest, primary rights; trusts; powers, duties, and liabilities of trustees; mortgages; equitable liens; assignments; specific performance; injunction; reformation; cancellation; cloud on titles; ancillary remedies. Textbook: Eaton on Equity; selected cases. *(5 hours. Dean Trusler.)*

CONTRACTS II AND QUASI CONTRACTS.—Rules relating to

*To be elected.

evidence and construction; discharge of contract. Origin and nature of quasi contract; benefits conferred in misreliance on rights or duty, from mistake of law, and on invalid, unenforceable, illegal, or impossible contract; benefits conferred thru dutiful intervention in another's affairs; benefits conferred under constraint; action for restitution as alternative remedy for breach of contract and for tort. Textbooks: Anson's Law of Contract, Huffcut's Edition; Huffcut and Woodruff's Cases on Quasi Contracts. *(3 hours. Professor ——————.*)*

MARRIAGE AND DIVORCE.—Marriage in general; nature of the relation; capacity of parties; annulment; divorce; suit, jurisdiction, grounds; defenses; alimony; effect on property rights; custody and support of children; agreements of separation. Textbook: Vernier's Cases on Marriage and Divorce. *(1 hour. Professor ——————.*)*

COMMON LAW PLEADING.—History and development of the personal actions at common law; theory of pleading and its peculiar features as developed by the jury trial; demurrers, general and special; pleas in discharge, in excuse, and by way of traverse; replication *de injuria;* duplicity; departure; new assignment; motions based on pleadings; general rules of pleading. Textbook: Andrews' Stephen's Common Law Pleading. *(3 hours. Professor Crandall.)*

SALES.—Sale and contract to sell; statute of frauds; illegality; conditions and warranties; delivery; acceptance and receipt; vendor's lien; stoppage *in transitu;* bills of lading; remedies of seller and buyer. Textbook: Burdick on Sales; selected cases. *(1 hour. Professor ——————.*)*

PROPERTY II.—Introduction to the law of conveyancing; rights incident to the ownership of land, and estates therein, including the land itself, air, water, fixtures, emblements, waste; profits; easements; licenses; covenants running with the land. Textbook: Warren's Cases on Property. *(2 hours. Professor Arnold.)*

SECOND YEAR

FIRST SEMESTER

UNITED STATES CONSTITUTIONAL LAW. — General principles; distribution of governmental powers; congress; the chief executive; the judiciary; police powers; eminent domain;

*To be elected.

checks and balances; guarantee of republican government; civil rights; political privileges; guarantee in criminal cases; impairment of contractual obligations. Textbook: Hall's Cases on Constitutional Law, American Casebook Series. *(4 hours. Professor Crandall.)*

AGENCY.—Nature of the relation; purposes and manner of creation; who may be principal or agent; ratification; delegation of authority; general and special agents; rights and duties of agents; termination, nature, extent, construction, and execution of authority of agents; rights, duties, and liabilities of agents; principal and third persons *inter se;* particular classes of agents. Textbooks: Mechem's Outlines of Agency and Mechem's Cases on Agency. *(2 hours. Professor ——.*)*

EQUITY PLEADING.—Nature and object of pleadings in equity; parties to a suit in equity; proceedings in a suit in equity; bills in equity; disclaimer; demurrers and pleas; answer and replication; preparation of bills, demurrers, pleas, answers. Textbooks: Fletcher's Equity Pleading and Practice; Rules of the Circuit Court in Chancery in Florida; Rules of the Federal Court; Statutes of Florida. *(3 hours. Professor Arnold.)*

BRIEF MAKING AND THE USE OF LAW BOOKS.—Where to find the law; how to use statutes and decisions; how to find the law; the trial brief; the brief on appeal and its preparation. Textbook: Cooley's Brief Making and the Use of Law Books. *(1 hour. Professor Crandall.)*

PROPERTY III.—Titles and conveyancing, including acquisition of titles by possession, modes of conveyance at common law, under the statute of uses, and by statutory grant; the execution of deeds; estates created; covenants for titles; estoppel by deed; priorities among titles. Textbook: Aigler's Cases on Property. *(3 hours. Professor Arnold.)*

FLORIDA CONSTITUTIONAL LAW.**—Declaration of rights; departments of government; suffrage and eligibility; census and apportionment; counties and cities; taxation and finance; homestead and exemption; married women's property; education; public institutions; miscellaneous provisions. Textbooks: Constitution, statutes, and judicial decisions of Florida. *(2 hours. Dean Trusler.)*

CODE PLEADING.**—Changes introduced by the codes;

*To be elected.
**Students may elect either Florida Constitutional Law or Code Pleading.

forms of action; necessary allegations; the complaint; prayer for relief; answers, including general and special denials; new matter; equitable defenses; counter claims; pleading several defenses; replies and demurrers. Textbook: Pomeroy's Code Remedies. *(2 hours. Professor ——————.*)*

SECOND SEMESTER

EVIDENCE.—Judicial notice; kinds of evidence; burden of proof; presumptions of law and fact; judge and jury; best evidence rule; hearsay rule and its exceptions; admissions; confessions; exclusions based on public policy and privilege; corroboration; parol evidence rule; witnesses; attendance in court; examination, cross examination, privilege; public documents; records and judicial writings; private writings. Textbook: Greenleaf on Evidence, 16th edition, vol. 1; selected cases. *(4 hours. Professor Crandall.)*

PRIVATE CORPORATIONS.—Nature; creation and citizenship; defective organization; promotors; powers and liabilities; corporations and the State; dissolution; membership; management; creditors; foreign corporations; practice in forming corporations, preparing by-laws, electing officers, and in conducting corporate business. Textbooks: Clark on Private Corporations, and Wormser's Cases on Corporations. *(4 hours. Professor ——————.*)*

LEGAL ETHICS.—Admission of attorneys to practice; taxation; privileges and exemptions; authority; liability to clients and third parties; compensation; liens; suspension and disbarment; duties to clients; courts; professional brethren and society. Textbooks: Attorneys at Law in Ruling Case Law and the Code of Ethics adopted by the American Bar Association. *(1 hour. Dean Trusler.)*

PROPERTY IV.—History of the law of wills and testaments; testamentary capacity and intent; kind of wills and testaments; execution, revocation, republication, revival of wills; descent; probate of wills and the administration of estates. Textbook: Costigan's Cases on Wills. *(3 hours. Professor Arnold.)*

FLORIDA CIVIL PRACTICE.** — Organization of courts; parties; joinder and consolidation of actions; issuance, service,

*To be elected.
**For students intending to practice in Florida.

and return of process; appearance; trial; verdict; proceedings after verdict; appellate proceedings; peculiar characteristics of the common law actions; special proceedings including certiorari, mandamus, prohibition, quo warranto, habeas corpus, attachment, garnishment, statutory liens, forcible entry and detainer, landlord and tenant. Textbook: Crandall's Florida Civil Practice. *(3 hours. Professor Crandall.)*

GENERAL CIVIL PROCEDURE.**—The court; parties; forms of action; the trial; selection of jury and procedure in jury trial; judgment; execution; appeal and error. Textbook: Loyd's Cases on Civil Procedure. *(3 hours. Professor ————————.*)*

THIRD YEAR

FIRST SEMESTER

INSURANCE.—Theory, history, significance; insurable interest; concealment, representations, warranties; subrogation; waiver and estoppel; assignees; beneficiaries; creditors; fire, life, marine, accident, guarantee, liability insurance. Textbooks: Humble's Law of Insurance and Humble's Cases on Insurance. *(1 hour. Dean Trusler.)*

PUBLIC SERVICE CORPORATIONS.—Nature of public utilities; railroads and other common carriers of goods and passengers; telegraphs and telephones; light and water companies; inns; warehouses; elevators; stockyards; methods of incorporation; public control; rights and obligations at common law and under federal and state statutes. Textbook: Wyman's Cases on Public Service Companies. *(2 hours. Professor ————.*)*

FEDERAL PROCEDURE AND BANKRUPTCY.—System of courts created under the authority of the United States, jurisdiction of the several courts and procedure therein; Federal and state bankruptcy legislation; who may become bankrupt; prerequisites to adjudication; receivers; trustees; provable claims; exemptions; composition; discharge. Textbooks: Hughes on Federal Procedure, and Remington on Bankruptcy, Students' Edition. *(3 hours. Professor Crandall.)*

PARTNERSHIP.—Creation, nature, characteristics of a partnership; nature of a partner's interest; nature, extent, dura-

*To be elected.
**For students not intending to practice in Florida.

tion of the partnership liability; powers of partners; rights, duties, remedies of partners *inter se;* rights and remedies of creditors; termination of partnership. Textbook: Burdick on Partnership. *(2 hours. Professor* ——————.*)

INTERNATIONAL LAW.—Nature, subjects, and objects of international law; intercourse of states; settlement of international differences; law of war; law of neutrality. Textbook: Hershey's Essentials of International Public Law; selected readings. *(1 hour. Professor* ——————.*)

ADMIRALTY.—Jurisdiction; contracts, torts, crimes; maritime liens, ex contractu, ex delicto, priorities, discharge; bottomry and respondentia obligations; salvage; general average. Textbook: Hughes on Admiralty. *(1 hour. Professor Crandall.)*

JUDGMENTS.—Nature and essentials; kinds; record; vacation; amendment; modification; satisfaction. Textbooks: Rood on Judgments and Rood's Cases on Judgments. *(2 hours. Professor Arnold.)*

TRUSTS.—The Anglo-American system of uses and trusts; creation, transfer, extinguishment of trust interests; priorities between competing equities; construction of trust dispositions; charitable trusts. Textbook: Kenneson's Cases on Trusts. *(2 hours. Professor* ——————.*)

PRACTICE COURT.—*(1 hour. Professor Crandall.)*

SECOND SEMESTER

DAMAGES. — General principles; nominal; compensatory; exemplary; liquidated; direct and consequential; proximate and remote; general and special; measure in contract and tort actions; entire damages in one action; mental suffering; avoidable consequences; value; interest; lateral support; counsel fees and expenses of litigation; injuries to real property and limited interests; death by wrongful act; breaches of warranty. Textbook: Rogers' Law of Damages; selected cases. *(2 hours. Dean Trusler.)*

MUNICIPAL CORPORATIONS.—Creation of cities and towns; powers of a municipality, including public powers, power of taxation, power over streets and alleys, etc.; obligations and liabilities of municipal corporations; powers and liabilities of

*To be elected.

officers. Textbook: Cooley on Municipal Corporations. *(2 hours. Professor ——————————.*)*

SURETYSHIP.—Nature of the contract; statute of frauds; surety's defenses against the creditor; surety's rights, subrogation, indemnity, contribution, exoneration; creditor's rights to surety's securities. Textbook: Spencer on Suretyship. *(2 hours. Professor ——————————.*)*

NEGOTIABLE INSTRUMENTS. — Law merchant; definitions and general doctrines; contract of the maker, acceptor, certifier, drawer, indorser, vendor, accommodater, assurer; proceedings before and after dishonor of negotiable instruments; absolute defenses; equities; payments; conflict of laws. Textbook: Biglow on Bills, Notes and Cheques. *(2 hours. Professor ——————————.*)*

CONFLICT OF LAWS.—Jurisdiction; sources of law and comity; territorial jurisdiction; jurisdiction in rem and in personam; remedies, rights of action, procedure; creation of rights; property rights; personal rights; inheritance; obligations ex delicto and ex contractu; recognition and enforcement of rights; personal relations; property; inheritance; administration of estates; judgments and obligations. Textbook: Minor on the Conflict of Laws. *(2 hours. Professor ——————————.*)*

PROPERTY V.—Conditional estates; licenses and waivers; reversions and remainders; rule in Shelley's Case; future uses; future interests; executory devises and bequests; vesting of legacies; cross limitations; gifts; failure of issue; determination of classes; powers; rule against perpetuities; restraints on alienation. Textbook: Kales' Cases on Future Interests. *(3 hours. Professor Arnold.)*

JURISPRUDENCE.—Nature, meaning, subject matter of law; justice; divisions of law; persons; relation of persons to things; claims of persons on persons; legal authorities and their use; customs; law reports; case-law; ancient and modern statutes. Textbook: Keener's Selections on Jurisprudence. *(1 hour. Professor Arnold.)*

PRACTICE COURT.—*(1 hour. Professor Arnold.)*

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*To be elected.

TEACHERS COLLEGE AND NORMAL SCHOOL

FACULTY.—H. W. Cox, J. N. Anderson, O. C. Ault, J. R. Benton, L. W. Buchholz, W. S. Cawthon, C. L. Crow, J. M. Farr, P. W. Fattig, W. B. Hathaway, J. R. Fulk, J. L. McGhee, J. W. Norman, T. H. Quigley, T. M. Simpson, A. J. Strong, J. E. Turlington.

TEACHING FELLOWS.—J. C. Frye, L. L. Householder.

GENERAL STATEMENT

The Teachers College and Normal School is a professional school, the main purpose of which is to train young men for positions in the public-school system of the State as teachers, principals, supervisors, or as county or city superintendents of public instruction. Its Review Courses are intended to prepare for the examinations for County and State Certificates. For those not wishing to become teachers it offers courses giving the information about and the insight into modern educational problems that every intelligent citizen should possess.

VOCATIONAL EDUCATION.—By Act of the Legislature of 1917 the University was designed as the institution, under the Smith-Hughes Act, for training teachers for Agriculture and for Trades and Industries. Tentative curricula for Agricultural Education and for the Trades and Industries have been outlined. It is hoped that a large number of students will register for these courses. Many teachers of these subjects will be needed and good salaries will be paid.

The University will secure for students positions during vacations enabling them to gain the practical experience required of those taking courses in Vocational Education.

PEABODY HALL.—A description of Peabody Hall, the home of the College, is to be found on page 19.

LIBRARY.—The pedagogical library receives many of the best educational journals and contains the standard books on educational theory, general and special methods, the history of education, psychology and philosophy. Additions are made every year.

PSYCHOLOGICAL LABORATORY.—The Psychological Laboratory (see page 23) affords an excellent opportunity to investigate the laws of the mind. To know these thru experiment will give the teacher greater power to direct their development in the child.

PEABODY CLUB.—This Club meets once a week to discuss educational problems, especially those that confront the young teacher. It also brings out the advantages of holding teachers' meetings and conferences. All students of the College are urged to become members of the Club and to take an active part in its work.

ORGANIZATION.—The Teachers College and Normal School has the following divisions:

(1) Teachers College.
(2) Normal School.
(3) Practice High School.
(4) Teachers' Employment Bureau.
(5) State High School Inspection.
(6) Correspondence School.
(7) University Summer School.

STATE CERTIFICATES.—Graduates of the Teachers College and of the Normal School are granted State Certificates without further examination — provided that one-fifth of their work has been devoted to professional training and provided that during each of the last two years of their course they make a general average of eighty-five on all subjects and do not fall below sixty in any subject. These State Certificates are converted into Life Certificates in the usual way.

TEACHERS COLLEGE

ADMISSION.—See pages 36 to 42, inclusive.

TEACHING FELLOWSHIPS.—See page 33.

DEGREES.—Courses are offered leading to the degrees of Bachelor of Arts in Education and Bachelor of Science in Education.

ELECTIVES.—In order that graduates may be well prepared to teach two or three high-school subjects, much freedom in the choice of electives is permitted. It is assumed that the student will elect the subjects which he hopes to teach and will take advantage of his freedom of choice to become especially proficient in these. For a list of Elective Groups see

page 47. For the A.B. degree the major elective work must be chosen in Groups II and III, or Group II or III; for the B.S. degree, from Group IV. The choice of electives must be approved by the Dean and no more than the required number shall be chosen without his consent.

CURRICULUM

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

Freshman Year

Names of Courses	Nature of Work	Hours per Week
Education I*a*	Psychology	3
Education I*b*	Methods of Study	
English I	Rhetoric and Composition	3
Foreign Language	French, Latin, or Spanish	3
Agronomy I	General Agriculture	6
Biology I*a* and II*b*		
Chemistry I	General Chemistry	
Foreign Language	French, Latin, or Spanish	
History I	Modern European	
Mathematics		
Physics I	General Physics	
Military Science I		1
		16

Sophomore Year

Education II	Reviews and Methods of Teaching Arithmetic and Grammar, Reading, Geography, and History	3
Education III	Public-School Administration	3
Military Science II		1
*Group II		3
*Group III		3
*Group IV		3
		16

Junior Year

Education IV*a*	History of Education	3
Education IV*b*	Secondary Education	
Philosophy I	General Psychology	3
Electives		9
		15

Senior Year

Education V	Principles and Philosophy of Education	3
Education VI*a*	Child Study	3
Education VI*b*	Practice Teaching	
Education VII	High-School Problems	1
Electives		9
		16

*See page 47.

CURRICULUM, AGRICULTURAL EDUCATION COURSE

Leading to the degree of Bachelor of Science in Education

Freshman Year

NAMES OF COURSES	NATURE OF WORK	*HOURS PER WEEK	
Agricultural Education B	Rural Problems	0	3
Agricultural Engineering I*a*	Machinery and Motors	4	0
Agronomy I	Soils and Crops	2	2
Animal Husbandry I*b*	Types and Breeds of Animals	0	4
Chemistry I	General Chemistry	4	4
English I	Composition and Rhetoric	3	3
Horticulture I	Plant Propagation	2	2
Mathematics I*a*	Higher Algebra, Analytic Geometry	3	0
		18	18

Sophomore Year

Agronomy II*a*	Field Crops	3	0
Agronomy III*b*	Forage Crops	0	3
Biology I*a* and II*b*		4	4
Dairying I*a*	Dairy Products	3	0
Education I	Psychology and Methods	3	3
Horticulture II	Trucking	2	2
Biology III*b*	General Zoology	0	4
Electives		3	2
		18	18

Junior Year

Agronomy IV*b*	Fertilizers	0	3
Animal Husbandry V*b*	Swine Production	0	2
Education III	Public-School Administration	3	3
Education VIII	Methods in Agricultural Education	3	3
History II		3	3
or			
Sociology III	Rural Sociology		
Horticulture X*a*	General Forestry	3	4
Poultry Husbandry I*a*	Poultry Culture	3	0
Electives		3	0
		18	18

Senior Year

Agronomy VI*a* and VII*b*	Farm Management	3	3
Biology XI*a* and XI*b*		4	3
or			
Chemistry IV	Agricultural Chemistry	5	3
Education IV*b*	Secondary Education	0	3
Education VI	Practice Teaching	2	2
Education IX*a*	Vocational Education	3	0
Electives		?	6
		19	17

*The first column gives the hours per week for the first semester, the second column those for the second semester.

VOCATIONAL EDUCATION—TRADES AND INDUSTRIES

CURRICULUM FOR TEACHERS OF RELATED SUBJECTS

Leading to the Degree of B. S. in Education

SUBJECTS OF STUDY	*HOURS PER WEEK	
Freshman Year		
Advanced Algebra, Trigonometry and Analytical Geometry	0	3
Descriptive Geometry	3	3
Elementary Woodworking	3	3
English	3	3
Mechanical Drawing	2	2
Military Science	2	0
Physics I	3	3
Physics II	2	2
Sophomore Year		
Carpentry	6	0
Chemistry I	4	4
Forge Shop	1½	0
Foundry	0	1½
Machine Drawing	1½	1½
Masonry and Concrete	0	3
Mechanical Technology	0	1
Military Science	2	0
Physics III	3	3
Plumbing	0	3
Psychology	3	0
Principles of Teaching	0	3
Junior Year		
Analytical Mechanics	4	0
Architectural Drawing	3	3
Economics	3	0
Electrical Engineering Ia	3	0
Graphic Statics	0	2½
History of Vocational Education	0	3
Kinematics of Machinery	2	2
Machine Shop	3	0
Pattern Making	0	3
Sheet Metal	3	3
Strength of Materials	0	4
Senior Year		
Electrical Engineering V	0	3
Gas Engines	0	2
Gas Engines, Laboratory	0	2
Machine Design	2	4
Machine Shop	3	0
Organization, Surveys, and Vocational Guidance	0	3
Practice-Teaching	6	6
Steam Engines	3	0
Steam Engines, Laboratory	0	2
Vocational Methods	3	0

*The first column gives the hours per week for the first semester; the second, those for the second semester.

TWO-YEAR COURSE FOR TEACHERS OF RELATED SUBJECTS

This course presupposes on the part of the student considerable practical experience.

SUBJECTS OF STUDY	*HOURS PER WEEK	
First Year		
Elective Shop Work, Drawing, etc. (supplementing practical experience)	5	5
Elective Mathematics and Science	5	5
Elective English, Civics, Economics, Sociology, etc.	5	5
Elementary Psychology	5	0
Principles of Teaching	0	5
Second Year		
History of Vocational Education	0	3
Vocational Methods	3	0
Practice Teaching	4	4
Organization, Surveys, and Vocational Guidance	0	3
Elective Shop, Drawing, or Applied Science	13	10

*The first column gives the hours per week for the first semester; the second, those for the second semester.

DEPARTMENTS OF INSTRUCTION

EDUCATION

Professor Cox	Professor Norman
Professor Buchholz	Professor Fattig
Professor Fulk	Professor Quigley

EDUCATION I*a*.—*Psychology.*—Designed to set forth the main phenomena of mental life, to furnish the student with the concepts and terms which will constantly recur in his further study and to prepare candidates for the examination on psychology for the State Certificate. The textbook prescribed by the State Superintendent of Public Instruction will be used in connection with lectures and much reference work to standard American writers. *(Required of Freshmen; first semester; 3 hours.)*

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

EDUCATION II*a*.—*Reviews and Methods of Teaching Arithmetic and Grammar.*—A review of arithmetic and grammar in order to acquaint the student with the fundamental principles of the subject before the methods, which immediately follow, are given. *(Required of Sophomores; first semester; 3 hours.)*

EDUCATION II*b*.—*Reviews and Methods of Teaching Reading, Geography, and History.*—Mastery of each subject from the teacher's point of view followed immediately by the best methods of teaching the subject. *(Required of Sophomores; second semester; 3 hours.)*

EDUCATION III.—*Public School Administration.*—Designed to meet the needs of school principals, superintendents, and supervising officers. The course will attempt to present the essential principles governing proper educational control for all types of public-school work, city, county, and state. *(Required of Sophomores; 3 hours.)*

EDUCATION IV*a*.—*History of Education.*—This course has two main purposes: first, to lead the student to appreciate the present educational situation in the light of the past; second, to acquaint him with the educational influence of the great educational leaders since the time of Rousseau. *(Required of Juniors; first semester; 3 hours.)*

EDUCATION IV*b*.—*Secondary Education.*—Designed to give insight into the problems of secondary schools. Many problems relating to the high schools in this and other Southern states are gone over for the purpose of understanding the present situation and of planning for better things. The following special topics may be mentioned: History of Secondary Education, Comparative Study of Secondary Education in Different Countries, The Junior High-School Movement, The High School as a Factor in Community Uplift, Economy in Secondary Schools, Adolescence. Lectures and reference work supplement the reading of several texts. *(Required of Juniors; second semester; 3 hours.)*

EDUCATION V.—*The Principles and Philosophy of Education.*—Principles underlying high-school curricula, culture, the new humanities, the relation of education to the state, democracy and education, interest and effort, the social, moral, and religious aspects of education. The purpose is to give a broad, sound philosophy upon which the teacher may base his practice in the school-room. *(Required of Seniors; 3 hours.)*

EDUCATION VII*a*.—*Child Study.*—This course aims to give the student an insight into the physical development and growth of the child, the meaning of protracted infancy, the origin and development of instincts, the development of intellect, heredity, individuality, abnormalities, and the application of facts learned to school work, etc. *(Required of Seniors; first semester; 3 hours.)*

EDUCATION VI*b*.*—*Practice Teaching.*—Knowledge of the principles, theory, and history of education will better fit any teacher for his work, but these without concrete experiences and practice under direction will not give the best results. This course is planned to give the student practice in conducting recitations under close supervision. Lesson plans will be required for all recitations, and the manner of teaching

*Students preparing to teach agriculture, must do their practice teaching in that subject, and four (4) hours will be required.

will be subject to criticism. *(Required of Seniors; second semester; 3 hours.)*

EDUCATION VII.—*High-School Problems.*—Planned principally for high-school teachers, special attention being given to practical problems they will have to solve in the actual work of their profession. *(Required of Seniors; 1 hour.)*

EDUCATION VIII. — *Methods of Teaching Agriculture.* — Methods in selecting material for agricultural instruction, organizing courses of study, and in presenting the subjects to pupils. *(Junior year; 3 hours.)*

EDUCATION IX*a*. — *Vocational Education.* — Development and principles of vocational education with special reference to vocational opportunities in Florida; prevocational education and vocational guidance. *(First semester; 3 hours.)*

EDUCATION X. — *Educational Hygiene.* — Conditions and forces that affect the physical and mental vigor of children and teachers, and relate the school to the health of the home and the community. Location and sanitation of school buildings; hygienic furniture, etc.; diseases and physical defects; medical inspection; hygiene of instruction; teacher's health; play and recreation; teaching of hygiene. *(Juniors and Seniors; second semester; 3 hours.)*

EDUCATION XI.—*Educational Diagnosis.*—The making of school surveys; the use of scales for measuring educational products; educational stock-taking. How to determine what kind of school a community needs, and what progress pupils are making, etc. *(Elective for Graduate Students.)*

EDUCATION XII.—*Current Educational Problems.*—Problems vitally important to the success of the teacher. Various phases of school life and activities will be discussed and some attention will be given to educational administration and school law as they affect the teacher. *(Elective for Graduate Students; 3 or more hours.)*

ITINERANT PLAN OF TRAINING INDUSTRIAL TEACHERS

Under the Smith-Hughes Act there are two types of teachers of trade and industrial education: the shop teacher, who gives instruction in the actual shop or trade manipulative subjects—carpentry, machine shop, blacksmithing, printing, etc.; the related-subject teacher, who teaches the technical branches relating to the trade—drawing, related mathematics or science.

In cooperation with the State Board for Vocational Education, the University is securing as many as possible related-subject teachers from the industries of the State, altho a few may be obtained from among the members of the teaching profession. All of the shop teachers will be obtained from the industries. Prospective trade and industrial teachers are selected because of their industrial experience, education, moral and civic ideals, and potential teaching ability, which qualifications are determined mainly by personal interview and by careful inquiry of fellow-workmen and employers. Once selected, these prospective teachers, obviously varying greatly in preparation, are grouped in evening classes in their home cities and trained by a representative of the University in the art of teaching, altho as much as possible of the work in Practice-Teaching is done in Part Time classes.

As demand arises, those who have successfully completed the course are, with the approval of the State Board for Vocational Education, put into service by local boards. Fifteen men have up to the present time been thus trained and immediately afterwards placed in teaching positions.

The subjects taught are divided into four groups, each usually requiring thirty hours for completion. If possible, however, much more than thirty hours will be devoted to the Practice-Teaching, especially as thru this most of the Observation will also be accomplished.

The course will in general be as follows:

A.—History and Development of the Vocational Education Movement; Mechanics of Teaching; Shop Organization; Educational Law (State and National); Trade Analysis for Educational Purposes.

B. — Applied Science; Shop Mathematics; Mechanical Drawing and Design; Industrial Methods.

C.—Practice-Teaching.

D.—Practice-Teaching; Observation; Making Up Deficiencies in Trade or General Education and in Trade Experience.

OTHER DEPARTMENTS

Descriptions of the other subjects that may be taken by students in the Teachers College can be found by reference to the Index.

NORMAL SCHOOL

COURSES AND REQUIREMENTS

The Normal School offers four courses:

Course I.—Review Course.—This covers both the contents and the methods of teaching the subjects required for County and State Certificates and is designed for those engaged in teaching from four to six months in the year and desirous of renewing or advancing the grade of their certificates.

A registration fee of one dollar ($1.00) is charged.

Course II.—One-Year Course.—This covers the same work as Course I, but is gone over more slowly and may be entered upon at any time during the year. Hours and classes are arranged to suit the special needs of students.

There are no requirements for admission to either Course I or II and all teachers who can profit by either are welcomed. The character of the work leading to State and Special Certificates is described under Course IV; an outline of the work leading to a County Certificate is given below. The books adopted by the State Text Book Commission will be used as the basis of instruction.

CURRICULUM
Leading to County Certificates

NAMES OF COURSES	NATURE OF WORK	HOURS PER WEEK
Agriculture		2
Algebra		4
Arithmetic		3
Civil Government		2
English Composition		2
English Grammar		2
Hygiene		2
Orthography		2
Pedagogy		2
Physical Geography		3
Political Geography		2
Reading		1
United States and Florida History		3

DESCRIPTION OF COURSES OF STUDY

AGRICULTURE R.—Soils, plants and their common diseases, insects, farm crops, domestic animals, etc. Textbooks, laboratory, and field work. Methods of teaching agriculture in rural schools stressed. *(2 hours.)*

ALGEBRA R.—Fundamental operations, simple and simul-

taneous equations, factoring, fractions, involution and evolution, quadratic equations, progressions, ratio and proportion. Closely correlated with arithmetic. *(4 hours.)*

ARITHMETIC R.—Review, from both the teacher's and the child's point of view, of subjects covered by the textbook adopted by the State. Principles and methods of teaching arithmetic. *(3 hours.)*

CIVIL GOVERNMENT R.—Local, town and city, county, State, and national governments; methods of teaching the subject. *(2 hours.)*

ENGLISH COMPOSITION R.—Words, sentences, paragraphs, whole compositions; narration, description, exposition, argument; much practice in writing. Punctuation and spelling. Letter-writing. *(2 hours.)*

ENGLISH GRAMMAR R.—Parts of speech; inflection; syntax, structure, and analysis of sentences; principles and methods of teaching grammar. *(2 hours.)*

HYGIENE R.—The body; functions and use of the organs. The importance of hygiene and sanitation, how to keep well and physically efficient. *(2 hours.)*

ORTHOGRAPHY R.—The spelling of common words and best methods of teaching spelling. Correct spelling in all written work demanded. *(2 hours.)*

PEDAGOGY R. — School management, general and special methods of teaching, elementary principles of child nature, school hygiene and sanitation, personality of teacher, relation of school and community, etc. *(2 hours.)*

PHYSICAL GEOGRAPHY R.—The main topics found in the ordinary textbooks. Stress placed on the effects that physical features have on man, commerce, and society. Closely correlated with agriculture. *(3 hours.)*

POLITICAL GEOGRAPHY R.—Review of the geography of the United States and the world. Special attention to Florida and its relation to other states. Instruction in the use of textbooks, maps, globes, industrial products, stereoscope, postcards, and newspapers. *(2 hours.)*

READING R.—Practice in reading to the end that teachers may be able to read well to their classes. Story-telling. Methods of teaching the subject. *(1 hour.)*

UNITED STATES AND FLORIDA HISTORY R.—Review of U. S. and Florida history; their correlation with geography and

literature; methods of teaching the subject. Special attention given to biography and the topic method. *(3 hours.)*

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

CURRICULUM, TWO-YEAR ELEMENTARY PROFESSIONAL COURSE

First Year

NAMES OF COURSES	NATURE OF WORK	HOURS PER WEEK
Education 2-Yr. I	Reviews and Methods of Teaching U. S. and Florida History, Reading, and Political Geography	4
English 2-Yr. I	Grammar, Composition, and Classics	4
History 2-Yr. I	Ancient History	4
Mathematics 2-Yr. I	Algebra	4
Science 2-Yr. I	Physical Geography and Physiology	4

Second Year

Education 2-Yr. II	Reviews and Methods of Teaching Arithmetic and English Language	4
Education 2-Yr. III	School Management and Rural Problems	4
English 2-Yr. II	Composition and Classics	4
Mathematics 2-Yr. II	Algebra	4
Science 2-Yr. II	Agronomy and Horticulture	3

DESCRIPTION OF COURSES OF STUDY

EDUCATION 2-YR. I.—*Reviews and Methods of Teaching U. S. and Florida History, Reading, and Political Geography.*—The work is broader and more advanced than that of the eighth grade and is looked at from both the teacher's and pupil's point of view. History is studied in the fall, reading in the winter, and geography in the spring, the subject-matter being first given and then the methods of presenting it to a class. *(4 hours.)*

EDUCATION 2-YR. II.—*Reviews and Methods of Teaching Arithmetic and the English Language.*—Thoro reviews are

made and difficult parts explained. Methods of teaching are given after the reviews are completed. *(4 hours.)*

EDUCATION 2-YR. III.—*School Management and Rural Problems.* — School organization, classification, discipline; school hygiene, recess, play; one- and two-teacher rural schools; grading rural schools; rural boys and girls; relation of teacher to child, home, and community, etc. *(4 hours.)*

ENGLISH 2-YR. I.—*Grammar, Composition, and Classics.*— Advanced grammar *(twice per week)*. Composition, oral and written; at least one written per week. Narration stressed. Spelling and letter-writing. Classics, College Entrance Requirements and those suited for the upper grades of the grammar school and the ninth grade of the high school. *(4 hours.)*

ENGLISH 2-YR. II.—*Composition and Classics.*—A textbook in composition used as guide *(twice per week)*. Description and narration stressed. Oral and written composition; one written each week. Spelling and letter-writing. Classics *(twice per week)* suited to grade and high-school work. *(4 hours.)*

HISTORY 2-YR. I.—*Ancient History.*—History of Greece and Rome stressed. Special note of hero stories, biography, mythology, and that which appeals to the child in the grades. Reference reading required. *(4 hours.)*

MATHEMATICS 2-YR. I. — *Algebra.* — A beginner's course covering the work thru elementary quadratics. *(4 hours.)*

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

SCIENCE 2-YR. I.—*Physical Geography and Physiology.*— The work in physical geography will be about as outlined in the newer secondary school geographies. The proper correlation of physical with political and commercial geographies —especially necessary for teachers. Laboratory and field work with notes on all observations and experiments. *(First semester.)* Physiology, sanitation, and hygiene. Laboratory work with notes required. *(Second semester; 4 hours.)*

SCIENCE 2-YR. II. — *Agronomy and Horticulture.* — Soils and soil fertility in relation to plant growth and the principles governing production of field and forage crops. *(First semester.)* Varieties and culture requirements of our principal fruits and vegetables; location of orchards and gardens with

reference to soils, climate, and markets; protection from insects and diseases; harvesting and marketing; styles of decorative planting adapted to home and school. *(Second semester; 3 hours.)*

Course IV.—Four-Year Normal Course.—This course is similar to that of the standard normal schools of this country. Applicants who have finished the first two years of a high school will be admitted to the first year of this course. High-school graduates will be allowed to enter the third year. Graduates of the Normal School will be admitted to the Junior class of the Teachers College and will be granted a State Certificate, provided they make an average of eighty per cent in all subjects during the Junior and Senior years.

