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Number 6.

The Normal Bulletin for June, 1904

BEING THE

Seventeenth Annual
CATALOGUE

OF THE

Florida
State Normal School

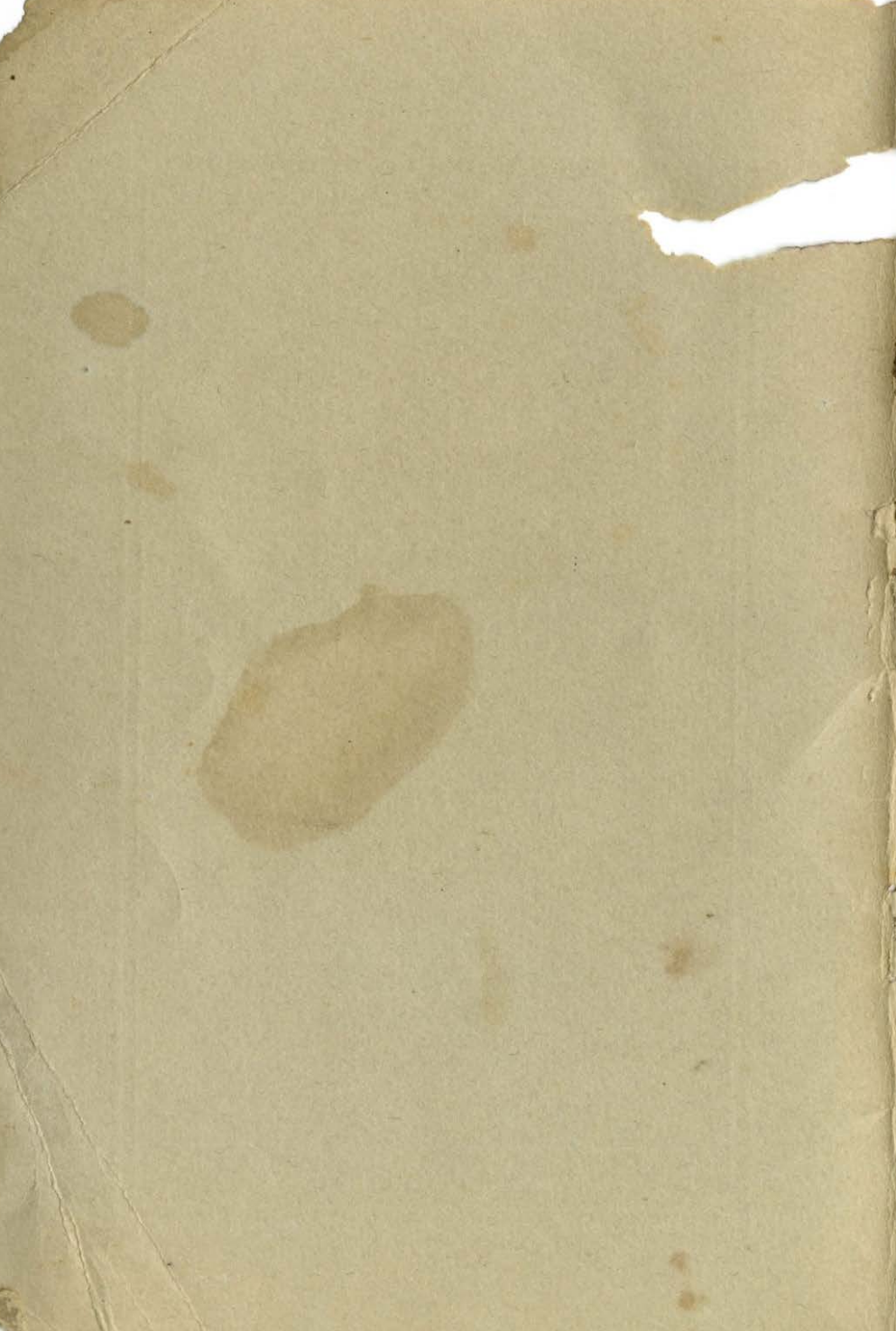


DE FUNIAK SPRINGS, FLA.

1904



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THE NORMAL BULLETIN FOR JUNE

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Seventeenth Annual Catalogue

OF THE

Florida State Normal School

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Announcements for 1904-5

Volume I., Number 6.

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DeFuniak Springs, Florida.

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CALENDAR 1904-1905.

ENTRANCE EXAMINATIONS.....September 30, October 1st and 3d.

FALL TERM BEGINS.....Tuesday, October 4th, 9:00 A.M.

FALL TERM ENDS.....Thursday, December 22d, 1:00 P.M.

WINTER TERM BEGINS.....January 3d, 1905, 8:00 A.M.

WINTER TERM ENDS.....Saturday, March 11th, 1905.

SPRING TERM BEGINS.....Tuesday, March 14th, 1905.

SPRING TERM ENDS.....Tuesday, May 23d, 1905.

COMMENCEMENT.....Tuesday, May 23d, 1905.

ANNUAL ALUMNI MEETING.....Wednesday, May 24th, 1905.

STATE BOARD OF EDUCATION.

All Ex-officiis.

HON. W. S. JENNINGS, Governor of Florida.....*President.*
HON. W. N. SHEATS, State Sup't of Public Instruction....*Secretary.*
HON. H. C. CRAWFORD*Secretary of State.*
HON. W. H. ELLIS*Attorney-General.*
HON. W. V. KNOTT*Treasurer.*

Address of all,
TALLAHASSEE, FLORIDA.

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Mathematics.

MISS BENELLA DAVENPORT,
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Principal Kindergarten Training School.

MISS LUCIA McCULLOCH,
Biology and Nature Study.

MISS CASSIE L. OSTRANDER,
Vocal and Instrumental Music.

MRS. H. E. BENNETT,
Supervisor of Dormitories.

W. T. MAY,
Local Treasurer.

MISS JULIA McKINNON,
Librarian and Stenographer.

BEGINNING AND DEVELOPMENT.

THE Constitution of 1885 contains the following provision: "ART. XII. Sec. 14. The Legislature at its first session shall provide for the establishment, maintenance and management of such Normal Schools, not to exceed two, as the interest of public education may demand."

The Legislature of 1887 entrusted to the State Board of Education the duty of establishing the two Normal Schools provided for, one for white and one for colored teachers. DeFuniak Springs, in Walton County, was selected as the most favorable place for the location of the State Normal School for white students, and here it was opened in the fall of 1887.

Three teachers, a half-dozen students, and a rented room were the modest beginnings of the Normal. Prof. H. N. Felkel was president of the school from its founding until 1893. He was succeeded by Dr. C. P. Walker, who served in that capacity four years, and he by Prof. C. L. Hayes, whose term of service was six years, or until the session of 1903-04.

Throughout this time the course of study has been continuously raised. The classes graduating from 1889 to 1892 completing only two years' work. Those in 1893, 1894 and 1895 completed a three years' course, and those since 1895 four years.

The new course inaugurated in 1903-04 provides for five years' work, beginning with qualifications somewhat higher than formerly required of those entering the shorter course, it being the purpose of the administration to eliminate the lowest grade as early as practicable. The establishment of the State Course of Study for High and Graded Schools, and its adoption by most of the important public schools of the State, is the basis of the hope that the Normal Course may soon be shortened to two or three years study, consisting mostly of professional training and reviews, based upon the academic work of the high schools (of either grade), made a prerequisite for Normal instruction as it doubtless will be made a prerequisite for teaching.

The proportion of professional instruction in the course has been constantly increased as rapidly as the improved educational condition throughout the State renders less elementary academic work

necessary. In professional study and training the school is now as truly a *Normal* as any school in the South, and compares well with the better State Normal Schools throughout the country. Until the graded and high schools have become thoroughly adjusted to the State Course of Study, and can supply the Normal with a sufficient number of well and uniformly prepared graduates of the various grades, academic instruction must remain a large and important part of the work of the Normal, but we hope this time is but a few years distant, and plan to contract our academic courses as rapidly as conditions will justify.

But contraction does not imply abandonment, for one of the chief functions of a Normal is conceived to be the setting of true standards of common school education, hence every subject that a teacher is to teach should be taught in the Normal in the most thorough manner, in a manner which may truly be considered a *norm* or model. With the work of the high school already done, the function of the Normal is to review these subjects, to find the weak points and to strengthen them, to afford new and better methods of presentation, and to study the pedagogic aspects and applications. Thus it is believed that of all academic instruction normal instruction should be the most thorough, but the trend of development in the Normal is, by beginning with better prepared students, both toward less time on academic studies and toward their more perfect completion.

The development of the strictly professional training has been continuous. Beginning with an occasional lesson in "Theory and Practice," gradually there were added more or less extended courses in psychology, history of education, and school management. Occasional teaching exercises by the students were introduced years ago in the regular classes. In 1899 the Model School was organized, and a system of observation and practice work has since been growing up.

At present the professional course is very thorough, including four years' study of the theory and art of teaching, psychology, school management, school organization and systems, history of education, educational theories, with carefully digested and recorded observation of model teaching and regular practice in teaching under the eye of the critic teacher. In addition to this the various phases of observation, study, and work in the way of manual training, singing, drawing, nature study, school gardening, and the like, which are used in the best modern teaching are learned by our students in the actual doing.

LOCATION.

DeFuniak Springs is situated in West Florida, on the P. & A. Division of the L. & N. Railroad. It is midway between Pensacola and the Apalachicola River, among the picturesque pine hills which characterize this region.

The Normal is well situated on a high ridge on the eastern side of beautiful Lake DeFuniak. Northward and southward the campus looks out over pretty valleys.

DeFuniak is a justly celebrated health resort. High, perfectly drained, and entirely free from malaria, yet in reach of the soft gulf breezes, a more healthful location cannot be found. Pure water for drinking is supplied from deep tile wells, while our own water-works system affords an abundance of good water for several bathrooms, hydrants and fire protection. In the seventeen years since its establishment, but one death has occurred among those connected with the school, and that for no local cause.