CURRICULUM, FOUR-YEAR NORMAL COURSE

First Year

NAMES OF COURSES	NATURE OF WORK	HOURS PER WEEK
English NI	Rhetoric, Composition, and Classics	4
History NI	Medieval and Modern History	4
Mathematics NI	Plane Geometry	4
	Take from 4 to 8 hours of the following:	
Agriculture NI	Elements of Agronomy and Horticulture	3
French NI	Beginner's Course	4
Latin NI	Beginner's Course	4
Mechanic Arts NI*a* and NII*b*	Wood Work	3
Science NI	Biology	4
Science NII	Chemistry	4
Spanish NI	Beginner's Course	4
Required		16 to 20

Second Year

English NII	American and English Literature and Composition	4
History NII	American History and Civics	4
	Take from 8 to 12½ hours of the following:	
Agriculture NII	Elements of Animal Husbandry and Agricultural Engineering	3
French NII	Second Year Course	4
Latin NII	Caesar (4 books) and Composition	4
Mathematics NII	Plane Trigonometry and Solid Geometry	4
Mechanic Arts NIII*a* and NIV*b*	Forge and Foundry Work	4½
Science NIII	Physics	4
Spanish NII	Second Year Course	4
Required		16 to 20½

The third and fourth years are the same as the Freshman and Sophomore years, respectively, of the A.B. or B.S. course

of the Teachers College (see pages 140 to 142), except that the foreign language courses are elective and that in the fourth year Education IV*a* and VI*b* are required.

DEPARTMENTS OF INSTRUCTION

AGRICULTURE

AGRICULTURE NI.—See Agronomy A*a* and Horticulture A*b*, College of Agriculture.

AGRICULTURE NII.—See Animal Husbandry A*a* and Agricultural Engineering A*b*, College of Agriculture.

EDUCATION

Professor Buchholz

EDUCATION NI.—*General Pedagogy, Reviews, and Methods.*—Elementary principles of school control. Review of subjects to be taught, methods of teaching. *(4 hours.)*

EDUCATION NII.—*School Management and Methods.*—Special attention given to the management of rural schools. Methods of study and teaching. *(4 hours.)*

ENGLISH

Mr. Hathaway

ENGLISH NI.—*Composition and Classics.*—The elements of composition emphasized; grammar reviewed. Much written work required. Carefully selected list of Classics prescribed for reading and study. *(First year; 4 hours.)*

ENGLISH NII. — *Composition, Rhetoric, and Classics.* — Broader and of higher grade than English NI, which is presupposed. The structure of the sentence, the paragraph, and the connected paragraph stressed. *(Second year; 4 hours.)*

FRENCH

Mr. Hathaway

FRENCH NI.—*First Year.*—Pronunciation, reading aloud, dictation, conversation, forms, simple constructions, reading of easy selections. *(First year; 4 hours.)*

FRENCH NII. — *Second Year.* — Work of first year continued. Grammar, elements of syntax, exercises, dictation, conversation, reading of selections. *(Second year; 4 hours.)*

HISTORY

Mr. Frye

HISTORY NI.—*Medieval and Modern History.*—The Age of Charlemagne down to the present time. Medieval history touched lightly, stress placed upon English history. Textbook and reference reading. *(First year; 4 hours.)*

HISTORY NII.—*American History and Civics.* —Early discoveries to the present time. Civics in connection with the history. Stress laid upon local history, geography, and industries; transportation and communication; organized community life and public health; local, State, and national governments. Textbook and reference reading. *(Second year; 4 hours.)*

LATIN

Mr. Hathaway

LATIN NI.—*Beginner's Latin.*—A good first-year book will be completed. *(First, second, or third year; 4 hours.)*

LATIN NII.—*Caesar, Composition, and Grammar.*—Four books of Caesar. Prose composition and grammar once a week. *(Second, third, or fourth year; 4 hours.)*

LATIN NIII.—*Cicero, Composition, and Grammar.* — Six orations of Cicero. Prose composition and grammar once a week. *(Third or fourth year; 4 hours.)*

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

MANUAL TRAINING

Mr. Strong

MECHANIC ARTS NI*a*.—See Carpentry and Wood Turning, College of Engineering.

MECHANIC ARTS NII*b*.—See Wood Carving and Furniture Construction, College of Engineering.

MECHANIC ARTS NIII*a*.—See Forge I*a*, College of Engineering.

MECHANIC ARTS NIV*b*.—See Foundry I*b*, College of Engineering.

MATHEMATICS

Mr. Frye

MATHEMATICS NI.—*Plane Geometry.*—First five books in plane geometry. *(First year; 4 hours.)*

MATHEMATICS NII.—*Solid Geometry and Plane Trigonometry.*—Study of the topics covered by standard high schools. *(Second year; 2 hours each.)*

SCIENCE

Mr. Householder

SCIENCE NI.—*Biology.*—Essentials of plant, animal, and human biology; textbook and laboratory work. Carefully kept notebooks required. *(First year; 4 hours.)*

SCIENCE NII. — *Chemistry.* — Elementary principles of chemistry; textbook and laboratory work. Carefully kept notebooks required. *(First year; 4 hours.)*

SCIENCE NIII.—*Physics.*—Elements of physics; textbook and laboratory work. Carefully kept notebooks required. *(Second year; 4 hours.)*

SPANISH

Mr. Hathaway

SPANISH NI. — *First Year.* — Pronunciation and reading aloud, dictation, conversation, forms, simple constructions, reading of easy selections. *(First year; 4 hours.)*

SPANISH NII.—*Second Year.*—Work of first year continued. Grammar, elements of syntax, exercises, dictation, conversation, reading of selections. *(Second year; 4 hours.)*

PRACTICE HIGH SCHOOL

The former Sub-Collegiate division of the University has been so widened as to make it a practice and model school for the students of education. Here student-teachers will have opportunity to observe the methods of skilled instructors, as well as to practice teaching, under guidance, the high-school subjects in which they are most interested.

ADMISSION.—Only graduates of Junior high schools, or pupils who have finished work equal to that of the tenth grade, will be admitted. No pupil will be enrolled who has not completed the course offered by the high school at his home, except upon the written application of parent or guardian, accompanied by the endorsement of his high-school principal. The number admitted to either grade will be limited to twenty-five.

RESTRICTIONS.—The pupils of the Practice High School

are considered boys and are not permitted to join any class, society, fraternity, athletic team, or other organization conducted for or by the University students. A pupil violating this regulation will be required to withdraw immediately from the High School. Pledging one's self to join in subsequent years a fraternity is considered a flagrant violation of the regulation.

STUDIES.—The work is that of the eleventh and twelfth grades of the standard high schools of Florida. Not less than sixteen nor more than twenty hours may be taken in any one year except by special permission; all choice is subject to the approval of the Dean of the Teachers College.

HIGH SCHOOL CURRICULUM

Third Year or Eleventh Grade

NAMES OF COURSES	NATURE OF WORK	HOURS PER WEEK
*English	Rhetoric, Composition and Classics	4
*Mathematics	Plane Geometry	4
	Take from 8 to 12 hours of the following:	
Agriculture	Elements of Agronomy and Horticulture	3
French	Elementary Course	4
History	Medieval and Modern	4
Latin	Beginner's, Caesar, or Cicero and Composition	4
Manual Training	Wood Work	3
Science	Physics	4
Spanish	Elementary Course	4
Required		16 to 20

Fourth Year or Twelfth Grade

NAMES OF COURSES	NATURE OF WORK	HOURS PER WEEK
*English	American and English Literature and Composition	4
*History	American History and Civics	4
	Take from 8 to 12 hours of the following:	
Agriculture	Elements of Animal Husbandry and Agricultural Engineering	3
French	Intermediate Course	4
Latin	Caesar, Cicero, or Virgil and Composition	4
Manual Training	Forge and Foundry Work	1½
Mathematics	Solid Geometry and Plane Trigonometry	4
Science	Biology, Chemistry	each 4
Spanish	Intermediate Course	4
Required		16 to 20

*Required of all pupils.

STATE HIGH SCHOOL INSPECTION

This division of the College was made possible thru the liberality of the General Education Board of New York. (See page 13.)

Professor W. S. Cawthon will visit and inspect the high schools of the State, and promote in every way possible their development. He will give what aid he can toward establishing high schools where they do not exist. Whenever requested, he will gladly discuss with school officials or private citizens any educational matter that may tend toward the welfare and improvement of those already established.

TEACHERS' EMPLOYMENT BUREAU

This Bureau was instituted to assist teachers who had attended the University in securing positions and to furnish schools with efficient instructors. At the request of many school officials, and because of the difficulty, due to the scarcity of trained teachers, that county superintendents and high-school principals often encounter in filling vacancies, the services of the Bureau have been placed at the disposal of every good teacher in the State. The cooperation of superintendents, principals, and teachers is invited. Officials needing trained men or women, and teachers desiring promotion or change, are asked to call upon the Bureau for its aid. No charges are made for services.

CORRESPONDENCE SCHOOL

HARVEY W. COX, *Director*

FACULTY.—H. W. Cox, O. C. Ault, L. W. Buchholz, W. S. Cawthon, C. L. Crow, J. M. Farr, T. C. Frye, J. R. Fulk, W. B. Hathaway, J. W. Norman.

GENERAL STATEMENT

Because of the demand for instruction on the part of those unable to attend an institution of learning, several correspondence courses are offered. These may be begun at any time during the regular session of the University and will, if successfully completed, entitle the student to a certificate or to credit towards a degree or diploma from the Teachers College and Normal School.

No minor, unless he is teaching, will be registered for a course that can be taken in a high school in his county, except upon the recommendation of the high-school principal.

A registration fee of $5.00 is charged for each course.

For further information or for registration blanks, apply to the Dean of the Teachers College and Normal School.

UNIVERSITY SUMMER SCHOOL

(CO-EDUCATIONAL)

June 17—August 9, 1918
June 16—August 1, 1919

FACULTY (1918).—H. W. Cox, J. N. Anderson, E. C. Beck, Mrs. M. May Beck, F. W. Buchholz, L. W. Buchholz, Miss Margaret Burney, W. S. Cawthon, J. M. Chapman, C. L. Crow, P. W. Fattig, W. L. Floyd, Joseph R. Fulk, W. B. Hathaway, W. B. Jones, Miss Frances Kittrell, B. B. Lane, T. T. Lindsey, Miss Katherine McCormick, J. L. McGhee, Miss Laura McKenzie, Miss Isabel Mays, Thomas S. Staples, Eugene Swope, Wm. Tyler, F. S. Wetzel.

GENERAL STATEMENT

The University Summer School was provided for by the "Summer School Act" passed by the Legislature of 1913.

The entire equipment of the University is at the service of the faculty and students. Ample provision is made for intellectual recreation and physical exercise. The Peabody Literary Society meets weekly; lectures or concerts are given frequently; the gymnasium, swimming-pool, baseball grounds, and tennis courts are at the disposition of the students and an instructor is at hand to direct athletic activities.

REGULATIONS.—To fulfill its highest mission the Summer School should not be utilized merely for the purpose of "cramming" for examinations. It is therefore hoped that all teachers will recognize the wisdom of the Summer School Board in establishing the following regulations:

1. No teacher shall be allowed to take more than twenty hours per week of purely academic subjects.
2. No teacher shall take less than five hours per week of professional work.
3. The maximum number of hours per week, including professional, vocational, and academic subjects, shall, in no case, exceed twenty-seven. Two laboratory hours shall count as one hour of academic work.

CREDIT FOR WORK.—Attention is directed to the following sections of the "Summer School Act":

CREDIT TOWARDS NORMAL SCHOOL AND COLLEGE DEGREES

Sec. 5.—"All work conducted at the said Summer Schools shall be of such character as to entitle the students doing the same to collegiate, normal, or professional credit therefor, and may be applied towards making a degree."

In order to carry out the spirit of this provision, the University allows, under restrictions, a maximum of four and a half credit hours for work done at any one session of the Summer School and recognizes attendance at three sessions as satisfying the residence requirements for securing a Normal School Certificate or a degree from the Teachers College. By combining credits gained at the Summer School with those gained in the Correspondence School, it is possible for a teacher to secure a certificate or a degree without losing a prohibitive amount of time from his work. Certificates and degrees secured in this way are awarded, when so desired, on the last day of a session of the Summer School.

Sec. 6. "All teachers attending any of the Summer Schools herein created and whose work entitles them to credit therefor, upon making proof of the same to the State Superintendent of Public Instruction, are hereby entitled to one year's extension on any Florida teacher's certificate they may hold and which has not fully expired, and such certificate may be extended one year for each succeeding session attended by the said teacher."

Certificates of credit making proof of the work done will be granted by the State Superintendent only to those teachers who attend the full term and whose work is satisfactory.

EXPENSES.—There is no charge for tuition. Board and lodging (including lights) will be offered at $5.00 per week, or $35.00 for the entire session of eight weeks, payable in either case in advance. Those occupying dormitory rooms must, however, furnish their own pillows, bed linen, and towels.

COURSES OF STUDY

Inasmuch as the courses given during the session of 1918 were fully described in the Summer School Bulletin of that year and were, furthermore, for the most part very similar in character to the corresponding ones of the Teachers College and Normal School and inasmuch as a detailed program for the session of 1919 will, as soon as it is ready, be published sep-

arately, it is thought unnecessary here to make more than mere mention of them.

The subjects taught fell into the following groups:

GROUP I.—Subjects required for County Certificates: Agriculture, Algebra, Arithmetic, Civil Government, English Composition, English Grammar, Hygiene, Orthography, Pedagogy, Physical Geography, Political Geography, Reading, United States and Florida History.

GROUP II.—Subjects required for State Certificates: Botany, English Literature, General History, Geometry, Latin (Beginner's, Caesar, Virgil, Prose Composition), Physics, Psychology, Rhetoric, Trigonometry, Zoology.

The textbooks used were those prescribed by the State. The methods employed and the ground covered were as far as possible the same as those in the Normal School, from which upon successful completion of any course the student was entitled to credit towards a diploma.

GROUP III.—Subjects leading to special State Certificates or to a college degree: Agriculture, Business, Child Study, Drawing, Economics, Education, English, German, History, Horticulture, Hygiene, Latin, Manual Training, Mathematics (Advanced Algebra, Plane Analytical Geometry, Trigonometry, Pedagogy of Mathematics), Penmanship, Philosophy, Primary Methods, Psychology, South American Affairs, Sociology, Spanish, Zoology.

Owing to the greater number of hours per week and the greater intensity of effort than is usual during the regular college year more ground was covered than is ordinarily done in the same time.

GROUP IV.—Subjects of general interest not included under Group III: Bird-study, Expression and Public Speaking, Gymnastics, Music, Plays and Games, Story Telling, Swimming.

For further information or for reservations of rooms in the dormitories, address Dean H. W. Cox, University of Florida, Gainesville, Fla.

REGISTER

DEGREES AND HONORS

1917-1918

DEGREES IN COURSE

Master of Arts

Hathaway, William Byron, A.B. (Rollins College)....Gainesville, Fla.

Master of Science

Maloney, Clarence B., B.S. (Michigan Agr. Col.).....Kalamazoo, Mich.

Bachelor of Arts

Bailey, George Raney.....Monticello, Fla.
Hitchcock, Kenneth Clark.....Glencoe, Fla.
Ogilvie, Claude St. Clair.....Gainesville, Fla.
Stein, Samuel.....Tampa, Fla.

Bachelor of Laws

Benz, John Samuel, A.B. (Indiana).....Lebanon, Ind.
Beville, Ulmont U.....Ft. Myers, Fla.
Brown, Marcus Frederick, A.B.....Lawtey, Fla.
Carter, Dickson.....Pensacola, Fla.
Gibbons, Melville Gunby, B.S. (Spring Hill Col., Ala.) Tampa, Fla.
Green, Alfred Anderson.....Ocala, Fla.
Hall, Elwood Overton.....Quincy, Fla.
Harrell, Jonas Henry.....Quincy, Fla.
McElya, Norris, A.B.....Gasparilla, Fla.
Mahon, William Lacy.....Jacksonville, Fla.
Moore, Walter Taylor, Jr.....Tallahassee, Fla.
Rouse, Detor Vernon.....Dover, Fla.
Walker, George Edwin.....Bartow, Fla.
Wilson, Erasmus Kirven.....St. Augustine, Fla.

Bachelor of Science

Jernigan, William Persons.....Glen St. Mary, Fla.

Bachelor of Science in Agriculture

Edwards, Francis Rees.....Jacksonville, Fla.
Hayman, William Paul.....Punta Gorda, Fla.
Manecke, Otto.....Brooklyn, N. Y.
Merrin, Frank Garner.....Plant City, Fla.
Musser, Albert Myers.....Gainesville, Fla.
Stone, William Ernest.....Winter Park, Fla.

Bachelor of Science in Education

Wilkinson, Samuel Aaron Burr.....Gainesville, Fla.

Bachelor of Science in Electrical Engineering

Wyckoff, John Stothoff, Jr.....Citra, Fla.

CERTIFICATES

Two-Year Course in Agriculture

Stears, Joseph Merle.....Lake Worth, Fla.

One-Year Course in Agriculture

Wittenstein, Solomon.....Orlando, Fla.

PHI KAPPA PHI

1919

Hodges, L. M.	Agriculture
Palmer, T. M.	Arts and Sciences
Smith, C. F., Jr.	Arts and Sciences
Whitfield, J. N.	Engineering
Whitner, B. F., Jr.	Agriculture

MEDALS AND PRIZES

Declaimer's Medal	L. L. O'Berry
*Junior Oratorical Medal	
*Senior Oratorical Medal	
Barrett Company Prize	L. M. Hodges
American Law Book Company Prize	W. T. Moore, Jr.
Bancroft-Whitney Company Prize	D. A. Dye
Callaghan and Company Prize	J. S. Benz
Farr Loving Cup	John Marshall Debating Society

*All possible contestants absent on Government service.

ROLL OF STUDENTS

1918-1919

The abbreviations used are: A. & S., College of Arts and Sciences; Adv. S. A. T. C., Advanced Student Army Training Corps (20 years of age or older); Ag., College of Agriculture; Ag. 2-Yr., Two-Year Course in Agriculture; Eng., College of Engineering; Fed. Voc., Federal Vocation; Grad., Graduate Student; Grad. Ed., Graduate Student in Education; L., College of Law; Nor., Normal School; P. H. S., Practice High School; Pre-Med., Pre-Medical Course; R., Reserves; Sp., Special Student; T., Teachers College.

The numerals indicate the class (1, Freshman; 2, Sophomore; 3, Junior; 4, Senior) except after L., where it denotes the number of years the student has been enrolled in the College of Law.

Name	*Clasification*	*Postoffice*	*County or State*
Adams, A. L.	L. 1	DeFuniak Springs	Walton
Adams, C. R.	Naval R.	Jacksonville	Duval
Adams, P. G.	Adv. S. A. T. C.	Westville	Holmes
Airth, W. S.	A. & S. 1	Live Oak	Suwannee
Albright, G. W.	Ag. 2-Yr.	Clarksburg	West Virginia
Alderman, J. M.	L. 1	Bradentown	Manatee
Alexander, J. B.	Naval R.	Hampton	Bradford
Alger, Francis	Eng. 1	Eustis	Lake
Alman, W. E.	Eng. 1	Tampa	Hillsboro
Almond, J. D.	Eng. 2	Ft. Pierce	St. Lucie
Anderson, C. P.	Ag. 2	Ben Avon	Pennsylvania
Anderson, D. W.	A. & S. 1	Tampa	Hillsboro
Anderson, E. O.	Eng. 1	Pensacola	Escambia
Anderson, R. B.	Ag. 2-Yr.	Greenwood	Jackson
Anderson, W. B.	Ag. 2	Greenwood	Jackson
Andrews, P. R.	Ag. Sp.	Sanford	Seminole
Archer, B. E.	A. & S. 2, L. 1	Key West	Monroe
Archer, E. E.	Eng. 1	Key West	Monroe
Arnold, W. H.	Eng. 1	Kissimmee	Osceola
Ash, W. F.	Ag. Sp.	Vero	St. Lucie
Auld, J. E.	Eng. 1, Ag. 1	Buena Vista	Dade
Avrach, J. A.	Pre-Med. 2	Brooklyn	New York
Bache, H. F.	A. & S. 3	Chattahoochee	Gadsden
Bailey, E. W., Jr.	Nor.	Fernandina	Nassau
Bailey, H. S.	L. 2	Lynn Haven	Polk
Baker, D. L.	Eng. Sp.	Wildwood	Sumter
Baker, M. A.	Ag. 2-Yr.	O'Brien	Suwannee
Ball, L. H.	A. & S. 1	Tampa	Hillsboro
Barco, C. J.	Eng. 1	Gainesville	Alachua
Barker, S. E.	A. & S. 1	Plant City	Hillsboro
Barns, P. D.	L. 2	Plant City	Hillsboro
Bartlett, C. W., Jr.	Pre-Med. 2	Tampa	Hillsboro
Bartlett, N. B.	Nor.	St. Cloud	Osceola
Barwick, L. H.	Eng. 1	Delray	Palm Beach
Batchelor, R. M.	Eng. 1	Winter Park	Orange
Battle, G. C., Jr.	Eng. 1	Sorrento	Lake
Baxley, J. C.	Eng. 1	Inverness	Citrus
Beach, Hubert	Nor.	Groveland	Lake
Beasley, E. L.	Eng. Sp.	Jacksonville	Duval
Beggs, E. D.	L. 2	Pavo	Georgia
Bennett, W. L.	A. & S. 2	Jacksonville	Duval
Beovich, F. D.	Eng. 1	Pensacola	Escambia
Binford, R. C.	A. & S. 1	Tampa	Hillsboro
Binnicker, C. M.	L. 1	Fernandina	Nassau
Bishop, A. K.	Ag. 3	Eustis	Lake
Bivens, W. J.	L. 1	Tampa	Hillsboro
Blackwell, P. K.	Eng. 2	Kissimmee	Osceola

Name	Clasification	Postoffice	County or State
Blitch, L.	Naval R.	Ocala	Marion
Blount, W. E.	Ag. 1.	Ft. Myers	Lee
Blume, J. V.	Ag. 1.	Live Oak	Suwannee
Booth, J. B., Jr.	A. & S. 3.	Tavares	Lake
Boring, R. M.	Naval R, Pre-Med. 1.	Gainesville	Alachua
Bostick, W. A.	Pre-Med. 2.	Camilla	Georgia
Boswell, E. R.	Eng. 1.	Inverness	Citrus
Bowen, E. C.	A. & S. 1.	Jacksonville	Duval
Braddock, R.	P. H. S.	Miami	Dade
Bradley, R.	Ag. 1.	Tallahassee	Leon
Brantley, C. W.	Nor.	Jacksonville	Duval
Brewer, E. D.	A. & S. 1.	Aberdeen	South Dakota
Brewton, J. E.	A. & S. 1.	Andalusia	Alabama
Bridges, R. L.	L. 1.	Ocala	Marion
Briggs, C. M.	P. H. S.	Arcadia	DeSoto
Britton, F. W.	L. 1.	Detroit	Michigan
Brooks, J. O.	Eng. 1.	Jacksonville	Duval
Bryce, J. W.	Eng. 2.	Jacksonville	Duval
Burden, R. M.	Pre-Med. 1.	Miami	Dade
Burgess, T. S.	Eng. 1.	Bartow	Polk
Burke, H. G.	Adv. S. A. T. C.	Tampa	Hillsboro
Burleson, E. B.	P. H. S.	Citra	Marion
Burr, C. D.	A. & S. 1.	Tallahassee	Leon
Bushnell, H. H.	Eng. 3.	Pensacola	Escambia
Calkins, F. S.	Eng. 2.	Kissimmee	Osceola
Camargo, F. C.	Ag. Sp.	Piracibo	Brazil
Camp, P. D.	Ag. 4.	White Springs	Hamilton
Campbell, J. F.	Eng. 1.	Sutherland	Pinellas
Campbell, R. S.	Eng. 1.	Sutherland	Pinellas
Canova, F. A.	Ag. 1.	Starke	Bradford
Canova, W. F.	Naval R.	Lake City	Columbia
Caro, Forsyth	A. & S. 1.	Pensacola	Escambia
Carpenter, A. E.	A. & S. 3.	Orlando	Orange
Caruso, J. J.	L. 2.	Wilmington	Delaware
Caruthers, L. R.	A. & S. 2.	Webster	Sumter
Carvalho, R. S.	Ag. Sp.	Rio	Brazil
Casler, E. B.	Naval R., Eng. 2.	Jacksonville	Duval
Caswell, W. D.	A. & S. 1.	St. Petersburg	Pinellas
Catlow, W. R., Jr.	Eng. 2.	Miami	Dade
Chatham, R. F.	Ag. 3.	Arcadia	DeSoto
Childs, C. A.	A. & S. 1.	St. Petersburg	Pinellas
Christiance, D. L.	Ag. 2.	Cocoanut Grove	Dade
Clark, W. H.	Ag. 2.	Wall Springs	Pinellas
Clemons, J. G.	Ag. 2.	Plant City	Hillsboro
Clutz, C. A.	A. & S. 2.	Ft. Myers	Lee
Cochran, J. B.	A. & S. 1.	Perry	Taylor
Coleman, R. V.	Nor.	Plant City	Hillsboro
Collins, M. C.	Adv. S. A. T. C.	Titusville	Brevard
Combs, W. H.	A. & S. 1.	Miami	Dade
Connell, H. R.	Eng. 1.	Orlando	Orange
Connell, R. E.	Eng. 1.	Inverness	Citrus
Cooper, F. P.	Eng. 2.	Tampa	Hillsboro
Cooper, R. F.	Ag. 1.	Mars Hill	North Carolina
Cox, R. A.	A. & S. 1.	Gainesville	Alachua
Cox, W. T.	Eng. 1.	Miami	Dade
Coxe, C. C.	A. & S. 2.	St. Augustine	St. Johns
Cranford, J. A., Jr.	A. & S. 1.	Jacksonville	Duval
Crews, S. L.	Ag. Fed. Voc.	Lake Butler	Bradford
Crosby, A. B.	Eng. 4.	San Mateo	Putnam
Crosby, Ralph	Ag. 4.	San Mateo	Putnam

Name	Clasification	Postoffice	County or State
Curtis, Gilbert	Eng. 1	Tampa	Hillsboro
Dalton, J. W.	A. & S. Sp	Tampa	Hillsboro
Daniell, W. E.	A. & S. 3, L. I	Pensacola	Escambia
Davis, N. B.	A. & S. 3	Palatka	Putnam
Davis, R. F.	Eng. 1	Gainesville	Alachua
Dean, J. M.	A. & S. 1	Miami	Dade
DeFlorin, W. V.	Eng. 3	Jacksonville	Duval
Delgado, U. J.	A. & S. 1	Key West	Monroe
Demeritt, F. R.	Pre-Med. 2	Key West	Monroe
DeSilva, H. R.	T. 3	Pensacola	Escambia
DeVane, C. I.	Ag. 2	Plant City	Hillsboro
DeVane, F. M.	L. 2	Plant City	Hillsboro
DeWolf, A. B.	Eng. 1	Crescent City	Putnam
Diamond, E. G.	T. 4	Jay	Santa Rosa
Dickie, G. H.	A. & S. 3	Palmetto	Manatee
DiCorte, R. V.	Pre-Med. 1	Tampa	Hillsboro
Dodd, F. T.	Eng. 1	Tallahassee	Leon
Dodd, G. A.	A. & S. 1	Apalachicola	Franklin
Donaldson, J. T.	A. & S. 1	Pittsburg	Pennsylvania
Dorman, J. A.	Eng. 2	Gainesville	Alachua
Douglas, G. R.	Eng. 1	Dunedin	Pinellas
Douglas, Z. H.	L. 1	Gainesville	Alachua
Driggers, L. H.	Adv. S. A. T. C	Ft. Green	DeSoto
Driggers, R. L.	Ag. 1	Ft. Green	DeSoto
Driver, J. P.	A. & S. 3	Citra	Marion
Duckworth, R. E.	Eng. 1	Orlando	Orange
Duncan, C. E.	A. & S. 2	Tavares	Lake
Duncan, K. G.	A. & S. 1	Lake Butler	Bradford
Dunk, T. R.	A. & S. Sp	Jacksonville	Duval
Dye, D. A.	L. 2	Bradentown	Manatee
Dyer, W. J.	Ag. 1	West Palm Beach	Palm Beach
Ebinger, R. J.	Nor	Tampa	Hillsboro
Edenfield, L. E.	P. H. S	Grand Ridge	Jackson
Edgren, F. S.	Eng. 1	Pensacola	Escambia
Edrehi, J. M.	L. 1	Gainesville	Alachua
Elarbee, J. H.	A. & S. 1	Tampa	Hillsboro
Ellsworth, L. H.	Ag. 1	Dade City	Pasco
Evans, C. C.	A. & S. 1	Tampa	Hillsboro
Evans, L. B.	A. & S. 1	Tallahassee	Leon
Fain, H. H.	A. & S. 1	Tallahassee	Leon
Farley, W. B., Jr.	Eng. 1	Marianna	Jackson
Faulkner, W.	Ag. Sp	Lake Wales	Polk
Feaster, B. L.	Eng. 2	Micanopy	Alachua
Feltham, Geo.	Eng. 1	St. Petersburg	Pinellas
Ferguson, T. S.	A. & S. 1	White Springs	Hamilton
Ferlita, S. A.	Pre-Med. 1	Tampa	Hillsboro
Fielding, W. S.	L. 1	Belleview	Marion
Flansburg, W. C.	Eng. 1	Fruitland Park	Lake
Fleming, E. E.	L. 1	Milton	Santa Rosa
Ford, W. H.	L. 1	Cleveland	Ohio
Fowler, A. P.	L. Sp	Gainesville	Alachua
Franklin, J. A.	L. 1	Jacksonville	Duval
Franklin, P. G.	Eng. 2	Ft. Myers	Lee
Fredrickson, C.	P. H. S	Jensen	St. Lucie
Friedlander, H. M.	Pre-Med. 1	Indian Rocks	Pinellas
Fry, O. P.	Nor	St. Petersburg	Pinellas
Fryar, J. S.	Ag. 2-Yr	Hawthorn	Alachua
Frye, T. C.	Grad. Ed	Gainesville	Alachua
Fuller, W. S.	A. & S. Sp	Nichols	Polk
Fuquay, O. T.	Adv. S. A. T. C	Miami	Dade

Name	Clasification	Postoffice	County or State
Futch, D. J.	Eng. 1	Lake City	Columbia
Futch, M. D.	Ag. 2	Lake City	Columbia
Galt, R. H.	Ag. 2	Winter Park	Orange
Garner, H. C.	Adv. S. A. T. C	Lansing	DeSoto
Garnett, I. B.	Eng. 1	Hypoluxo	Palm Beach
Gentile, G. J.	Adv. S. A. T. C	Cincinnati	Ohio
Getzen, S. W.	L. 2	Webster	Sumter
Gill, B. D.	Eng. 1	Jacksonville	Duval
Gillen, P. H.	A. & S. 1	Ocala	Marion
Glass, W. H.	Pre-Med. 2	Gainesville	Alachua
Gleason, C. I.	P. H. S	St. Augustine	St. Johns
Gleason, W. L.	A. & S. Sp., L. 1	Eau Gallie	Brevard
Good, J. M.	Nor	Williston	Levy
Goodwin, E. C.	A. & S. 1	Webster	Sumter
Gordon, Harry	Eng. 1	Tampa	Hillsboro
Gordon, H. C., Jr.	A. & S. 4, L. 2	Tampa	Hillsboro
Gordon, R. H.	A. & S. 1	Tampa	Hillsboro
Graham, P. H.	Nor	Piedmont	West Virginia
Graham, P. S.	Eng. 1	Jasper	Hamilton
Granberry, E. P.	A. & S. 4	Jacksonville	Duval
Gregory, B. G.	Ag. 2-Yr	Lansing	Michigan
Gregory, E. A.	Eng. 1	Winter Garden	Orange
Griner, R. M.	Naval R	Nashville	Georgia
Gunn, W. W.	Eng. 3	Marianna	Jackson
Hackney, C. J.	Naval R	Lake City	Columbia
Haimovitz, F. S.	Eng. 1	Tampa	Hillsboro
Hait, K. B.	A. & S. 1	Lynn Haven	Bay
Hall, C. S., Jr.	Eng. 1	Miami	Dade
Hall, H. T., Jr.	Adv. S. A. T. C	Lowell	Marion
Hall, R. L.	Nor	Citra	Marion
Hall, R. S., Jr.	Nor	Ocala	Marion
Hamilton, G. C.	T. 2	Pace	Santa Rosa
Hampton, E. B.	A. & S. 4, L. 2	Gainesville	Alachua
Hand, L. C.	A. & S. Sp	Delray	Palm Beach
Hansen, S. C.	Ag. 3	Charleston	South Carolina
Hardee, C. J.	L. 1	Madison	Madison
Hargrave, R. T.	Eng. 4	St. Petersburg	Pinellas
Harris, H. L.	Eng. 1	Jacksonville	Duval
Harrison, W. M.	Eng. 2	Miami	Dade
Hartman, G. W.	Eng. 2	Pensacola	Escambia
Hartt, W. D.	A. & S. 2	Tallahassee	Leon
Haymans, L.	A. & S. 1	Gainesville	Alachua
Hearn, J. M.	Ag. 1	Homestead	Dade
Heller, Morris	Eng. 4	Havana	Cuba
Henderson, G. L.	A. & S. 1	Tallahassee	Leon
Hendry, W. T.	L. 1	Ft. Myers	Lee
Henley, T. D.	A. & S. 1	Inverness	Citrus
Herrington, G. L.	Grad	Gainesville	Alachua
Herzberg, Harold	Eng. 1	Kissimmee	Osceola
Hettesheimer, C. A.	Adv. S. A. T. C	Brooklyn	New York
Hiatt, C. R.	Ag. 2-Yr	Gainesville	Alachua
Hill, J. H.	A. & S. 4	Maitland	Orange
Hill, S. B., Jr.	L. 1	Maitland	Orange
Hilliard, C. B.	Eng. 1	West Palm Beach	Palm Beach
Hinton A. K.	Adv. S. A. T. C	Avon Park	DeSoto
Hirschberg, M. R.	Adv. S. A. T. C	Jacksonville	Duval
Hodges, L. M.	Ag. 4	Greenwood	Jackson
Hogarth, L. A.	Eng. 1	Stuart	Palm Beach
Holden, Geo.	Eng. 1	So. Jacksonville	Duval
Holley, F. N., Jr.	A. & S. 1	Apalachicola	Franklin

Name	Clasification	Postoffice	County or State
Hollinrake, S. W.	A. & S. 3	Ocala	Marion
Holloway, L. C.	Pre-Med. 1	Tallahassee	Leon
Holton, L. P.	Ag. 1	Jacksonville	Duval
Holtzendorff, R. L.	P. H. S.	Arcadia	DeSoto
Houghtaling, T. D.	Ag. 1	Miami	Dade
Householder, L. D.	Grad. Ed.	Gainesville	Alachua
Howard, F. J.	Pre-Med. 1	Ft. Lauderdale	Broward
Howard, R. M.	Ag. 1	Tallahassee	Leon
Hubbard, McCoy	Eng. 2	Terra Ceia	Manatee
Huber, G. B.	Ag. 1	Webster	Sumter
Huff, V. E.	Eng. Sp.	Miami	Dade
Hughes, R. H.	A. & S. 1	Ponce de Leon	Holmes
Hume, E. R.	A. & S. 1	St. Petersburg	Pinellas
Hunter, F. R.	A. & S. 1	Ft. Myers	Lee
Hunter, R. B.	Eng. 1	Tampa	Hillsboro
Hurlebaus, E. H.	Ag. 3	Harrisburg	Pennsylvania
Hurst, J. B.	A. & S. 1	Miami	Dade
Icenhour, J. E.	Eng. 1	Jacksonville	Duval
Ingram, F. P.	L. 2	Tampa	Hillsboro
Ingram, W. M.	A. & S. 2	Winter Park	Orange
Inman, J. C., Jr.	A. & S. 1	Greensboro	Gadsden
Ito, R.	A. & S. Sp.	Miyagi	Japan
Jackson, J. H.	Ag. 1	Largo	Pinellas
Jarrell, A. B.	Ag. 2	Williston	Levy
Jeacle, Wm.	A. & S. 1	Mandarin	Duval
Jeremiassen, H. K.	Eng. 1	Miami	Dade
Johnson, C. D.	A. & S. 2	Clearwater	Pinellas
Johnson, C. M.	Ag. 4	Jacksonville	Duval
Johnson, H. A.	Naval R., Eng. 1	Delray	Palm Beach
Johnson, H. C.	T. 1	Holt	Okaloosa
Johnson, R. G., Jr.	Nor.	Tallahassee	Leon
Jones, L. B., Jr.	A. & S. 1	Jacksonville	Duval
Kao, Ying	Ag. 2	Foochow	China
Keen, A. A.	Adv. S. A. T. C.	Ft. Meade	Polk
Keen, D. W.	Eng. 1	Jacksonville	Duval
Keen, L. M.	Adv. S. A. T. C.	Bradley Junction	Polk
Keen, S. W.	Eng. 1	Ft. Meade	Polk
Keller, F. M.	Eng. 1	Ft. Meade	Polk
Kent, S. G.	Eng. 3	Cocoanut Grove	Dade
Kercheval, C. W.	Ag. 3	Elkton	St. Johns
Kercheval, J. H.	Eng. 1	Elkton	St. Johns
Kerlin, E. L.	Eng. 1	Minneola	Lake
Klock, J. H.	A. & S. 1	Ocala	Marion
Knarr, H. M.	A. & S. 1	St. Petersburg	Pinellas
Knight, D. B.	Eng. 2	Dupont	St. Johns
Knight, E. K.	L. 2	Bradentown	Manatee
Knight, R. E.	A. & S. 1	Tampa	Hillsboro
Knight, R. W.	P. H. S.	Quitman	Georgia
Knott, J. C.	P. H. S.	Philadelphia	Pennsylvania
Knowles, F. L.	Eng. Sp.	Key West	Monroe
Krakeur, R. W.	Naval R., L. 1	New York	New York
Kromer, H. A.	Eng. Fed. Voc.	Sulphur Springs	Hillsboro
Lauphit, Tse	Grad.	Gainesville	Alachua
Law, T. W.	A. & S. 1	Brooksville	Hernando
Leahy, E. L.	Eng. 1	Jacksonville	Duval
Lecks, F. H.	Naval R., Eng. 2	Palatka	Putnam
L'Engle, J. B.	L. 1	Jacksonville	Duval
Lesley, J. L.	L. 1	Tampa	Hillsboro
Liddon, J. W.	L. 1	Marianna	Jackson
Lindgren, C. J.	A. & S. 1	Homestead	Dade

Name	Clasification	Postoffice	County or State
Link, C. T.	Ag. 1	Orlando	Orange
Linton, G. T.	A. & S. 1	Monticello	Jefferson
Logie, M. B.	P. H. S	Tampa	Hillsboro
Lowe, W. J	Ag. 1-Yr	Bedford	Indiana
Lowry, W. A.	Ag. 1	Plant City	Hillsboro
Lyman, C. D.	Eng. Sp	West Palm Beach	Palm Beach
Lyman, R. T.	A. & S. 1	West Palm Beach	Palm Beach
McAlexander, W. L.	Eng. 1	Sanford	Seminole
McCallum, H. H.	Eng. 4	Jacksonville	Duval
McCullers, A. C.	Ag. 1	Live Oak	Suwannee
McCulley, C. A.	Eng. 1	Ocala	Marion
McDonald, J. H.	Eng. 1	Stuart	Palm Beach
McGriff, G. O.	P. H. S	West Palm Beach	Palm Beach
McKean, E. S.	A. & S. 1	Delray	Palm Beach
McKey, W. A.	Eng. 2	Plant City	Hillsboro
McKisson, E. L.	Eng. 1	Jacksonville	Duval
McLeod, E. M.	Adv. S. A. T. C	Tampa	Hillsboro
McLeod, J. R.	A. & S. 1	Tampa	Hillsboro
McMullen, D. N.	A. & S. 1	Largo	Pinellas
McRainey, G. H.	A. & S. 1	Gainesville	Alachua
Madison, W. M.	L. 1	Jacksonville	Duval
Mahoney, W. H.	Ag. 2	Leesburg	Lake
Maines, J. E.	Pre-Med. 1	Lake Butler	Bradford
Markwood, F. E.	A. & S. 1	Oakland	Orange
Marshall, S. A.	A. & S. Sp	Jacksonville	Duval
Martin, T. Z.	Naval R	Madison	Madison
Massaro, A. F.	Pre-Med. 2	Tampa	Hillsboro
Massey, H. S.	A. & S. 1	Dade City	Pasco
Masters, R. M.	A. & S. 3	Bonifay	Holmes
Mayes, H. L.	P. H. S., Ag. Sp	Pensacola	Escambia
Meffert, R. H.	Ag. 2-Yr	Ocala	Marion
Meighen, D. G.	Pre-Med. 2	Tampa	Hillsboro
Mellor, F. H.	L. 1	Pensacola	Escambia
Melton, G.	P. H. S	Citra	Marion
Merchant, H. M.	Pre-Med. 2	Gainesville	Alachua
Merck, C. T.	P. H. S	Eustis	Lake
Merritt, Ray	Ag. 1	Argyle	Walton
Middleton, E. L.	Pre-Med. 1	Hamilton	Bradford
Miles, F. D.	T. 4	Darlington	Walton
Miller, G. H.	A. & S. 1	Dukes	Bradford
Miller, J. C.	Nor	Haines City	Polk
Miller, P. A.	P. H. S	Leesburg	Lake
Miller, R. N.	Naval R., L. 1	Lake City	Columbia
Miller, R. T.	Nor	Lake City	Columbia
Miller, W. C.	Eng. 1	Crystal River	Citrus
Millican, E. W., Jr.	Ag. 1	Waldo	Alachua
Mitchell, J. N. A.	Eng. 1	St. Petersburg	Pinellas
Morgan, F. C.	Eng. 1	Arcadia	DeSoto
Morgan, L. Z.	L. 2	Jacksonville	Duval
Morrow, J. M.	Naval R	Madison	Madison
Moseley, A. I.	Eng. Sp	Gainesville	Alachua
Moser, I. E.	Pre-Med. 1	Homestead	Dade
Moses, R. L.	A. & S. 1	St. Petersburg	Pinellas
Moyer, M. H.	T. 2	Ft. White	Columbia
Mularkey, D. P., Jr.	P. H. S	Fernandina	Nassau
Murray, F. W.	A. & S. 1	Hawks Park	Volusia
Nash, C. T.	A. & S. 1	Palmetto	Manatee
Nash, L. D.	A. & S. 1	Tampa	Hillsboro
Neet, H. M.	A. & S. 1	St. Petersburg	Pinellas
Neet, W. C.	A. & S. 1	St. Petersburg	Pinellas

Name	Clasification	Postoffice	County or State
Nelson, C. W.	Adv. S. A. T. C.	Wilson	Brevard
Nessmith, J. E.	Naval R.	Alapaha	Georgia
Nichols, C. H.	Ag. 1.	Pinellas Park	Pinellas
Nolen, R. E.	Ag. 3.	Chicago	Illinois
Northrup, R. T.	Adv. S. A. T. C.	St. Petersburg	Pinellas
Norton, O. H.	L. 1.	Tampa	Hillsboro
O'Berry, L. L.	A. & S. 1.	Tampa	Hillsboro
O'Bryant, Horace	T. 1.	Oxford	Sumter
Ogilvie, W. R.	A. & S. 1.	Gainesville	Alachua
O'Neal, M. F.	A. & S. 1.	Dade City	Pasco
O'Neill, H. A.	Eng. 1.	Gainesville	Alachua
O'Reilley, G. J.	L. 1.	Miami	Dade
Palmer, T. M.	A. & S. 4.	Tallahassee	Leon
Parrish, S. V.	P. H. S.	Parrish	Manatee
Parrott, J. R.	Naval R.	Darlington	South Carolina
Patterson, V. P.	Pre-Med. 1.	Ft. Meade	Polk
Patton, W. Y.	L. Sp.	Gainesville	Alachua
Paxton, E. B.	Eng. 3.	Sanford	Seminole
Pearson, M. L.	P. H. S.	St. Petersburg	Pinellas
Pemberton, H. O.	Eng. 1.	Tampa	Hillsboro
Pender, L. S.	Adv. S. A. T. C.	Greenwood	Jackson
Pender, M. S.	Pre-Med. 1.	Sneads	Jackson
Percival, L. B.	Eng. 3.	Dade City	Pasco
Perry, T. A.	A. & S. 1.	Miami	Dade
Perry, W. F.	L. 3.	Fruitland Park	Lake
Perryman, E. K.	L. 2.	Starke	Bradford
Pierce, J. L.	Pre-Med. 1.	Marianna	Jackson
Pinto, D. O.	Eng. 4.	S. Paulo	Brazil
Pitts, C. A.	Pre-Med. 1.	Tampa	Hillsboro
Pitts, T. R.	Eng. 2.	Key West	Monroe
Pope, L. A.	Naval R.	Hapeville	Georgia
Powell, J. M.	A. & S. 2, L. 1.	Gainesville	Alachua
Pratt, A. B.	Ag. 2-Yr.	Ortega	Duval
Pratt, L. B.	Eng. 3.	Ortega	Duval
Quigley, E. E.	Eng. 1.	Pensacola	Escambia
Quinan, E. B.	L. 1.	Key West	Monroe
Raa, B. N.	A. & S. 3.	Tallahassee	Leon
Rachelson, D.	Pre-Med. 1.	Tampa	Hillsboro
Ramsey, J. P.	Ag. 1.	Micanopy	Alachua
Redman, R. P.	Eng. 1.	Ft. Lauderdale	Broward
Reed, C. E.	Adv. S. A. T. C.	Indianola	Brevard
Register, F. B.	Naval R.	Jasper	Hamilton
Register, L. B.	Pre-Med. 1.	Jasper	Hamilton
Renfroe, H. A., Jr.	Adv. S. A. T. C.	Jacksonville	Duval
Rhea, I. J.	Eng. Sp.	Ft. Pierce	St. Lucie
Ribeiro, M. G.	Eng. 4.	Alagoas Maceio	Brazil
Richbourg, L. C.	Ag. 1.	Crestview	Okaloosa
Rider, A. L.	T. 4.	Tallahassee	Leon
Ringel, P. S.	Naval R., L. 1.	Georgetown	South Carolina
Rivers, L. B.	A. & S. 1.	Gainesville	Alachua
Rivers, W. C.	Eng. 1.	Lake Butler	Bradford
Roberts, C. S.	A. & S. 2.	Key West	Monroe
Roberts, E. A.	L. 1.	Key West	Monroe
Roberts, S. D.	P. H. S.	Trenton	Alachua
Robertson, C. A.	Grad.	Tallahassee	Leon
Rogero, C. J.	A. & S. 1.	Kissimmee	Osceola
Rogers, C. P.	Adv. S. A. T. C.	Arcadia	DeSoto
Rogers, M. S.	Eng. 1.	Jacksonville	Duval
Rosborough, A. B.	A. & S. 1.	Jacksonville	Duval
Ross, E. A.	Adv. S. A. T. C.	Carberry	Canada

Name	Clasification	Postoffice	County or State
Runge, W. F.	Eng. 1	Sanford	Seminole
Sale, D. B.	Pre-Med. 1	Southport	Bay
Sale, T. D.	A. & S. 1	Southport	Bay
Sampaio, Jose de	Eng. Sp.	S. Paulo	Brazil
Savage, C. A.	L. 1	Ocala	Marion
Schabinger, E. M.	Nor.	Delray	Palm Beach
Schneider, A. E.	Ag. 2-Yr.	De Leon Springs	Volusia
Schwartz, R. W.	Ag. 1	Miami	Dade
Scofield, J. W.	Ag. 2	Inverness	Citrus
Scott, I. W.	Eng. 1	Dunkirk	New York
Scott, W. A.	Eng. 1, A. & S. 1	Starke	Bradford
Scruggs, S. L.	L. 1	Aucilla	Jefferson
Sealey, E. R.	L. 1	Bowling Green	DeSoto
Seckinger, L. H.	P. H. S.	Martel	Marion
Sensebaugh, R. L.	Ag. 3	Winter Haven	Polk
Sessions, G. B.	Ag. 1	Tampa	Hillsboro
Sewell, J. J.	L. 1	Miami	Dade
Sheen, W. F.	P. H. S.	West Palm Beach	Palm Beach
Sherman, J. S.	Ag. 1	Miami	Dade
Shippey, E. F.	Nor.	Wewahitchka	Calhoun
Simmons, A. C.	Eng. 1	Jacksonville	Duval
Sistrunk, C. G.	Naval R., Pre-Med. 1	Live Oak	Suwannee
Skene, Lyle	A. & S. 1	Tampa	Hillsboro
Skinner, L. H.	A. & S. 4	Alachua	Alachua
Slappey, U. P.	Adv. S. A. T. C.	Quincy	Gadsden
Sloan, T. T.	Eng. 1	Monticello	Jefferson
Smart, A. A.	Eng. 1	Arcadia	DeSoto
Smith, A. F.	Eng. 1	Bay Harbor	Bay
Smith, A. G.	P. H. S.	Wauchula	DeSoto
Smith, A. Y.	Eng. 1	Miami	Dade
Smith, Barney	Ag. 1	Webster	Sumter
Smith, Chas. E.	Eng. 1	Plant City	Hillsboro
Smith, Corbett E.	Ag. 1	DeFuniak Springs	Walton
Smith, C. F., Jr.	A. & S. 4	Gainesville	Alachua
Smith, H. P.	Ag. 2	DeFuniak Springs	Walton
Smith, J. M.	Eng. 1	Clearwater	Pinellas
Smith, L. H.	A. & S. 1	Metcalfe	Georgia
Smith, T. L.	Naval R.	Cheraw	South Caroilna
Smoke, W. H.	Eng. 1	Moore Haven	DeSoto
Snyder, M. C.	A. & S. 1	Jacksonville	Duval
Sobol, M.	P. H. S.	Gainesville	Alachua
Sollee, A. N.	Eng. 1	So. Jacksonville	Duval
Spencer, G. W., Jr.	Nor.	Sanford	Seminole
Spivey, J. H.	Ag. 1	Inverness	Citrus
Spoto, John	P. H. S.	Tampa	Hillsboro
Stall, F. W.	Ag. 2-Yr.	Tampa	Hillsboro
Stalnaker, W. E.	A. & S. 1	Tampa	Hillsboro
Stanley, O. C.	Eng. 1	Bartow	Polk
Stansfield, H. C.	Eng. 1	Bradentown	Manatee
Stapleton, H. V.	A. & S. 3	Arcadia	DeSoto
Steed, M. R.	L. 1	Tampa	Hillsboro
Stein, M.	A. & S. 1	Tampa	Hillsboro
Stevens, H. Q.	A. & S. 1	St. Augustine	St. Johns
Stinson, P. W.	Eng. 2	Tarpon Springs	Pinellas
Stone, A. L.	A. & S. 1, L. 1	Maitland	Orange
Stoutamire, R.	Ag. 4	Tallahassee	Leon
Stringfellow, H. R.	Eng. 3	Gainesville	Alachua
Sundy, B. F.	Adv. S. A. T. C.	Delray	Palm Beach
Sundy, J. D.	Eng. 3	Delray	Palm Beach
Surrency, M. B.	Adv. S. A. T. C.	Bowling Green	DeSoto

Name	Clasification	Postoffice	County or State
Swinney, C. L.	A. & S. 1	Hastings	St. Johns
Tatom, L. J.	Eng. 2	Pensacola	Escambia
Tatum, C. C.	Eng. 1	Starke	Bradford
Theed, C. L.	A. & S. 2	Miami	Dade
Thetford, A.	L. 2	Jacksonville	Duval
Thomas, A. M.	L. 1	Thonotosassa	Hillsboro
Thomas, C. S.	Eng. 3	Gainesville	Alachua
Thomasson, F. W.	A. & S. 1	St. Petersburg	Pinellas
Thompson, H. L.	L. 4	Gainesville	Alachua
Thompson, L. L.	Eng. 1	Tarpon Springs	Pinellas
Thrasher, R. M.	Eng. 1	Micanopy	Alachua
Ticknor, J. N.	Ag. 3	Zephyrhills	Pasco
Todd, Leonard	A. & S. 1	Ocala	Marion
Townsend, V. D.	P. H. S.	West Palm Beach	Palm Beach
Townsend, W. F.	Adv. S. A. T. C.	Lake Butler	Bradford
Traxler, B. D.	A. & S. 1	Alachua	Alachua
Traxler, J. G.	Ag. 2-Yr.	Gainesville	Alachua
Treadwell, J. K.	A. & S. 1, L. I.	Arcadia	DeSoto
Tucker, D. A.	A. & S. 2	Gainesville	Alachua
Tucker, J. R.	Eng. 1	Winter Park	Orange
Ulmer, H. D.	A. & S. 1	Largo	Pinellas
Upchurch, G. L.	Ag. Sp.	Meredith	Levy
Van Eepoel, A., Jr.	Ag. 1	Tampa	Hillsboro
Varnadore, C. H.	A. & S. 1	Jacksonville	Duval
Veloso, J. A.	L. 3	Carcas Province Cebu	Philippines
Vickery, J. C.	Ag. 1	Marianna	Jackson
Vigil, Julio	Eng. 2	Mexico City	Mexico
Vining, E. C.	L. 1	Wildwood	Sumter
Wade, L. N.	P. H. S.	Palmetto	Manatee
Wakefield, G. N.	A. & S. 1	Apalachicola	Franklin
Walker, C. L.	Ag. 1	Washington	District of Columbia
Walker, J. B.	Nor.	Baker	Okaloosa
Wallace, J. G.	Nor.	Williston	Levy
Walsh, J. E.	Nor.	Gainesville	Alachua
Waltmire, J.	Eng. 1	Punta Gorda	Pinellas
Walton, T. L.	Naval R.	Boston	Georgia
Wang, C. W.	Ag. 4	Honan	China
Ward, E. B.	Eng. 1	Miami	Dade
Ward, F. H.	A. & S. 1	Winter Park	Orange
Ward, H. F.	Eng. 1	Miami	Dade
Ward, R. F.	Nor.	Atmore	Alabama
Warner, H. C.	Eng. 3	Tampa	Hillsboro
Watkins, J. N.	Eng. 2	Key West	Monroe
Weaver, M. B.	Nor.	St. Petersburg	Pinellas
Webb, R. S.	Nor.	White Springs	Hamilton
Weedon, F. R.	A. & S. Sp.	Tampa	Hillsboro
Wells, B. H.	Eng. 1	Kissimmee	Osceola
Wells, W. G.	Ag. 2	City Point	Brevard
West, T. F., Jr.	A. & S. 1	Tallahassee	Leon
Westmoreland, R. L.	Ag. 3	Live Oak	Suwannee
Wever, F. K.	P. H. S.	Arcadia	DeSoto
Wey, J. E.	Nor.	Arcadia	DeSoto
Whalton, S. F.	Eng. 1	Key West	Monroe
White, R. G.	Eng. 1	Live Oak	Suwannee
Whitehurst, J. A.	Naval R.	Sparks	Georgia
Whitfield, J. N.	Eng. 4	Tallahassee	Leon
Whitner, B. F., Jr.	Ag. 4	Sanford	Seminole
Wiester, C. M.	Eng. 1	Dade City	Pasco
Wilkinson, S. A. B.	T. Sp.	Gainesville	Alachua
Williams, D. E.	T. 2	Williston	Levy

Name	Clasification	Postoffice	County or State
Williams, J. F., Jr.	Ag. 1	Monticello	Jefferson
Williams, J. F.	P. H. S.	Citra	Marion
Williams, L. D.	Ag. 1	Evansville	Indiana
Williams, S. B.	Adv. S. A. T. C.	Ft. Meade	Polk
Williams, T. D.	A. & S. 3	Jacksonville	Duval
Willis, B. R.	Ag. 2-Yr.	Greenwood	Jackson
Willoughby, P. L.	A. & S. 3	Gainesville	Alachua
Willson, E. B., Jr.	P. H. S.	St. Petersburg	Pinellas
Wilson, E. L.	Nor.	Jacksonville	Duval
Wilson, F. W. S.	Eng. 1	New Smyrna	Volusia
Wilson, J. N., Jr.	Pre-Med. 1	Sneads	Jackson
Wilson, L. H.	Ag. 3	Bartow	Polk
Wilson, S. F.	L. 1	Ocala	Marion
Wimberly, W. M.	Eng. Fed. Voc.	Highland	Clay
Winter, T. P.	A. & S. 1	Oakland	Orange
Winter, W. R.	Eng. 1	Oakland	Orange
Wolf, J. L.	L. 1	Tampa	Hillsboro
Wolfson, A. M.	A. & S. 2	Tampa	Hillsboro
Work, A. L.	Ag. 1	DeFuniak Springs	Walton
Wuthrich, E. B.	Eng. 1	Brewster	Polk
Wyman, J. F.	Naval R.	Estill	South Carolina
Yaeger, H. J.	A. & S. 1	Tallahassee	Leon
Yancey, M. N.	Eng. 3	Plant City	Hillsboro
Yates, W. S.	T. 3	Plant City	Hillsboro
Yeats, M. L.	Eng. 1	Bartow	Polk
Youngblood, T. J.	P. H. S.	Parrish	Manatee
Zeder, H. H.	Eng. 3	Delray	Palm Beach
Zetrouer, A. R.	Ag. Sp.	Micanopy	Alachua

UNIVERSITY SUMMER SCHOOL, 1918 (CO-EDUCATIONAL)

Name	Postoffice	County or State
Adams, L. A.	DeFuniak Springs	Walton
Akard, Florence	Blountsville	Tennessee
Alderman, Myra A.	Ft. Meade	Polk
Allen, Viviene	Lake City	Columbia
Altman, Pearl	Gainesville	Alachua
Anderson, Ewing	Gainesville	Alachua
Anderson, James M., Jr.	Gainesville	Alachua
Anderson, Lucretia S.	Live Oak	Suwannee
Anderson, Pauline E.	Archer	Alachua
Anderson, Philippa Gray	Tampa	Hillsboro
Ansley, Pearl Aleene	Dade City	Pasco
Alonso, Mrs. Kate J.	Melbourne	Brevard
Arrington, Gertrude	Trenton	Alachua
Axelson, John Newton	Pensacola	Escambia
Ayers, Alice R.	Enville	Hernando
Ayers, Dora J.	Brooksville	Hernando
Bailey, Mrs. Clarence A.	St. Cloud	Osceola
Bailey, Mary Trentlen	Clearwater	Pinellas
Ballentine, Grace Walker	Gainesville	Alachua
Barber, Raleigh T.	Morriston	Levy
Barwick, Louie H.	Delray	Palm Beach
Beck, Earl C.	Dillon	Montana
Beck, Mrs. Earl C.	Dillon	Montana
Beeson, Edward Lee	Atkins	Arkansas
Blackburn, Maude	Bowling Green	DeSoto
Boswell, Fannie A.	St. Petersburg	Pinellas
Bouchelle, Annie V.	DeLand	Volusia

Name	Postoffice	County or State
Boulware, Eulee Sarah	Island Grove	Alachua
Boyd, Carrie-Benie	Melbourne	Brevard
Bradford, Bonnie	Oxford	Sumter
Bradshaw, Dwight Moody	Delray	Palm Beach
Bridges, Robert LeRoy	Ocala	Marion
Brown, Thelma	Gainesville	Alachua
Brown, Winnie Irene	Sanford	Seminole
Browne, Reba	Island Grove	Alachua
Browne, Willie Maree	Island Grove	Alachua
Brownlee, Vivian	Callahan	Nassau
Bryant, Eula Lee	Gainesville	Alachua
Bulford, Amy	Hilliard	Nassau
Bullock, William Jennings	Arcadia	DeSoto
Burke, Mrs. W. H.	Gainesville	Alachua
Burrows, Alice F.	Brooksville	Hernando
Burrows, Mrs. Grace M.	Brooksville	Hernando
Burrows, Willah M.	Brooksville	Hernando
Burry, Gladys S.	Orange Lake	Marion
Bushong, J. T.	Plant City	Hillsboro
Butts, Mildred	Dade City	Pasco
Cade, Mattie C.	Seville	Volusia
Caho, Appie Camille	Newbern	North Carolina
Campbell, Christopher G.	Waldo	Alachua
Cannon, Mary A.	Gainesville	Alachua
Cannon, Olin	Gainesville	Alachua
Carlisle, Minnie Lee	Ocala	Marion
Carnes, Charles N.	Gainesville	Alachua
Carter. Edith E.	Dade City	Pasco
Chaffer, Herbert J.	Osteen	Volusia
Chase, Randall	Sanford	Seminole
Church, Alice Love	Eustis	Lake
Claxon, Grace	Gainesville	Alachua
Clovel, Frederick E.	Wauchula	DeSoto
Coffey, Mrs. Cora N.	Gainesville	Alachua
Cogburn, Harry P.	Cottondale	Jackson
Colclough, Lillian C.	Ft. Myers	Lee
Coleman, Mrs. Jewell	Newberry	Alachua
Collier, Eunice	Otter Creek	Levy
Collins, Inez	Irvine	Marion
Colson, Charles C.	Woodrow	Lee
Colson, Dorothy	Trenton	Alachua
Cox, Anita May	Alva	Lee
Cox, J. O'Neal	Gainesville	Alachua
Cox, Richard Augustus	Gainesville	Alachua
Cox, Warren E.	Gainesville	Alachua
Crocker, Florence A.	Newberry	Alachua
Croft, May	Hernando	Citrus
Croft, Wm. D.	Hernando	Citrus
Curry, Mabel O.	Nakomis	Manatee
Curry, Mary Amelia	Manatee	Manatee
DaCosta, Annie	Gainesville	Alachua
Dale, Lillian	Kissimmee	Osceola
Darby, Frances H.	Green Cove Springs	Clay
Davis, Lois	Doerun	Georgia
Dawson, Theresa C.	Altoona	Lake
Deal, Mrs. Ruth	St. Petersburg	Pinellas
DeMaree, Evalyn	Gainesville	Alachua
DeMeritt, Fred	Key West	Monroe
Dent, Thelma B.	Umatilla	Lake
Diamond, J. T.	Gonzalez	Escambia

Name	*Postoffice*	*County or State*
Dillard, Fay	Ft. Myers	Lee
Douglas, Zacharia H.	Gainesville	Alachua
Dyckes, Percie	Alva	Lee
Dudley. Edna	Alachua	Alachua
Dudley, Winifred	Alachua	Alachua
Edwards, Claudia B.	Lovett	Madison
Edwards, Harry C.	Brooker	Bradford
Egidius, Sister Mary	Tampa	Hillsboro
Farabee, T. N.	Wauchula	DeSoto
Farnell, Jessie L.	Ft. White	Columbia
Farnell, Leila C.	Ft. White	Columbia
Fitch, Emma	Homestead	Dade
Forbes, Sarah A.	Anthony	Marion
Fortner, Henry D.	Bartow	Polk
Friedberg, Ruth V.	Melrose	Alachua
Frier, Hilory	Tampa	Hillsboro
Frier, Lenora	Lee	Madison
Fuller, Eugenia F.	Ocala	Marion
Furen, Bessie	Sanford	Seminole
Fussell, Lillie May	Coleman	Sumter
Fouts, Ruth E.	Gainesville	Alachua
Gay, Mrs. Mabel E. P.	Melbourne	Brevard
Gay, Walter W.	Melbourne	Brevard
Geiger, Letitia	Stuart	Palm Beach
Ginn, Annie	Rodman	Putnam
Glass, Wm. H.	Gainesville	Alachua
Golden, Bessie	Enterprise	Alabama
Golden, Maree	Enterprise	Alabama
Gordy, Claudia	Tampa	Hillsboro
Gore, Bertie V.	Arcadia	DeSoto
Goulding, Alice	Punta Gorda	DeSoto
Graham, George R.	Ft. White	Columbia
Granberry, Annie P.	Brookhaven	Mississippi
Gray, Henry L.	Gainesville	Alachua
Green, Lottie E.	Branford	Suwannee
Grimm, Margaret A.	Gainesville	Alachua
Grundy, Ruth A.		Kentucky
Guess, Mary C.	Williston	Levy
Hall, Pauline	Oxford	Sumter
Hall, Wm. R.	Gainesville	Alachua
Hamilton, Basil D.	Kissimmee	Osceola
Hamilton, Gladys E.	Plant City	Hillsboro
Hampton, Irene	Brooksville	Hernando
Hancock, Clara	Bowling Green	DeSoto
Hancock, Mattie	Lake City	Columbia
Hardee, Eva Maude	Trenton	Alachua
Hardee, Ruby Mae	Wauchula	DeSoto
Harn, Julia E.	Gainesville	Alachua
Harris, Miriam America	Sarasota	Manatee
Harris, Nannie D.	Winter Park	Orange
Harrison, Katherine J.	Opelika	Alabama
Hathaway, W. B.	Gainesville	Alachua
Hauser, Charles Roy	Homestead	Dade
Hayes, Calvin B.	Brooker	Bradford
Heath, Esther G.	Orlando	Orange
Hemingway, Mrs. L. A.	St. Augustine	St. Johns
Hendrix, Mattie M.	Plant City	Hillsboro
Hensley, Mrs. Hattie S.	Brooksville	Hernando
Hensley, Maree B.	Brooksville	Hernando
Hepburn, Ellen G.	Jupiter	Palm Beach

Name	*Postoffice*	*County or State*
Hepburn, Jeannie	Jupiter	Palm Beach
Herlong, Clara B.	Lake City	Columbia
Herrick, Grace I.	Key West	Monroe
Herrick, Reba B.	Key West	Monroe
Hicks, Mrs. W. C.	Waldo	Alachua
Hill, Maoma F.	Dade City	Pasco
Hill, Maude E.	Tampa	Hillsboro
Hodges, Lowell Mason	Greenwood	Jackson
Holiday, Minnie	Wekiva	Lake
Holland, Lota A.	Bunnell	Flagler
Holland, Myrtle E.	Milton	Santa Rosa
Hollinger, Ruth	Altoona	Lake
Holly, Carrie	Conner	Marion
Holt, Laura	Afton	Iowa
Holton, Mrs. J. C.	Gainesville	Alachua
Honiker, Mrs. Marian	Hawthorne	Alachua
Hosford, R. L.	Hosford	Liberty
Howard, Ola E.	Madison	Madison
Hubbell, Julia B.	Bradentown	Manatee
Huber, Inez	Webster	Sumter
Huber, Vivian	Webster	Sumter
Hudgings, Mrs. Florence	Tampa	Hillsboro
Hull, Minnie	Plant City	Hillsboro
Hurlbert, Clara N.	Jacksonville	Duval
Hurn, Mrs. Elizabeth S.	Tampa	Hillsboro
Ingalls, Flora A.	Zephyrhills	Pasco
Ivey, Frederick M.	Homeland	Polk
Jarrett, Anna	Umatilla	Lake
Jarrett, Ellen	Umatilla	Lake
Johnson, Delglazier	Waldo	Alachua
Johnson, Leo	Gainesville	Alachua
Johnson, Loco	Raiford	Bradford
Jolly, Sarah S.	Waldo	Alachua
Jones, Ruth	Brookhaven	Mississippi
Jones, Viola	Gainesville	Alachua
Kellum, Daisy M.	Gainesville	Alachua
Kindred, Ethel R.	Davie	Broward
King, Etta A.	Ft. Myers	Lee
Knight, Aileen	Clearwater	Pinellas
Knott, Mary F.	Terra Ceia	Manatee
Knowles, May	Ybor City	Hillsboro
Koehler, William	Mt. Dora	Lake
Kramer, Dora	Leesburg	Lake
Kramer, Lillie	Leesburg	Lake
Lambert, Oni	Bunnell	Flagler
Lamboley, Leone	Hawks Park	Volusia
Laurence, Marie C.	Lake Worth	Palm Beach
Lee, Bertha Mae	Gainesville	Alachua
Lee, Clara Belle	Gainesville	Alachua
Lee, Melba	Umatilla	Lake
Lewis, Gertrude	Gainesville	Alachua
Link, Carl T.	Orlando	Orange
Little, Mrs. Clifford H.	Madison	Madison
Little, Ercel Elizabeth	Sanford	Seminole
Little, Hallie Curtis	Gainesville	Alachua
Little, Lois O.	Gainesville	Alachua
Little, Martha G.	Sanford	Seminole
Lochrie, Annabel	Florida City	Dade
Longbottom, Trula	Waldo	Alachua
Love, Bertha	Trenton	Alachua

Name	*Postoffice*	*County or State*
Love, Lillie	Trenton	Alachua
Lovell, Mary	Groveland	Lake
Lowe, Mrs. Harry	Davie	Broward
Luter, Leila	Wildwood	Sumter
McArthur, Gertrude	Gholson	Mississippi
McCann, Maive	Punta Gorda	DeSoto
McClean, Annie	Archer	Alachua
McCullough, Fay	Hastings	St. Johns
McCully, Claude A.	Ocala	Marion
McDonald, Annis W.	Groveland	Lake
McDonald, Mary	Groveland	Lake
McEwen, R. O.	Lochloosa	Alachua
McGhee, Helen	Gainesville	Alachua
McIntosh, Adonis	Brooksville	Hernando
McKay, Florence G.	Key West	Monroe
McKay, Glenn E.	Key West	Monroe
McKay, Mrs. Glenn E.	Key West	Monroe
McKinney, Elizabeth D.	Micanopy	Alachua
McKinney, Eula Lee	Micanopy	Alachua
McLaughlin, Wm. A.	Ft. Recovery	Ohio
McMullen, Mrs. Mabel	Madison	Madison
McQuaters, Eva	Orlando	Orange
McRainey, John Angus	Gainesville	Alachua
McSpadden, Mildred Estelle	Ft. Myers	Lee
Macy, Edwin E.	Eau Gallie	Brevard
Macy, Mrs. Martha A.	Eau Gallie	Brevard
Maddox, Lyda E.	Micanopy	Alachua
Malphurs, Josie	Alachua	Alachua
Malphurs, Ruth	Alachua	Alachua
Maney, Almarine	Plant City	Hillsboro
Mansell, Clyde	Tampa	Hillsboro
Marsh, Iola	Pinson	Tennessee
Marsh, Sarah A.	Minneola	Lake
Martin, Helen W.	Panama Park	Duval
Mason, Robert G.	Gainesville	Alachua
Masters, Ross	Bonifay	Holmes
Matthews, Aldus R.	Homestead	Dade
Matthews, Janie Elizabeth	Micanopy	Alachua
Mayo, Bessie N.	Dade City	Pasco
Mellor, Frederick H.	Pensacola	Escambia
Merbler, Adam A.	Pensacola	Escambia
Mercer, L. P.	Zolfo	DeSoto
Mercer, Mrs. L. P.	Zolfo	DeSoto
Merchant, H. M.	Gainesville	Alachua
Metcalf, Harry G.	Live Oak	Suwannee
Metcalf, Mrs. Harry G.	Live Oak	Suwannee
Miller, Mary Erma	Freeport	Walton
Moore, Bernice Emma	Groveland	Lake
Moore, D. H.	Clermont	Lake
Moore, Mrs. D. H.	Clermont	Lake
Moore, Mrs. Leila C.	Tampa	Hillsboro
Montgomery, Anne B.	Dowling Park	Suwannee
Montgomery, Mamie Lila	Dowling Park	Suwannee
Morgan, Mrs. Harriet Bushnell	Tampa	Hillsboro
Morrison, Daisy Belle	Hastings	St. Johns
Morrison, Velma Delores	Hastings	St. Johns
Munro, Mollie	Delray	Palm Beach
Murphree, John A.	Gainesville	Alachua
Murphree, Martha Jane	Gainesville	Alachua
Murray, Mrs. Leora	Hawks Park	Volusia