Morally and socially the conditions are ideal as a home for young people. There is not a saloon in twenty miles. Not only do the town and county prohibit its sale, but DeFuniak is built upon land, every deed to which contains a clause perpetually prohibiting its being used for the sale of liquor under penalty of forfeiture. "Blind tigers" have no existence here, nor do any dens of gambling and vice.

Within easy reach of the Normal are edifices of the Presbyterian, Episcopal, Universalist, and two Methodist churches (all white). A fine Baptist church is now in course of construction, and still other religious bodies have organizations in our midst. The social life of the community centers chiefly about these churches and the several young peoples' Christian organizations connected with them.

Twenty years of the Florida Chautauqua and seventeen of the Normal School as the chief interests of the town have attracted and developed an unusually refined and cultured population.

THE CHAUTAUQUA.

The Florida Chautauqua is in session during eight weeks of the school year. During this term our students are encouraged to attend the best of the attractions offered. The array of talent includes much of the very best in the country, and practically all of high character which is to be had on any platform in the South. Season tickets admitting to all entertainments are sold to students for \$2. By this means the Normal is enabled to offer a lecture course of more than a hundred entertainments, in character equal

to those offered at any educational institution in this or any other State, at less than is usually charged for a course of five or six inferior numbers. Students are not expected to attend more than fifteen to twenty-five of these entertainments. About this number of the best lectures, musical recitals, impersonations, etc., may be selected and attended by industrious students without interference with school duties. There is immeasurable broadening value in these Chautauqua entertainments. While they in no sense take the place of school work, they afford an important complement of a kind which no school can hope to afford.

BUILDINGS AND EQUIPMENT.

The Normal buildings are well built, neat, attractive and excellently adapted for their purpose, though they are not imposing, and their capacity is already taxed. The main building is simple, dignified Grecian architecture with a good sized assembly room and four excellent class rooms, one of which is now utilized for the library. Connected with this building is a newer one containing a laboratory and gymnasium. All these rooms are made use of as regular class rooms.

The Practice School is built according to the best model, and is a very attractive and well arranged building.

The Manual Training Department is at present housed in a separate building of eight rooms, fairly well adapted to the purpose.

The Young Womens' Dormitory is a good, new, three-story building of thirty-seven rooms besides parlors, dining-room, kitchen, store-room and bath rooms. The sleeping rooms are pleasant and of good size, fitted with new iron beds, springs, mattresses, bureaus, wash-stands, chairs, tables, and wash-stand sets. Water is convenient on every floor for room use and for fire protection. The bath rooms are fitted with porcelain tubs with hot and cold water, free for students' use without charge. Other conveniences will be added during the summer of 1904.

The Young Men's Dormitory is a large ceiled building, two stories, with thirteen very large rooms and broad, cool verandahs.

Every room of every building is supplied with acetylene gas, a clear white light considered by physicians to be the best in use for reading and study. All the buildings and the grounds are illuminated with this light. It is supplied by our own plant.

The Normal also has its own complete waterworks and sewer system, giving fire protection and ideal sanitary conditions without cost to students.

The Library contains some 1,500 works of reference and standard literature. It is admirably selected, and few libraries are more used. It is indexed by the card catalogue system, and is in charge of a competent librarian. The reading table is supplied with from twenty-five to thirty of the best daily, weekly and monthly publications. The following is a partial list of those received regularly:

The Forum, Educational Review, Review of Reviews, Public Opinion, Outlook, American Education, Harper's Weekly, Success, Ladies' Home Journal, Youths' Companion, Scribner's Magazine, School of Arts, World's Work, Cosmopolitan, Primary Education, American School Board Journal, The Ram's Horn, Florida Times Union (daily).

Of many of these we have complete files running back many years, and available through the use of the most complete periodical index published.

While at present there is but one room available for laboratory purposes, this is well equipped for the work required in physics, chemistry and biology. The chemical apparatus is sufficient for all experiments usually required in secondary schools with a full line of reagents and other materials.

The apparatus for instruction in physics includes a new Toepler Holtz Electrical machine, dynamos, air pump, batteries, lenses, various machines and everything necessary for the demonstrations desired in the course in this subject.

For biology there are several high power microscopes, complete sets of microscopic specimens and instruments for collecting and preserving botanical and other specimens. Collections of native specimens are being prepared by the classes in these subjects, and are added to each year. There is an excellent collection of mineralogical specimens.

For teaching physiology the school has complete skeletons, casts of the various organs, charts, microscopic sections of tissues, etc.

There is also a good equipment of instruments and other apparatus for the teaching of mathematics.

PURPOSE AND FIELD.

The Normal is devoted exclusively to the preparation of teachers for the schools of Florida. It is the only institution of this kind in the State. Its aim is not merely to enable students to secure certificates, but to make of them good teachers. The best evidence of this fact is that every student in school has a teacher's certificate, or has passed an examination for entrance equal in character to that

required of teachers in the uniform examinations. There is no student in school under sixteen years of age. In short, our pupils are well past the point of being merely able to get certificates, and are devoting their time to making themselves better teachers.

That this school is serving the interest of the entire State, and is in no sense a local school, is shown by the fact that only twenty-four per cent of the enrollment of this year are local students. The graduating class of thirteen, in May, 1904, represents ten different counties of this State and one other State. The general distribution of students from various portions of the State is shown by reference to the list of students and the counties from which they come. Not only has every effort been made to avoid competition with the public high school, but every encouragement has been given to the strengthening of that admirable school. Of the many applicants from DeFuniak Springs who have sought to enter the Normal this year, only two have been admitted, the others being advised to attend the county high school. Many who have come from a distance and failed to measure up with the entrance requirements at the Normal are now attending the county high school.

The function of the Normal School we conceive to be two-fold, academic and professional. As elsewhere stated, the ideal of the Normal is to do very little academic work for its own sake. But, however well prepared the students who come to us may be, academic training will ever be necessary since one of the most important functions of the Normal is to set the *norms* or standards of popular instruction, for which the name "normal" is applied. Hence, all elementary subjects are reviewed for the purpose of establishing them more clearly in the minds of the students, and to raise the character of instruction in these branches wherever the influence of the Normal is felt. *Thoroughness* is the watchword in all academic instruction. Until the public schools of the State can supply us with students who have had this preparation, the Normal will continue to offer high school instruction in which the standards will be kept always a little higher than in the State high school course.

In addition to academic work, our chief aim is to afford every phase of professional instruction and training which is needful to prepare students for the best grade of public school teaching. Our course and equipment now enable us to do this.

OUR IDEAL.

In the preparation of teachers, our first aim is the development of mental and moral power with so much of physical culture as is

necessary to secure health and efficiency. With this power we strive to impart the greatest possible knowledge of the principles and skill in the arts of the teacher's profession. Lastly, we endeavor to afford the best selection of general knowledge attainable in the time that is at the command of the student. We believe that the student will obtain more knowledge of value and secure infinitely greater lasting benefits by our aiming first for power, than if our ambition were to cover a great range of instruction in a short time.

THE STUDENT BODY.

As a result of the inculcation of these ideals into our work and into the ambition of the students, we have probably the most mature, earnest and hard working body of pupils ever assembled in a school of the State. With their ambition for professional distinction, and for success in life as a natural stimulus, they are, with few exceptions, working so faithfully and strenuously that the efforts of the faculty are more often devoted to restraining them from overtaking their strength than to driving them to their duties. Their aim is not centered upon teachers' examinations, yet from that fact they will succeed better in such tests than if such were their only thought and ambition.

The fact that each of our students is competent to pass the legal requirements for a teacher, and is here despite the present great demand throughout the State for teachers of all grades, the fact that most of them are self-supporting, and are here only at a great sacrifice, indicate the strong character of students which compose this school, and account in a measure for the large number of its graduates and former students who are now filling places of honor and distinction in the educational work of the State, among them being five county superintendents and a large number of principals, as well as prominent teachers in other grades of work.

COURSES OFFERED.

THE NORMAL COURSE.—Students holding first and second grade certificates may enter the four-year Normal course which includes high school instruction of slightly higher grade than that required by the State Course of Study for Senior High Schools, with professional instruction, observation and practice in the Model School, and drawing, singing, nature study, manual training, etc., throughout the entire time.

For the present the Sub-Normal class (equivalent to the "D" grade in the old course) will be maintained in order to receive those who cannot secure at their homes academic instruction sufficient to fit them for undertaking the Normal course. (For further particulars see entrance requirements.) The Sub-Normal class is intended to make students thorough on the common school subjects.

THE KINDERGARTEN COURSE.—The State Normal is a pioneer among Normals of this section of the country in establishing a distinct, completely equipped department in which young women may become professional kindergartners. A thoroughly competent instructor is in charge of the department. The course requires two years' training, based upon entrance requirements equivalent to the work of Junior or Senior High Schools. Full particulars regarding this course will be found under separate head.

THE ONE YEAR PROFESSIONAL COURSES.—Holders of First and Second Grade Certificates, and graduates of high schools, often desire to take a comparatively short course of strictly professional training. It is the special aim of the Normal to meet the requirements of this class of students, and to afford every facility for enabling them to become, as rapidly as possible, thorough professional teachers. Either of these courses will require one year or three terms of resident study. While it is better to devote one continuous session to this, it may, upon approval of the faculty, be taken one or two terms at a time in two or three consecutive years. This concession is made particularly for teachers who cannot arrange to attend the entire session, but are able to come the first of January or the middle of March. The work done is chiefly along professional lines, and is made largely elective.

THE PROFESSIONAL COURSE involves studies of principles and methods of teaching, psychology, school management, observation

and practice in Practice School, manual training, physical culture, singing, nature study and blackboard drawing, to which may be added such work as the candidate may elect from any offered in the catalogue, subject to the approval of the faculty, and not exceeding a total of twenty hours of prepared recitations per week. Those particularly recommended for the majority of students are the following: English grammar and composition, teachers' review courses in arithmetic, English, United States history and geography, child psychology, school laws and systems, educational theories, history of education, or special work in practice teaching or manual training.