Name	*Postoffice*	*County or State*
Murray, Mrs. Mary	Tampa	Hillsboro
Newman, Margaret E.	Clearwater	Pinellas
Nixon, J. C.	Gainesville	Alachua
Nolle, Mrs. Maude C.	Jacksonville	Duval
Nunn, Frank	Jennings	Hamilton
Ormond, Daisy B.	Hawthorne	Alachua
Padrick, Mabel	Lakeland	Polk
Palmer, Nell Virginia	Tampa	Hillsboro
Parker, Alyne	Bartow	Polk
Parrish, Josie	Lake Butler	Bradford
Peacock, Mrs. E. G.	Mayo	Lafayette
Peeples, Lorace	Bowling Green	DeSoto
Peyton, Aileen G.	DeLand	Volusia
Phillips, Mrs. Carrie J.	Tampa	Hillsboro
Picon, Dorothy Marguerite	Pinellas Park	Pinellas
Pinholster, George D.	St. Petersburg	Pinellas
Poland, Wm. E.	West Palm Beach	Palm Beach
Polk, Myrtice Louise	Hawthorne	Alachua
Pratt, Nettie Corinne	Manatee	Manatee
Pratt, Orrie V.	Manatee	Manatee
Pressley, Mrs. Eunice	Columbia	South Carolina
Pritchard, Rosa V.	Plant City	Hillsboro
Pugh, Elizabeth	Newport	Arkansas
Quattlebaum, May	Holly Hill	Volusia
Radford, Edith	Lake City	Columbia
Raulerson, Louise	Waldo	Alachua
Ray, Marian I.	Tampa	Hillsboro
Read, Alice M.	New Smyrna	Volusia
Reeder, Nellora A.	Tampa	Hillsboro
Reeves, Wm. H.	Gainesville	Alachua
Register, Mary	O'Brien	Suwannee
Rice, Mrs. Bessie	Zephyrhills	Pasco
Richardson, Bertha	O'Brien	Suwannee
Richmond, Mrs. F. S.	Memphis	Tennessee
Ricks, Ruby Lucile	Gainesville	Alachua
Ridder, Esther L.	Arcadia	DeSoto
Rigby, William Clinton	Atmore	Alabama
Roberts, Cevie M.	Ocala	Marion
Roberts, Katherine Elizabeth	Bowling Green	DeSoto
Roberts, Mrs. Ruby Mae	Ona	DeSoto
Roberts, Verdie R.	O'Brien	Suwannee
Roberts, Walter	Wellborn	Suwannee
Robinson, Edith V.	Lady Lake	Lake
Robinson, Karl	Montverde	Lake
Robinson, Mrs. Karl	Montverde	Lake
Robinson, Mamie E.	Valrico	Hillsboro
Roney, Mary Beulah	Orlando	Orange
Rooks, Earle G.	Chipley	Washington
Rosenberger, Bertha	Micanopy	Alachua
Ross, Daisy C.	Williston	Levy
Royal, Jeun E.	Sorrento	Lake
Rowland, Inez	Harbor View	DeSoto
Sale, Douglas B.	Southport	Bay
Sale, Muriel E.	Southport	Bay
Sale, Thomas D., Jr.	Southport	Bay
Sale, Mrs. Thos. D.	Southport	Bay
Salter, Katherine C.	Tampa	Hillsboro
Salter, Nellie B.	Tampa	Hillsboro
Sanchez, Mabel	Gainesville	Alachua
Sapp, Agatha	Bell	Alachua

Name	Postoffice	County or State
Sasser, Lula	Brookhaven	Mississippi
Saunders, Maude L.	DeFuniak Springs	Walton
Scales, Margaret L.	Daytona Beach	Volusia
Semmes, Sister Catherine	Tampa	Hillsboro
Sensabaugh, R. L.	Winter Haven	Polk
Shane, Milton L.	Brooksville	Hernando
Shannon, Serena A.	Gainesville	Alachua
Shealey, Una	Lowell	Marion
Shumate, Eugenia R.	Bartow	Polk
Shumate, Sarah	Bartow	Polk
Siechrest, Robert E.	Tampa	Hillsboro
Sikes, Emma Mae	Bunnell	Flagler
Simms, Chloe E.	Pinetta	Madison
Simpson, Docia	Eustis	Lake
Slaughter, Myrtle V.	Bell	Alachua
Smedley, Mayme E.	Santos	Marion
Smith, Al. G.	Wauchula	DeSoto
Smith, Catherine H.	Gainesville	Alachua
Smith, Dorothea H.	Gainesville	Alachua
Smith, Virginia	Plant City	Hillsboro
Stalker, Ethel M.	Lakeland	Polk
Stalsby, Mattie	Jacksonville	Duval
Stalvey, Maggie L.	Trenton	Alachua
Standley, Geneva	Waldo	Alachua
Stanton, Edith May	Ormond	Volusia
Stirling, Mrs. Frank	Gainesville	Alachua
Stivender, Mrs. M. D.	Leesburg	Lake
Stock, Joseph W.	Interlachen	Putnam
Stokes, Jeannette	Jeffersonville	Georgia
Stoody, Bess L.	Orlando	Orange
Straw, Frances W.	Lakeland	Polk
Sumner, Ruth	St. Petersburg	Pinellas
Sundy, John Dewey	Delray	Palm Beach
Sundy, Sadie	Delray	Palm Beach
Swartz, Annie Mae	Gainesville	Alachua
Tanner, Marguerite	Newberry	Alachua
Tatum, Jewel W.	DeLand	Volusia
Taylor, Eva L.	Orlando	Orange
Taylor, Martha	Gainesville	Alachua
Taylor, Olivia	Oak Hill	Volusia
Terry, Bessie	Lawtey	Bradford
Terry, Eva Lois	Lawtey	Bradford
Tervin, Pearl B.	Bagdad	Santa Rosa
Thomas, Jean	Kissimmee	Osceola
Thomas, Jessie	Starke	Bradford
Thomas, Ruby Mae	Palatka	Putnam
Tiller, Virginia L.	Kissimmee	Osceola
Tiller, Wm. T.	DeFuniak Springs	Walton
Tolbert, H. L.	Ft. White	Columbia
Tomkies, Kate M.	Gainesville	Alachua
Tomkies, Mary Christine	Gainesville	Alachua
Tooke, Carrabelle	Ft. Myers	Lee
Townsend, Bessie L.	Gainesville	Alachua
Townsend, Catherine	Groveland	Lake
Tulane, Lyda	Zephyrhills	Pasco
Tyler, Dora	Ocilla	Georgia
Tyler, Mrs. Willie C.	Coleman	Sumter
Van Hyning, Arthur	Gainesville	Alachua
Vause, Ida Irene	Palatka	Putnam
Vidal, Irma	Gainesville	Alachua

Name	Postoffice	County or State
Videon, Orbia A.	Newberry	Alachua
Vrooman, Mrs. Effie	Gainesville	Alachua
Wade, Lula Myrtle	Alva	Lee
Walker, Charles H.	Titusville	Brevard
Walker, Jessie Inez	Bronson	Levy
Walker, Mrs. Rosa L.	Titusville	Brevard
Wallace, Julia	Wauchula	DeSoto
Wang, Chin Wu	Changte	China
Ward, Nan G.	Gainesville	Alachua
Warren, Ida Ruth	Starke	Bradford
Watkin, John E.	Gainesville	Alachua
Watson, J. W.	Ft. Meade	Polk
Watson, Wilma Ruth	Gainesville	Alachua
Watterson, Stella Cozine	Ft. Ogden	DeSoto
Weatherbee, Wynona	Ocala	Marion
Welch, Laura May	Gainesville	Alachua
Wellman, Bertha	Bronson	Levy
Westbrook, Joey	Hernando	Citrus
Wetzel, Mrs. Eva May	Jacksonville	Duval
Whidden, Stella V.	Mulberry	Polk
Whitelaw, Ione	Floral City	Hernando
Whitelaw, Laura	Floral City	Hernando
Whitney, Dorothy	Tampa	Hillsboro
Whiteworth, Ellie	Callahan	Nassau
Wilder, Gladys A.	Knights	Hillsboro
Williams, A. D.	Wauchula	DeSoto
Williams, Mrs. A. D.	Wauchula	DeSoto
Williams, D. E.	Williston	Levy
Williams, Emily Lorene	Red Level	Citrus
Williams, Erma O.	Wauchula	DeSoto
Williams, Ione A.	Gainesville	Alachua
Williams, Mary Felicia	Williston	Levy
Williams, Thomas H.	Williston	Levy
Williams, Vera	Morrison	Levy
Williamson, Bailey Finley, Jr.	Gainesville	Alachua
Williamson, Madge	Wauchula	DeSoto
Willoughby, Alice	Gainesville	Alachua
Wilson, Laura Rebecca	Hastings	St. Johns
Winchester, Mary	DeLeon Springs	Volusia
Windham, Miriam	Pensacola	Escambia
Wyllie, Wilhelmina	Ormond	Volusia
Wyly, Oma H.	Wilson	Brevard
Wynns, Willie	Wildwood	Sumter
Yates, Walter S.	Plant City	Hillsboro
York, Ira	Moore Haven	DeSoto
Zeder, H. H.	Delray	Palm Beach
Zwiefel, Burlein	Ft. Myers	Lee

BOYS' SHORT COURSE, DECEMBER 9-14, 1918

Baker, Ralph	O'Brien	Suwannee
Barker, Jesse	Lakeland	Polk
Barrow, Poly	Plant City	Hillsboro
Bernath, John	Mulat	Santa Rosa
Bethea, Leroy	Montverde	Lake
Blowers, George	Ocala	Marion
Camp, John P.	Okeechobee	Okeechobee
Canova, Harry	Starke	Bradford
Clark, Newman	Milton	Santa Rosa
Clark, W. Olive	Bartow	Polk

Name	*Postoffice*	*County*
Conlev, George	Starke	Bradford
Crenshaw, Buren	Lisbon	Lake
Crews, Ulphin	Lake Butler	Baker
Cullison, Frederick	Ocala	Marion
Dann, Causey	Ocoee	Orange
Davis, Arthur	Bowling Green	DeSoto
Davis, Julius Smith	Blountstown	Calhoun
DeVane, Roy	Jennings	Hamilton
DeVore, Elbert	Reddick	Marion
Dixon, Thomas J.	Fellsmere	St. Lucie
Dorsett, Henry P.	Branford	Suwannee
Downing, Rollo E.	Parrish	Manatee
Downing, Shelton V.	Parrish	Manatee
Drigger, Jesse Lee	Wimauma	Hillsboro
Ellerbe, Thomas H.	Wimauma	Hillsboro
English, Dan	Alva	Lee
Erickson, Karl	Canal Point	Palm Beach
Fouraker, Allen	Baldwin	Duval
Fraser, James E.	Newberry	Alachua
Gayle, Kinsey	Greenville	Madison
Glass, Theo.	Lee	Madison
Griffis, Albert	Starke	Bradford
Gustafson, Gunnar	Green Cove Springs	Clay
Gwaltney, Harold	Lisbon	Lake
Hall, Willie Guy	West Tocoi	Clay
Hansen, Homer	Espanola	Flagler
Harry, Edward P.	Pompano	Broward
Haynes, J. E., Jr.	Pensacola	Escambia
Hickson, Albert	Sanford	Seminole
Huskey, Alfred, Jr.	Pahokee	Palm Beach
Hutto, William J.	Bushnell	Sumter
Knighton, Leo	East Palatka	Putnam
Leivonen, Peter	Alachua	Alachua
Leverett, Lloyd	Fairfield	Marion
Link, Harold	Orlando	Orange
McCullcugh, Orvin	Lee	Madison
McElveen, Harry	Ellzey	Levy
McGrath, Richard	Florahome	Putnam
Maddox, Clarence	Micanopy	Alachua
Maddox, Marshall	Micanopy	Alachua
Martin, Lawton	Electra	Marion
Miley, Glenn	Plant City	Hillsboro
Morris, Alton	Pahokee	Palm Beach
Murphy, Dogal	Ponce de Leon	Holmes
Neil, Mabery	Ocala	Marion
Neil, Vernon	Ocala	Marion
Owens, Willard	Monticello	Jefferson
Pickett, Willis	Jacksonville	Duval
Pringle, Gervin	Baldwin	Duval
Rainey, Thurston	Madison	Madison
Roebuck, Bennie	Theressa	Bradford
Rou, Myron	Lowell	Marion
Rowe, Waldo	Macclenny	Baker
Saarinen, Albert	Alachua	Alachua
Saarinen, Walter	Alachua	Alachua
Salmi, Emil	Alachua	Alachua
Shaw, Albert	Gainesville	Alachua
Shaw, Reuben	Brooker	Bradford
Smith, David	Jennings	Hamilton
Smith, Walter	Esto	Holmes

Name	Postoffice	County
Stone, Henry	Sapp	Baker
Swillery, William M.	Lowell	Marion
Taylor, G. H., Jr.	Plant City	Hillsboro
Taylor, Powers	Plant City	Hillsboro
Thomas, Enoch	Auburndale	Polk
Webb, Luther	Plant City	Hillsboro
Webb, Robert	Moultrie	St. Johns
Williams, Claude	St. Catherine	Sumter
Yates, Curtis	Kissimmee	Osceola
Young, Morris	Plant City	Hillsboro
Zetrouer, Albert	Micanopy	Alachua

FARMERS' TEN-DAY SHORT COURSE, JANUARY 7-17, 1919

Name	Postoffice	County or State
Andrews, P. R.	Sanford	Seminole
Bean, C. C.	Zellwood	Orange
Beville, E. M.	Gainesville	Alachua
Blacklock, Mrs. R. H.	Gainesville	Alachua
Blake, R. C.	Oklahoma City	Oklahoma
Boring, J. M.	Ft. Myers	Lee
Brauer, G. A.	St. Petersburg	Pinellas
Brooks, J. C.	Brooksville	Hernando
Burleigh, Miss Margaret	Tavares	Lake
Chesnut, James	Gainesville	Alachua
Clark, D. C.	Muskegon	Michigan
Coffey, W. P.	Gainesville	Alachua
Colson, Mrs. J. H.	Gainesville	Alachua
Cunningham, Louis	Rochester	New York
Cunningham, Newton	Rochester	New York
Day, L. S.	Bradentown	Manatee
Doran, A. H.	Gainesville	Alachua
Dudley, J. E.	Montverde	Lake
Dyrenforth, W. E.	Clearwater	Pinellas
Edwards, R. W.	Jacksonville	Duval
Ellsworth, C. B.	Blanton	Pasco
English, J. L.	Astatula	Lake
Favar, E. H.	Galva	Illinois
Fry, G. D.	Lutz	Hillsboro
Haile, Mary A.	Gainesville	Alachua
Hastie, Wm.	Dade City	Pasco
Hatch, C. E.	New Smyrna	Volusia
Hatch, F. W.	New Smyrna	Volusia
Hawthorne, D. E.	Knights	Hillsboro
Hertel, W. H.	Gainesville	Alachua
Hill, G. H.	Havenhill	Massachusetts
Hodges, L. H.	Astatula	Lake
Hodges, L. M.	Greenwood	Jackson
Holley, J.	Arredondo	Alachua
Hopkins, Elizabeth	West Palm Beach	Palm Beach
Katz, H. M.	Kissimmee	Osceola
Lehman, L. W.	Jacksonville	Duval
Lewis, J. V.	Ft. Myers	Lee
McCollum, J. N.	Tampa	Hillsboro
MacCook, Mrs. E. S.	Gainesville	Alachua
McDonald, H. E.	Vero	St. Lucie
McGill, L. B.	Waldo	Alachua
McGurgan, Geo. L.	Jacksonville	Duval
Mack, A. R.	Tangerin	Orange

Name	*Postoffice*	*County or State*
Mack, Chas.	Mannville	Putnam
Mann, H. T.	Mannville	Putnam
Marine, Peter	Sneads Island	Manatee
Maxwell, A. E.	Gainesville	Alachua
Mountain, E. T.	Trilby	Pasco
Noble, Adam	Inverness	Citrus
Peck, E. J.	Winterhaven	Polk
Pelman, A. A.	New York	New York
Peper, S. D.	Leesburg	Lake
Peters, H. B.	Montverde	Lake
Peterson, E. A.	Orlando	Orange
Prange, Mrs. N. W. G.	Jacksonville	Duval
Preble, E. C.	Orange Park	Clay
Railsback, H. D.	Micanopy	Alachua
Ramsey, F. M.	Gainesville	Alachua
Roat, W. H.	Apalachicola	Franklin
Sanborn, L. L.	Gainesville	Alachua
Sanborn, N. W.	Gainesville	Alachua
Sanborn, Mrs. N. W.	Gainesville	Alachua
Sanborn, Ruth	Holden	Massachusetts
Scofield, W. H.	Winterhaven	Polk
Stedman, E. M.	Knoxville	Tennessee
Stephenson, E. E.	Gainesville	Alachua
Stevenson, R. N.	Gainesville	Alachua
Stewart, C. W.	Tampa	Hillsboro
Stone, W. G.	Hillsdale	Michigan
Stringfellow, Glenn	Gainesville	Alachua
Susemiebel, M.	Houma	Florida
Terwilliger, A. C.	Titusville	Brevard
Tilgham, W. G.	Palatka	Putnam
Trough, W. J.	Dade City	Pasco
Tschapp, W. T.	Jacksonville	Duval
Turner, J. G.	Auroria	Illinois
Tussey, H. H.	Alva	Lee
Vorman, Carrie E.	Hawks Park	Volusia
Weaver, R. T.	Dade City	Pasco
Wells, J. H.	Baldwin	Duval
Whittington, R. R.	Chipley	Washington
Williams, J. L.	Tifton	Georgia
Williamson, Mrs. B. F.	Gainesville	Alachua
Wilson, Cazeneuse	Jacksonville	Duval
Yager, G. L.	Rockledge	Brevard

SUMMARY

Graduate School		5
College of Arts and Sciences		160
College of Agriculture—		
College	75	
Two-Year Course	12	
One-Year Course	1	
		88
College of Engineering		146
College of Law		62
Teachers College and Normal School—		
College	11	
Normal School	23	
Practice High School	30	
Summer School	434	
		498
Advanced S. A. T. C. Course		25
Naval Reserve		22
Total Enrollment for 1918-1919		1006
Counted twice		18
Net Total		988
Number attending Boys' Short Course in Agriculture		81
Number attending Farmers' Ten-Day Short Course		87
Number attending Army Training School (Page 124)		670
Grand Total		1826

SUMMARY BY STATES AND FOREIGN COUNTRIES

	Summer Session 1918	Regular Session 1918-19
Alabama	4	2
Arkansas	2	0
Brazil	0	5
Canada	0	1
China	1	2
Cuba	0	1
Delaware	0	1
District of Columbia	0	1
Florida	410	505
Georgia	3	9
Illinois	0	1
Indiana	0	2
Iowa	1	0
Japan	0	1
Kentucky	1	0
Mexico	0	1
Michigan	0	2
Mississippi	4	0
Montana	2	0
New York	0	4
North Carolina	1	1
Ohio	1	2
Pennsylvania	0	4
Philippines	0	1
South Carolina	1	5
South Dakota	0	1
Tennessee	3	0
West Virginia	0	2
Total	434	554
		988

SUMMARY BY COUNTIES

	Summer Session 1918	Regular Session 1918-19
Alachua	103	43
Bay	4	4
Bradford	6	12
Brevard	9	5
Broward	1	2
Calhoun	0	1
Citrus	4	7
Clay	1	0
Columbia	8	7
Dade	4	28
DeSoto	24	18
Duval	5	42
Escambia	5	12
Flagler	3	0
Franklin	0	3
Gadsden	0	3
Hamilton	1	6
Hernando	12	1
Hillsboro	32	59
Holmes	1	3
Jackson	2	13
Jefferson	0	4
Lafayette	1	0
Lake	25	12
Lee	10	5
Leon	0	18
Levy	10	5
Liberty	1	0
Madison	6	3
Manatee	7	10
Marion	12	19
Monroe	6	11
Nassau	3	3
Okaloosa	0	3
Orange	7	16
Osceola	5	7
Palm Beach	11	18
Pasco	8	6
Pinellas	8	30
Polk	12	16
Putnam	4	5
St. Johns	5	7
St. Lucie	0	4
Santa Rosa	2	3
Seminole	5	6
Sumter	8	8
Suwannee	10	7
Taylor	0	1
Volusia	14	3
Walton	4	6
Washington	1	0
Total from fifty-one Florida Counties	410	505
Total from other States and Foreign Countries	24	49
Net Total	434	554
		988

INDEX

BRING THIS BULLETIN WITH YOU, AS IT CONTAINS YOUR DAILY SCHEDULE. YOU WILL NEED IT.

EXTRA NO. 1

University Record

Vol. XIV MAY, 1919 No. 1

Published quarterly by the University of Florida
Gainesville, Florida

University of Florida

GAINESVILLE, FLORIDA

University Summer School

(Co-Educational)

Announcement

June 16-August 8, 1919

Entered September 6, 1906, at the Postoffice at Gainesville, Florida, as second-class mail matter, under Act of Congress, July 16, 1894

SUMMER SCHOOL CALENDAR

SATURDAY, JUNE 14—Dormitories open. Supper served.

MONDAY, JUNE 16—Registration.

MONDAY, JUNE 16—Opening Exercises in Chapel. 9 A.M.

TUESDAY, JUNE 17—Classes begin.

SATURDAY, AUG. 9—Dormitories close for Summer.

MONDAY, AUG. 11 — Examination for Primary, Special and State Certificates.

Note—Members of Faculty not engaged in the registration of pupils, will be in their classrooms to enroll students and to make assignments of lessons.

University of Florida

GAINESVILLE, FLORIDA

University Summer School

(Co-Educational)

Announcement

June 16-August 8, 1919

SUMMER SCHOOL

SUMMER SCHOOL BOARD

STATE SUPERINTENDENT W. N. SHEATS, A.M., LL.D.
PRESIDENT A. A. MURPHREE, A.M., LL.D.
PRESIDENT EDWARD CONRADI, A.M., PH.D.

FACULTY AND OFFICERS

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

HARVEY W. COX, PH.D., *Dean,*
Educational Psychology.

J. N. ANDERSON, PH.D.,
College Latin and French.

MISS MARIE ANDERSON,
Primary Methods.

E. C. BECK, A.M.,
English Language and Literature.

F. W. BUCHHOLZ, A.B.,
Latin.

L. W. BUCHHOLZ, A.M.,
Theory and Practice of Teaching.

MISS MARGARET BURNEY, A.M.,
Mathematics and Methods.

W. S. CAWTHON, A.M.,
Higher Mathematics.

J. M. CHAPMAN, D.O.,
Public Speaking.

C. L. CROW, PH.D.,
Spanish Language.

P. W. FATTIG, M.S.,
Agricultural Education.

C. G. FISHER, PH.D.,
Bird Study.

W. L. FLOYD, M.S.,
Science and Agriculture.

JOSEPH R. FULK, PH.D.,
Education.

J. J. GRIMM, B.S.,
Science.

J. F. HATCHER, B.S.E.,
Geography.

W. B. HATHAWAY, A.M.,
Rhetoric.

P. H. HENSLEY, A.M.,
English and American Literature.

C. F. HODGE, PH.D.,
Civic Biology and Nature Study.

W. M. KEMPER, A.M.,
General History.

MISS FRANCES KITTRELL,
Industrial Arts and Public School Music.

R. G. SAWYER,
Manual Arts.

J. L. McGHEE, PH.D.,
Chemistry.

E. W. McMULLEN, A.B.,
English Grammar and Composition.

W. E. SAWYER, A.M.,
Mathematics.

A. D. ST. AMANT, M.A.,
College History and Economics.

W. M. TYLER, B.C.S.,
Commercial Subjects and Penmanship.

GEO. E. WHITE, A.B.,
Y. M. C. A. Secretary and Physical Director for Men.

_____*
Y. W. C. A. Secretary and Physical Director for Women.

S. L. WOODWARD, A.B.,
History and Civics.

SPECIAL LECTURERS
HON. W. N. SHEATS, LL.D.
C. F. HODGE, PH.D.
G. C. FISHER, PH.D.
A. F. BISHOP, D.D.

K. H. GRAHAM, *Auditor.*
L. W. BUCHHOLZ, *Officer in Charge.*
MRS. W. W. GAY, *Dean of Women.*
MISS CORA MILTIMORE, *Librarian.*
MISS MARY McROBBIE, *In Charge of Infirmary.*
MRS. S. J. SWANSON, *In Charge of Dining Hall.*
MRS. MARGARET PEELER, *Matron.*

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*To be supplied.

LOCATION OF THE UNIVERSITY

Gainesville, the seat of the University, a town of 10,000 inhabitants, possesses numerous advantages. It is centrally located and easy of access, being reached by the leading railroads of the State. It has well paved, lighted and shaded streets, an exceptional pure water supply and a good sewerage system. The citizens are energetic, progressive and hospitable. The moral atmosphere is wholesome, and for many years the sale of intoxicants has been prohibited by law. All the leading denominations have attractive places of worship.

GROUNDS AND BUILDINGS

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

Twelve buildings have already been erected. These are, in the order of construction: Two dormitories, known as "Buckman Hall" and "Thomas Hall"; the Mechanic Arts Shop, Science Hall, the Agricultural Experiment Station Building, Engineering Hall, the Gymnasium, the Agricultural College Building, the dining hall or "University Commons", Language Hall, the "George Peabody Hall", the home of the Teachers' College and Normal School, and the College of Law. They are lighted with electricity, supplied with city water and furnished with modern improvements and equipments.

EXPENSES

Registration Fee	$ 1.00
Board and Lodging in Dormitory, per week, *in advance*	5.00
In advance for term	38.00
Board without Lodging	4.00
Meals in Dining Hall	.35
Laboratory Fee in Chemistry	2.50

Students taking manual training will have to pay for the material they use. This will not amount to more than 75 cents.

ROOMS.—Dormitory rooms are supplied with two good iron bedsteads and mattresses, chiffonier or bureau, a table, washstand and chairs. All students are required to provide for themselves a pillow, bed linen, towels and such other things as they may want for their own special convenience.

Two additional dormitories have been built which makes it possible to accommodate the men on the campus if they so desire.

Good rooms can be obtained adjacent to the campus at $1.25 to $1.50 per week. A number of rooms in the city can be obtained at $1.00 per week. Men desiring to have their rooms reserved in advance should write at once.

PEABODY HALL.—Peabody Hall, the home of the Teachers' College, is a magnificent three-story brick and stone structure. It is modern in every respect as to equipment and arrangements. It contains all the lecture rooms, society halls, reading rooms, laboratories and libraries that a modern college of this kind needs. With such facilities at its command, nothing can hinder the college from realizing its aims.

LIBRARY.—The general library of the University contains about 18,000 volumes of well-selected books to which the Summer School students have free access. The Pedagogical library will be of special interest to them, for it contains many books on educational theory, general and special methods, history of education, psychology and philosophy. In the reading room are more than a hundred of the best general and technical periodicals. Here also are received the leading newspapers of the State.

PSYCHOLOGICAL LABORATORY. — The new Psychological Laboratory is placed in the Peabody Hall. This will give teachers a wonderful opportunity to investigate at first hand the great laws of the mind. To know these through experiment will give the teachers a far greater power to direct properly their development of the child. The lab-

oratory will contain all of the appliances and apparatus necessary for thorough and efficient work in experimental psychology.

EDUCATIONAL RESEARCH ROOM. — Room 32, Peabody Hall, is set apart for special and graduate students in Education. This room contains exhibits of many lines of school work; reports and publications of the U. S. Department of Education; samples of school texts; Courses of Study; Reports of Superintendents; Education catalogues of colleges and universities; samples of records and reports, and state school laws. The room is especially rich in material, method and practical operations of mental and educational measurements.

Graduate students working on theses will find this room especially helpful and convenient. The equipment is at their service, and individual tables and chairs will be provided.

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

Federal time will be used as the official time for the Summer School.

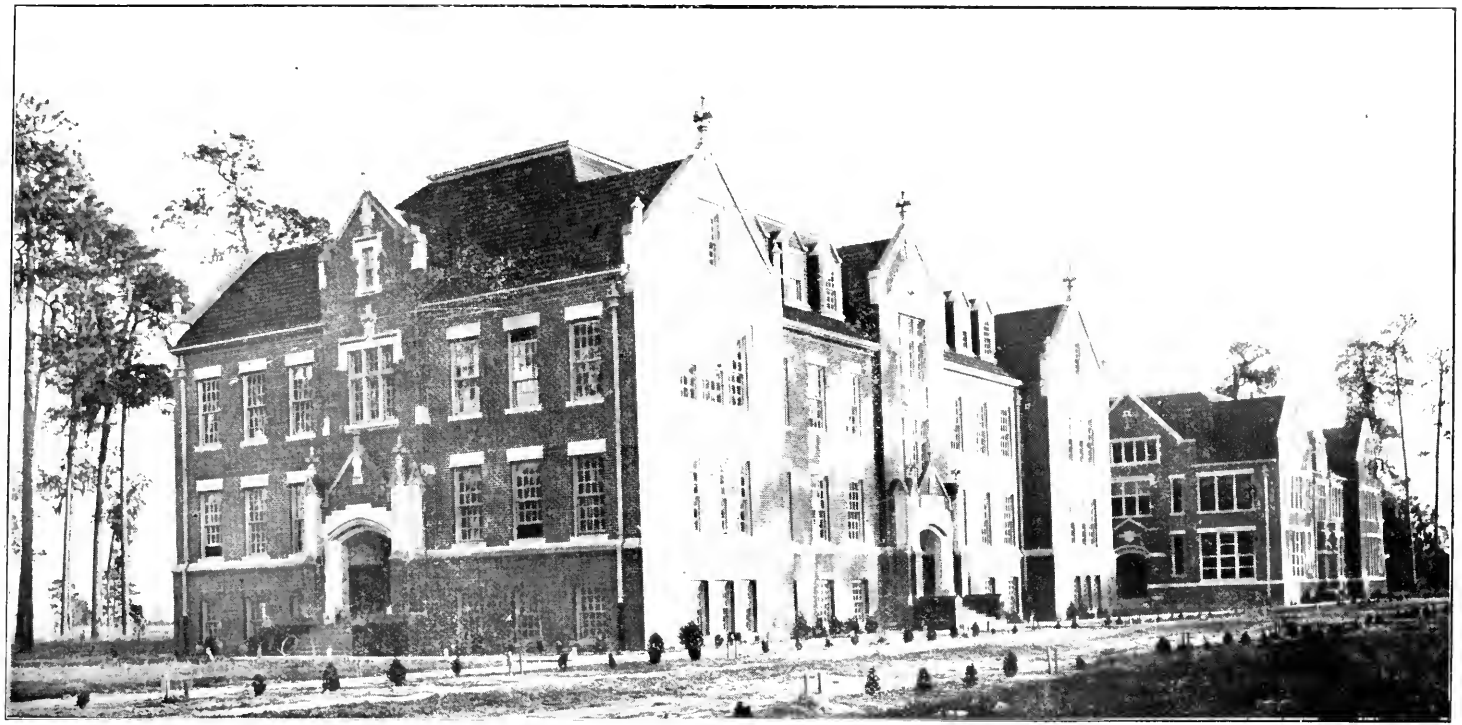
After the first day of Summer School, chapel will be held each day except Saturday at twelve o'clock.

FOLLOWING COURSES FOR COUNTY CERTIFICATES

EXPLANATION OF ABBREVIATIONS

A. H., Agricultural Hall; S. H., Science Hall; E. H., Engineering Hall; P. H., Peabody Hall; L. H., Language Hall. Figures denote rooms.

AGRICULTURE.—A general course in agriculture. This will introduce the student to the study of soil, plants, common diseases of plants, insects, farm crops, domestic animals and such like. Methods of teaching agriculture



PEABODY HALL, Where Summer School is Conducted

SUMMER NORMAL SCHOOL, 1918

in the rural schools will be stressed. M. T. 10:05 A. H. 12. Professor Floyd.

BEGINNERS' ALGEBRA.—Elementary course covering the fundamental operations, simple and simultaneous equations, factoring and fractions.

Section 1. M. T. Th. F. 3:05 L. H. 23. Miss Burney.

Section 2. M. T. W. F. 9:05 A. H. 13. Professor McMullen.

ADVANCED ALGEBRA. — Involution, evolution, quadratic equations, progressions, ratio and proportion.

Section 1. M. T. W. F. 10:05 P. H. 20. Prof. Sawyer.

Section 2. M. T. W. F. 4:05 L. H. 23. Miss Burney.

ARITHMETIC.—A thoro review of arithmetic is made, that the student may view it from both the teacher's and child's point of view. Common and decimal fractions, denominate numbers, percentage, and all other subjects covered by the text-books adopted by the State. Principles and methods of teaching arithmetic are thoroly gone over. Three sections:

Section 1. M. T. W. F. 10:05 L. H. 23. Miss Burney.

Section 2. M. T. W. Th. 8:05 P. H. 21. Professor L. W. Buchholz.

Section 3. T. W. Th. F. 2:05 P. H. 20. Professor Sawyer.

CIVIL GOVERNMENT.—Special attention will be given to local, town and city, and county governments. That practical information that every intelligent citizen should have is stressed. How to teach the subject. M. T. Th. 3:05 L. H. 25. Professor Woodward.

ENGLISH COMPOSITION.—Two sections:

Section 1. M. W. F. 10:05 P. H. 28. Professor Hathaway.

Section 2. T. Th. 4:05 A. H. 13. Professor McMullen.

ENGLISH GRAMMAR.—Two sections:

Section 1. M. W. F. 3:05 A. H. 13. Professor McMullen.

Section 2. T. Th. 11:05 P. H. 28. Professor Hathaway.

HYGIENE.—Special efforts to impress the teacher with

the importance of hygiene and sanitation. How to keep well and physically efficient is the special aim of this course. M. W. F. 9:05 L. H. 25. Professor Woodward.

PEDAGOGY.—School management, general and special methods of teaching, elementary principles of child nature, school hygiene and sanitation, personality of teacher, relation of school and community, and other practical pedagogical questions. M. T. W. F. 11:05 P. H. 25. Professor L. W. Buchholz.

PHYSICAL GEOGRAPHY.—The main features of the ordinary text-book in physical geography will be studied. Along with this stress will be placed upon the effects the physical features have on man—his commercial and social life. This will be correlated with agriculture. M. W. Th. F. 4:05 P. H. 31. Professor Hatcher.

POLITICAL GEOGRAPHY.—Special attention will be given to Florida and its relation to other states. A thoro review of the geography of the United States and the world. Instructions will be given in the use of text-books, maps, globes, industrial products, etc. M. T. Th. 8:05 P. H. 31. Professor Hatcher.

COMMERCIAL GEOGRAPHY.—This course will include all the important features of political geography and in addition a careful study will be made of commerce and industries in their relation to geography. M. W. F. 9:05 P. H. 20. Professor Hatcher.

ORTHOGRAPHY.—The spelling of common words will be stressed. Correct spelling in all forms of written work demanded. How best to teach spelling. M. W. 8:05 A. H. 13. Professor McMullen.

READING. — Practice in reading required each week. Teachers are so drilled in reading that they will be able to read well to their classes. The methods and principles of teaching reading are given. T. Th. 3:05 L. H. 10. Professor Hensley.

U. S. HISTORY.—Two sections, each covering thoro review of State-adopted text-book.

Section 1. M. T. Th. F. 4:05 L. H. 25. Professor Woodward.

Section 2. T. W. Th. F. 11:05 A. H. 13. Professor McMullen.

FLORIDA HISTORY.—Adopted book will be covered. W. F. 3:05 L. H. 25. Professor Woodward.

For the above courses the State-adopted text-books will be used.

These and all other books for the Summer School may be obtained at the University Book Store, Language Hall.

STATE AND SPECIAL CERTIFICATES

The following courses of study lead to the State and special certificates, and to high school, normal and professional credits, which may be applied toward a normal school diploma.

BEGINNERS' PLANE GEOMETRY.—M. T. W. F. 8:05 P. H. 20. Professor Sawyer.

PLANE GEOMETRY.—Review course. M. T. W. F. 8:05 L. H. 23. Miss Burney.

SOLID GEOMETRY.—T. W. Th. F. 11:05 P. H. 21. Professor F. W. Buchholz.

PLANE TRIGONOMETRY.—M. T. Th. F. 3:05 P. H. 20. Professor Sawyer.

GENERAL SCIENCE.—A course of methods in general science designed especially to meet the needs of high school teachers. T. Th. 9:05 P. H. 1. Professor Grimm.

PHYSICS.—A general course such as is usually given in standard secondary schools—lectures, recitations, demonstrations, and a limited amount of individual laboratory work. M. T. W. Th. 10:05. Laboratory, W. F. 4:05-6:00 P. H. 1. Professor Grimm.

FIRST YEAR LATIN.—Section 1. Beginners, M. T. W. Th. 9:05 P. H. 28. Professor Hathaway. Section 2. Review, M. T. W. Th. 4:05 P. H. 21. Professor F. W. Buchholz.

CAESAR.—In this course three books will be thoroly studied. Composition. M. T. W. Th. 3:05 P. H. 21. Professor F. W. Buchholz.

VIRGIL.—Three books of Virgil are read and, in addition,

prose composition will be given. M. W. Th. F. 8:05 P. H. 17. Professor F. W. Buchholz.

RHETORIC.—A general course in composition and rhetoric. M. T. Th. F. 4:05 P. H. 28. Professor Hathaway.

ENGLISH LITERATURE.—The history of English Literature as outlined by Metcalf's English Literature will be given. T. W. Th. F. 2:05 L. H. 10. Professor Hensley.

AMERICAN LITERATURE.—Study of American Literature as outlined in Metcalf's "American Literature". M. W. Th. F. 4:05 L. H. 11. Professor Kemper.

METHODS OF TEACHING THE ELEMENTARY BRANCHES.—In this course emphasis will be placed upon the proper presentation of grammar school subjects. M. T. W. Th. F. 3:05 P. H. 25. Professor L. W. Buchholz.

GRAMMAR GRADE ENGLISH.—Methods of teaching English in grammar grades will be stressed in this course. Some time will be given to a discussion of the best English productions for these grades. T. Th. F. 3:05 L. H. 11. Professor Kemper.

PSYCHOLOGY.—A beginners' course in psychology with applications to teaching. M. T. W. Th. 9:05 P. H. 25. Professor Cox.

ZOOLOGY. — In connection with the text-book study, typical specimens illustrating the different groups, will be dissected and studied in the laboratory, to obtain as comprehensive an idea of their structure and physiology as possible. M. T. W. Th. 2:05 S. H. Botany Room. Professor Grimm.

BOTANY.—In classroom and laboratory the structure, morphology, reproduction and classification will be studied. After students have been prepared for them, field trips will be taken, when representative types of important families will be collected and identified. T. W. Th. F. 3:05 S. H. Botany Room. Professor Grimm.

CHEMISTRY.—Elementary principles of chemistry; text-book and laboratory work. Carefully kept note-books required. M. T. W. Th. F. 8:05 S. H. Professor McGhee. Laboratory M. W. or T. Th. 2:05-4:00.

HISTORY.—Ancient: M. T. Th. F. 10:05 L. H. 11. Professor Kemper. Medieval and Modern: M. T. W. F. 9:05 L. H. 11. Professor Kemper.

CIVIC BIOLOGY AND NATURE STUDY

Professor Hodge

Dr. Hodge has taken for his special problem instruction in biological subjects in the public grade and high schools. His courses deal with selection and treatment of subject matter best suited to each grade of instruction. The aim thruout is to develop confidence and resourcefulness of teachers so that each shall be able to organize into a practical course the materials at hand in the environment of his school. Our taxes in "H. C. L.", damages and losses running into billions of money and hundreds of thousands of lives each year, due to ignorance in these matters, are a measure of our need for such instruction.

COURSE 1. *Nature Study in the Grammar Grades.* Text: "Nature Study and Life" (Ginn & Co.). By Hodge. Daily 8:05 P. H. 25.

COURSE 2. *Civic Biology and Problems of the High School Course.* Text: "Civic Biology" (Ginn & Co). By Hodge and Dawson. Daily 10:05 P. H. 25.

Classroom instruction in both courses will be supplemented by such excursions, for bird, insect, plant and garden studies, and by such special outdoor problem work as it may be possible to arrange for.

These courses may count for college or normal credit.

BIRD STUDY

Dr. Fisher

BIRD STUDY.—A course in Bird Study, to be conducted in cooperation with the National Association of Audubon Societies. Work to begin June 16th, 1919, and to continue four weeks. Designed for those who wish to know the birds and for those who are preparing to teach Nature Study. Lectures dealing with the relation of birds to man, bird protection and the Audubon Societies, feeding and nesting habits, songs, classification, theories and facts of migration,

books on birds and practical suggestions for bird study in schools. Field trips, the object of which will be to learn to identify by eye and ear the birds to be found in the vicinity during July. Students will learn to use the keys in the handbooks so that they may continue this study independently.

As a part of the field work, special attention will be paid to the identification of trees and all kinds of plants which are concerned with the life of birds.

Field or opera glasses will be very useful in this course.

M. T. Th. Sat. 4:05 S. H. Text-book: "The Bird Study Book", by T. Gilbert Pearson, Doubleday, Page & Co.

PRIMARY WORK

Miss Marie Anderson

NEWER TYPE OF PRIMARY SCHOOL.—Course will discuss some recent departures from the traditional and will consider causes for these changes. The course will include organization of the primary school curriculum, and a discussion of the relationship between the kindergarten and primary school. It is planned to meet the needs of teachers of the first four grades. Daily 10:05 E. H. 10.

TRADITIONAL SUBJECTS OF THE PRIMARY SCHOOL.—Aims and Methods—the rapid transformation in methods of teaching the traditional studies will be considered. Type lessons illustrating the drill lesson, the application of the drill lesson and the lesson for appreciation will be given. Daily 11:05 E. H. 10.

SPECIAL SUBJECTS OF THE PRIMARY SCHOOL.—Course will include a discussion of the special primary subjects in the order of their importance; viz., Handwork, Games and Plays, Nature Study, Literature and Music. Their intrinsic educational value, and their importance to the regular subjects as vital supplementary aids will be emphasized. Emphasis will also be placed on the development of these subjects as a correlated unit as well as on the individual development and type lessons will be given to illustrate the most successful methods in the teaching of these special subjects to primary grade pupils. Daily 3:05 E. H. 10.

We consider ourselves fortunate in securing Miss Anderson for the primary work. Hon. J. L. McBrien, Rural School Extension Agent, of the Bureau of Education, Washington, D. C., says of her: "If you want an all-round teacher whose education, experience and training fit her to teach rural teachers how to teach, as well as to teach town and city grade teachers how to teach, there is no better person than Miss Marie Anderson, Supervisor Primary Education, Port Arthur, Texas, that I can name for this work in the South. She has had experience an an institute teacher. She was for six years in the Gary schools under the supervision of Superintendent Wirt of Gary fame. Miss Anderson has been establishing this system at Port Arthur, Texas, for the past three years. She taught one session at the University of Pennsylvania."

PHYSICAL EDUCATION

Mr. White

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The courses in Physical Education are designed to meet the needs of Primary, Grammar and High School teachers and physical directors. They will include formal gymnastics, athletics, gymnastic and singing games, track athletics, military marching and setting up exercises, artistic drills, folk, esthetic and classic dancing.

PHYSICAL EDUCATION A.—Plays and games on the lawn three evenings a week at 7 p. m. Open to all students. No registration is necessary for this course. A play hour is conducted on the lawn every evening for recreation of the students and the instruction in plays and games suitable for adult community life, as well as those of the children.

PHYSICAL EDUCATION B.—Elementary Physical Education. Open to all students. Includes work for the grades. Daily 4:05.

PHYSICAL EDUCATION C.—Advanced Physical Education. Open to all students. Includes work for High School and College. Daily (hours to be arranged).

PHYSICAL EDUCATION D.—Folk and Esthetic Dancing.

*To be supplied.

Includes folk, national, esthetic and classic dancing. Daily 5:05.

PHYSICAL EDUCATION E.—Playground Activities. The purposes of this course are to give teachers practical training in the supervision of school play, and in the equipment of playgrounds; and to teach them thru observation and participation, playground activities that may be used, with small and large groups of children, in all grades of the public schools. The attendance of school children from Gainesville and vicinity will provide adequate opportunity for playing games and to organize various playground activities under actual school conditions. 7:00 p. m. on campus.

MUSIC

Miss Kittrell

MUSIC METHODS, COURSE 1.—It is the object of this course to point out the true place and purpose of public school music, and to consider the various good methods of teaching music to children in the Primary Grades. Daily 2:05 Gymnasium.

MUSIC METHODS, COURSE 2.—A continuation of course 1. Material is examined for the Grammar Grades and High School. (Hours to be arranged) Gymnasium.

DRAWING AND INDUSTRIAL ARTS

Miss Kittrell

PUBLIC SCHOOL ART AND METHODS, GRADES I-IV

COURSE 1.—This course includes: Elementary water color, crayon and pencil from plants, flowers, vegetables and fruit; simple design and its application to some problem; elementary color theory; paper cutting and construction; action lines; pose drawing; lettering; arrangement and poster making. Work for first four grades outlined. Model lessons given. Cost and selection of materials discussed. Wed. and Sat. 9:05-11:00 E. H. 12.

PUBLIC SCHOOL ART AND METHODS, GRADES V-VIII

COURSE 2.—This course includes: Water color, pastello, tempera and pencil from plants, flowers and still life objects, studied with reference to light and shade; color the-

ory; simple working drawings; lettering; poster making; suitability of dress for different occasions and types of people; application of the principles of Art to home decoration; bookmaking; appreciation of direction, balance, rhythm, proportion and values; study of design and its application to some practical problem; paper cutting; work outlined for the school year; cost and selection of materials discussed. Perspective. Tu. and Fri. 10:05-12:00 E. H. 12.

NOTE.—Other courses in Drawing and Industrial Art may be given if the demand is sufficient.

MANUAL TRAINING

R. G. Sawyer

This work is planned to include shop work and mechanical drawing courses suitable to the first year of High School.

SHOP WORK.—The shop course will consist of bench work, machine work and turning. At the bench various joints will be laid out and constructed and small pieces of furniture made. This will give practice in using hand tools, glueing, staining, varnishing, etc. As much practice as possible will be given on the different machines, and all work will be done from drawings. Shops will be open to accommodate classes.

MECHANICAL DRAWING. — In drawing, sketching and lettering will be practiced all through the session, and, if possible, considerable work will be given in mechanical drawing, consisting largely of accurate working drawings in both orthographs and isometric projection and practice in tracing and printing. Hours to be arranged. E. H. 2.

FOLLOWING COURSES FOR COLLEGE AND GRADUATE STUDENTS

The following courses will be offered for those who are prepared to take them. Four and one-half year hours, or eighteen hours per week, will be the maximum of work allowed to college students without special permission. While a number of courses are outlined which the professors are prepared to give, yet in the nature of the case

only a limited number can be given. The number and kind of course will depend upon the demand.

AGRICULTURE

Professor Floyd

ELEMENTS OF AGRONOMY.—The origin, formation, and classification of soils; general methods of soil management, and the adaptation of soils to the requirements of plants. M. T. W. 11:05 A. H. 12, Th. 4:05-6:00 Field.

PLANT PROPAGATION.—Study and practice in propagation by means of division cutting, layering, budding and grafting, seed selection, storing and testing, and the fundamental physiological processes. Exercises with common fruits, flowers, and shrubs will be given. T. Th. F. 8:05 A. H. 12, W. 4:05-6:00 Field.

VEGETABLE GROWING.—Vegetables adapted to Florida, the seasons in which they are grown, cultural methods, fertilizing, irrigating, troublesome insects and diseases, packing and marketing. W. Th. F. 3:05 A. H. 12 M. 4:05-6:00 Field.

FRUIT GROWING. — Varieties of fruits adapted to the state, their planting, cultivation, pruning, spraying, troublesome insects and diseases. M. Th. F. 9:05 A. H. 12 T. 4:05-6:00 Orchard.

CHEMISTRY

Professor McGhee

GENERAL CHEMISTRY.—A course designed for those who wish to prepare for science teaching in the High Schools. This course can be taken by those who have never taken chemistry before or by those who have had a course and wish to review it. M. T. W. Th. F. 8:05 Laboratory, M. T. W. Th. 2:05-4:00 S. H.

QUALITATIVE ANALYSIS. —A laboratory course in this subject offered to those who have had general chemistry. Laboratory, M. T. W. Th. 2:05-4:00 S. H.

QUANTITATIVE ANALYSIS.—A laboratory course offered to those who have had qualitative analysis. M. T. W. Th. 2:05-4:00 S. H.

In either qualitative or quantitative analysis a half course may be taken, instead of a whole course. Credit to be given when the course is completed.

EDUCATION

Professor Fulk
Professor L. W. Buchholz

CHILD STUDY.—The nature, growth and development of the child from birth to adolescence, with special reference to the meaning of these processes to the teacher. Emphasis given to the effect of child study on the practices of elementary and secondary education. M. T. Th. F. 9:05 P. H. 23. Professor Fulk.

EDUCATIONAL HYGIENE.—A study of conditions and forces that affect the physical and mental vigor of school children and teachers. School sanitation; common diseases and defects of children; the teacher as medical inspector; the hygiene of instruction; the teacher's health; community hygiene. A demonstration clinic will be an important feature of this course. Students not registered for the course may enter for the clinic. See instructor. M. T. W. F. 3:05 P. H. 23. Professor Fulk.

PLAY AND RECREATION.—A study of play and recreation especially from the standpoint of the public school, with some attention to the leisure time problem and avocational training. This course supplements either Child Study or Educational Hygiene, but may be taken separately, and for graduate credit. W. F. 4:05 P. H. 23. Professor Fulk.

CURRENT EDUCATIONAL PROBLEMS.—Vital problems of administration and supervision. As far as possible the needs of those who take the course will be met. The reorganization of the elementary and secondary school, educational surveys, educational measurements, extra-curricula activities, the adaptation of the school to the community, are representative topics from which studies will be selected. May be counted for graduate credit. T. Th. 11:05 P. H. 23. Professor Fulk.

PHILOSOPHY OF EDUCATION.—A study of the principles of all education, and their influence in determining the ma-

terials and methods of teaching. The purpose of the course is to help form a broad, sound philosophy upon which teachers may base educational practice. May be taken for graduate credit. M. W. Th. F. 8:05 P. H. 23. Professor Fulk.

HISTORY OF EDUCATION.—This course has two main purposes: first, to lead the student to appreciate the present educational situation in the light of the past; second, to acquaint him with the educational influence of the great educational leaders since the time of Rousseau. Daily 10:05 P. H. 21. Professor L. W. Buchholz.

AGRICULTURAL EDUCATION

Professor Fattig

METHODS IN AGRICULTURAL EDUCATION.—A study of the selection, organization and presentation of agricultural subjects in secondary schools. Time will be given to the preparation of an agricultural museum. Daily 9:05 P. H. 31. One field trip each week.

VOCATIONAL EDUCATION.—History of the development of vocational education in the leading countries of the world; principles of vocational education; prevocational education and vocational guidance. M. T. Th. F. 10:05 P. H. 31.

NOTE.—Special courses will be arranged for the Agricultural Teachers coming in for four weeks' work.

ENGLISH

Professor Beck
Professor Hensley

ADVANCED COLLEGE RHETORIC.—Designed to train students in methods of clear and forceful expression. Instruction is carried on simultaneously in formal rhetoric, in rhetorical analysis, and in theme writing, the constant correlation of the three methods of approach to the desired goal being kept in view. In addition a reading course is assigned each student. Daily 10:05. L. H. 10. Professor Hensley.

SHAKESPEARE. — Macbeth and Antony and Cleopatra. An intensive study of the two dramas. Some time will be spent upon the technique of the Shakespearian drama. If time permits, a comparative study of some modern play will

be attempted. Daily written exercises. All students. Daily 8:05 L. H. 26. Professor Beck.

TEACHING OF ENGLISH.—A course for English teachers in high schools. Late methods, concrete laboratory materiel, modern subject matter, plans, dramatization, discussion and high school classics. Advanced students. Daily 9:05 L. H. 26. Professor Beck.

THE NOVEL.—Primarily a reading course. Different types of novels will be read and discussed. Criticisms and magazine reviews. Study of Howell's "Criticism and Fiction". Some written exercises. The works studied may be Austin's "Pride and Prejudice", Meredith's "Ordeal of Richard Feverel", Hardy's "Return of the Native", Conrad's "Victory", Tolstoi's "Anna Karenina", Ibanze's "Four Horsemen of the Apocalypse". Three hours attendance, five hours credit. On request. See instructor. Tu. Th. Sat. 10:05 L. H. 26. Professor Beck.

BROWNING. — Luria and the shorter poems, including "My Last Duchess", "Andrea del Sarto", "Rabbi Ben Ezra". The Laboratory. Written exercises. Advanced students. M. W. F. 11:05 L. H. 26. Professor Beck.

SHORT STORY.—A study of the technique and substance of American, English, French, and Russian stories. Some attention paid to the magazine story of today. Some practice. Advanced students. M. W. F. 2:05 L. H. 26. Professor Beck.

ADVANCED SHORT STORY.—A course for those having completed last summer's course. Some time will be given to the history of the short story. More attention will be given to the modern magazines and to writing and marketing stories. On request. See instructor. Tu. Th. 2:05 L. H. 26. Professor Beck.

READING.—Lecture once each week on grammar grade and junior high school reading. A practical course in methods looking to more effective and appreciative teaching. Socialized recitation, supervised study, study-recitation, sight reading, vocational reading, silent reading. Monday (Hours to be arranged). L. H. 26. Professor Beck.

FRENCH

Professor Anderson

FRENCH Aa. — Elementary French, first semester's course; pronunciation, grammar, prose composition, reader, oral practice. Daily 10:05 L. H. 12. Fraser & Squair's Shorter French Course; La Belle France.

FRENCH Ab. — Elementary French, second semester's course; continuation of French Aa: grammar, prose composition, reader, oral practice. Daily 11:05. L. H. 12. Fraser & Squair's Shorter French Course; La Belle France. Prerequisite; French Aa or equivalent.

GEOGRAPHY

Professor Hatcher

ADVANCED GEOGRAPHY.—A study of the political divisions and physical features of the different continents with respect to natural productions; industries and possible commercial relations. Central and South American countries will be given special attention. The geology and geography of Florida will also be studied. Daily 2:05 P. H. 1.

HISTORY AND ECONOMICS

Professor St. Amant

AMERICAN HISTORY AND GOVERNMENT.—An advanced course on the history of the United States and the development of its institutions. Daily 2:05 L. H. 11.

EUROPEAN HISTORY.—Eighteenth Century Europe, including the French Revolution and the Napoleonic Period. M. T. Th. F. 10:05 L. H. 11.

METHODS OF TEACHING HISTORY.—A study in organizing and presenting historical material in secondary schools. A wide course of reading will be expected to serve as illustrative material. Tu. Thu. Sat. 11:05 L. H. 11.

ECONOMIC PROBLEMS. — An advanced course in those problems requiring solution in the near future. A condensed review of economic principles will precede or accompany study of problems. Daily 3:05 L. H. 11.

LATIN

Professor Anderson

LATIN Ib. — Cicero's De Senectute and De Amicitia; Terence's Phormio. Daily (hours to be arranged). L. H. 12. Prerequisite: three years of High School Latin.

THE TEACHING OF LATIN.—Game's "Teaching High School Latin" is used as a basis for informal discussion. Saturday 9:05 L. H. 12.

MATHEMATICS

Professor Cawthon

COLLEGE ALGEBRA.—Selected topics of algebra that lie beyond the high school course. Daily 3:05 P. H. 17.

PLANE ANALYTICAL GEOMETRY. *Second Semester's Work.*—Daily 11:05 P. H. 17.

ELEMENTARY CALCULUS.—Daily (hours to be arranged) P. H. 17.

NOTE.—Those interested in other advanced courses should correspond with the instructor.

SPANISH

Professor Crow

SPANISH Aa.—Pronunciation, grammar, exercises, conversation, reading of an easy text. Daily 11:05 L. H. 9.

SPANISH Ab.—Continuation of elementary Spanish A. Daily except Fri. 3:05 L. H. 9.

SPANISH Ia.—Syntax, exercises, conversation, reading of intermediate texts. Daily except Tues. 8:05 L. H. 9.

SPANISH COMMERCIAL CORRESPONDENCE.—Introduction to business Spanish. Hours (three) to be arranged. L. H. 9.

SOUTH AMERICAN AFFAIRS. — Introduction to South American geography, history, politics. Lecture and reading course, open subject to consent of instructor. Hours (two) to be arranged. L. H. 9.

NOTE.—All classes scheduled will not be given; those selected depending upon the demand.

COMMERCE

Professor Tyler

Courses in Bookkeeping, Shorthand, Typewriting, Commercial Geography, Commercial Law, and Penmanship will

be offered, as in the past. All the above will be presented with special reference to preparation for teaching. Teachers completing the eight weeks' course in these subjects should experience little difficulty in passing the examination for teacher's certificate in same.

Those desiring to pursue the Commercial subjects with a view to making preparation for bookkeeping, clerical or secretarial work will find the courses admirably suited to their needs.

A fee of Five Dollars will be charged for each of the commercial subjects, except Typewriting. For this subject a fee of Ten Dollars will be charged, which will cover rental of the typewriter for the session. Hours to be arranged. P. H. 18.

PUBLIC SPEAKING

Professor Chapman

EXPRESSION AND PUBLIC SPEAKING. — In the courses offered particular attention will be given to establishing a correct method of breathing, to correcting faulty articulation, and to teaching the principles of interpretation by voice, gesture, and facial expression. In these studies special attention will be given to preparing teachers for carrying on this work in the public schools.

On account of lack of funds, a small tuition fee is charged. Those interested see Professor J. M. Chapman.

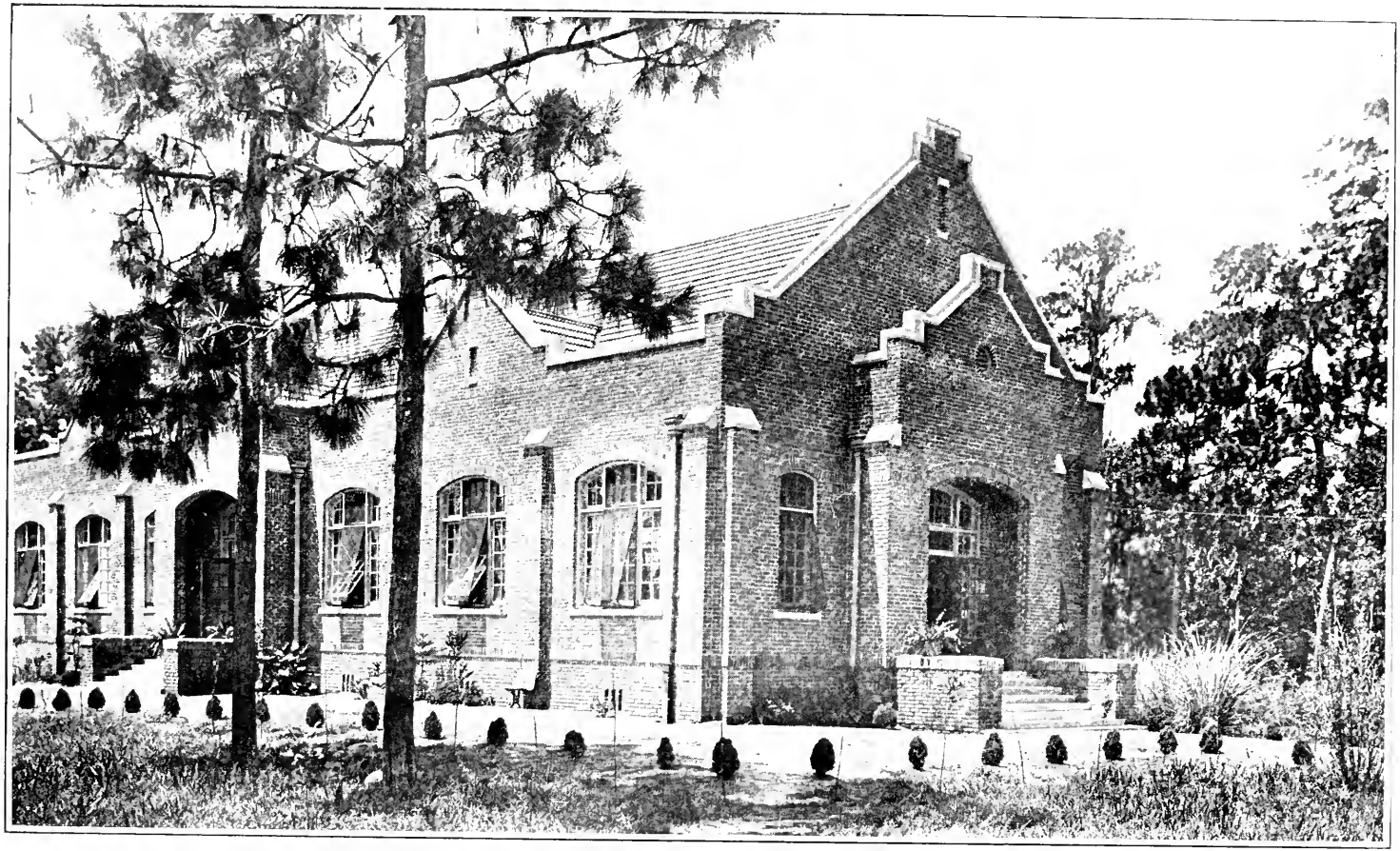
HOME SERVICE WORK IN THE AMERICAN RED CROSS

A class will be organized and a series of lectures will be given by competent men and women in the Home Service Work of the American Red Cross. The demand for Red Cross service workers is so great at this time that it seems necessary that such a course be given, and it is hoped that many will take advantage of this course.

COMMUNITY HYGIENE

R. H. Hixson, B.A.; Ph.B.

HEALTH WORK AMONG SCHOOL CHILDREN.—This course is intended to present to teachers a hasty review of health



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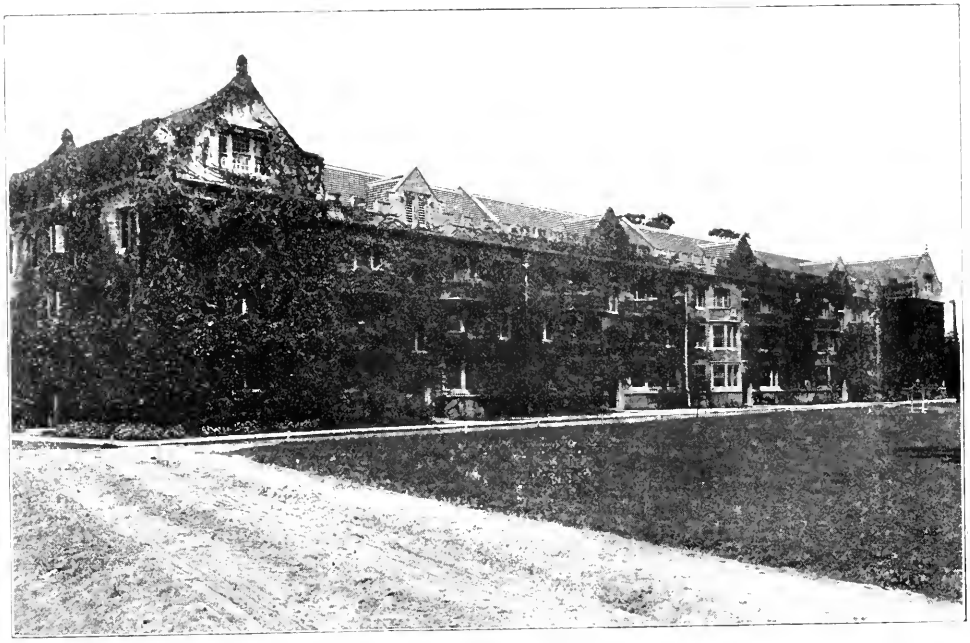

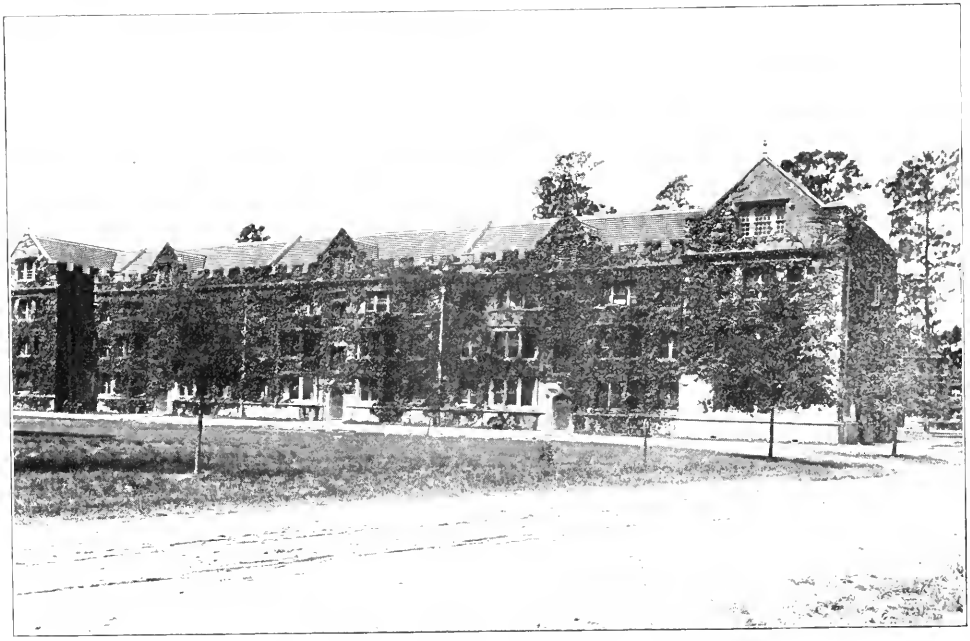

THOMAS AND BUCKMAN HALLS, Dormitories

conditions, especially in Florida, in their relationship to the welfare of the community and the public schools. The course is also planned to give teachers some training in the Modern Health Crusade Work, which has already been introduced in a good many of the schools of Florida, and will be introduced in a great many more the coming session. The idea of the Modern Health Crusade is to reenforce the hygiene as taught in the public schools and develop on the part of school children health habits in addition to a knowledge of the body and its habits.

The following topics will be discussed: Lessons from the War, Community Food Supply and Health, Nature and Scope of Modern Health Crusade, and Relation of Modern Health Crusade to Tuberculosis and Community Organization.

The above will be a four-weeks course, beginning July 14, and is provided by the State Anti-Tuberculosis Association. Hours will be arranged to meet the needs of the class.

SPECIAL LECTURES

Lectures will be given from time to time by different members of the faculty on school libraries and the selection, use and care of apparatus for science courses in the high schools.

A series of lectures will be given on mental and physical hygiene, and sanitation.

The State High School Inspector will give several lectures on high school administration, with special reference to Florida high schools.

The State Superintendent has promised to give a series of lectures on the Florida school situation.

Dr. George Clyde Fisher, Associate Curator, American Museum of Natural History, will give a series of popular, illustrated lectures, among which will be: "Birds in Their Relation to Field, Forest and Garden"; "Wild Animals Near Home"; "With John Burroughs at Slabsides"; "Wild Flowers of Summer"; "Bird Neighbors and Their Homes".

Dr. C. F. Hodge, the noted Naturalist, will be with us for the entire session, and give several popular lectures.

The University has ample equipment to provide games and recreational activities for the whole student body. Among the various games will be found: baseball; indoor baseball; basket ball; volley ball; cage-ball; tennis (4 courts); boxing and quoits. In addition to this, the swimming pool and new gymnasium will be available.

Miss Kittrell will be with us again to lead our Twilight Sings, and we are planning to have a first class story teller for the Story Hour.

The Y. M. C. A. has a fine moving picture machine, and a large number of educational and travel films have been secured, as well as some of the finest feature films in the country.

REGULATIONS

When credit or extension certificates is desired the following regulations established by the Summer School Board must be followed:

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

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

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

4. No teacher shall take less than fifteen hours per week without special permission.

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

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

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

EXTENSION OF TEACHERS' CERTIFICATES

Section 6 of a recent Act of the Legislature provides that:

"All teachers attending any of the Summer Schools herein created and whose work entitles them to credit therefor, upon making proof of the same to the State Superintendent of Public Instruction, are hereby entitled to one year's extension on any Florida teacher's certificate they may hold and which has not fully expired, and such certificate may be extended one year for each succeeding session attended by the said teacher."

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

CREDIT TOWARDS NORMAL SCHOOL AND COLLEGE DEGREES

Section 5 of Summer School Act is as follows:

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

ROOMS

All who expect to occupy dormitory rooms, which in every case are comfortable and commodious, should make reservations as soon as possible.

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

H. W. Cox,
Dean of Teachers' College,
Gainesville, Fla.

University of Florida

Gainesville, Florida

Normal School and Teachers' College

REVIEW COURSES

A ONE-YEAR COURSE

A TWO-YEAR ELEMENTARY PROFESSIONAL COURSE

REGULAR FOUR-YEAR NORMAL COURSE

COURSE LEADING TO AN A. B. DEGREE IN EDUCATION

COURSE LEADING TO A B.S. DEGREE IN EDUCATION

THE SUMMER SCHOOL

For information write,

A. A. MURPHREE, *President*

or

H. W. COX, *Dean*

EXTRA NO. 2

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UNIVERSITY OF FLORIDA

College of Law

GAINESVILLE

ELEVENTH

ANNUAL ANNOUNCEMENT

1919-1920

Entered September 6, 1906, at the Postoffice at Gainesville, Florida, as second class mail matter, under Act of Congress, July 16, 1894

UNIVERSITY OF FLORIDA

College of Law

GAINESVILLE

ELEVENTH

ANNUAL ANNOUNCEMENT

1919-1920

THE
UNIVERSITY OF FLORIDA
GAINESVILLE

Supported by the State and Federal Government for the Liberal and Professional Education of Young Men

A State University of High Standards, Ranking with the Largest and Best Universities of the North and East.