THE PROFESSIONAL PRIMARY COURSE.—This is arranged to meet the requirements of young women who have the requisite academic knowledge, and desire to secure that special preparation which will best prepare them for professional primary teaching. Teachers holding Second Grade Certificates may enter this class, and, if proficient in academic training, will be prepared to take a Primary Teacher's State Certificate, which, under the conditions prescribed by law, may be converted into a Primary Life Certificate without further examination. The course is the same as the Professional Course described above, except that primary methods and child psychology are added to the required subjects, while psychology and school management are elective.

CONSPECTUS OF NORMAL COURSE.

The numerals after each subject indicate the number of hours recitation per week during the term.

The Fall Term is twelve weeks, and the Winter and Spring Terms ten weeks each.

SUB-NORMAL YEAR.

Fall Term.

Arithmetic, 5.	Political Geography, 3.
Grammar, 2.	Drawing and Manual Training, 4.
Composition, 3.	Nature Study, 1.
Orthography and Orthoepy, 2.	Singing, 1.
Reading, 3.	Physical Culture, 2.
United States History, 4.	

Winter Term.

Arithmetic, 5.	Political Geography, 3.
Grammar, 2.	Drawing and Manual Training, 4.

Composition, 3.	Nature Study, 1.
Orthography and Orthoepy, 2.	Singing, 1.
Reading, 3.	Physical Culture, 2.
United States History, 4.	

Spring Term.

Arithmetic, 3.	Florida History and Government, 4.
Algebra, 2.	Physiology, 3.
Grammar, 2.	Drawing and Manual Training, 4.
Composition, 3.	Nature Study, 1.
Orthography and Orthoepy, 2.	Singing, 1.
Reading, 3.	Physical Culture, 2.

NORMAL COURSE.

FRESHMAN YEAR.

Fall Term.

Arithmetic, 2.	Art of Teaching, 3.
Algebra, 3.	Practice School Observation, 2.
Grammar, 2.	Drawing and Manual Training, 4.
Composition, 2.	Nature Study, 1.
Literature, 1.	Singing, 1.
Latin, 4.	Physical Culture, 2.
Civil Government of United States, 3.	

Winter Term.

Arithmetic, 2.	Art of Teaching, 3.
Algebra, 3.	Practice School Observation and Teaching, 2.
Grammar, 2.	Drawing and Manual Training, 4.
Composition, 2.	Nature Study, 1.
Literature, 1.	Singing, 1.
Latin, 4.	Physical Culture, 2.
Physical Geography, 3.	

Spring Term.

Arithmetic, 2.	Composition, 2.
Algebra, 3.	Literature, 1.
Grammar, 2.	Latin, 4.

Elements of Agriculture (or Domestic Science), 1.	Drawing and Manual Training, 4.
Art of Teaching, 3.	Nature Study, 1.
Physical Geography, 2.	Singing, 1.
Practice School Observation and Teaching, 2.	Physical Culture, 2.

SOPHOMORE YEAR.

Fall Term.

Algebra, 4.	Psychology, 2.
Rhetoric, 4.	Drawing and Manual Training, 4.
Oratory, 1.	Nature Study, 1.
Latin Reading and Composition, 4.	Singing, 1.
General History, 3.	Physical Culture, 2.
Biology, 3.	

Winter Term.

Geometry, 4.	Psychology, 2.
Rhetoric, 4.	Drawing and Manual Training, 4.
Oratory, 1.	Nature Study, 1.
Cæsar and Latin Composition, 4.	Singing, 1.
General History, 3.	Physical Culture, 2.
Biology, 3.	

Spring Term.

Geometry, 4.	Psychology, 2.
Rhetoric, 4.	Drawing and Manual Training, 4.
Oratory, 1.	Nature Study, 1.
Cæsar and Latin Composition, 4.	Singing, 1.
General History, 3.	Physical Culture, 2.
Botany, 3.	

JUNIOR YEAR.

Fall Term.

Geometry, 4.	Practice School Observation and Teaching, 2.
Literature, 3.	Drawing and Manual Training, 4.
Virgil, 4.	Nature Study, 1.
English History, 3.	Singing, 1.
Physics, 3.	Physical Culture, 2.
School Management, 3.	

Winter Term.

Geometry, 4.	Practice School Observation and Teaching, 2.
Literature, 3.	Drawing and Manual Training, 4.
Virgil, 4.	Nature Study, 1.
English History, 3.	Singing, 1.
Physics, 3.	Physical Culture, 2.
School Laws and Organization, 3.	

Spring Term.

Higher Algebra, 5.	Practice School Observation and Teaching, 2.
Literature, 5.	Drawing and Manual Training, 4.
Virgil, 4.	Nature Study, 1.
Physics, 3.	Singing, 1.
Primary Methods, 3.	Physical Culture, 2.

SENIOR YEAR.

Fall Term.

Plane Trigonometry, 3.	Practice School Teaching, 2.
Rhetoric and Theme Writing, 3.	Drawing and Manual Training, 4.
Cicero and Latin Composition, 4.	Nature Study, 1.
United States History, 3.	Singing, 1.
Chemistry, 3.	Physical Culture, 2.
History of Education, 3.	

Winter Term.

Spherical Trigonometry or Plane Surveying, 3.	History of Education, 3.
Rhetoric and Theme Writing, 3.	Practice School Teaching, 2.
Cicero and Composition, 4.	Drawing and Manual Training, 4.
United States History, 3.	Nature Study, 1.
Chemistry, 3.	Singing, 1.
	Physical Culture, 2.

Spring Term.

Arithmetic, 3.	Practice School Teaching, 2.
Grammar, 3.	Drawing and Manual Training, 4.
Ovid, 4.	Nature Study, 1.
Geography, 3.	Singing, 1.
Chemistry, 3.	Physical Culture, 2.
Educational Theories, 2.	

DESCRIPTION OF COURSES.

The Normal faculty is composed of well prepared, specially trained teachers, each of them holding either a Florida Life Certificate—the highest issued in this State—or degrees from prominent institutions indicating their special fitness for the work in which they are engaged. The work is carefully arranged to meet the needs of the class of pupils with whom we have to deal, and is believed to be presented according to the most approved methods practicable. The following descriptions indicate in a general way the scope of the work done, and designate some of the aims and methods to which the several instructors invite particular attention.

SCIENCE AND ART OF TEACHING.

THE PRINCIPAL.

Throughout the entire four years of the Normal course instruction is given in the various sciences of education and their practical application. It is aimed to bring the students, as early as practicable, abreast of the times in both educational theory and practice. The Normal School should, moreover, be "an educational experiment station." Hence a broad basis of the philosophy of teaching and a study of existing conditions are made, in order to afford that power and originality which will make our students not merely imitators in thought and practice.

ART OF TEACHING.—In the Freshman year a foundation is laid in a careful study of the essential principles of the art of teaching. The central aim of this class is to bring the students to appreciate thoroughly that all real learning consists in the activity of the pupil, and, hence, real teaching consists in causing appropriate activities on the part of the pupils. After a reasonable mastery of the fundamental principles has been secured, the class studies their practical application in methods of teaching the several common school subjects, and so much of the elements of school management as is necessary to make clear the principles involved, and to inspire students with a due appreciation of and love for the splendid work in which they are engaging.

MODEL AND PRACTICE TEACHING.—The practical application of these several principles is exemplified by lessons specially arranged

to illustrate the various points, and conducted at the Model School in the presence of the class. The class spends two periods a week in observing this model work.

As soon as the theoretic study and observation has progressed sufficiently far that students have clear ideas of the work to be done, practice teaching is begun in the Practice School under the direction of the critic teacher, and is continued during the larger portion of the time throughout the entire Normal course. For details of the methods pursued in arranging lesson-plans, etc., see discussion under "Practice School."

SCHOOL MANAGEMENT is studied during the first term of the third year. The aim of this course is to familiarize students with the best methods and devices for the management of schools, and to imbue them thoroughly with the ideals and spirit which will make their management of the schools under their charge contribute most largely to the development of character in their pupils. The care of grounds and buildings, the beautifying of rooms and premises, heating, lighting, ventilation, principles and methods of discipline, punishments, rewards, and all those many and vital questions that arise in the teacher's work—aside from those directly appertaining to instruction—are studied in a practical, vital way as thoroughly as the time will permit.

The central thought of this course is that the school is managed with the development of the pupil's character as the highest aim.

SCHOOL ORGANIZATION.—In the study of school organization which follows the preceding, the larger phases of school management are studied. The arrangement of courses, preparation of programmes, gradations, promotions, records, reports, the supervision and direction of school work and administration, and all those problems which are met by principals of small and large schools are studied.

SCHOOL LAWS AND SYSTEMS.—It is the aim of this course to make our students familiar with the working of the school system of which they are to become a part. The laws of this State bearing upon public education, the duties and functions of the teachers and each school officer, the rights and obligations of patrons and pupils, the laws pertaining to taxation and control, and the principles underlying the same, with the practical operation of these laws and principles. The Florida school system is compared with that of other States, and its strong and weak points dwelt upon. Students are led to suggest remedies for existing evils and extension of present benefits.

It has been well said that "the greatest need of the South is

educational statesmen." The Normal feels that it can in no way better repay the State for its maintenance than in the preparation of some of her strongest young people with the truest ideals in education, and such thoroughly developed knowledge of the best and basic principles that they may become "educational statesmen."

PSYCHOLOGY.

We are convinced that the study of psychology is of no use to the student "unless he can live himself into psychological problems," so as to acquire a real power of observation and introspective thinking for himself on psychological topics. "For this purpose cut and dried statements skimming important questions are of no avail. An effective introduction to psychology must be clothed in living flesh and blood, both for the student's own sake and for the sake of his success in school work. The most essential gift to be imparted to the beginner is a real and live interest in the subject, and a real power of dealing with it even when familiar formulas fail him."

Of the three terms of study prescribed in psychology the first two are devoted to a general study of mind through its phenomena avoiding unnecessary ontological speculations on the one hand, and the dilution called "educational psychology" on the other. The nature and scope of experimental "laboratory psychology" are noted, but the field is, in the main, left to the specialist at work in it. The third term's work deals with the genetic phase of the subject. The work is characterized by constant analyses of concrete examples of psychic processes presented by the students from the fields of their own consciousness. Constant use is made of the excellent books in the library from such standard authors as Wundt, Sully, Ladd, James, Preyer, etc.