Stands for the Highest Moral, Intellectual, and Physical Development of the Nation's Future Citizens.

ORGANIZATION

1. The College of Arts and Sciences offers excellent advantages for a liberal education and confers the degrees of B.A. and B.S.

2. The College of Agriculture provides superior advantages for instruction and training in various branches of agriculture, and confers the degree of B.S.A.—many short courses offered.

3. The College of Engineering affords the very best technological training in chemical, civil, electrical, and mechanical engineering, leading to appropriate Bachelor's degrees in engineering.

4. The College of Law—the best in the country for future practitioners of Florida. The degrees of LL.B. and J.D. are conferred. Graduates are admitted to the bar without further examination.

5. The Teachers' College confers the degrees of B.S. and B.A. in philosophy and education and provides normal training for those desiring to enter any department of the public school service. State certificates are granted to Normal School and Teachers' College graduates without further examination. The leading teachers' college in this territory. $40,000 gift from the Peabody Board for the building occupied by this college.

6. The Graduate School offers courses leading to the degrees of Master of Arts and Master of Science.

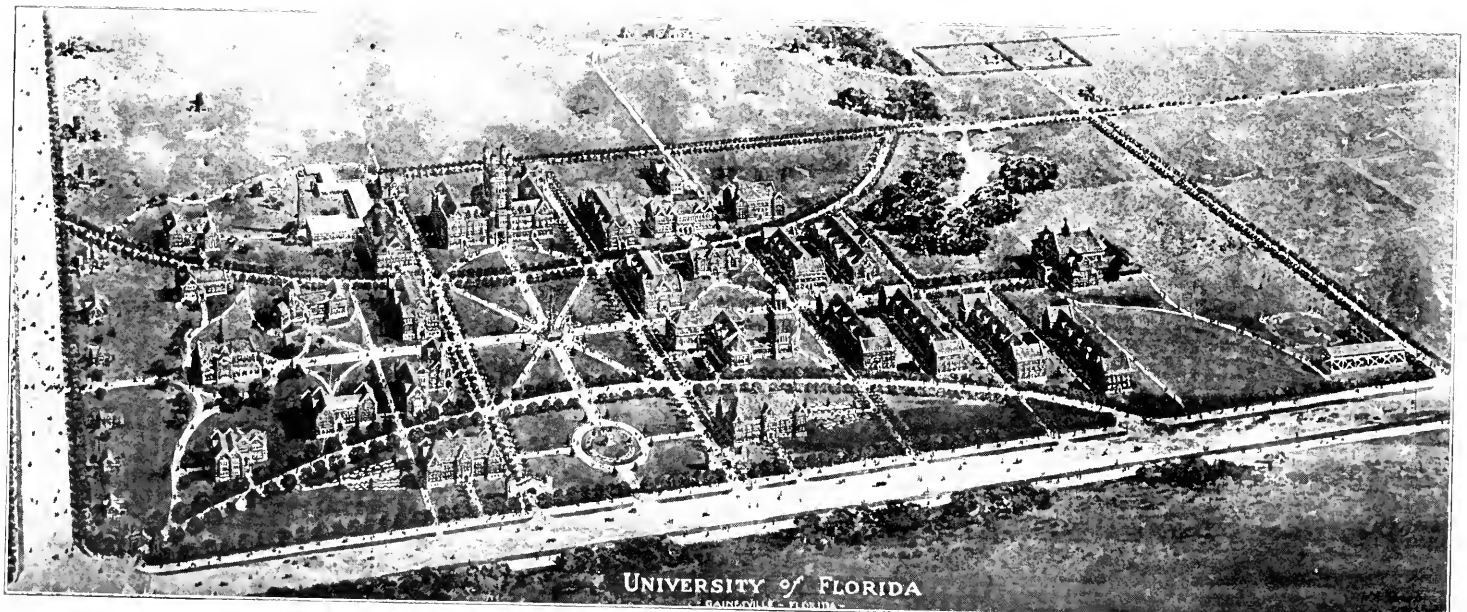
7. The Agricultural Experiment Station.

8. The University Extension Division.

For catalogue or further information address

A. A. MURPHREE, LL.D., President,

University of Florida, Gainesville, Fla.



Bird's-Eye View of the University Campus as it is Being Developed

College of Law Building

UNIVERSITY CALENDAR

1919-1920

1919—June 16, *Monday*.....Summer School begins.
August 1, *Friday*.....Summer School ends.
September 22, *Monday*.....Summer Recess ends.
Examination for Admission.
Registration of Students.
Septembr 23, *Tuesday*.....First Semester begins.
September 30, *Tuesday*.....Stockmen's Institute begins.
October 4, *Saturday, 1:30 p. m.*.....Re-examinations.
2:30 p. m......Meeting of General Faculty.
October 6, *Monday*.....School for County Demonstration Agents begins.
October 14, *Tuesday*.....Citrus Seminar begins.
November 27, *Thursday*.....Thanksgiving Holiday.
December 1, *Monday*.....Boys' Club Week begins.
December 19, *Friday, 11:30 a. m.*.....Christmas Recess begins.
1920—January 3, *Saturday*.....Christmas Recess ends.
January 5, *Monday, 8:00 a. m.*.....Resumption of Classes.
Review Courses for Teachers begin.
January 6, *Tuesday*.....Ten-Day Courses for Farmers begin.
February 7, *Saturday*.....First Semester ends.
February 9, *Monday*.....Second Semester begins.
February 21, *Saturday, 2:30 p. m.*.....Meeting of General Faculty.
March 6, *Saturday, 1:30 p. m.*.....Re-examinations.
June 5, *Saturday, 2:30 p. m.*.....Meeting of General Faculty.
June 6 to 8.....Commencement Exercises.
June 6, *Sunday*.....Baccalaureate Sermon.
June 7, *Monday*.....Oratorical Contests.
Annual Alumni Meeting.
Class-Day Exercises.
June 8, *Tuesday*.....Graduating Day.
June 9, *Wednesday*.....Summer Recess begins.
June 14, *Monday*.....Summer School begins.

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Professor of Public Speaking.

ALFRED LEO BUSER, A.B. (Wisconsin),
Professor of Physical Education.

AGATHA FREEMAN WALSH,
Librarian and Secretary to the Dean.

FACULTY ANNOUNCEMENT

The acceptance by Judge Robert S. Cockrell of appointment as a full-time professor of law is an event of great significance to those seeking a legal education or interested in the upbuilding of the bench and bar. This distinguished jurist needs no introduction to Floridians. He holds the degrees of B.A., M.A., and B.L. from the University of Virginia, and is a member of the Phi Beta Kappa chapter thereof. In 1891 he was admitted to the Florida bar and was engaged in active practice in Jacksonville for eleven years. December 1, 1902, he accepted appointment to the Supreme Bench and for fourteen years he has served as a justice of the Supreme Court of Florida. He is at present a member of the widely-known law firm of Cockrell and Cockrell of Jacksonville, and state counsel for the Alien Property Custodian. Judge Cockrell will teach practical subjects, where his extensive experience and ripe scholarship will be used most fully in the education of the future lawyers and judges of this and other states. The College takes a pardonable pride in availing itself of his peculiarly apt and superior abilities.

VALUE OF LEGAL EDUCATION

"Three classes of men should read Law," said Blackstone, "the lawyer for his profession, the business man for business reasons, and every man for increased efficiency and his own protection." Viewed either from the standpoint of personal culture, business proficiency, preparation for the legal profession, or entrance to a public career, the study of law is productive of high returns.

PURPOSE

It is the purpose of the College to impart a thoro, scientific, and practical knowledge of the law, and thus to equip its students to take advantage of the splendid opportunities the present readjustments in business and social life are creating. It aims to develop keen, efficient lawyers, conversant with the ideals and traditions of the profession. Its policy is characterized by the emphasis of practice as well as theory; pleading as well as historical perspective; skill in brief making as well as legal information.

EQUIPMENT

BUILDING.—This splendid structure is one hundred seventy-two feet long, seventy feet wide, and two and one-half stories high. It contains a large, well-lighted library, furnished with bookstacks, library tables, librarian's office, and consultation rooms for students and faculty. It has three commodious lecture-rooms, together with the offices of administration, and the offices of the several resident professors. It contains, also, an elegant courtroom and auditorium, handsomely finished in panel work. The courtroom has all the usual accessories, jury box, witness stand, judge's office, and jury room, and is connected with the library below by a circular stairway. Every interest of the College has been provided for, including attractive quarters for the Marshall Debating Society. The building is steam-heated, lighted by electricity, and equipped thruout with a superior grade of furniture. It is devoted exclusively to the uses of the College of Law and furnishes accommodations as comfortable and as convenient as can be found in the country.

LIBRARY. — The Law Library contains all the published reports of the courts of last resort of every State in the Union and of the Federal Courts, the full English Reprints, the English Law Reports, the reports of the Interstate Commerce Commission and the Land Decisions of the Department of the Interior besides an excellent collection of digests, encyclopedias, series of selected cases, treatises and text books, both English and American. The Library also contains the Statutes of several of the States besides those of the Federal Government, and is a subscriber to the leading legal periodicals. A course of instruction is given in legal bibliography and the use of law books. Every facility also is offered law students to make use of the General Library, in which are included works of interest and information to the lawyer.

Both the Law and General Libraries are open during the academic year on every secular day between the hours of 8:00 A. M. and 10:00 P. M. and are in charge of trained librarians, who will render such aid as the students may need in their use of the books.

GYMNASIUM.—A brick and stone structure of two stories and basement, one hundred and six feet long and fifty-three wide, built within the last year. It is steam-heated, supplied

with hot water, and well-lighted and ventilated. A gallery around the main floor provides space for spectators at gymnastic exhibitions. The basement contains lockers, shower-baths and toilets. Adjacent is a swimming-pool, thirty-six feet long and twenty-four feet wide, and from four and one-half to seven feet deep. Organized classes are conducted by the Professor of Physical Culture.

FLEMING FIELD.—A large and well-kept athletic field equipped for the various outdoor games and sports which in this climate are carried on the year round. In 1919 this field was used by the New York Giants for their spring training.

ATTENDANCE

Notwithstanding the fact that the war seriously interfered last year with the attendance of law students thruout the country, causing at least fourteen resident law schools to close their doors, this College enrolled sixty-four students. Most of them were members of the S. A. T. C. here. The superior three-year course of this College, which has been approved by the Board of Regents of the University of the State of New York, was recognized also by the War Department, which allowed S. A. T. C. students to take eleven hours of regular law work here in addition to their prescribed military drill and other war studies.

ADMISSION

REQUIREMENTS FOR ADMISSION.—Graduates and matriculates of colleges and universities and applicants who have completed a high-school course of four years will, upon presentation of proper credentials to that effect, be admitted to the College as candidates for a degree. Other applicants for admission as regular students will be required to pass an entrance examination. No applicant under eighteen years of age will be admitted.

The four-year high-school course required for admission must consist of sixteen units (fifteen units as defined by the Carnegie Foundation or the National Educational Association). A unit represents a course of study pursued thruout the school year with five recitation periods of at least forty-five minutes each per week, four courses being taken during each of the four years.

Eight units are prescribed; viz.: English 3; Mathematics 3; History 1; Science 1. The remaining units may be chosen from the following electives: Botany ½ or 1; Chemistry 1; English 1; Latin 4; History 2; Mathematics 1; Modern Languages (French, German, or Spanish) 2; Physical Geography 1; Physics 1; Zoology ½ or 1; vocational subjects (Typewriting, Stenography, Mechanic Arts, Agriculture, etc.) 4.

Candidates presenting fourteen units will be admitted provisionally, but the deficiency must be removed by the beginning of the Senior year. Further particulars, in cases of doubt, may be obtained by communicating with the Dean of this College.

Certificates of scholastic record signed by the principal of the school attended must be presented by all those who do not enter by examination. Blank forms, conveniently arranged for the desired data, will be sent upon application.

SPECIAL STUDENTS.—Persons over twenty-one years of age who are not able to qualify as regular students may be admitted as special students upon presenting satisfactory evidence that they have received such training as will enable them to make profitable use of the opportunities offered in the College.

ADVANCED STANDING.—No work in law done in other institutions will be accepted towards a degree, unless the applicant passes satisfactorily the examinations held in the subjects in question in this College, or unless, by special vote of the Faculty, credit is given without examination. In no case will credit be given for work not done in residence at an approved law school.

EXPENSES

A tuition fee of $20.00 per semester, payable in advance, is charged all law students, except those taking less than eleven hours of work, who are charged a proportional part of the full tuition. The actual University charges to a law student (including board and lodging, fees and tuition, but not including books or damage deposits) are $198.00. The damage deposit of $5.00, less whatever may be deducted therefrom for injuries to University property, is returned at the end of the scholastic year. For the first two years of the

course the required law books new will cost about $41.00 each year; and for the Senior year, about $51.00. Students should also provide themselves with the Statutes of their State and a law dictionary. Many of these books, however, will form a nucleus for the student's future library; and by the purchase of second-hand books their cost may be materially reduced.

UNIVERSITY PRIVILEGES

ELECTIVES IN OTHER COLLEGES.—The advantages of the other colleges of the University are open to such students in the College of Law as desire and are able to accept them. Courses in Constitutional and Political History, Political Economy, Sociology, Psychology, Logic, Rhetoric and English Composition are particularly recommended. No extra charge will be made for such courses, but they can be taken only with the consent of the Law Faculty and of the professors concerned.

MILITARY SCIENCE AND TACTICS.—The University has an Infantry Unit, Senior Division of the Reserve Officers' Training Corps, to membership in which law students are eligible. They are not required, however, to join this organization or to take any other military drill.

PUBLIC SPEAKING AND DEBATING

INSTRUCTION. — Regular classes in oratory and public speaking are organized and conducted by the professor of public speaking. A small tuition is charged.

MARSHALL DEBATING SOCIETY.—Early in the first year of the College the students organized a society that would secure to its members practice in debating and public speaking and experience in arguing legal questions, as well as drill in parliamentary law. The society was fittingly named "The Marshall Debating Society", in honor of the distinguished Southern jurist, John Marshall.

DEGREES

BACHELOR OF LAWS.—The degree of Bachelor of Laws (LL.B.) is conferred upon those students who satisfactorily complete the courses of study. Students admitted to advanced standing may, if they do satisfactorily the work prescribed, receive the degree after one year's residence, but

in no case will the degree be granted unless the candidate is in actual residence during all of the third year.

JURIS DOCTOR.—Students who have complied with all the requirements for the degree of Bachelor of Laws (LL.B.), who have maintained an average standing in their law studies of 10% above the passing mark, and who have obtained the degree of A.B., or an equivalent degree, from an approved College or University, or who secure such degree the same year they complete their law course, will be awarded the degree of Juris Doctor (J.D.).

COMBINED ACADEMIC AND LAW COURSE.—By pursuing an approved course of collegiate and law studies a student may earn both the academic and the legal degree in six years. Candidates for either the A.B. or the B.S. degree may elect twelve hours of work from the first year of the course of the College of Law and count the same as credits toward the aforesaid degrees. Such degrees will not be conferred, however, until after the completion of the second year of the law work.

MASTER OF ARTS.—Candidates for the degree of Master of Arts are permitted to take a portion of their work under the Faculty of Law.

ADMISSION TO THE BAR

Upon presenting their diplomas, duly issued by the proper authorities, and upon furnishing satisfactory evidence that they are twenty-one years of age and of good moral character, the graduates of the College are licensed by the Supreme Court, without examination, to practice in the Courts of Florida. They also are admitted without examination to the United States District Court for the Northern District of Florida.

EXAMINATIONS

The last week of each semester is devoted to examinations covering the work of the semester. These examinations are in writing and are rigid and searching, but are not necessarily final.

One delinquent examination is allowed for the removal of conditions. All students, unless excused by the Dean, must present themselves for the regular examination in all the subjects for which they are registered.

LECTURES

In addition to the courses given by the regular Faculty, lectures are given each year by eminent specialists in the profession, both at the bar and on the bench. The Justices of the Supreme Court of the State especially have been generous in giving of their time and services in this way. Both Faculty and students feel exceedingly grateful to these lecturers for the kindly interest they have manifested in the College and for the resulting uplift and inspiration.

PLEADING AND PRACTICE

COURSES.—Differing from some other law schools, this College is convinced that an intensive knowledge of pleading and practice should be secured by the student, since legal rights cannot be well understood without a mastery of the rules of pleading whereby they are enforced. As Lord Coke declared: "Good pleading is the touchstone of the true sense and knowledge of the common law." The development of right has depended upon the development of actions; the rule of law was the rule of writs and in large measure remains so today. Consequently the College offers thoro courses in Criminal Pleading and Procedure, Common Law Pleading, Equity Pleading, Code Pleading, Florida Civil Practice, General Practice, and Federal Procedure. Thus the student on graduation is enabled to enter understandingly upon the practice of law; and to this fact the College attributes much of the rapid advancement of its Alumni.

As young men from all parts of the country in increasing numbers are attending the University, combining the advantages of travel, new associations, and salubrious climate with those of the superior educational facilities here afforded, the College has arranged to serve those who intend to practice elsewhere as efficiently as those who expect to locate in this State. Students preparing for the practice in other states are offered Code Pleading and General Practice instead of Florida Constitutional Law and Florida Civil Practice, as shown in the course of study. Such students also are required to submit an acceptable dissertation showing the peculiarities of pleading and practice of the State in which they expect to locate.

THE PRACTICE COURT.—Believing that students obtain in

the Practice Court a better practical knowledge of pleading and practice than can be acquired in any other way, aside from the trial of actual cases, the Faculty lay special emphasis upon this work. Sessions of the Practice Court are held thruout the year in an admirably equipped courtroom. A clerk and a sheriff are appointed from the Senior class, and regular records of the court are kept. Each student is required to participate in the trial of at least one common law, one equity, and one criminal case, and is instructed in appellate procedure. The Practice Court is conducted by Judge Cockrell and Professor Crandall.

CURRICULUM

Due to the irregularity of students caused by the S. A. T. C. last year, the subjects unassigned to professors in the following curriculum may not be given during the session of 1919-20, but will be given the following school year. All Seniors will be given the work necessary for their graduation, and all others will be assigned full work. The texts announced are subject to change; but assurance is given that few changes will be made.

FIRST YEAR

FIRST SEMESTER

TORTS.—History and definitions; elements of torts; conflicting rights; mental anguish; parties to tort actions; remedies; damages; conflict of laws; methods of discharge; exhaustive study of particular torts—false imprisonment; malicious prosecution; abuse of process; conspiracy; slander and libel; trespass; conversion; deceit; nuisance; negligence; and others. Textbooks: Burdick on Torts and Burdick's Cases on Torts, 3rd edition. *(5 hours. Dean Trusler.)*

CONTRACTS I.—Formation of contract; offer and acceptance; form and consideration; reality of consent; legality of object; operation of contract; limits of the contract obligation; assignment of contract; joint obligations; interpretation of contract. Textbooks: Anson's Law of Contract, Huffcut's Edition; Huffcut and Woodruff's Cases on Contract. *(4 hours. Professor Moore.)*

CRIMINAL LAW. — Sources of criminal law; nature and elements of crime; criminal intent; insanity; intoxication; duress; mistake of fact or law; justification; parties in crime; offenses against the person, habitation, property, public health and morals, public justice and authority, government, and the law of nations. Textbook: Clark on Criminal Law; selected cases. *(2 hours. Professor Cockrell.)*

CRIMINAL PROCEDURE.—Jurisdiction; arrest; preliminary examination and bail; grand jury, indictment and information and their sufficiency in form and substance; arraignment, pleas, and motions; *nolle prosequi* and motions to quash; jeopardy; presence of defendant at the trial; verdict; new trial; arrest of judgment; judgment, sentence, and execution. Textbook: Clark's Criminal Procedure; selected cases. *(2 hours. Professor Cockrell.)*

PROPERTY I. — Personal property; possession and rights based thereon; acquisition of title; liens and pledges; conversion. Textbook: Warren's Cases on Property. *(2 hours. Professor Crandall.)*

SECOND SEMESTER

EQUITY JURISPRUDENCE.—History and definition; jurisdiction; maxims; accident, mistake, fraud; penalties and forfeitures; priorities and notice; bona fide purchasers; estoppel; election; satisfaction and performance; conversion; equitable estates, interest, primary rights; trusts; powers, duties, and liabilities of trustees; mortgages; equitable liens; assignments; specific performance; injunction; reformation; cancellation; cloud on titles; ancillary remedies. Textbook: Eaton on Equity; selected cases. *(5 hours. Dean Trusler.)*

CONTRACTS II AND QUASI CONTRACTS.—Rules relating to evidence and construction; discharge of contract. Origin and nature of quasi contract; benefits conferred in misreliance on rights or duty, from mistake of law, and on invalid, unenforceable, illegal, or impossible contract; benefits conferred thru dutiful intervention in another's affairs; benefits conferred under constraint; action for restitution as alternative remedy for breach of contract and for tort. Textbooks: Anson's Law of Contract, Huffcut's Edition; Huffcut and Woodruff's Cases on Quasi Contracts. *(3 hours. Professor Moore.)*

MARRIAGE AND DIVORCE.—Marriage in general; nature of

the relation; capacity of parties; annulment; divorce; suit, jurisdiction, grounds; defenses; alimony; effect on property rights; custody and support of children; agreements of separation. Textbook: Vernier's Cases on Marriage and Divorce. *(1 hour. Professor Cockrell.)*

COMMON LAW PLEADING.—History and development of the personal actions at common law; theory of pleading and its peculiar features as developed by the jury trial; demurrers, general and special; pleas in discharge, in excuse, and by way of traverse; replication *de injuria;* duplicity; departure; new assignment; motions based on pleadings; general rules of pleading. Textbook: Andrews' Stephen's Common Law Pleading. *(3 hours. Professor Crandall.)*

SALES.—Sale and contract to sell; statute of frauds; illegality; conditions and warranties; delivery; acceptance and receipt; vendor's lien; stoppage *in transitu;* bills of lading; remedies of seller and buyer. Textbook: Burdick on Sales; selected cases. *(1 hour. Professor Moore.)*

PROPERTY II.—Introduction to the law of conveyancing; rights incident to the ownership of land, and estates therein, including the land itself, air, water, fixtures, emblements, waste; profits; easements; licenses; covenants running with the land. Textbook: Warren's Cases on Property. *(2 hours. Professor Crandall.)*

SECOND YEAR

FIRST SEMESTER

UNITED STATES CONSTITUTIONAL LAW. — General principles; distribution of governmental powers; congress; the chief executive; the judiciary; police powers; eminent domain; checks and balances; guarantee of republican government; civil rights; political privileges; guarantee in criminal cases; impairment of contractual obligations. Textbook: Hall's Cases on Constitutional Law, American Casebook Series. *(4 hours. Professor ————————.)*

AGENCY.—Nature of the relation; purposes and manner of creation; who may be principal or agent; ratification; delegation of authority; general and special agents; rights and duties of agents; termination, nature, extent, construction, and execution of authority of agents; rights, duties, and liabilities of agents; principal and third persons *inter se;* particular

classes of agents. Textbooks: Mechem's Outlines of Agency and Mechem's Cases on Agency. *(2 hours. Professor ——.)*

EQUITY PLEADING.—Nature and object of pleadings in equity; parties to a suit in equity; proceedings in a suit in equity; bills in equity; disclaimer; demurrers and pleas; answer and replication; preparation of bills, demurrers, pleas, answers. Textbooks: Fletcher's Equity Pleading and Practice; Rules of the Circuit Court in Chancery in Florida; Rules of the Federal Court; Statutes of Florida. *(3 hours. Professor Cockrell.)*

BRIEF MAKING AND THE USE OF LAW BOOKS.—Where to find the law; how to use statutes and decisions; how to find the law; the trial brief; the brief on appeal and its preparation. Textbook: Cooley's Brief Making and the Use of Law Books. *(1 hour. Professor Crandall.)*

PROPERTY III.—Titles and conveyancing, including acquisition of titles by possession, modes of conveyance at common law, under the statute of uses, and by statutory grant; the execution of deeds; estates created; covenants for titles; estoppel by deed; priorities among titles. Textbook: Aigler's Cases on Property. *(3 hours. Professor Crandall.)*

FLORIDA CONSTITUTIONAL LAW.*—Declaration of rights; departments of government; suffrage and eligibility; census and apportionment; counties and cities; taxation and finance; homestead and exemption; married women's property; education; public institutions; miscellaneous provisions. Textbooks: Constitution, statutes, and judicial decisions of Florida. *(2 hours. Dean Trusler.)*

CODE PLEADING.**—Changes introduced by the codes; forms of action; necessary allegations; the complaint; prayer for relief; answers, including general and special denials; new matter; equitable defenses; counter claims; pleading several defenses; replies and demurrers. Textbook: Pomeroy's Code Remedies. *(2 hours. Professor ——————.)*

SECOND SEMESTER

EVIDENCE.—Judicial notice; kinds of evidence; burden of proof; presumptions of law and fact; judge and jury; best evidence rule; hearsay rule and its exceptions; admissions;

*For students intending to practice in Florida.
**For students not intending to practice in Florida.

confessions; exclusions based on public policy and privilege; corroboration; parol evidence rule; witnesses; attendance in court; examination, cross examination, privilege; public documents; records and judicial writings; private writings. Textbook: Greenleaf on Evidence, 16th edition, vol. 1; selected cases. *(4 hours. Professor Cockrell.)*

PRIVATE CORPORATIONS.—Nature; creation and citizenship; defective organization; promotors; powers and liabilities; corporations and the State; dissolution; membership; management; creditors; foreign corporations; practice in forming corporations, preparing by-laws, electing officers, and in conducting corporate business. Textbooks: Clark on Private Corporations, and Wormser's Cases on Corporations. *(4 hours. Professor Moore.)*

LEGAL ETHICS.—Admission of attorneys to practice; taxation; privileges and exemptions; authority; liability to clients and third parties; compensation; liens; suspension and disbarment; duties to clients; courts; professional brethren and society. Textbooks: Attorneys at Law in Ruling Case Law and the Code of Ethics adopted by the American Bar Association. *(1 hour. Dean Trusler.)*

PROPERTY IV.—History of the law of wills and testaments; testamentary capacity and intent; kind of wills and testaments; execution, revocation, republication, revival of wills; descent; probate of wills and the administration of estates. Textbook: Costigan's Cases on Wills. *(3 hours. Professor Crandall.)*

FLORIDA CIVIL PRACTICE.*—Organization of courts; parties; joinder and consolidation of actions; issuance, service, and return of process; appearance; trial; verdict; proceedings after verdict; appellate proceedings; peculiar characteristics of the common law actions; special proceedings including certiorari, mandamus, prohibition, quo warranto, habeas corpus, attachment, garnishment, statutory liens, forcible entry and detainer, landlord and tenant. Textbook: Crandall's Florida Civil Practice. *(3 hours. Professor Cockrell.)*

GENERAL CIVIL PROCEDURE.**—The court; parties; forms of action; the trial; selection of jury and procedure in jury

*For students intending to practice in Florida.
**For students not intending to practice in Florida.

trial; judgment; execution; appeal and error. Textbook: Loyd's Cases on Civil Procedure. *(3 hours. Professor ————————.)*

THIRD YEAR

FIRST SEMESTER

INSURANCE.—Theory, history, significance; insurable interest; concealment, representations, warranties; subrogation; waiver and estoppel; assignees; beneficiaries; creditors; fire, life, marine, accident, guarantee, liability insurance. Textbooks: Humble's Law of Insurance and Humble's Cases on Insurance. *(1 hour. Dean Trusler.)*

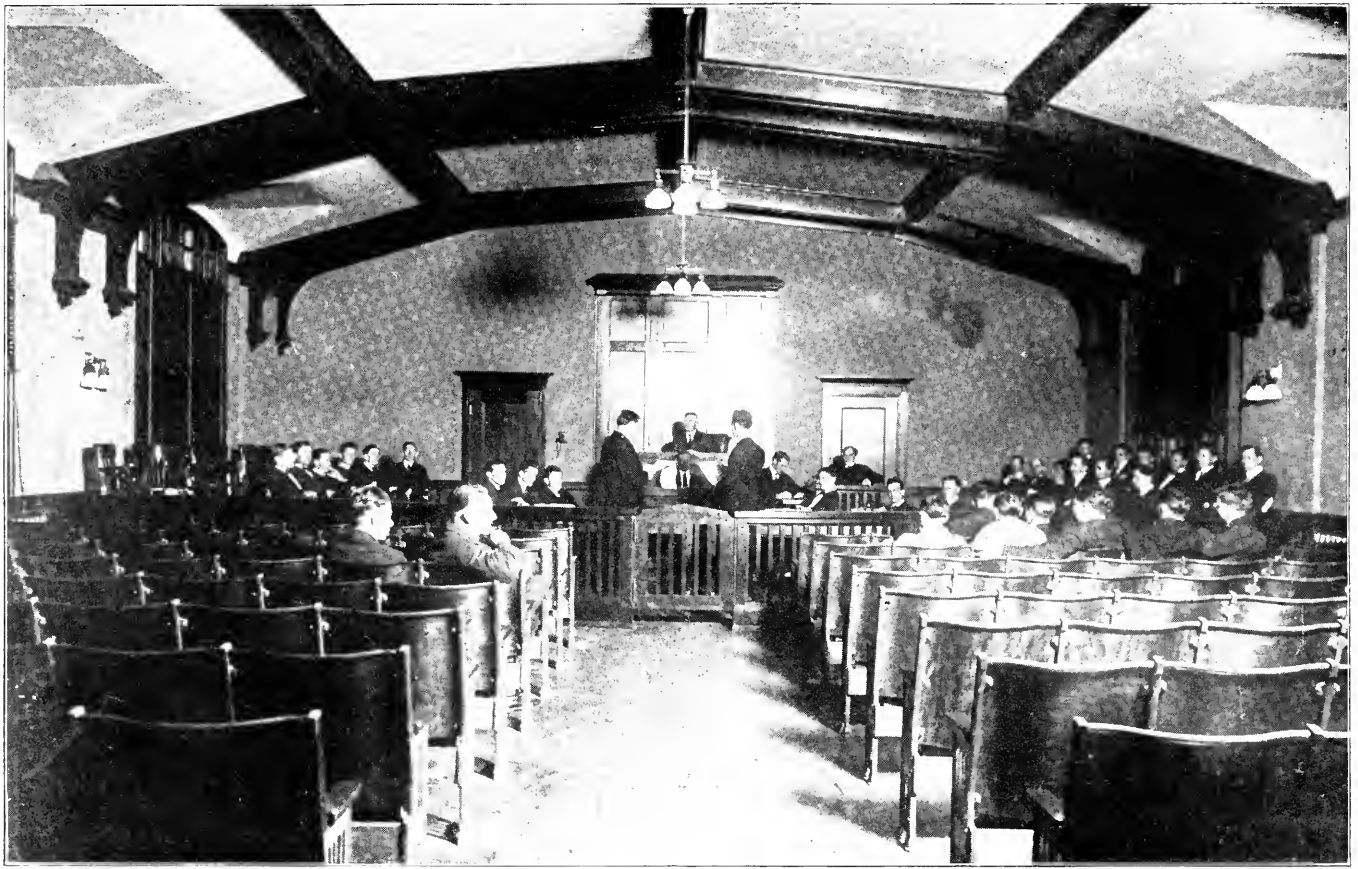
PUBLIC SERVICE CORPORATIONS.—Nature of public utilities; railroads and other common carriers of goods and passengers; telegraphs and telephones; light and water companies; inns; warehouses; elevators; stockyards; methods of incorporation; public control; rights and obligations at common law and under federal and state statutes. Textbook: Wyman's Cases on Public Service Companies. *(2 hours. Professor Moore.)*

FEDERAL PROCEDURE AND BANKRUPTCY.—System of courts created under the authority of the United States, jurisdiction of the several courts and procedure therein; Federal and state bankruptcy legislation; who may become bankrupt; prerequisites to adjudication; receivers; trustees; provable claims; exemptions; composition; discharge. Textbooks: Hughes on Federal Procedure, and Remington on Bankruptcy, Students' Edition. *(3 hours. Professor Cockrell.)*

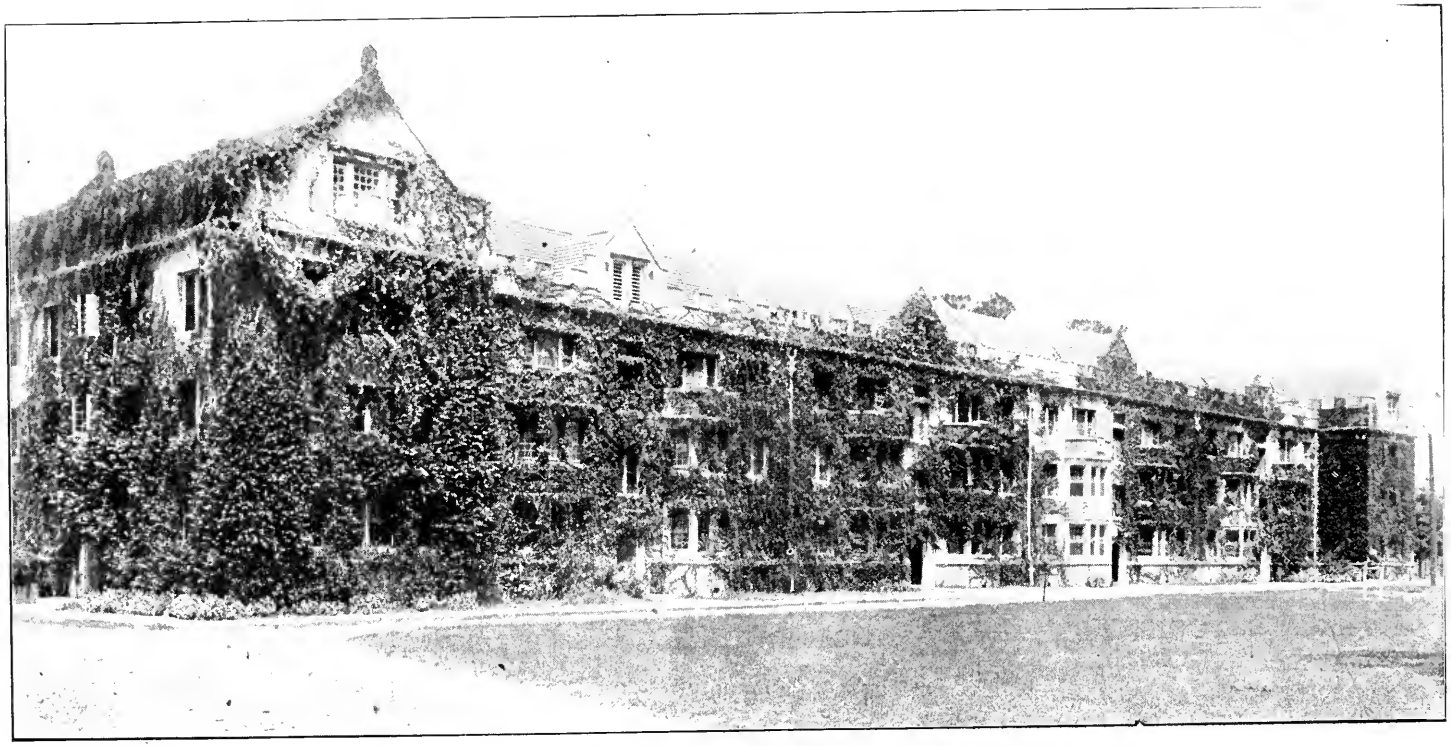
PARTNERSHIP.—Creation, nature, characteristics of a partnership; nature of a partner's interest; nature, extent, duration of the partnership liability; powers of partners; rights, duties, remedies of partners *inter se;* rights and remedies of creditors; termination of partnership. Textbook: Burdick on Partnership. *(2 hours. Professor Moore.)*

INTERNATIONAL LAW.—Nature, subjects, and objects of international law; intercourse of states; settlement of international differences; law of war; law of neutrality. Textbook: Hershey's Essentials of International Public Law; selected readings. *(1 hour. Professor ————————.)*

ADMIRALTY.—Jurisdiction; contracts, torts, crimes; maritime liens, ex contractu, ex delicto, priorities, discharge; bot-



PRACTICE COURT ROOM



THOMAS HALL—DORMITORY

tomry and respondentia obligations; salvage; general average. Textbook: Hughes on Admiralty. *(1 hour. Professor Crandall.)*

JUDGMENTS.—Nature and essentials; kinds; record; vacation; amendment; modification; satisfaction. Textbooks: Rood on Judgments and Rood's Cases on Judgments. *(2 hours. Professor Crandall.)*

TRUSTS.—The Anglo-American system of uses and trusts; creation, transfer, extinguishment of trust interests; priorities between competing equities; construction of trust dispositions; charitable trusts. Textbook: Kenneson's Cases on Trusts. *(2 hours. Professor Moore.)*

PRACTICE COURT.—*(1 hour.)*

SECOND SEMESTER

DAMAGES. — General principles; nominal; compensatory; exemplary; liquidated; direct and consequential; proximate and remote; general and special; measure in contract and tort actions; entire damages in one action; mental suffering; avoidable consequences; value; interest; lateral support; counsel fees and expenses of litigation; injuries to real property and limited interests; death by wrongful act; breaches of warranty. Textbook: Rogers' Law of Damages; selected cases. *(2 hours. Dean Trusler.)*

MUNICIPAL CORPORATIONS.—Creation of cities and towns; powers of a municipality, including public powers, power of taxation, power over streets and alleys, etc.; obligations and liabilities of municipal corporations; powers and liabilities of officers. Textbook: Cooley on Municipal Corporations. *(2 hours. Professor Cockrell.)*

SURETYSHIP.—Nature of the contract; statute of frauds; surety's defenses against the creditor; surety's rights, subrogation, indemnity, contribution, exoneration; creditor's rights to surety's securities. Textbook: Spencer on Suretyship. *(2 hours. Professor ————————.)*

NEGOTIABLE INSTRUMENTS. — Law merchant; definitions and general doctrines; contract of the maker, acceptor, certifier, drawer, indorser, vendor, accommodater, assurer; proceedings before and after dishonor of negotiable instruments; absolute defenses; equities; payments; conflict of laws. Text-

book: Biglow on Bills, Notes and Cheques. *(2 hours. Professor* ————————.*)*

CONFLICT OF LAWS.—Jurisdiction; sources of law and comity; territorial jurisdiction; jurisdiction in rem and in personam; remedies, rights of action, procedure; creation of rights; property rights; personal rights; inheritance; obligations ex delicto and ex contractu; recognition and enforcement of rights; personal relations; property; inheritance; administration of estates; judgments and obligations. Textbook: Minor on the Conflict of Laws. *(2 hours. Professor Moore.)*

PROPERTY V.—Conditional estates; licenses and waivers; reversions and remainders; rule in Shelley's Case; future uses; future interests; executory devises and bequests; vesting of legacies; cross limitations; gifts; failure of issue; determination of classes; powers; rule against perpetuities; restraints on alienation. Textbook: Kales' Cases on Future Interests. *(3 hours. Professor Crandall.)*

JURISPRUDENCE.—Nature, meaning, subject matter of law; justice; divisions of law; persons; relation of persons to things; claims of persons on persons; legal authorities and their use; customs; law reports; case-law; ancient and modern statutes. Textbook: Keener's Selections on Jurisprudence. *(1 hour. Professor Moore.)*

PRACTICE COURT.—*(1 hour.)*

Those who desire further information concerning the College may address letters of inquiry to Professor Harry R. Trusler, Dean of the College of Law, Gainesville, Florida.

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University of Florida

GAINESVILLE, FLORIDA

Memorial Exercises

in honor of

Herbert Govert Keppel, Ph. D.

Entered September 6, 1906, at the Postoffice at Gainesville, Florida, as second-class mail matter, under Act of Congress, July 16, 1894.

Memorial Exercises

in honor of

Herbert Govert Keppel, Ph. D.

Professor of Mathematics

in

The University of Florida

1908 - 1918

University Chapel

May the fourth, nineteen hundred and nineteen

3:00 P. M.

PRAYER

Invocation.....The Reverend J. G. Anderson, D. D.

HYMN

"Lead, Kindly Light"

ADDRESSES

Dr. Keppel as a Man.....Dean J. R. Benton, Ph.D.
Dr. Keppel as a Friend of the Students.....R. T. Hargrave

MUSIC

Schumann's Traumerei.....University Orchestra

ADDRESSES

Dr. Keppel as a Teacher.....Prof. W. S. Cawthon, A.M.
Dr. Keppel as a Scholar..Judge Thos. M. Shackleford, LL.D.

HYMN

"Oh, Master, Let me walk with Thee"

BENEDICTION

INVOCATION

REV. JOHN G. ANDERSON
Pastor of First Presbyterian Church of Gainesville, Fla.

O Lord, Thou art God from everlasting to everlasting; doing Thy will in the armies of heaven, and amongst the inhabitants of the earth. There is none that can stay Thy hand, or say unto Thee "What doest Thou?" Our times are in Thy hand, and we would wish them there. Thou art infinite in power, wisdom, and love. Thou art too wise to err, and too loving to do harm. Recognizing our own ignorance and impotence, we bow to Thy will in all things, knowing that nothing higher or nobler can be accomplished in us or by us than Thy plan for us.

Thou art revealed to us as a Father, taking minute interest in all that concerns Thy people. Not a sparrow can fall to the ground without Thy notice, and we are of more value than many sparrows. Thy ways are inscrutable; mystery and wonder characterize Thy dealings. In the memorial services that engage us at this hour, we do not question Thy wisdom, or impeach Thy sovereign grace. We bow in gracious submission to the will of infinite wisdom and infinite love.

We thank Thee for the life amongst us of our beloved brother. We thank Thee for the privilege of his memory; for his life of intelligence, gentleness, kindness, and tender consideration for others; for the Christian virtues of faith and hope and love that made his life a blessed illustration of the power of divine grace, and a benediction to his fellows.

May we not forget him, but so cherish the true nobility of his Christian manhood that it may prove to us an inspiration to live higher and nobler and purer lives. As this occasion reminds us of death, we bless Thee that the Gospel speaks to us of life, eternal life. As we think of the grave the Gospel speaks to us of the Resurrection. As we think of the sorrow of separation the Gospel speaks to us of reunion and recognition in the glory everlasting. We pray for the lonely and bereaved one far away. Blessed Savior, Thou hast a heart of tenderest pity, and an arm of mighty

power. Reveal Thyself sweetly, graciously to her. May she lean her weary head upon Thy gentle bosom and be sustained by Thy everlasting arm. Thou comforter of God's people, speak words such as human lips cannot utter, and teach lessons such as human wisdom cannot impart.

Hear this our prayer in the name of Him who taught us to pray—

Our Father which art in heaven, hallowed be Thy name. Thy kingdom come. Thy will be done in earth as it is in heaven. Give us this day our daily bread, and forgive us our debts as we forgive our debtors. And lead us not into temptation, but deliver us from evil; for Thine is the kingdom, and the power, and the glory, forever. Amen.

DOCTOR KEPPEL AS A MAN

J. R. BENTON
Professor of Physics and Electrical Engineering, University of Florida

The remarks I expect to make about the loved friend who has departed may well be introduced by a short account of his life.

Herbert Govert Keppel was born in Zeeland, Michigan, April 7, 1866, the first child in the family of three brothers and three sisters. His father, Govert Keppel, was born in Holland, of a family well known in southern Holland since the time of the Crusades, and came to this country with his parents at the age of nine years. His mother, Marie DePree, was also born abroad and came to this country in childhood. Her family were French Huguenots who had emigrated to Hainault, now a part of Belgium, during the persecutions of the seventeenth century. Both parents came to this country as members of a Dutch community that emigrated in a body and settled in Michigan, not far west of Grand Rapids, where the prosperous towns of Holland and Zeeland bear witness to their success as colonizers.

The Dutch community, while loyally accepting American institutions, also continued many of the customs of the old country and to some extent the use of its language; and Dr. Keppel always retained much of the traditions and senti-

ments of his Dutch ancestry. It was in this community—industrious, orderly, thrifty, and deeply imbued with Christian spirit—that Dr. Keppel spent his childhood, gaining his early education, and helping his father in his business as miller. It is in this community that his remains now rest.

I had the pleasure of spending a week-end at the Keppel homestead in 1911, and well remember the substantial old house in its spacious yard, with beautiful lawn shaded by ancient apple trees; the neatly-kept streets of the town, lined with fine shade trees; the many well-built and tasteful homes, each in an orderly yard without fence; and spaced at such distance from each other and from the street as secured comfortable privacy without suggesting exclusiveness; the thrifty and well-kept farms of the surrounding country; and the complete absence of disorder or slovenliness in the whole vicinity. The whole atmosphere was one of solidity, refinement and of wholesome ideals, and no doubt had its influence in developing similar qualities in those who grew up in it.

About 1885 Dr. Keppel entered Hope College, at Holland, Michigan, an institution founded by people of the Dutch community and drawing the majority of its students from among them. He also spent one of his college years at the University of Michigan, but returned to Hope College to be graduated, receiving the degree of A.B. there in 1889.

The year following his graduation he spent in the national capital in clerical employment in the Census Bureau and the Pension Bureau. His work in Washington proving neither very interesting nor promising of advancement, he gave it up to teach mathematics the following year in the high school of Orange City, Iowa. This occupation proved congenial, and led him to decide upon the study of mathematics as his life-work.

He spent the years 1892 to 1895 at Clark University in mathematical study under the guidance of Story, Taber, and Perott, but did not at that time complete the work for the doctor's degree. In the fall of 1895 he went to Northwestern University as instructor in mathematics, remaining

there till 1898, when the Spanish-American War broke out and he volunteered for service as a Y. M. C. A. secretary. While on duty in camp he contracted typhoid fever, which was the cause of his prematurely gray hair.

In the autumn of 1900 he returned to Clark University and received the degree of Doctor of Philosophy there in 1901, after which he resumed his former position at Northwestern University. At that distinguished institution, located in a suburb of Chicago where many of the leaders of that city have their homes, and within easy reach of all the intellectual, cultural, and social advantages of a metropolis, Dr. Keppel found his work and his surroundings very much to his liking, and remained there seven years longer. I have often heard him speak of one or another of his pleasant associates there, especially Prof. Henry S. Crew, the physicist, of whom he was very fond, and with whom he made a bicycle tour in Europe one summer.

Thru no fault of Dr. Keppel's, but from the accidental circumstance that there were other young and able men ahead of him in the line of promotion at Northwestern University, his position there did not offer him any hope of advancement. This situation, together with the fact that a southern climate promised relief from a catarrh with which he had been suffering, led him to give up his otherwise congenial position in 1908, and cast his lot with what then appeared an insecure enterprise—the University of Florida. This change from an old and well-established institution near a great center of intellectual life, to the pioneer conditions of a newly-founded and not yet firmly established institution, remote from the main currents of activity of the nation, involved the sacrifice of many of the advantages and pleasures which Dr. Keppel had been accustomed to enjoy. But while he often spoke of the contrast, I never heard him utter a word of complaint, nor do I think that he ever felt any sense of complaint. On the contrary, he threw himself whole-heartedly into his work, and identified himself unhesitatingly with the University of Florida and its various interests, sought his friends among those who were associated with it, and chose his living quarters

near it, altho at that time he could probably have secured greater personal comfort by living at a distance.

Except for the summer vacations, which he invariably spent at his old home in Zeeland, Michigan, all the rest of his life was spent at the University of Florida. He saw it grow from a small and weak institution into its present size and scope. As head of the department of mathematics, he came into contact with almost every student who attended the University during his ten years of service. During these formative years of the growing University, his teaching, his services on (faculty) committees, his participation in discussions to determine policies, and the influence of his wide personal acquaintanceship with faculty and students, had an important share in determining the ideals and standards and type of culture for which the University of Florida has come to stand. Those of us who came most under Dr. Keppel's influence are inclined to value this intangible service even more highly than that given in his routine duties, admirably as they were performed.

On December 28, 1917, Dr. Keppel was married to Miss Anna Kramer of Detroit, daughter of the pastor of the church at Zeeland that he used to attend. Their married life was very happy.

In the summer of 1918 Dr. Keppel accepted an invitation to serve on a committee of six, appointed by the National War Work Council of the Y. M. C. A., to supervise the mathematical teaching carried on by the Y. M. C. A. at military and naval camps, and was assigned to the southeastern part of the country. While on a trip of inspection of this work near the end of September he contracted influenza, had to complete his task and to make a long journey while suffering from it, and reached home dangerously ill. He died about a week later, on October 5, in the home on West University Avenue in which he had so recently begun housekeeping after his marriage. His death should be counted among those due to the war, since it was a direct result of exposure and lack of care while on war duty.

Dr. Keppel's personality was a many-sided one, and I shall not attempt an analysis of it in any systematic manner,

but merely mention a few of the prominent traits of his character.

The first that comes to my mind is his friendliness and breadth of sympathy. He was in no sense a popularity seeker—on the contrary his disposition was somewhat retiring—but friendly overtures to him always met with most cordial response. He had a remarkable capacity for sharing in the interests of those with whom he was thrown. His disposition to find a basis of congeniality with all with whom he came into contact was the more easily gratified on account of the wide range of his own interests, for, aside from the more serious interest in his professional work, he had a very active amateur acquaintance with a great variety of matters of general human interest, such as all sorts of games, athletic and other; music; travel; art; flowers; finance; politics; social problems; business affairs. But his friendliness was something deeper than a mere disposition toward congenial companionship. I have rarely known anyone who could derive more pleasure from doing kindnesses for others than he did. He used to delight in planning Christmas presents long ahead of Christmas time; and in making friends with little children, with whom he was a great favorite. He spent several of his vacations in social settlement work in New York and in Chicago.

Another prominent feature of Dr. Keppel's nature was the group of qualities of definiteness, consistency, loyalty, and wholeheartedness. It was his habit to take some definite position on every question that came before him, rather than to remain neutral or vague, or try to be on both sides at the same time. He was not quick to form opinions, or to change them; and while he was open-minded in the highest degree, his opinions when once matured were not abandoned without sufficient reason. He was equally constant in whatever activities he undertook; not assuming them hastily, but, when once undertaken, persevering in them and giving them whole-hearted attention. When he joined any organization his custom was to attend all its meetings, be active in its affairs, and fulfill all the obligations implied in accepting membership. The same general

spirit of whole-heartedness was characteristic of his attitude to his work, in which his faithfulness and thoroness to the last detail were so notable.

As regards his attitude towards his profession in the broader sense, he evidently recognized the obligations stated in Bacon's famous words: "I hold every man a debtor to his profession; from the which as men of course do seek to receive countenance and profit, so ought they of duty to endeavor themselves by way of amends to be a help and ornament thereunto". He sincerely sought to be an ornament to his profession in his conduct of his daily duties, and a help to it by sharing in the cooperative efforts to enable the profession to perform its functions better and maintain its good name and respect among men. His conception of the status of the college professor in human society embodied many of the good features of each of the two somewhat divergent views of that profession which are held, and are sometimes called the university view and the pedagogical view. According to the former, the college professor is primarily a man of learning—mathematician, chemist, plant pathologist, or what not—and as such makes himself useful to society by applying his special knowledge to whatever activities may demand it, of which one, but by no means the only one, is the teaching of the elements of his specialty, while others are applications to industrial problems, original research, writing books and articles, and the group of activities which have come to be called extension work. According to the latter conception, the function of the college professor is primarily to care for the development of the youth receiving his instruction; the subjects he teaches are important less for their own sake than as a means of promoting mental development in his pupils; and outside of classroom duties, his concern is for their development on the moral, physical, or social side rather than for non-teaching applications of his subject. To the former of these conceptions, Dr. Keppel conformed in the matters of his thoro scholarship in his specialty, his habits of study, and his generally intellectual attitude and outlook; to the latter, in the sincere personal interest he took in each of

his students, both within and without the classroom, and in his conscientiousness down to the last petty detail of his teaching duties.

As regards Dr. Keppel's religious life, he grew up as a member of the Dutch Reformed Church. After coming to Gainesville, he transferred his membership to the First Presbyterian Church, and was a regular attendant at its services, and an active supporter of its works. His interest in religion was in good works rather than in doctrines, altho he gave much thought to the deeper philosophical problems of theology.

In politics he was a republican, and in his earlier years had an active part in the republican organization of his home county. His general attitude toward political affairs was conservative, using the term in its correct sense as implying caution in making changes, rather than as implying inability to see good in any change.

In social matters, Dr. Keppel cared nothing for formal social functions, or the activities of what is called "Society", but was very fond of the quiet companionship of his circle of friends, which was a large one. He was punctilious in etiquette; and his delightful humor as well as his polished manners and kindly spirit, made him always a welcome guest at the houses of his friends.

His favorite recreations were travel and playing games—tennis for an outdoor game, and whist for indoors.

In these few inadequate words, I have tried to record something of the character and personality which we had come to love. Our friend is dead, but his influence is still alive. I can wish nothing better for his friends, for this institution, and for his profession, than that his influence may remain alive for ever and ever.

DOCTOR KEPPEL AS A FRIEND OF THE STUDENTS

ROBERT T. HARGRAVE
Class of 1919, University of Florida

I can perhaps best pay my poor tribute to a never-to-be-forgotten friend by telling simply how I came to know him and what as time passed by we all came to think of him and of how our friendship grew. For as we students came to know Dr. Keppel more intimately it was more than a feeling of casual interest that we had for him. There may not have been any noticeable demonstration on our part or his, nevertheless there grew up a feeling that he was truly our friend, a friend whose interest did not stop with the end of the day's lesson, but one whom we could love and respect for the man that he was and for the unfailing good nature that he always displayed and the interest he took in all things, not only inside but outside the classroom.

For the first month, possibly for longer, we Freshmen were somewhat in awe of him. Analytic Geometry and Trigonometry presented to us problems that seemingly had neither start nor ending. Yet, as we came into class and he, in his serious, careful way, went into the intricacies of that problem over which we had worked in vain, it seemed that really we had simply magnified a molehill into a mountain. His solution seemed so simple and easy. And it was always the same, but best of all was his unfailing good nature.

Altho at times he must have had ample provocation, he never showed displeasure nor impatience, but rather a sympathetic interest in our difficulties. And he never tired of the admonition to "Make a picture of every problem. Draw it out." That of course seemed foolish to us, yet, when we had tried it, we found that it helped in many cases.

At the end of the first month we learned how absolutely just he was with us. We had been painstakingly graded every day and no student could complain that his grade was other than he deserved. Our grades showed with absolute truth just what we had done thruout that month and, if they were low, we well realized that we had no one to blame but ourselves.

Thus in the first month of our acquaintance with him we had come to realize that Dr. Keppel took a sincere interest in our work, that when occasion demanded he could clear up our difficulties with the utmost ease, and that with all we could rely on his absolute fairness.

And so as the months of that first year rolled by we came to know him better, not in a personal way, but as a kindly and willing man, liberal to a degree, giving absolute justice and requiring that we do the same by our work.

We learned too that he had a sense of humor and could appreciate a little fun, even tho it were in a way at his expense.

I remember one day about the time that we were wrestling with elipses and hyperbolas that he was explaining to us that the hyperbola was an elipse whose major axis extended to infinity. He had drawn an hyperbola, extending the lines of the figure entirely across the blackboard and, stopping at that, was trying to impress us with the infinite distance to which we might conceive these lines to have extended. As he hesitated for a moment, trying to think of sufficiently expressive language with which to portray his thought, one of the rogues of the class spoke up, "Perhaps to Rochelle, Doctor". A smile spread over Doctor Keppel's face as he answered, his eyes twinkling, "Yes, those lines might extend as far as Rochelle and then we would have only started".

And thus we came to have a feeling more akin to love for the man. Even yet tho we did not seem intimately acquainted with our professor—it was I might say a passive friendship extending outside the classroom, but even then not the closer friendship we enjoyed later.

As Sophomores we came to know Doctor Keppel better. Our class was smaller for one thing and for another we had gotten into Calculus, a branch of mathematics which was perhaps of greater interest to our professor. Certainly he seemed to give even more of himself to the work and in this way we were accorded a better acquaintance with him. With the smaller class we came more intimately into con-

tact with him—came to know him not only as a teacher but somewhat more as a man.

As an illustration of this more intimate feeling—the feeling that he was more or less one of us—I might mention a little pleasantry that occurred one spring morning. As we came to our class from the Engineering Building, one of the boys, probably with no definite thought in mind, picked three or four yellow daisies which he carried up to the classroom. In the classroom, of course, some one suggested that the bouquet should be given to "Teacher", and as "Teacher" had not yet arrived, the flowers were forthwith arranged in a cup of water and placed upon the desk to await his arrival. As Doctor Keppel came to the desk, he of course noticed this roguish offering, but the simplicity, the twinkle in his eyes, and the smile as he raised the tin cup of posies to smell them; his bow, and the words of thanks to the donor, completely won the class. "Kep" was all right.

Little things like this were what drew us more closely to him. We saw that he had an appreciation of all things much as we had. For all his being well past us in years, his heart was young and he was in spirit very much a boy. That this was so, that he was young at heart, and that he was for the boys was strikingly brought out in the last speech that I remember he made in chapel.

It was at the time the question of sending representatives to Blue Ridge came up before the student-body. The whole-hearted sincerity with which he spoke, unqualifiedly supporting the Young Men's Christian Association and its work, made us realize more than anything else could have done, just how deeply he was interested in our welfare. And as he sat down after so ably supporting our Young Men's Christian Association, the applause that went up from the boys showed that he had touched every one of them. He had shown himself to be truly our friend, he was with us in spirit and at heart. He wanted to help us.

And so, as we saw more of Doctor Keppel and really came to know him, our attitude toward him changed and grew. First it was that impersonal interest that the student takes

in a professor upon whom he knows he can always rely for a fair deal and, in time of necessity, for help.

Next he came to be a passive friend. One whom we met of course only in the classroom, but a man whom it was a pleasure to greet when we passed him going to or from town.

Later he was our friend in the classroom, a professor with whom we might talk of things outside of the day's lesson, a man who took an interest in the things that interested us, and a man who could laugh with us.

And finally Doctor Keppel showed himself to be deeply interested in our activities and to be at heart for us—as we liked to think—one of us. He stood for much to us boys, just how much it would be hard to say; for those things which we feel most are the hardest for us to express. We can simply say that we held him in high respect, that he was our friend, and that we loved him.

H. G. KEPPEL AS A TEACHER

W. S. CAWTHON
Professor of Secondary Education, University of Florida

Professor Keppel possessed in eminent degree the traits of an ideal teacher. His was the rare power of imparting a boundless enthusiasm for learning and of appreciating the viewpoint of his students. He was a profound scholar when he entered the profession of teaching, and his labor as a student ended only with life. In his work he was content to be overlooked, nay, he was desirous of remaining in the background, while the things that he taught were manifest in the foreground.

II

Professor Keppel believed in his subject so firmly that he rarely found it desirable to emphasize the importance of the various branches of it. It was not necessary for him to defend the presence of mathematics in the curriculum. His character as a student and teacher exhibited clearly the gains which arise from study. The fullness and ac-

curacy of his knowledge, his buoyant attitude even in drudgery, acted as compelling forces to draw to him and his subjects those destined to enjoy the riches into which he had already come. Being a workman who was master of his tools, sure of himself, and who *knew* that he was able, he never hurried nor worried, but worked and waited, confident that the results would take care of themselves. Tho far from belonging to the walking-delegate class, he could on occasion, set forth the merits of his subject with an earnestness and a power that carried conviction.

III

It is a characteristic of truth that it must be viewed in fragments—that it can be comprehended only when presented in disjointed portions. No amount of ingenuity can relieve knowledge of this unfortunate peculiarity. Because of this necessity of seizing truth bit by bit, the young mind revolts. The mystery of the science of mathematics consists in taking, in a definite order, a series of simple steps, each uninviting in itself. The complete structure in all its beauty cannot be appreciated by the learner in the early stages. Under the guidance of a tyro the student's intellect recoils; a step is missed and disaster follows. The conclusion is encouraged that the student has no head for mathematics.

IV

Whether there are people who, tho successful in other studies, cannot learn mathematics, I say frankly that I do not know. I do not believe that our friend worked upon any such hypothesis, for the success of such a large percentage of his pupils would have seemed to constitute an argument to the contrary. He was so skillful, so systematic in his presentation, that the sense of pettiness in the subject-matter was overcome, and the students omitted no essential steps. If a member of a class was absent from one or more recitations, upon his return he wrote out an assignment, carefully prepared with his particular needs in view. The systematic, personal attention given him, tho one of a class of fifty members, rendered attractive to him a subject generally considered dry; it inspired and invigorated

his life, to the extent of making him feel that he must not fail; and he usually succeeded. Professor Keppel so taught that, on every occasion, every member of the class was given an opportunity to find himself out, with respect to every important point in the lesson. The attitude of respectful attention which was ever apparent on the part of the students, was due to the pleasure that always springs from well ordered activity. It was not due to any artificial restraint imposed by an outside authority.

V

It is a commonplace that one may know a subject and yet be unable to teach it—that the possession of knowledge and the impartation of it are two very different things. We often hear it said that the subject is so easy for some teachers that they cannot see why their students should have any difficulties. Apparently such teachers, because of lack of imagination, fail to enter into the lives of their students. They attribute to the intellect of the learner their *own* modes of thinking and the possession of facts which they themselves happen to know. If there is any truth in the old adage that "teachers are born, not made", the basis of such must be here. The aptitude for adapting oneself to the viewpoint of another, certainly grows thru cultivation, but how fortunate the teacher who possesses this aptitude in large measure when he first enters upon his work! Professor Keppel seemed to me to be endowed with an imagination which enabled him to place himself completely in the position of his students. He knew before the class assembled, how difficult or how easy for each the task would be. It was his custom at the beginning of the hour to call upon the members of the class in turn for brief oral reports concerning their preparation. These reports were rapidly tabulated as they were made. There was every incentive to show progress and to report correctly.

VI

Professor Keppel was a great scholar, not only in his own field but also in other fields. Having spent a long period in preparation, it did not devolve upon him to teach subjects

in which his attainments were not several years ahead of those of his students. He did not subscribe to the fallacy that one can teach all that he knows. At no time did he seem to be teaching right up to the edge of his knowledge; on the other hand he appeared to cover the entire range of the subject at will, conscious of no limitations as far as *he* was concerned. He exercised remarkable control over himself, giving just enough information to keep his students at work, and leaving them with the impression that back of what they had learned lay a wealth of knowledge upon which drafts could be made at any time. Much of his success as a teacher lay in his ability to discern when he should talk and when he should refrain from talking. As long as the boys showed that they could go forward on any blackboard assignment, nothing was said, but if any considerable number of them halted in their work, the class was quickly and quietly seated, and the teacher by means of a few well-directed remarks, or perhaps a neat diagram made with colored crayon, cleared up the difficult point. Work was immediately resumed at the board, reducing the loss of time to a minimum.

VII

His accurate scholarship and his unflagging industry in daily preparation were in evidence when he reviewed solutions upon the blackboard. Standing at some point in the room from which he could see all of the boards, he rapidly checked the solutions by means of inconspicuous memoranda which he had prepared. By the time that the work was completed, comparison had been made, and time gained. In fact the classroom procedure was such that there was practically no "lost motion". It is unfortunate that the same is not true in a majority of classes in mathematics.

VIII

When Professor Keppel took charge of the Department of Mathematics in 1908, there was little or no equipment belonging thereto. During the ten years of his professorship, much valuable apparatus was acquired. Some of this was purchased, but by far the greater part was made

on the campus by the professor and his students. To my mind, his contribution represents one of the institution's most valuable assets, not because of the intrinsic worth of the apparatus, considerable as that may be, but because of the labor of love for which the equipment will stand in future years.

IX

The charm of our departed friend's character as a teacher was intensified by the fact that he was not a *narrow* specialist. It was easy for him to converse at length on other subjects than those peculiar to his chosen vocation. Poetry, philosophy, birds and flowers, often engaged his attention, and thoughts of them were unmistakably reflected in his teaching; giving to the latter a distinction rarely observed. His versatility in discussion at the meetings of the Athenaeum Club, was a matter of remark among his fellow-members. In speaking or writing, in the classroom or out of it, his style was a model of logic and brevity. His was the proverbial "last word".

X

In these days one hears much of "productive scholarship". The question is often asked of the candidate for a position, "What have you published"? If he has not published anything, he is at a disadvantage, tho he may be a successful teacher. I am not informed concerning the contributions made by Professor Keppel to the literature of mathematics, for he never spoke of them to me; neither has any one else told me of them. I do not know that he was productive of books or pamphlets, but I could meet his students and see them work, a year or longer after they had first entered his classes, and know that he was productive of much that is highest and best in human character. It is my preference to be reminded of him in this way.

XI

Rarely does one see teaching that can be called excellent. Too often is the teacher a hindrance to himself thru his desire to keep in the mind of the student. If he is skillful he does not like for his class to overlook the fact. Conscious

of having presented a subject well, as he thinks, he is annoyed upon ascertaining that his class have missed the most important things and have grasped only the trivial and the incidental. Upon meeting his students years after their .schooldays are over, and noting that they barely recognize him, he is hurt and feels that they are ungrateful. Professor Keppel seemed to be indifferent as to whether or not the students thought of *him* when he was teaching, his main concern being to have them comprehend the subject. He did not live for himself, but for his students and for the truth to be imparted. He was content to be forgotten, able to rise above any semblance of unthankfulness on the part of those that he taught. In all sincerity could he have said with David Swing, "The teacher lives in a world where those who lay the mighty foundations of a cathedral are forgotten, when compared with those who carve its columns or stain its colored glass". In the humble opinion of one whose privilege it was to call him teacher and friend, such was his most noble trait.

DOCTOR KEPPEL AS A SCHOLAR

HON. THOS. M. SHACKLEFORD
Former Chief Justice, Supreme Court of Florida

In his memorable Phi Beta Kappa oration on "The American Scholar", delivered at Harvard University in 1837, Emerson said that the education of the scholar was threefold, "by Nature, by books, and by action", and declared that "the office of the scholar is to cheer, to raise, and to guide men by showing them facts amidst appearances". Elsewhere he has said that "The scholar is here to fill others with love and courage by confirming their trust in the love and wisdom which are at the heart of all things; to affirm noble sentiments; to hear them wherever spoken, out of the deeps of ages, out of the obscurities of barbarous life, and to republish them; to untune nobody, but to draw all after the truth, and to keep men spiritual and sweet".

Tested by these sayings of the sage of Concord there can be no question that Dr. Keppel was a scholar in the fullest

sense of the word and that he not only realized the office of the scholar and the weighty responsibility which rests upon him, but bravely met and discharged them. I imagine that he must have been a student and lover of Nature from his early childhood. I know that he had pondered over her lessons and that he was a constant worshipper at her shrine. I think that this had much to do with his sunny nature and in keeping his enthusiasms fresh and blooming. I know that he never lost his love for Nature and fairly revelled in her beauties—the flowers, the trees, the birds.

That he had been a close student of books was evident to all who came in contact with him, and yet there was nothing of the pedant about him. Simple and unaffected, modest and unassuming to a degree, it was entirely foreign to his nature to attempt to make any parade of his erudition. Egotism and arrogance had no place in his nature. Of his technical knowledge in his chosen field of mathematics I am not competent to speak, but the academic degrees which he had earned, the chairs which he had filled in several colleges and universities, and the papers which he had written bear ample testimony to his education by books.

I must ask your kind permission to be somewhat personal in this tribute which I gladly offer to his memory. My acquaintance with our dear friend, so lately lost to us, began in the spring of 1910, when rather rashly I accepted an invitation from this University to deliver some lectures treating of the philosophy of William James. I use the word "rashly" advisedly, for, if I had given a sober second thought to the matter, I should not have had the courage to undertake to give lectures before the members of the faculty of the University of Florida on the abstruse subject of philosophy. I should know better now. In one of my early lectures I had occasion to enter the domain of mathematics in an attempt to show something of the relations existing between philosophy and mathematics and the indebtedness of the former to the latter. I remember referring to the great Poincare and to some of the other philosophical mathematicians and quoting some of their rather

paradoxical utterances. I observed that Dr. Keppel closely followed this lecture, and at the close he came to me and said that he would like to have a talk with me. I readily assented, but let me confess that I did so with some trepidation, wondering how a professional mathematician might view the intrusion of a layman into so technical a field. Imagine my relief and gratification when I found during the conversation which we had that afternoon that Dr. Keppel was so kind as to approve what I had said and to express his pleasure that I had been drawn to Poincare. I discovered that he was personally acquainted with him and had heard him lecture both in Paris and America. It further developed that Dr. Keppel was intensely interested in the philosophical side of mathematics and had read widely along those lines. He was walking in the full light of the subject, while I was stumbling along in semi-darkness. Other conversations followed both here and in my own home, and I soon found that Dr. Keppel belonged to that class of mathematicians so brilliantly represented by Poincare, Bergson, Bertrand, Russell, and Cassius J. Keyser, to mention only a few. The acquaintance with Dr. Keppel so happily begun soon ripened into a firm friendship, and I gladly here and now wish to record my great indebtedness to him for help and guidance both in the way of inspiring conversations and uplifting letters. If I had the privilege of bringing to his attention the *Hibbert Journal*, to which he became much attracted, and of certain writings of Prof. Keyser concerning mathematics and religion, which greatly interested him, he repaid his indebtedness to me, as he chose to term it, many times over. I was the pupil, he the master. I no longer found it necessary to write to the professors of mathematics at Columbia and other universities for information, as I had been accustomed to do, but submitted all of my problems to Dr. Keppel, who never failed to give me light.