HISTORY OF EDUCATION.

The students in this class study, according to systematic outlines, the historical development of educational thought and practices. The gradual evolution of the educational ideal is traced from the earliest historic ages, with special attention to the trend and results of the successive movements. The work is neither a study of general history of civilization on the one hand, nor simply of the biographies of educational reformers on the other; it deals with the progressive unfolding of the idea of formal education in its setting of general history of civilization and through the labors of thinkers.

Constant use is made of the library, including systematic works on educational history, the great educational classics, the lives and

theories of leaders and reformers and a wide range of allied matter in history and literature. Regular class discussions are supplemented by numerous special reports by each individual student.

To the student the study of history of education brings three valuable results. First it widens his professional horizon and makes him feel the dignity of his calling. Second, it gives him true pedagogic perspective and enables him to estimate accurately the value of courses of study and methods of teaching. Lastly, it inspires him because the great teachers with whom it makes him acquainted were sacrificial high priests who mediated to the world its higher life.

It is not the intention to make this a critical study of the philosophy of educational development on the one hand; nor a digest of the congeries of educational facts however interesting on the other, but rather such a study of the most important events in the history of education as shall keep constantly before the student's mind the true character of the evolution of the educational ideal, and also to enable him to understand the genesis and nature of existing institutions, principles and methods.

EDUCATION THEORIES.—For students prepared by previous study of History of Education and other pedagogical courses, a more detailed study of the various theories of education is offered. This course will be elective. It includes a review of the ancient and mediæval ideals in Egyptian, Hindu, Jewish, Greek, Roman and Monastic education, seeking the spirit of each, then studying more specifically the development of the modern theories and practices as evolved from the thought and spirit of Pestalozzi, Comenius, Froebel, Herbart, Spencer and others. The chief attention being given to the theories of the day, and a study of the methods and devices based upon them.

THE PRACTICE SCHOOL.

MRS CAWTHON, *Principal*.

The language of educational theory has but little meaning to one who cannot translate it into terms of child life. One who has studied educational problems only in their theoretic abstractions finds in the actual processes of teaching problems which are new to him, and which are well-nigh insuperable until he has found the connection between real teaching and the written accounts of it. The work of the Practice School is the essential means by which the theories of educational study in the class room are plumbed.

Many a teacher has no professional mirror in which he can see himself as he appears to others. He grows in his errors or peculiari-

ties until he wonders why he is rejected by Boards and Superintendents. He finds himself a failure with no knowledge of the reason. The Practice School will disclose these tendencies to the trained eye of the critic. They will be frankly and freely explained, hence remedied before they become fixed as ruinous habits. Teachers are often misjudged because of embarrassment when visited by principals or superintendents. One of the effects of the practice teaching is to overcome such timidity so that one's best work is done under the inspiration of the presence of competent critics. Faith in the practicability and efficacy of the best methods is inspired, courage to undertake new methods suggested by study, reading and observation, and even confidence in one's own ability to originate methods and adaptations to existing conditions.

The practice teaching done by the student is based directly upon his study of the theory and art in some of its phases. Students are required to exemplify in practice work theories and principles evolved in class recitations upon the art of teaching, the science of psychology, or the art of school management.

The matter to be taught is indicated to the student by the Principal of the Practice School some days in advance of the time for the lesson. The student prepares the plan for the lesson. This is submitted to the Principal of the Model School, and frequently to the teacher of pedagogy and of the special subject. In the light of criticism from these sources the student revises and perfects his plan which at the appointed time is put into practice. He is required to have a clear understanding of the aim and method, and is expected to produce definite results. His work is criticised by the critic teacher, and he is required to give special attention in succeeding lessons to the remedy of characteristic defects to which his attention is called. Weekly conferences are held in which typical mistakes and weaknesses are discussed for the benefit of the entire training class.

The Practice School at present consists of three grades, besides the kindergarten connecting class which spends a portion of its time in the Practice School and a portion in the Kindergarten. The training class students, in groups of four, give instruction to these grades. Thus each Normal student who is prepared for the practice teaching is enabled to do two hours practice work per week without interfering with his own academic work or the unity and continuity of instruction given the Practice School children.

MODEL CLASSES are conducted twice a week at the Practice School. In these classes the principal of the Practice School illustrates the

application of the class work in pedagogy by model lessons arranged for that purpose. The pedagogy classes accompanied by the instructor observe this work carefully, making ample notes the while. After each observation lesson it is fully discussed by the class. The purpose and effect of each detail is brought out, and all is thoroughly correlated with the classroom study. After full discussion the students are required to write their observations and conclusions in permanent note-books which are criticised and graded by the instructor.

The course of study in the Practice School presents the usual features, such as reading, number work, language lessons, nature study, drawing, singing, manual training, etc., which include work done both by model teachers and student teachers. Some of the means by which these subjects are taught are indicated below. The topics named are the centers of child life and interest about which the lessons in reading, writing, number work and the other school arts are correlated. Every use is made of text-books, blackboards, charts, objects, and every aid which is desirable and at the same time attainable for the average teacher.

I. *Plays and games*.—Free play, rythmical and imitation plays; sense games; dramatizing and acting of songs, stories and trades.

II. *Stories*.—Tales, fairy stories, myths, rhymes and poems.

III. *Music*.—Seasonal songs and music based upon the children's interests and emotional experiences.

IV. *Festivals*.—Celebration of Thanksgiving, Christmas, birthdays of children and of distinguished persons.

V. *Morning Exercises*.—Daily participation in an exercise of the entire school.

VI. *Handwork*.—Simple articles in paper, cloth, clay, grass, etc.

VII. *Gardening*.—Chief outdoor occupation during fall and spring term.

VIII. *Painting and drawing*.—Illustrations using pencil, crayon, brush and scissors.

IX. *Excursions*.—To blacksmith's, shoemaker's, market, park, turpentine still, etc.

NOTE.—The children's collections and observations will be constantly used in the class room work.

X. *Housekeeping*.—Care of school room, of materials, of plants and animals, of their own wraps, books, etc.

XI. *Nature Study and Science*.—Study of plants and trees. Simple laboratory work.

XII. *Reading, writing, spelling*.—These subjects are not taught

independently, but in connection with others—such as history, geography, science and literature.

XIII. *Mathematics*.—Correlated with science, history, geography, handwork, etc.

XIV. *Morals and Manners*.—Developed in simple but effective manner from nearly all games, stories, exercises, etc.

Throughout the model and practice work it is our aim to present the highest character of teaching, but in all cases to present only that which may be applied in any school in which our students may be called upon to teach. We strive to deal with natural and normal conditions such as may be found anywhere, and to produce as nearly ideal results as possible. In this way our students are brought to see that the teacher must be the master of conditions instead of submitting to them and making them the excuse for poor results.

MATHEMATICS.

MR. CAWTHON.

The Normal School offers thorough courses in all branches of mathematics usually taught in the best secondary schools of this country. The aim in these courses is to make the instruction adequate for the demands which every teacher of the school mathematics of today must meet, and also for the entrance requirements of the best colleges.

SUB-NORMAL.—During the first two terms of this year an attempt is made to present arithmetic as a school science; due regard being given to the previous environments of the student, and to his particular stage of development along the line of mathematical studies. He is required to seek in the industrial and social life of the time the materials for the greater number of his problems, and to prepare for himself the data necessary to their solution. Through constructive geometry in its simplest phases the work of arithmetic and manual training are unified. The data for many problems involving geometric magnitudes are supplied by the manual training course for this year.

During the third term algebra is introduced in an informal way. Attempts are made to have the student use the equation to formulate some actual condition which he has defined. Considerable practice is given in finding the values of algebraic expressions by the substitution of known numbers for the algebraic symbols.

FRESHMAN.—Two recitations per week are given to arithmetic and three to algebra. The former subject is treated as a science of pure number. Several topics treated in most text-books on higher

arithmetic are omitted. Frequent exercises in mental arithmetic in which a special text-book is used constitute a feature of this course.

In algebra all of the topics usually taught in this subject the first year are considered. Squared paper and the graph with whose use the student has become familiar in the arithmetical exercises of the Sub-Normal course are here extensively employed in the solution of simultaneous linear equations.

SOPHOMORE.—During the first term the class continues the study of algebra through quadratic equations of one unknown quantity. Appeal is made here to the geometric intuition of the student by requiring him to show graphically the conditions for real and unequal, and imaginary roots.

The last two terms are devoted to the study of Plane Geometry, considerable attention being given to exercises requiring original demonstration and solution. These are regarded as having vital relations with the theorems and corollaries whose demonstrations are given in the text.

JUNIOR.—Solid Geometry is studied during two terms. In treating the latter subject the various properties and relations of points, lines and planes in space are viewed from the concrete standpoint.

A course in Higher Algebra follows that in Solid Geometry. The topics covered are Simultaneous Equations in Quadratics, in the consideration of which there is much use of the graph, Progressions, the Binomial Theorem and Logarithms.

SENIOR.—The first term is devoted to Plane Trigonometry, considered mainly from the experimental standpoint. Prominent in the course are the constructions of the curves of the Six Trigonometric functions and the actual measurement of heights and distances.

For the winter term two courses are open to Seniors, viz: One in Plane Surveying and one in Spherical Trigonometry. The school has a good set of surveying instruments and is gradually acquiring a creditable amount of practical apparatus made by the students of this class in the Manual Training Department. Students learn by actual practice in the field the use of the compass, the Plane Table, and the Level.

The treatment of Spherical Trigonometry is mainly theoretical, though a few problems involving its applications to astronomy are solved.

ENGLISH.

MR. DAVIS.

The greatest forces in civilization are thought and feeling, and among the greatest needs of civilized life is the power of their ex-

pression. The English language lends itself with readiness to the natural, lucid, vivid expression of every thought and feeling, the simplest or the most abstruse, the most superficial or the deepest. Through its mastery one gathers the thoughts of all ages, and enlists the sympathy and co-operation of his fellowman in his own thoughts and undertakings. In short, the life of a man is measured largely by his power to use his native tongue, either to appropriate the thoughts and feelings of others for his own upbuilding, or to influence the lives of others by the expression of his own mental activities. So large a part does language play in the life of an educated human being that the mastery of the mother tongue is deemed the most vital part of education.