He was no dry-as-dust mathematician, as unhappily would seem to be true of so many who fill that chair in our institutions of learning, but was interested in the other departments of knowledge. The study of mathematics so

assiduously pursued by him from his student days up to the close of his earthly career never had any tendency to narrow his interest in human life. He had a vivid imagination and fully appreciated what might be aptly termed the poetry of mathematics. The speculative side of the science appealed to him and he delighted in talking with those who were interested concerning non-Euclidian geometry, the fourth dimension and celestial mechanics. He was fond of music and I shall never forget the information which he gave me of the relation which existed between music and mathematics. He also had a keen sense of humor, which must have added to his attractiveness as a teacher and had a tendency to brighten his classroom. I have delightful memories of a conversation which we had over one of Sir William Hamilton's essays, in which the Edinburgh philosopher undertook to demonstrate that the study of mathematics had a tendency to foster credulity and also to lead to skepticism. Our friend most emphatically repudiated these doctrines of Hamilton and strenuously insisted that rightly pursued the study had just the reverse effect. In this I fully agreed with him. Most assuredly no such effect had been produced upon him. He was a devout man and could truly be termed a Christian scholar. He realized that the Master had a special message to the scholar, which he willingly heard and accepted and exemplified by his life. Who can measure the great service which he rendered to the church of which he was a member and to the cause of religion generally?

We have now touched upon the education of our friend by Nature and by books. It yet remains to speak of his education by action. This can be done quite briefly. We might well say that his life was given to action, in helping those pursuing their studies in his department, the student-body generally, his associates in the faculty, and indeed all with whom he came in contact, by his words of wisdom, by his cheer, and by his counsel. His life may be said to have been largely a reaction upon what he had learned from Nature and from books. He was indeed "a lover and helper of his fellow-men", and in discharging what he con-

ceived to be his duty to his fellow-men, his country, and his God he came to the end of his earthly pilgrimage. He was a "true Knight of learning" and, as our genial Autocrat has beautifully said,

"The true Knight of learning, the world holds him dear;
Love bless him, joy crown him, God speed his career."

Love had blessed our friend; joy had crowned him; and God has sped his career from earth to that realm of eternal life.

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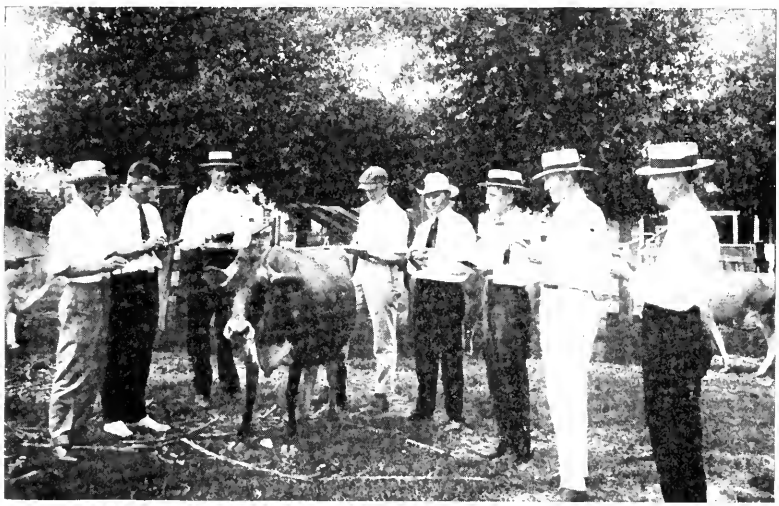


Judging a dairy cow at the State College of Agriculture

FARMERS' SHORT COURSES
JANUARY 6 to 16, 1920

Entered September 6, 1906, at the Postoffice at Gainesville, Florida, as second class mail matter, under Act of Congress, July 16, 1894

University of Florida
College of Agriculture
GAINESVILLE

INSTRUCTIONAL STAFF

A. A. MURPHREE, President.
P. H. ROLFS, Dean and Director.
W. L. FLOYD, Assistant Dean and Horticulturist.
J. E. TURLINGTON, in charge of Short Courses; Agronomy.
C. L. WILLOUGHBY, Animal Husbandry and Dairying.
A. L. SHEALY, Veterinary Science.
F. ROGERS, Farm Machinery.
J. M. SCOTT, Animal Husbandry and Crops.
H. E. STEVENS, Plant Pathology.
J. R. WATSON, Entomology.
S. E. COLLISON, Soils.
A. P. SPENCER, Citrus and Vegetable Growing.
C. K. MCQUARRIE, Crops.
H. G. CLAYTON, Citrus and Vegetable Growing.
E. W. JENKINS, Crops.
N. W. SANBORN, Poultry Husbandry.
R. C. BLAKE, Poultry Husbandry.
J. B. THOMPSON, Forage Crop Specialist.
G. L. HERRINGTON, Boys' Club Agent.
R. W. BLACKLOCK, Asst. Boys' Club Agent.
MISS S. L. VINSON, Editor.

SPECIAL LECTURERS

H. R. TRUSLER, Rural Law.
WILMON NEWELL, Bee Culture.
R. E. CHANDLER, Gas Engines.
A. H. LOGAN, Hog Cholera.
WM. H. BLACK, Animal Feeding.
B. F. FLOYD, Citrus.
WM. GOMME, Citrus.
F. M. O'BYRNE, Citrus.
FRANK STIRLING, Citrus.
W. W. YOTHERS, Citrus.
J. R. WINSTON, Citrus.
B. C. RILEY, University Extension.
E. W. BERGER, Entomology.
J. H. MONTGOMERY, Plant Quarantine.
MISS MINNIE FLOYD, Poultry Husbandry.
MISS IRENE RANDALL, Poultry.

Service men and mechanics from the companies furnishing spraying machinery and tractors for use during the Short Courses will assist in giving these courses. These companies are:

The Bean Spray Pump Company.
The Hayes Pump and Planter Company.
Fairbanks, Morse and Company.
Hardie Manufacturing Company.
The Deming Company.
The International Harvester Company.
The Avery Company.
L. B. Skinner Manufacturing Company.
The Cleveland Tractor Company.
The Moline Plow Company.
Henry Ford & Son, Inc.
Turner Motor Co.

THE FARMERS' SHORT COURSES

The purpose of the Short Courses in Agriculture is to enable men and women who do not find it possible to attend the longer courses to acquire a knowledge of some of the fundamental principles of agriculture as applied to Florida conditions. Agriculture in the State of Florida is in a transition stage from the old to the new. Her rural population is being increased annually by people from other states who are not well informed concerning agricultural conditions here. The College of Agriculture occupies a very important position in relation to these people and to the agricultural development of the state. It is pointing the way for the development of a stable agriculture, and helping the newcomer to adapt himself to the new conditions in which he is placed.

The Short Courses are planned for the busy man and woman who can spend only a short time at the College. Four separate courses have been arranged to meet the demand. These are in Animal Husbandry and General Agriculture, Poultry Husbandry, Citrus Culture and Vegetable Growing, and Tractors and General Agriculture.

An examination of the schedule of studies will show the size and nature of the programs that are being offered this year. The student is taught by lectures and by practical exercises. He is required to do things which will assist him in planning his farm work and will make him more expert in his work of stock raising, dairying, or fruit growing. On account of the extent of the courses it is impossible for anyone to take advantage of all of them during one session. The student is urged to pick the course that will be of most interest and use to him and to attend the whole of it.

THE COLLEGE OF AGRICULTURE

The College of Agriculture is one of the divisions of the University of Florida at Gainesville. The University occupies a tract of six hundred and four acres, of which one hundred and thirty-five acres are used for instructional

work by the College of Agriculture, and three hundred and seventy-nine for experimental work by the Agricultural Experiment Station. It is located in a progressive agricultural community. This, in connection with the large variety of products grown upon its own farms, affords the student an excellent opportunity for observation and study.

BUILDINGS AND EQUIPMENT

The College of Agriculture and the Agricultural Experiment Station occupy separate buildings on the University campus. The College of Agriculture building was planned particularly for instructional work. There are large, well-lighted and well-equipt laboratories for the work in soils, fertilizers, agronomy, horticulture, veterinary science, farm machinery, and dairying. There is an auditorium specially fitted for stock exhibit and judging work.

The dairy barn is large, new, and well provided with silos and modern equipment. It is one of the best in the state. There are over 57 head of cattle in the dairy herd, many of which are pure bred Jerseys. The beef herd includes the Shorthorn and Angus breeds.

The hog herd includes representatives of the Chester White, Duroc-Jersey, Poland-China, Tamworth, and Berkshire breeds. A number of feeding experiments with these are now under way.

The collection of grasses and legumes in the plant introduction garden on the Horticultural Grounds includes several hundred different species. These afford opportunity for study for those who are particularly interested.

Special equipment is being assembled for the work in Poultry Husbandry. There will be representatives of all of the chief breeds, and a complete equipment of incubators, brooders, and other appliances. There are some nice flocks in the community that will be available for observation and study.

The work of the Course in Citrus Culture will be carried on in the laboratories of the Experiment Station, which is one of the best equipt Stations in the South. The Hayes, Bean, Hardie, Deming, and other power sprayers will form

a part of the equipment of the Farm Machinery Laboratory and will be used for study and practice work.

The Avery Company, The International Harvester Company, The Cleveland Tractor Company, The Southern Moline Plow Company, The Turner Motor Company, and a number of others will supply the tractors to the Farm Machinery Department for the Course in Tractors. They will also supply charts, parts and accessories for the work, and service men to assist in the practice work.

LIBRARY FACILITIES

The Library of the Agricultural Experiment Station contains more than 2,000 volumes along agricultural and allied lines. Complete sets of the publications of the different state Agricultural Experiment Stations and of the United States Department of Agriculture are on file, as well as many of the leading American and foreign periodicals. The library is open for use of the Short Course students.

In addition, the University Library, containing more than 20,000 volumes, is available to the students. While there will be little free time on account of the full schedules, some will doubtless find opportunity to look for special information which they may desire.

NUMBER OF COURSES OFFERED

Four courses, each lasting ten days, are offered from January 6 to 16, 1920. They are in Animal Husbandry and General Agriculture, Poultry Husbandry, Citrus Culture and Vegetable Growing, and Tractors and General Agriculture. The courses are distinctly different and are planned to meet the needs of different groups of people in the State. On this account, persons are urged to register for one course only. The applications of those desiring to take parts of two courses will be granted, provided it does not cause any interference.

ADMISSION

There are no entrance examinations to the Farmers' Short Courses, but applicants should be at least 18 years

of age. The work has been planned primarily for men and women of mature age and with some farm experience.

EXPENSES

Tuition and Fees.—No tuition or other fees are charged those attending the short courses.

Rooms and Board.—Owing to the overflow of students at the University this year, the dormitories are full, but rooms can be had in private homes near the campus or in the downtown section. A list of such available rooms will be furnished the students upon their arrival; or if preferred, assignments to rooms will be made on request before arrival at Gainesville.

Hotel accommodations can be had with or without board, at reasonable prices.

Board in the University Dining Hall may be had at 85 cents per day. Single meals will be furnished at 35 cents each. There are several cafes and boarding houses in town.

Books and Clothing.—Such books, note paper, and pencils as are needed can be secured at the University Book Store at student rates. Students in the Tractor Course will find it desirable to have overalls for working around the machinery.

INSTRUCTIONS

Those coming to the University to take the Short Courses will report first to the office of the Dean in the College of Agriculture building. They will be registered here, and meal tickets provided for those who care to eat in the University dining room.

Since it will be helpful to know approximately the expected attendance upon the courses before their beginning, those proposing to attend are requested to notify the Dean, College of Agriculture, Gainesville, as soon as a decision is reached.

Registration should be made at once, specifying the course desired.

COURSE IN ANIMAL HUSBANDRY AND GENERAL AGRICULTURE

JANUARY 6 TO 16, 1920

Florida is a pioneer state. It is only recently that her general agriculture has been put on a stable basis. She is just now on the verge of a great development. The razorback hog and the tick-infested range cow can still be seen, but they are fast being replaced by the better breeds of animals. Fields of cotton are still grown, but they are becoming fewer. In the new agriculture, live stock and dairying is being made the basis. Fields of corn, velvet beans, cane, sorghum, sweet potatoes, and peanuts are taking the place of the cotton. Better fences, better homes, better credit is evident on every hand.

Every farmer must take a part in this great change from the old to the new. There is no longer any place for the razorback hog and the ticky cow; the boll weevil is making cotton growing impossible. To make the change, the farmer must have knowledge. This he may obtain by observing the work of his more progressive neighbor; by reading his agricultural papers and the bulletins of the Experiment Station; by cooperating with his County Agent and by attending the courses at the Agricultural College.

The Agricultural College forms a part of the vanguard of the agricultural development in every state. The College of Agriculture of the University of Florida is performing its part in the development of agriculture in Florida. The Short Course in Animal Husbandry and General Agriculture is planned to meet the present needs of the Florida farmer. It is arranged to give the greatest amount of useful information in the shortest amount of time.

Soils and Fertilizers.—A knowledge of these subjects is important in the new agriculture. The points of greatest importance under present conditions will be emphasized.

Farm Management.—In the old agriculture, not much management was required. Cotton followed cotton, year

after year. The stock ran free on the ranges. The matter of building up the soil was given scant consideration. With the new agriculture, farm management is all important. The farm must be organized; the fields given proper size; equipment selected; crops chosen; and work planned. These matters will be discussed in detail in this course and examples shown.

Field and Forage Crops.—The selection of crops and the methods used in growing them are important considerations. The growing of sorghum, corn, Japanese cane, legumes, sweet potatoes, peanuts, and other crops and their place in Florida agriculture will be studied.

Animal Husbandry.—The work offered in Animal Husbandry will include lectures and demonstrations dealing with the breeding, feeding, care, management, and judging of the various classes of farm animals. Examples of the best breeds of hogs and cattle will be available for study.

Dairying.—Dairy practices for use on the general farm will be given special consideration. The Babcock test for fat in milk will be taught. Farm separators, the care of milk and cream, and other topics of special interest will be discussed.

Veterinary Science.—The work in this subject will include the care and treatment of sick animals; treatment of common diseases, and minor operations. Special attention will be given to hog cholera, tuberculosis, and the foot and mouth disease. Clinics will be held and practice work given.

Farm Machinery.—Special study will be made of the implements and machinery that may be used to advantage on Florida farms. Several companies will have complete displays of machinery on hand for study and demonstration. A number of gas tractors will be available for study and practice work.

SCHEDULE OF COURSE IN ANIMAL HUSBANDRY AND GENERAL AGRICULTURE

JANUARY 6 TO 16

Tuesday, January 6

9:00—Opening Exercises.
10:00—Gas Engines, Principles and Types.
11:00—Poultry Keeping in Florida.
2:00—The Place of Animals in Agriculture.
3:00—Horses and Mules for the Farm.
4:00—Judging Horses and Mules.

Wednesday, January 7

8:00—Florida Soils, Their Nature and Uses.
9:00—Fruit on the Farm.
10:00—Breeds of Beef Cattle.
11:00—Feeding Test with Beef Cattle.
2:00—Importance of Veterinary Science in Florida.
3 to 5—Judging Beef Cattle.

Thursday, January 8

8:00—Florida Soils: How to Handle Them.
9:00—Feeding and Management of Work Animals.
10:00—Principles of Animal Breeding.
11:00—The Silo in Florida.
2:00—Common Diseases of Work Animals and Their Treatment.
3 to 5—Examination for Soundness.

Friday, January 9

8:00—Forage Grasses for Florida.
9:00—Fertilizers, Their Nature and Uses.
10:00—Breeds of Dairy Cattle.
11:00—Common Diseases of Cattle.
2:00—Building up Herds and Flocks.
3 to 5—Judging Dairy Cattle.

Saturday, January 10

8:00—Leguminous Forage Crops for Florida.
9:00—How to Buy Fertilizers.
10:00—Breeds of Swine and Sheep.
11:00—Hog Cholera and Diseases Resembling Same.
2:00—The Future of the Beef Industry.
3 to 5—Vaccination for Hog Cholera.

Monday, January 12

8:00—How to Have a Good Garden on Every Farm.
9:00—Benefits of the University Extension to the Florida Farmer.
10:00—Principles of Animal Feeding.
11:00—Preventive Measures and Hygiene.
2:00—Producing Pork and Lard for the Home.
3 to 5—Judging Swine and Sheep.

Giving instruction in the vaccination of hogs

Tuesday, January 13

8:00—The Purchase, Use and Care of Farm Machinery.
9:00—Profits to be Expected from Livestock and Crops.
10:00—Disinfection and Sanitation.
11:00—Feeding Test with Hogs.
2:00—Dairying in Florida.
3 to 5—Feeding and Handling the Dairy Cow. The Babcock Test.

Wednesday, January 14

8:00—Ways of Reducing the Expenses Between Producer and Consumer.
9:00—How to Obtain Quick Information for Your Farm Troubles.
10:00—Tuberculosis and the Tuberculin Test.
11:00—Feeding Test with Dairy Cows.
2:00—Insect Pests of Farm Crops and How to Control Them.
3:00—Controlling Bacteria in the Dairy.
4:00—Tick Eradication.

Thursday, January 15

8:00—Grain Crops for Florida and Their Utility.
9:00—Most Important Factors in Profitable Farm Organization.
10:00—Diseases and Treatment of Animals During Pregnancy and Parturition.
11:00—Contagious Abortion.
2:00—Sugar Making on the Farm.
3:00—Butter and Cream in Florida.
4:00—Butter Making.

Friday, January 16

8:00—Boys and Girls' Clubs in Florida, and What They Are Doing.
9:00—Florida's Law as It Affects the Farmer.
10:00—Parasitic Diseases.
11:00—The Plant Board and How It Helps to Control Diseases.
2:00—Bee Keeping in Florida.
3:00—City Milk Inspection.
4:00—Scoring Dairies Near University.

COURSE IN POULTRY HUSBANDRY

JANUARY 6 TO 16, 1920

The course in Poultry Husbandry should be helpful at this time. No other state in the Union is like Florida in its climate and its opportunities for profitable poultry keeping. With good markets within its borders, green grass ranges twelve months in the year, no need for closed and costly houses, and feeds to be had for the raising, it is easy to understand the demand for this second complete course in poultry production.

The farmers are increasing the size of their flocks and adopting better methods of care and feeding. The "back-yard campaigns" have stimulated interest in town lot poultry keeping. The newcomers from other states are asking for help to meet their needs as they start under our blue skies and comfortable all-the-year conditions.

Florida is the size of all the New England states, with a wider range in its advantages for poultry raising. A study of these advantages will form a part of the course. Not only will the subjects be covered in formal lectures, but the round-table plan of discussion will also be followed.

Florida needs more poultry and eggs to supply present needs. This course is part of the plan to stimulate increased poultry production. There should be good poultry on every farm, in every grove and in the backyards of every town.

SCHEDULE OF COURSE IN POULTRY HUSBANDRY

JANUARY 6 TO 16, 1920

Tuesday, January 6

9:00—Opening Exercises.
10:00—Gas Engines, Principles and Types.
11:00—Poultry Keeping in Florida.
2:00—The Place of Animals in Agriculture.
3:00—Selecting of Breeding Stock.
4:00—Eighteen Months' Experience With Trapnests.

Wednesday, January 7

8:00—Florida Soils, and Their Nature and Uses.
9:00—Fruit on the Farm.
10:00—Brooding and Brooders.
11:00—The Growing of Profitable Pullets.
2:00—Importance of Veterinary Science in Florida.
3:00—Florida Feeds and Pastures.
4:00—Internal Structure of the Hen in Relation to Production.

Thursday, January 8

8:00—Florida Soils: How to Handle Them.
9:00—Feeding and Management of Work Animals.
10:00—The Farm Flock.
11:00—Breeds of Poultry. (I.)
2:00—Common Diseases of Work Animals and Their Treatment.
3:00—Forage Crops for Poultry.
4:00—Florida Bugs for Florida Hens.

Friday, January 9

8:00—Forage Grasses for Florida.
9:00—Fertilizers, Their Nature and Uses.
10:00—Houses, Equipment and Yards.
11:00—Beginners' Problems—Round Table.
2:00—Building Up Herds and Flocks.
3:00—Breeds of Poultry. (II.)
4:00—Advertising the Farm and Farm Products.

Saturday, January 10

8:00—Leguminous Forage Crops for Florida.
9:00—How to Buy Fertilizers.
10:00—The Backyard Flock.
11:00—Poultry Feeds and Feeding.
2:00—The Future of the Beef Industry.
3 to 5—Visit to Backyard Poultry Flocks.

Monday, January 12

8:00—How to Have a Good Garden on Every Farm.
9:00—Benefits of the University Extension to Florida Farmers.
10:00—Sanitation in Yards and Houses.
11:00—Management of Laying and Breeding Stock.
2:00—Producing Pork and Lard for the Home.
3:00—Marketing Poultry Products.
4:00—The Growing of Better Pullets.

Tuesday, January 13

8:00—The Purchase, Use and Care of Farm Machinery.
9:00—Profits to Be Expected from Livestock and Crops.

10:00—Poultry Parasites.
11:00—Poultry Ailments.
2:00—Dairying in Florida.
3:00—Natural and Artificial Incubation.
4:00—The Home Demonstration Work in Poultry Production.

Wednesday, January 14

8:00—Ways of Reducing the Expenses Between Producer and Consumer.
9:00—How to Obtain Quick Information for Your Farm Troubles.
10:00—Selecting the Egg Type of Hen Without Trapnests.
11:00—Grain Crops for Poultry.
2:00—Insect Pests of Farm Crops and How to Control Them.
3:00—Types of Houses for Small Flock.
4:00—Egg Circles—Preservation of Eggs.

Thursday, January 15

8:00—Grain Crops for Florida and Their Utility.
9:00—Most Important Factors in Profitable Farm Organization.
10:00—Demonstration in Judging and Candling Eggs.
11:00—Fitting, Showing and Judging Poultry.
2:00—Sugar Making on the Farm.
3:00—Cooking and Canning Poultry.
4:00—The Farm Woman's Flock.

Friday, January 16

8:00—Boys and Girls' Clubs in Florida, and What They Are Doing.
9:00—Florida Law as It Affects the Farmer.
10:00—Meeting Florida Poultry Problems.
11:00—Killing and Dressing.
2:00—Bee Keeping in Florida.
3:00—Turkeys, Ducks and Guineas.
4:00—Cooperative Plan in Placing Standard Bred Poultry.

Some of the Students who attended the Short Course in Poultry Husbandry last year

COURSE IN CITRUS CULTURE AND VEGETABLE GROWING

JANUARY 6 TO 16, 1920

The prospective citrus grower should know the characteristic of good grove soil, stock and varieties that are adapted to different locations, and the fertilizer requirements of young trees. The older growers may need information on cultivation, fertilization, and care of his trees; and aid in identifying the troublesome insects and diseases that he may apply the best methods of control at proper time and in the most effective way.

The man who grows and markets first class fruit, need have no fear of overproduction. There is no telling how soon poor quality fruit may not pay the cost of producing it. It is important to know what to do in order to produce good fruit and then have the energy and determination to do it. The Short Course will aid the grower in knowing what to do; it will be up to him to do it.

The growing of vegetables for shipment to Northern markets is an important industry in Florida. The time of growing them and the methods that investigation and experience have shown to be the most successful may be studied with profit under teachers who have given thought and attention to them.

The home garden should be an aid in reducing the high cost of living in every home. The vegetables that may be grown during the different seasons, including summer when many think there is no use to try to grow them, will be studied. The insects and diseases of vegetable crops and remedies for them are questions in which all are interested, and these will be discussed at the Short Course.

Altho the annual rainfall is great it is not well distributed thruout the year. The conservation of moisture in our light sandy soils and the use of irrigation for certain crops that are grown during the drier part of the year may make the difference between success and failure. These subjects will come in for a share on the program.

SCHEDULE IN CITRUS CULTURE AND VEGETABLE GROWING

JANUARY 6 TO 16, 1920

Tuesday, January 6

9:00—Opening Exercises.
10:00—Gas Engines, Principles and Types.
11:00—Poultry Keeping in Florida.
2:00—The Place of Animals in Agriculture.
3 to 5—Characteristics of different species of Citrus to be found on the Campus.

Wednesday, January 7

8:00—Florida Soils, Their Nature and Uses.
9:00—Fruit on the Farm.
10:00—Soils Adapted to Citrus; Preparation; Cultivation; Cover Crop.
11:00—Citrus Varieties; Stock for Different Soils; Age and Size of Trees for Planting; Pedigreed Trees.
2:00—Importance of Veterinary Science in Florida.
3 to 5—Judging Citrus Soils. Score Card Method. Orchard Plans, Laying Out.

Thursday, January 8

8:00—Florida Soils; How to Handle Them.
9:00—Feeding and Management of Work Animals.
10:00—Citrus White Flies and Their Control.
11:00—Scale Insects and Their Control.
2:00—Common Diseases of Work Animals and Their Treatment.
3 to 5—Identification of Insects to be Found on the Campus. Study of Preserved Specimens.

Friday, January 9

8:00—Forage Grasses for Florida.
9:00—Fertilizers; Their Nature and Uses.
10:00—Fertilizers for Growth and Fruit Production.
11:00—Mealy Bugs, Mites and Minor Insects of Citrus.
2:00—Building Up Herds and Flocks.
3 to 5—Spray Mixture and Spraying Machinery.

Saturday, January 10

8:00—Leguminous Forage Crops for Florida.
9:00—How to Buy Fertilizers.
10:00—Diseases of Citrus: Wither Tip, Gummosis, Foot-Rot.
11:00—Diseases of Citrus: Scaly Bark, Melanose, Stem-end Rot, Scab.
2:00—The Future of the Beef Industry.
3:00—Identification of Diseases to be Found on Campus.
4:00—Study of Preserved Specimens.

Monday, January 12

8:00—How to Have a Good Garden on Every Farm.
9:00—Benefit of the University Extension to Florida Farmers.
10:00—The Canker Fight; What Has Been Accomplished.
11:00—Nursery Ispection and What It Means to the Grower.
2:00—Producing Pork and Lard for the Home.
3 to 5—Laboratory Study of Diseases.

Tuesday, January 13

8:00—The Purchase, Use and Care of Farm Machinery.
9:00—Profits to be Expected from Livestock and Crops.
10:00—The Home Vegetable Garden.
11:00—Seed Beds, Seed Testing, Saving Seed.
2:00—Dairying in Florida.
3 to 5—Demonstration of Implements Used in Seeding and Cultivating.

Wednesday, January 14

8:00—Ways of Reducing the Expenses Between Producer and Consumer.
9:00—How to Obtain Quick Information for Your Farm Troubles.
10:00—Irrigation Methods, Manures and Fertilizers.
11:00—Preparing the Soil, Planting, and Cultivating the Crop.
2:00—Insect Pests of Farm Crops and How to Control Them.
3 to 5—Study of Types of Irrigation in Use on the Farm.

Thursday, January 15

8:00—Grain Crops for Florida and Their Utility.
9:00—Most Important Factors in Profitable Farm Organization.
10:00—Troublesome Insects of Truck Crops and Their Control.
11:00—Troublesome Diseases of Truck Crops and Their Control.
2:00—Sugar Making on the Farm.
3 to 5—Identification of Insects and Diseases to be Found on the Farm.

Friday, January 16

8:00—Boys and Girls' Clubs in Florida, and What They Are Doing.
9:00—Florida's Law as It Affects the Farmer.
10:00—Styles of Packages and Method of Shipping.
11:00—Some Aids in Deciding What is Best to Plant.
2:00—Bee Keeping in Florida.
3 to 5—Visit to Plant Board and Experiment Station.

COURSE IN TRACTORS AND GENERAL AGRICULTURE

JANUARY 6 TO 16, 1920

The use of the gas tractor in Florida is being rapidly extended, and has occasioned a demand for a short practical course in tractor operation and management. It is becoming recognized that the success of the tractor depends to a large extent upon the skill with which it is operated.

Realizing this, the College of Agriculture has arranged to cooperate with a number of manufacturers in giving this year a short course in gas tractors. The course will consist of lectures and discussions on the subject of gas and oil engines, their accessories and equipment, and the application of these to farm tractors.

Enough lectures on soils, fertilizers, crops, and animal husbandry will be included in this course to give a man valuable information on all phases of farming.

The practice work will consist of shop work, dismantling, adjusting, and repairing tractors, under the direction of experienced mechanics. Some field practice will be offered, but emphasis will be placed upon instruction planned to train the operator to detect mechanical troubles as they arise, to make competent inspection of the condition of the tractor, and to make necessary adjustments and repairs.

A number of different tractors will be available for use. Each will be in charge of an experienced service man. A collection of charts, tractor parts, and accessories will be on hand to illustrate and facilitate instruction. The engineering shops will be available for practice work in mechanics as related to the tractor. Discussions and demonstrations of tractor plows and other implements will be a feature of the course.

Besides the instructors of the College and Experiment Station, tractor and plow specialists will give lectures and aid with the practice work.

Opportunity will be given each student to do actual practice work as far as possible, some of which work will consist of the following exercises, assigned to different groups in turn:

Carburetor adjustment.
Igniter timing.
Valve timing.
Ignition troubles.
Clutch adjustment.
Gas-engine testing.
Inspection and operation of tractors.
Babbitting of bearings.
Pipe fitting.
Soldering.
Field practice with tractors, plows, and other tillage implements.
Forage practice.
Welding.
Sharpening of plow shares.

Demonstration with Tractor Plow

TENTATIVE SCHEDULE OF SHORT COURSE IN TRACTORS AND GENERAL AGRICULTURE

JANUARY 6 TO 16, 1920

Tuesday, January 6

9:00—Opening Exercises.
10:00—Gas Engine Principles and Types.
11:00—Poultry Keeping in Florida.
2:00—The Place of Animals in Agriculture.
3 to 5—Fuels.

Wednesday, January 7

8:00—Florida Soils; Their Nature and Uses.
9:00—Fruit on the Farm.
10:00—Carburetors.
11:00—Practice Work.
2:00—Importance of Veterinary Science in Florida.
3:00—Ignition.
4:00—Practice Period.

Thursday, January 8

8:00—Florida Soils: How to Handle Them.
9:00—Feeding and Management of Work Animals.
10:00—Magnetoes.
11:00—Practice Period.
2:00—Common Diseases of Work Animals and Their Treatment.
3:00—Magnetoes.
4:00—Practice Period.

Friday, January 9

8:00—Forage Grasses for Florida.
9:00—Fertilizers, Their Nature and Uses.
10:00—Governing and Cooling Apparatus.
11:00—Practice Period.
2:00—Building Up Herds and Flocks.
3:00—Lubricators and Lubrication.
4:00—Practice Period.

Saturday, January 10

8:00—Leguminous Forage Crops for Florida.
9:00—How to Buy Fertilizers.
10:00—Value of Timing and Adjustment.
11:00—Practice Period.
2:00—The Future of the Beef Industry.
3:00—Tractor Motor.
4:00—Practice Period.

Monday, January 12

8:00—How to Have a Good Garden on Every Farm.
9:00—Benefits of the University Extension to Florida Farmers.
10:00—Tractor Types, Adaptability, and Construction.
11:00—Practice Period.
2:00—Producing Pork and Lard for the Home.
3:00—Practice Period.
4:00—Practice Period.

Tuesday, January 13

8:00—The Purchase, Use and Care of Farm Machinery.
9:00—Profits to be Expected from Livestock and Crops.
10:00—Tractor Repairing.
11:00—Practice Period.
2:00—Dairying in Florida.
3:00—Tractor Repairing.
4:00—Practice Period.

Wednesday, January 14

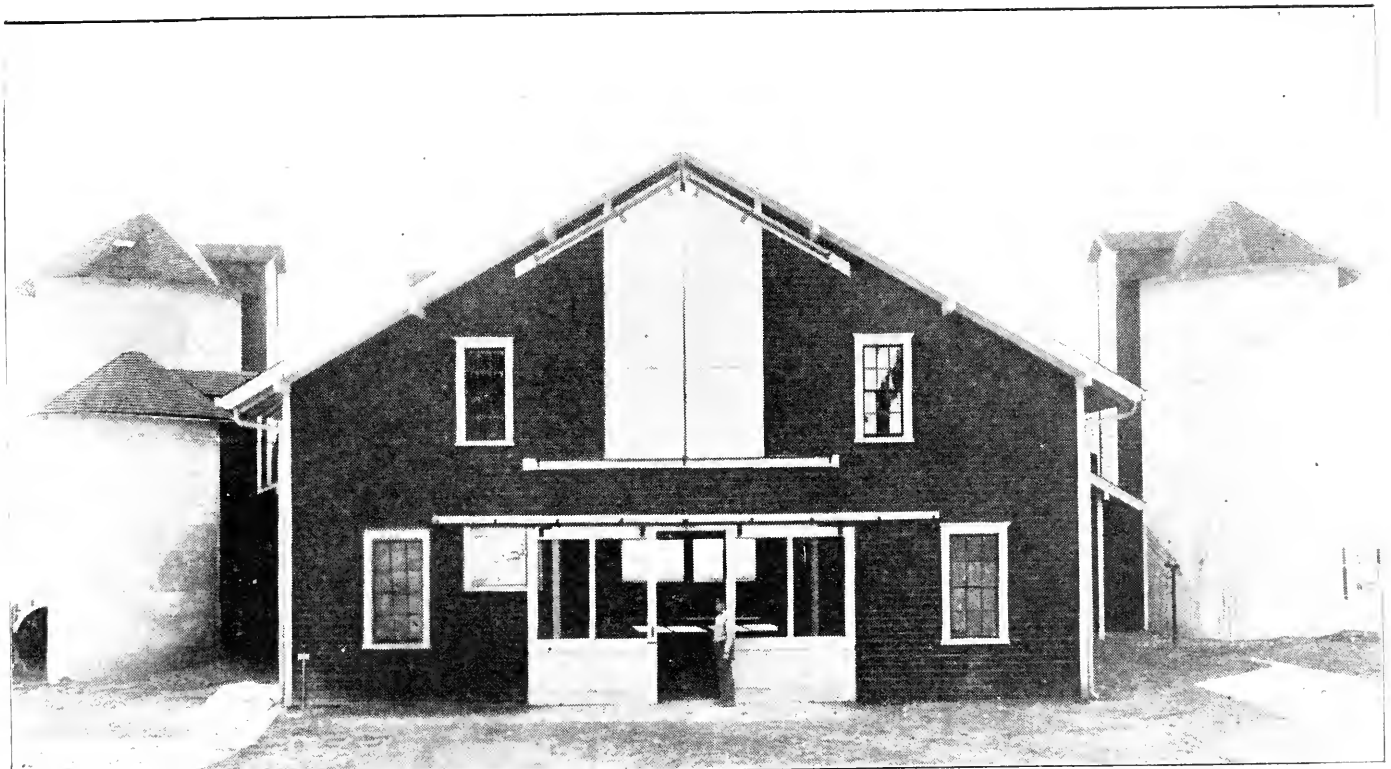
8:00—Ways of Reducing the Expenses Between Producer and Consumer.
9:00—How to Obtain Quick Information for Your Farm Troubles.
10:00—Gas Engine Troubles.
11:00—Practice Period.
2:00—Insect Pests of Farm Crops and How to Control Them.
3:00—Tractor Operation.
4:00—Practice Period.

Thursday, January 15

8:00—Grain Crops for Florida and Their Utility.
9:00—Most Important Factors in Profitable Farm Organization.
10:00—Plows and Tractor Implements.
11:00—Practice Period.
2:00—Sugar Making on the Farm.
3:00—Tractor Operation.
4:00—Practice Period.

Friday, January 16

8:00—Boys and Girls' Clubs in Florida, and What They Are Doing.
9:00—Florida's Law As It Affects the Farmer.
10:00—Tillage Methods.
11:00—Practice Period.
2:00—Bee Keeping in Florida.
3:00—Tractor Operation.
4:00—Practice Period.



Experiment Station Dairy Barn