It is our aim to contribute as much as possible toward giving our students that essential mastery of English language.

The training in English falls into two principal lines. First, we endeavor to enable the student to understand the thoughts of others, and to give expression to his own; second, to cultivate a taste for the best reading. With these objects in view, training in the expression of thought necessarily demands a large share of the student's time. Throughout the entire course this is made especially prominent. It is recognized that daily practice and criticism is essential to acquire the power of ready expression and clear discrimination in the use of precise and elegant language.

ORTHOGRAPHY AND ORTHOEPY.—During the Sub-Normal year three recitations a week are devoted strictly to a study of the orthography and orthoepy of the English language. While it is to be presumed that much of this has been studied in the lower grades of school from which our students come, so notorious is the fact that college students and teachers are sadly deficient in spelling, punctuation, capitalization, the use of diacritical marks, synonyms, homonyms, and antonyms, that the Normal makes this its first work. The subsequent study of English must not be hampered and robbed of its appropriate results through the weakness of this foundation work. This study is not only conducted formally, but is closely correlated with other work in English language and literature, and with the class work in all other subjects. Constant use is made of the dictionary to secure accuracy, and to inculcate the habit of frequent reference to authority.

ENGLISH COMPOSITION.—Strictly speaking, training in composition is carried on throughout the entire Normal course. Constant attention is given to both oral and written composition in the belief that the power of ready and forcible expression of one's thought can be

acquired only through years of patient training. Not only is training given in the class work as far as practicable, but every influence possible is brought to bear upon the students to arouse in them the ambition and the determination to make every sentence they speak and every sentence they write a training in English composition. Persistent effort, and not grammatical rules, is the means by which the power of expression is thought to be attained.

Expression and not imitation is the aim. For this reason only those subjects are assigned for composition work in which the pupil is known to have something to *express*. The work is correlated as far as practicable with the other departments, the current topics of study in pedagogy, literature, history, geography, etc., often forming the themes for the composition and essays. The training in composition during the Sub-Normal and Freshman years consists chiefly in written work, but accompanied by a study of a good text on this subject. This leads naturally to a study of formal rhetoric in the Sophomore year.

RHETORIC.—After their prior training, Sophomore students will be capable of studying rhetoric in a scholarly spirit. The figures of speech, selection of words, principles of sentence structure and paragraphing and the essential differences in the forms of discourse are made full of life and vividness through the collateral study of the best rhetorical gems in oratory and literature. Each topic, as far as practicable, is studied from the best examples as given by the greatest writers and speakers. As soon as the student has an insight into the spirit, as well as the structure and mechanism involved, he is given practice in the production of essays in the same line drawn from themes near to his own life.

ORATORY is studied in connection with rhetoric, each student being required to commit to memory one short extract per week which he delivers in the presence of the class. This secures another effective application of his studies in rhetoric, and at the same time affords much needed training in elocution.

During the Junior year attention is given to English and American literature, as discussed elsewhere, but one term of rhetoric and theme writing is taken in the Senior year. This involves the higher phases of rhetorical construction made possible by the intervening study of literature. The theme writing continues the practice begun in the courses of composition and rhetoric of the first three years, but requires more formal productions in description, narration, argumentation, exhortation, etc. The work includes a study of aesthetic qualities and comparison of the styles of the best authors with a view to discovering the secrets of their force and beauty.

GRAMMAR.—While neither a command of English nor a power of appreciating its best forms is acquired through the study of grammar, and hence the work already outlined received by far the larger portion of the attention of our English department, yet it is not to be denied that a study of English grammar, aside from its great value as logical training, is useful as a part of the training in English language. Hence, this subject is studied in connection with composition through the Sub-Normal grade. A thorough course, about as presented by the best high school text-books, is given in the Freshman class. In the Senior class a review of grammar with a more critical study of the structure of the language, illuminated by the intervening study of other languages, occupies the time devoted to English language during one term. In connection with this class careful attention is given to the pedagogical position of grammar in the school curriculum and its relation to English composition.

LITERATURE.

MISS DAVENPORT.

The central aim of the study of literature in the Normal School is to give our students, first, the power to unlock the wealth stored in the books of the world, and to appropriate it for their own soul's enrichment, and, second, to inculcate an insatiable thirst for the best of it.

In the Sub-Normal class the aim is toward the mastery of the mechanism of reading, the pupils being constantly drilled in both sight and prepared reading lessons from the best writers. A considerable amount of library reading in the best current magazines is required to be done and reported upon. Thus is developed the student's power to grasp the contents of the paragraph or page. As the writings of the best authors are studied, incidentally authors themselves are made familiar to the pupils. Thus an introduction to the best literature is prepared for. Oral reading is required constantly, but the aim is thought-mastery rather than elocution.

In the next class the author and his writings stand out in greater prominence, although oral class reading still forms a large portion of the work. The study of oratory and rhetoric, discussed elsewhere, takes the place of literature during the Sophomore year.

In the Junior year literature is studied as literature, and the choicest authors of American and English classics are laid before the students for their thorough enjoyment and profit. In the whole curriculum there is no study more refining. Nothing contributes more to culture, nobility of spirit, breadth of sympathy, and human

interest. It is the duty *par excellence* which contributes to the student's present and future enjoyment of the really good things of life.

While the study of rhetoric is the means to the greater enjoyment and mastery of the literary pursuits of this class, no attempt is made to study critical details of structure except in so far as such study may contribute directly to the student's fuller enjoyment of the spirit of the work he is studying. The chief aim in the work of this year is to create an abiding love for the beauties of literature.

LATIN.

MISS DAVENPORT.

Every teacher should have some knowledge of Latin—it is absolutely necessary to a thorough understanding of English, and the so-called English branches cannot be successfully taught without it. Our school aims to give its students such a course in Latin as will prove of most use to them in their teaching. Four years are provided for, the last two being elective. Any student in lieu of these last two years of the regular Latin course, may, with the consent of the faculty, elect Spanish, German, French or Greek.

In the study of Latin *thoroughness* is the especial aim. From the first day of the first year to the very last day of the fourth year there are constant drills upon forms. Syntax and parsing occupy much of the time of the last three years, the translation of the selected extracts being only a part of each day's work. Exactness in translation and construction is insisted upon from first to last.

In the second year the students have interesting selections from comparatively easy Latin writings, fables, stories, biographies, and poetry, leading up to a study of Cæsar which constitutes the main work of this year. All through the second year much attention is given to prose composition using as a foundation the stories read in the Latin.

Virgil's "Aeneid" occupies the time of the third year, affording an opportunity for studying the principles of prosody. Mythology and ancient history go hand in hand with this, making the Latin vivid and interesting.

In the fourth year selections from Cicero and Ovid are studied, and much attention is given to sight reading, an exercise which is made both profitable and pleasant.

Thus all through the course the Latin work is thorough; and having such a variety of authors and exercises, it loses much of that monotony which so often makes the study a bore. After four years

of careful and constant attention to the principles of Latin our students have an excellent working knowledge of the language, and a wide-awake interest in it.

GREEK AND MODERN LANGUAGES.

Up to the present time the students of the Normal have had their time so fully occupied with the branches deemed more essential to success in an elementary teacher that the Normal has not had occasion to offer courses in Greek or the modern languages other than English. The work which could be offered in these subjects in connection with the Normal course would be so brief that it would not suffice as preparation for those who would teach them in the high schools, hence, it has been considered, and is still believed, wisest that students at the Normal should devote their attention to other lines, and secure their elementary education in the languages at the high schools and their more advanced work in colleges. However, the general culture and disciplinary value of both Greek and the modern languages is recognized, and provision has been made by which students receive instruction in Greek, German, French or Spanish. Not more than one of these four languages may be pursued by any one student at a time, and classes will not be organized in any unless a sufficient number shall desire it to justify its being done. In general, the courses will be about the same as provided in the standard course of study for the County High Schools in this State, such modifications being made as may render the work better suited to the more mature class of students which attend the Normal. One of these languages may be substituted for the last two years of Latin.

HISTORY.

MR. FIKE.

In the study of history the Normal endeavors not only to afford all that knowledge of historical facts which is expected of an educated person, and required in the most rigid teachers' examinations, but to inculcate a love of historic knowledge and research, and, more than all, an insight into that philosophic relation between the events of history and the intellectual and moral conditions of mankind which have been related to them as cause or as effect. Every child who begins a text-book in history is supposed to know that the chief reason for his studying this subject is that, as a citizen of the future, he may know how "to steer the Ship of State" free of the reefs that have caused the wreck of the nations of old and into

the channels of peace and glory. But the conscientious teacher well knows that it were a difficult matter to find in the ordinary text-book course as presented in the grades, what particular part does in any true sense fit the child for better citizenship.

It is our effort to present the subject of history not only that our students themselves may have the lessons which in reality prepare them for more useful lives among their fellowmen, but to keep this idea uppermost so that they in turn will infuse into the thousands of future citizens who will shortly come under their instruction as much as possible of the true spirit of good and intelligent citizenship. This is thought to be accomplished by inculcating the spirit of patriotism, a love of the right, and study of the great characters who have made our country's history glorious, and especially by tracing the cause and effect, and showing how, in history, right inevitably ends in good, and wrong as a necessary result brings suffering and unhappiness.

During the first two terms of the Sub-Normal grade United States history is studied. Florida history and a brief study of the Florida Constitution is taken in the third term. Civil government of the United States takes the place of history during the fall term of the Freshman class. During the Sophomore and two terms of the Junior classes general history is studied with special attention to the history of Greece, Rome and England, a separate text being used for the last named. In the Senior class a review of United States history is made during the first two terms. Special attention being given to its pedagogic phases, and to the historic meaning of the political problems which have occupied the attention of statesmen from the beginning of the nation.

The library is well supplied with the best standard historical works, and with sources of information upon ancient, modern and current history. Complete files of the Old South Leaflets, American History Leaflets, Messages and Documents of the Presidents, and other compilations of copies of historic documents have been supplied, and are in constant use by the classes in history whose work is chiefly source study. It is by means of this study of the sources of history that students are trained to form independent judgments and to corroborate the conclusions of the text-book writers. They are brought into touch with the real history of the time which they are studying that it may be to them a time of real life and interest, and not merely the mythical, unreal, uninteresting period which it would seem from their text-books. Care is taken to avoid our students becoming mere skeptics. A proper respect for the authority

and judgment of historians is taught. But this studying of history from documentary, pictorial and other sources gives a vividness not otherwise attained, and a habit of looking for evidence on both sides; destroys prejudices, enlarges the student's horizon, and gives him the clue to his own close connection with the world's history.

It is only by dealing with the sources of past history that our students can be rightly trained to deal with historic sources of their own time, and form independent and unbiased judgments concerning the mass of opinions, actions and social products of all sorts in which he finds himself involved. In other words, whatever else our young people will become, citizens they must be, and citizens must form judgments of the historical sort which can only be based on contemporary sources. The measure of a good citizen will be largely in his ability to form true judgments from the confusion of sources presented to him by the press and platform.

Much library reading is required in sources, histories and current literature. Students are required to make and preserve outlines, notes and drawings in books prepared for the purpose. Map studying and drawing are constantly made use of as an aid to the study of history, and much stress is laid upon the importance of geographic and economic influences.

GEOGRAPHY AND BIOLOGICAL SCIENCES.

MISS McCULLOCH.

GEOGRAPHY.—Five terms of geography are provided. In the Sub-Normal year, the first two terms, political geography is studied, and physical geography during the first and second terms of the Freshman year. The course is designed to meet the demands of those needing instruction in subject-matter, and for those who wish a thorough review.

Besides the regular text-book lessons and recitations, the work embraces field and laboratory exercises and supplementary reading. The library is well supplied with books and publications suitable for this purpose. A number of good wall maps, globes, atlases, etc., are provided.

During both years the work is correlated with Nature Study, and with Manual Training.

Experiments are made by students and instructor to illustrate soil formation, effects of freezing water, erosion of land surfaces, evaporation, condensation, air pressure, air currents, etc.

In all experiments effort is made to use simple apparatus, such

as can be obtained in any school or made by teacher or pupils without expenditure of much money.

As in arithmetic, history and English, geography is taken up in the Senior class for a final review. Attention is given especially to the methods of teaching this subject in the various grades, the most approved ideas and the highest ideals being placed before the class. An effort is made to show the vital connection, both in fact and for educative purposes, which exist between geography and every phase of human life and study.

PHYSIOLOGY.—Physiology is taken up during the spring term of the Sub-Normal year.

The laboratory is well equipped with models of the various organs, one complete articulated skeleton, other skeletons unmounted, excellent physiological charts and several microscopes. There are a number of prepared sections of tissues from different parts of the body, these with fresh material prepared by the students, furnish a basis for as much histological work as the time permits.

BOTANY AND ZOOLOGY.

In the Sophomore year Botany and Zoology are studied, the time being divided between the two sciences.

Microscopes and other apparatus necessary for microscopic studies are provided, but the aim is to devote most of the time to observation and study of representative species of all the great groups of plant and animal life, to life histories, habits and economic importance, rather than to emphasize minute structure, except when necessary for an understanding of the principles underlying processes of nutrition, growth, transpiration, etc.

In botany the course embraces a study of the morphology and function of all parts of the plant, methods of propagation, pollination, fertilization, relation of plants to each other, to animals and to man.

Field excursions are frequent for the study of plants and animals in their natural environment.

Students collect their own material for study in the laboratory. Simple experiments in seed germination, propagation by cuttings and grafting, transpiration of leaves, absorption, root pressure, current of sap, etc., illustrate the activities of plants.

In zoology the well known insects are made the subjects of first lessons. Those that are of importance or interest from an agricultural or health standpoint are given special study.

Less known and lower forms of life are then studied and finally

the vertebrates. Collections, laboratory studies and dissection, with reading supplement the text-book work.

AGRICULTURE.

The object of the agricultural course in the Normal is to provide some general instruction in the more important principles of agriculture. This work comes in the spring term of the Freshman year. The time is too limited for details, but it is hoped that the course will lead to a greater interest in the subject and encourage students to acquire a more perfect knowledge of it. Of the Southern population, about seventy-five per cent. are engaged in agriculture. Of this number very few, about one in ten thousand, attend agricultural schools or others where agriculture is taught. Agriculture, being the life work of so great a proportion of our people, should be studied in every public school, as these schools are the only ones ever attended by the majority of the people—that children may get accurate knowledge of the laws upon which agriculture is based, and so do their work in the world not only more profitably, but with less drudgery.

Our school is for the training of teachers, and it is essential that they be prepared to teach the principles of agriculture, not with the expectation of training farmers in the public schools, but to give the children an intelligent understanding of its fundamental principles, to direct their minds toward the difference between stupid plodding and intelligent farming, to introduce them to the literature of agriculture and make available the invaluable publications prepared by the Government, and above all to inculcate a respect and love for this noblest of all industries.

The subjects studied embrace: Soil—its formation, fertility, rotation of crops, drainage and tillage. How plants feed: Propagation of plants—crosses and hybrids. Seed selection and testing. Grafting, budding, pruning. Diseases of plants. Insects and birds related to agriculture. Domestic animals, etc.

A text-book is used as a guide. Study and experiments in the laboratory, field and garden afford abundant opportunity for discussion of principles and methods.

SCHOOL GARDENING.

In connection with the classes in Agriculture and Nature Study there is practice work in the garden. Each member of the Agriculture class has a plot of ground to plant and care for. The work on the plots is done at regular periods under the teacher's super-

vision, but each student is responsible for his particular plot. Radishes, beans, English peas, cucumbers, corn, squash, phlox and nasturtiums were planted this year. In addition there are experimental plots of cotton, corn and beans to show effects of different kinds of tillage, fertilization and mulching.

Nature Study classes have planted and cared for flowers in various parts of the campus.

NATURE STUDY.

Nature Study classes are organized for each grade in the school. The object of the course is to train the student to see and understand the nature-world in which he lives, and to encourage a sympathetic attitude toward nature. It is also designed to enable them to prepare themselves for the practical handling of nature study subjects in the schools. Later in the course students are given practice work in the model school.

At present but one hour a week is given to class room work, but when it is considered that the study is continued for four or five years, and that considerable outside work is required, the course does not seem inconsiderable or fragmentary.

Classes are usually taken to the woods for observation lessons and for material. The familiar plants and animals of the vicinity are used not only because they are easy to obtain, but on the principle that all studies should begin with well-known forms. Almost no equipment is necessary. Nature provides all out-of-doors for laboratory, and all material for study. Keen senses furnish the only apparatus needed. Students are led to see that there is abundant material everywhere suitable for lessons in nature study, and that the most unpromising object may become one of great interest, and well worth study.

PHYSICS AND CHEMISTRY.

MR. FIKE.

The work done in physics extends through the Junior year, and consists of a judicious combination of oral instruction, the study of a text-book and experiment work in the physical laboratory. By oral instruction involving illustrative experiments, the student is enabled to see, in the outset, just what phenomena are to be the subject of each study. In the text-book he finds a plain, logical and accurate outline of the facts and explanations with formulated statements of definitions and principles relating to the subject. In the laboratory he is required to practice those experimental methods

of reaching or testing truths which will most surely impel him to be circumspect, methodical, accurate and conscientious in whatever he does and thinks.

Recent additions to the laboratory in the way of new apparatus afford every facility for experimental demonstration by the pupils of every fact or principle involved in the course. A new Toepler-Holtz Machine, dynamo and other apparatus have been received, and further additions will be made during the summer.

CHEMISTRY.—The work here, as in elementary physics, is based upon simple experiments calculated to bring out not only the facts of chemistry by observation, but to train the power of using facts to reach independent conclusions.

Laboratory work is supplemented by use of text and reference books and written notes and discussions are required as in physics.

One term is devoted to the non-metals and the carbon compounds with reference especially to the chemistry of common life; five weeks of the second term are given wholly to basic and acid analyses.

The laboratory is well equipped with acetylene gas, Bunsen burners, etc. The line of necessary reagents is complete for the work required.

In any attempt to apply the laboratory method to the teaching of chemistry there is the same necessity as in the other sciences that no time be wasted upon comparatively unimportant phenomena; that observation shall be so carefully directed as to readily acquire the desired facts, and that these results shall be so related as to make generalization possible. The inductive method has been carried too far. In many cases it has amounted to a fad. We are not in sympathy with the notion that the student in a secondary school must be regarded as an original discoverer, as one who by his own unaided efforts must re-establish the laws, principles and theories of the subject he pursues, and all this as a result of his own investigations. In our teaching we employ both inductive and deductive methods.

MANUAL TRAINING AND ART.

MISS RINDELL.

In establishing a department of Manual Training and Art it has been kept clearly in mind that the function of the Normal School is to train teachers, especially teachers for the public schools. The lessons taught are intended to be suggestive rather than comprehensive. They are intended to lead our students and our students' pupils to the fullest possible appreciation of the utility of the unlimited native resources going to waste about them, especially that most costly

of all wasted resources, unused time and energy. The educational world is just beginning to see the power for general development that there is in the training of the hand. Through our student-teachers the Normal hopes to introduce useful, attractive and educative occupation into many uninviting homes and unprofitable lives.

Our students are learning to make countless little things of use and beauty such as are suited to make homes more beautiful or more convenient. From a twenty-five cent hat frame and five cents worth of raffia many of our girls have made in a few hours, during the past spring, beautiful hats which would have cost several dollars at a millinery store. Some of the most attractive spring hats to be seen at the school were made in this way. This is a mere suggestion of what can be done, and without any cost of time, for most of this work is so correlated and combined with the regular class work that better academic work is done with it than without it.

Special attention is given to the utilizing of native resources. Students are instructed to bring to the class a handful of wire grass, pine straw, palmetto, or selected corn shucks. At the close of the period these products, heretofore scorned as worthless, have been converted into mats, baskets, and the like. Instructors and students in this department will make as far as possible a study of such native products with a view to finding various means of utilizing them.

The department was organized last year, and has had many obstacles to overcome. By choice, the equipment is meager, it being our policy to teach first those lessons which can be taught in any country school. It is thought that neither the best interest of those schools for whom the Normal is preparing teachers nor yet the best educative results of the manual training work will be attained through expensive equipment. Six well equipped benches and bench sets and other valuable tools are provided, but the most of the work is done by the hands aided only with simple tools, such as any school or teacher can supply. While the policy is carefully adhered to of making the course fit the conditions and circumstances rather than to follow some exotic plan of instruction, yet the following outline is inserted that an idea may be gained as to the scope and character of the work done.

SUB-NORMAL COURSE.

Four periods per week—one year.

The work for this year is designed as introductory to regular courses. As most of the students are teachers, the work is given with the view to their using it with their pupils.

Simple mechanical drawing and construction work in paper and cardboard, introducing geometrical forms, consume most of the time. Pupils are trained in careful and exact measurement. This is correlated with the mathematics department.

The latter part of the year other kinds of manual work are introduced to give the students a broader view of the subject. This includes cord and raphia work, clay modeling, chalk modeling of landscapes, etc.

NORMAL COURSES.

Four periods per week—four years.

As so little time can be allowed for art and manual training, it is impossible for pupils to take all the subjects offered. Courses in various subjects are offered, and pupils may elect which they prefer, subject to approval. Some clay and chalk modeling, drawing, weaving and wood work are given in all courses. The methods of teaching the subjects are given an important place.

The following courses are offered, but the right is reserved to modify or withdraw any for which the demand is not sufficient to justify its continuance.

I. *Wood and Metal Work* (for teachers of 7th grade and up).

First Year.—Knife work, study of tools and wood, construction of several models, study of methods or presentation. Venetian Iron or Hammered Brass, construction of models, etc.

Second Year.—Bench work, use of tools, construction of several simple articles for 7th and 8th grades.

Third Year.—Cabinet work, use of the more difficult tools, construction of pointed models, carving.

Fourth Year.—Bench work, study of methods, construction of various joints, construction of apparatus for various departments of the school, original designs and practical applications.

II. *Cord Work and Weaving* (for teachers of 3d grade and up).

First Year.—Study of knots, nets, cords and plaits, construction of a number of articles which can be used in the grades.

Second Year.—Construction of simple looms and woven articles, study of simple weaves, basketry for lower grades.

Third Year.—Study of materials and weaves, textile design, loom construction.

Fourth Year.—Tapestry, bead and lace work, textile design, arrangement of courses of study, practice work.

III. *Domestic Art* (for teachers of 7th grade and up).

First Year.—Study of stitches, construction of sample book and simple articles.

Second Year.—Garment design, draughting, cutting and fitting, study of materials and weaves.

Third Year.—Millinery, straw and velvet hats, study of materials, woven hats, handmade plaits, designs.

Fourth Year.—Pupils may elect one year of some other subject.

IV. *Primary Course* (for teachers of primary grades, particularly adapted from other courses).

First Year.—Paper folding and cutting, cardboard construction, geometrical forms, working drawings.

Second Year.—Clay and chalk modeling, construction in cardboard, cord and raphia.

Third Year.—Cord work and simple weaves, use of blocks, tablets, sticks and other primary material, games and plays for training the senses.

Fourth Year.—Basketry, study of materials, methods and practice work in model school, arrangement of courses of study.

V. *Drawing* (for all grades).

First Year.—Modeling in chalk, sand and clay, study of geometrical forms, working drawings and construction in paper and cardboard.

Second Year.—Freehand drawing of simple forms with construction of same, landscape work, perspective.

Third Year.—Freehand drawing, still life, mechanical drawing.

Fourth Year.—Still life and casts, historic ornament, mechanical drawing for wood and iron construction.

VI. *Art*.

First Year.—Study of pictures and artists; freehand drawing and color work, schoolroom decoration.

Second Year.—History of art, text and original research, methods of framing pictures, form study and color work.

Third Year.—Historic ornament, design in cloth, paper, etc., artistic decoration in the home and elsewhere, crayon and water color work.

Fourth Year.—Pen and ink, crayon and water color, sketches from pose, casts, still life and field.

MUSIC.

MISS OSTRANDER.

No one is well fitted to teach children who cannot teach them to sing. Every schoolroom should be brightened and sweetened with frequent songs, and there are few more effective aids to the instruction or the management of children than singing. It is not musical talent nor a trained voice that is requisite, but a sufficient knowledge of the elements of musical notation and something of the spirit of song. These are available to almost any man or woman, and a teacher should not be considered fitted for his work who cannot bring song into the schoolroom.

The Normal requires every student to take at least one year of training in sight reading of music before graduation. Instruction is given to every class once or twice each week. Beside the ready reading of music in all keys, the singing of scales from the numerical and syllabic scale names, the pitch names or letters, the writing of staff music from dictation, and a general knowledge of all essentials as to time, signatures, rests, etc., numerous songs are taught suitable for use in the schools, and special lessons are given to show how these may be readily taught to children. As the instruction is based upon the varying degrees of musical preparation of the students, no specific course is arranged in advance.

The aim throughout is to give our students just that preparation which they need for their work in the public schools.

INSTRUMENTAL MUSIC.—The Normal is provided with three pianos and two excellent instructors of instrumental music. Since students receive individual instruction according to their several needs and varying degrees of preparation, no specific course of piano lessons is arranged. A tuition charge is made of from \$6 to \$10 per term of ten weeks, and an additional charge of \$1 per term is made for the use of piano for lessons and practice purposes. Hours of instruction and practice must be arranged with the teacher so as not to interfere with others or with their studies or classes. All fees are payable in advance.

Quartettes, choirs, orchestras and glee clubs will be organized as students have time and inclination. During the past year a guitar and mandolin club, a male quartette and a ladies' quartette were especially successful. During the Chautauqua season an excellent opportunity is afforded daily for training in choir singing without cost. These are purely voluntary organizations, and while given every encouragement must not interfere with the regular work of the school.

PENMANSHIP.

It is not considered desirable that the time of the Normal School should be devoted to training in penmanship, but legible and reasonably neat chirography is an essential in the equipment of every teacher. This should be acquired before the student comes to the Normal. In case it is not, he will be notified that his penmanship must be improved before graduation from any of the courses offered. Whenever desired by a sufficient number of students, a special class will be organized in which the principles of good penmanship will be discussed, and advice given regarding the best methods of practicing. Every assistance possible will be given the poor penmen among the students, and they will be required to give constant attention to the improvement of their penmanship, and to give evidence of care and practice in all their written work.

THE KINDERGARTEN TRAINING DEPARTMENT.

MISS CHAIRES.

The Kindergarten occupies a large airy room, and all equipment is of the best quality, for none is too good for "these little ones." A piano, pictures, and all the requisite furniture and equipment is supplied, and twenty-five children from four to six years of age are given the benefit of the model conditions at a nominal tuition rate.

The Kindergarten has been called the bridge connecting the home and school. In order to make the change more gradual and to solve the annoying problem of the true relation between the Kindergarten and the primary grades, a connecting class has been established which takes the place of the kindergarten work for the older children, and the work of the chart class in the Model School. Not only has a natural connection been established, but such economy in the utilizing of the child's energies, that children passing through this connecting class are found to be much better prepared to make rapid and wholesome progress in the primary school than those who spend a much longer time in the Kindergarten or in the primary school separately.

The Model Kindergarten affords the practice work required of the Kindergarten Training Class during the second year as well as the observation of model methods during their first year, and also gives the Normal pupils of other classes the benefit of observation and study of Froebel's method of teaching and governing young children, exhibiting to the students the earliest forms and phases of child development which they are to undertake in the next stage of primary work.

The aim of kindergarten training is to gain free self-acting development from within, to strengthen the student's three-fold nature, and to add new purpose and understanding to life. The kindergartner must experience this before she can understand and apply Froebel's methods. This course is full of delightful surprises to one who loves children, is sympathetic, and imaginative. She must be willing to undertake self-discipline as well as child training.

The full course of training required for the Professional Kindergartner's Diploma occupies the entire time of the student for two years. The first year's work includes the theory of the kindergarten method, the study of the gifts and actual working out of the occupations; also preparation in vocal music, art and physical exercises necessary to prepare for the more advanced work of the second year.

Students of this class take the course in the art of teaching, including observation and practice work in the primary grades of the practice school. Every kindergartner should understand primary methods, and every primary teacher should know something of kindergarten principles and practice.

Much practical experience in the kindergarten is required during the second year. Aside from the work included in the curriculum, a study is made of selecting and ordering kindergarten materials, forms of application and requisitions are made out, bookkeeping and all the practical details which are necessary to organize and conduct a kindergarten are studied. Much time is given to songs and stories. Each student is required to write a story to be used with each gift and occupation.

Students are admitted to this course only at the beginning of the school year unless by special arrangement. An academic preparation is required for entrance equivalent to that required for a First Grade Certificate, but one can enter and pursue the work more satisfactorily who is a high school graduate. Special advantages are natural ability, good health, a happy disposition, a good voice, and some skill in playing the piano, and interest in children.

It is believed that the influence of the training and observation in the kindergarten department will raise the standard of primary work done by our students, giving them the spirit of the "child garden" as well as a more sympathetic and rational basis for instruction and government in the lower grades.

FIRST YEAR.

Fall Term.—Gymnasium, Observation, Motherplay, Handwork, Gift Material, Stories, Games, Music, Art, Method, Nature Study, Art of Teaching.

Winter Term.—Gymnasium, Observation, Motherplay, Handwork, Gifts, Stories, Games, Music, Art, Method, Nature Study, Art of Teaching.

Spring Term.—Gymnasium, Observation, Motherplay, Handwork, Gifts, Stories, Games, Music, Art, Method, Nature Study, Art of Teaching.

SECOND YEAR.

Fall Term.—Practice, Motherplay, Gifts and Handwork, Stories, Games, Music, Art, Programmes, Nature Study, Psychology, Gymnasium.

Winter Term.—Gymnasium, Motherplay, Gifts and Handwork, Stories, Games, Music, Art, Nature Study, Psychology, History of Education.

Spring Term.—Motherplay, Gifts and Handwork, Stories, Games, Music, Art, Nature Study, Psychology, History of Education.

GENERAL INFORMATION.

DISCIPLINE.

Students of the Normal are, or expect soon to be, teachers. To be competent to govern a school, the first requisite is ability to govern one's self. Hence, the Normal gives students every possible freedom. Our students are a self-governing body, but they are such without the machinery of student-made laws, monitors and punishments. As gentlemen and ladies should be, and in life are, they are left to control themselves. The sense of responsibility for their own conduct and the wholesome desire to stand well in the eyes of their instructors and associates, together with the knowledge that they are daily building character and reputation which is to fix their status in professional life, has resulted in our having a condition of student deportment at the Normal as nearly ideal as can be hoped for.

Doubtless there are students who accomplish but little unless they are incessantly driven to their tasks. But the student body of the Normal is composed so largely of mature, earnest, self-sustaining teachers that the need of discipline is seldom felt. The spirit of the student body is so excellent, and the standard of study so high, that those who are not inclined to earnest work soon find themselves lagging in the rear, and are spurred by the highest incentives to their best efforts or become convinced that they are not suited for the teaching profession or Normal training. Hence, the Normal has as few regulations as possible, and no system of demerits and punishment. The principles, and often the details of conduct and deportment which our students are expected to maintain, are made clear. Failure to conform to these standards is called to the attention of the offending one in a quiet, friendly way. Students who are unwilling to be controlled in this manner are unworthy the occupation of a teacher, and would not be allowed to continue their studies at the Normal. It is very seldom necessary to expel, for unruly students find themselves so unpopular and so strongly disapproved of by the student body that they are ready to conform to our standards or withdraw.

In the dormitories, a similar policy of discipline prevails. Though in order to avoid interference or conflict, where so many live together, students are expected to adhere rigidly to the customs and

precedents prevailing in dormitory life. Those who will not, may not expect to remain in the dormitory.

RELIGIOUS.

The Normal is in no sense a sectarian institution, yet it is believed that one who is irreligious is not fitted to have the care of children. The majority of our student body are religiously inclined young people, and it has not been found necessary to make any specific regulations regarding attendance upon church services. It is expected, however, and at the request of parents in the case of younger students it will be required, that students attend at least one service every Sabbath day. Churches of various denominations are convenient, and services are held regularly in most of them. A large proportion of our students are regular attendants upon preaching services, Sabbath school and the meetings of the young people's Christian societies.

Religious exercises are conducted at the chapel every morning.

The Young Women's Christian Association has an active and promising organization among the students.

Vesper services are held in the chapel every Sunday afternoon, and for a few minutes each evening after supper in the dormitory. These meetings are directed and usually conducted by the students, and have been very helpful and well attended.

ATHLETICS AND OUTDOOR SPORTS.

It is not believed that the character of athletics most popular in colleges is suited to the conditions prevailing in the genuine Normal School. Athletics is not advocated here for its own sake, but for recreation and needed physical development. Basket-ball, base-ball and foot-ball are encouraged, and are played with enthusiasm and zeal, the first being especially popular. During the Chautauqua season, teams from other schools occasionally play the Normal students on the home grounds, but under no circumstances are students permitted to leave De Funiak Springs to play match games of any kind. Whatever benefit the excursions to various parts of the country may be to students of institutions of a different type, the students of the Normal are too busily engaged in their studies, and feel too serious a responsibility in the use of their time, to undertake trips of this kind.

Tennis is exceedingly popular, and, on the convenient and attractive courts, is played at all seasons of the year.

The physical culture and gymnasium classes offer regular and

systematic exercises sufficient to keep our students in the best physical condition for work.

The neighboring lake affords opportunity for water sports and rowing, which in this climate are suited to any season.

CONDITIONS OF ADMITTANCE.

Candidates must be not less than sixteen years of age.

ENTRANCE WITHOUT EXAMINATION.

Holders of unexpired Florida certificates of second grade may be admitted without further examination to the Sub-Normal Class, and if a brief test of their power in arithmetic and English language shall prove satisfactory, they may be admitted to the Freshman class.

During the year 1904-05 holders of third grade certificates will be admitted to the Sub-Normal class if entering at the beginning of the year.

Holders of first grade certificates are admitted without further examination to Freshman class or professional courses.

Graduates of Junior High Schools, recognized by the State Board of Education, may be admitted without examination to the Sophomore class or Professional courses.

Graduates of Senior High Schools, recognized by the State Board of Education, will be admitted without examination to any academic or professional work of the Normal School.

Graduates of the Rural Graded Schools, recognized by the State Board of Education as such, will be admitted to the Sub-Normal class without examination.

Scholarship appointees are admitted without further examination to the Sub-Normal class, but may secure advanced standing under same conditions as other students.

Candidates for admission holding certificates issued in other States should correspond with the Principal with reference to their acceptance.

No examination in theory and practice of teaching is required for admission to the Sub-Normal or Freshman classes.

ENTRANCE EXAMINATIONS.

Regular entrance examinations are held just before the beginning of each term (see Calendar page 2), and others only by special arrangement.

Candidates not admitted on certificates or on work done in other institutions will be examined upon the following branches:

orthography, reading, arithmetic, English grammar, geography, composition, United States history, physiology; and in other branches for advanced standing if desired.

In severity and scope, these examinations are equivalent to those required in the uniform examinations throughout the State, but in grading, credit is given rather to power and ability to study than to the memory of text-book facts.

CREDIT FOR ADVANCED STANDING.

Students entering upon certificates or diplomas as specified above, may receive credit for any work which they may have done in addition to that indicated by the certificate or diploma held, by passing satisfactory examinations thereon. No student is required to spend his time upon studies which the faculty is satisfied that he is thorough in, but credits will not be given for advanced standing for work in which the student is unable to pass a reasonable test required by the instructors.

Students receiving credit for part of the work of the class in which they are entered will be permitted to elect any other work for which they may be prepared, subject to the approval of the faculty.

GRADATION, PROMOTION, ETC.

In the gradation of students the Normal seeks to place each where he will accomplish the most. The great evil resulting from crowding students ahead too rapidly is recognized, and they will not be permitted to take up studies which the faculty is not convinced they are prepared to pursue with success. Whenever, for any cause, sickness or otherwise, a student is unable to continue in the class to which he has been assigned with profit to himself and satisfaction to the teachers, his classification will be changed, and it should be understood that when this is done it is for the benefit of the student.

If any student should at any time give evidence of his ability to do more advanced work in any branch successfully, and the arrangement of the programme will permit, every effort will be made to so adjust his classification that he will waste no time on subjects in which he is already proficient.

Our course of study will be found so arranged that nearly every student will be best classified by his doing all the work of some one grade rather than a part of the work of two or more grades.

The Normal endeavors to avoid the undeniable evils attendant upon the use of term or annual examinations as the sole basis of promotion. The system of grading is as follows: Each teacher, as

far as practicable, grades every pupil upon his class recitations. Frequent written tests are held, usually without the students being previously notified of the time at which they will occur. These tests are carefully graded. In the majority of the subjects more formal examinations are conducted at the end of each term or year. The grades from these three sources are combined with a grade based upon the teacher's estimate of the student's proficiency in the subject, and the resulting mark is recorded in the permanent records of the school as the student's grade.

By this means it is thought that the evils of written examinations as a basis of promotion are avoided, and the advantage of written examinations and formal tests preserved.

DEGREE AND DIPLOMAS.

The State Normal School confers but one degree, that of Licentiate of Instruction (L. I.), which is given to all graduates of the four-year Normal Course. Diplomas are issued to all students who complete any of the other three courses offered, viz., the Kindergarten Training Course, the Professional Course, and the Professional Primary Course.

SCHOLARSHIPS.

The State provides, by Legislative appropriation, a fund sufficient to pay the expenses of forty-five students at the State Normal School. These scholarships are awarded one to each county in order to aid well prepared and deserving young teachers from every part of the State in preparing themselves for better teaching. They are awarded by the County Superintendents and Boards upon competitive examination at times and places advertised by them. The questions are furnished by the principal of the Normal School, and no scholarship will be awarded to one whose preparation is not equivalent to that required for a Second Grade Certificate. It is expected that in the course of a few years the completion of at least the first two grades of the standard high school course of study will be required as a prerequisite for obtaining scholarship aid.

The scholarships are worth \$100 per annum, paid in monthly payments of \$12.50 each during the school term, and may not be held for more than two years by the same person. The beneficiary is required to sign a pledge that he will engage in the occupation of teaching in the public schools of the State of Florida for four of the six years next succeeding the expiration of the scholarship, or to return the money received as aid from the State.

Scholarships will be cancelled upon recommendation of the faculty whenever, on account of irregular attendance, improper behavior, or low class standing, it shall be considered that a beneficiary is not making good use of the opportunities extended, or does not give evidence of such habits, abilities or qualities as make it probable that he or she will become a successful teacher.

The State which undertakes to educate all the children within its borders can make no better investment than in these scholarships if they will prepare good teachers to take the place of poor ones and encourage the best of the young manhood and womanhood of the State to engage in teaching as a profession or to lead them, by Normal training, to devote their best energies for even a few years to this occupation. But the scholarships will not be used under any circumstances to maintain students in idleness, or to attempt the difficult and unprofitable task of endeavoring to make good teachers from students who are unfitted, for the lack of health, previous training, or natural capacity, from producing the best returns for the State's investment.

Failure in a competitive examination to secure one of these scholarships should not deter the applicant from attending the Normal School. The cost of attending is slight, and almost any one can secure the means if the determination is not lacking. The necessity for the training offered here and the benefits accruing are just as great if the scholarship aid is not secured as if it were, and the very fact of the failure indicates the greater need for it. Every two years all the scholarships are awarded, and there are usually several forfeited during the first year for some of the reasons already given or others. Students who have indicated their special fitness by the work done at the Normal on their own expenses will have the best opportunity for competing for those scholarships which become vacant.

When there is no eligible applicant for the scholarship in any county at the time of the examination advertised, the vacancy is filled by the State Superintendent upon competitive examination open to the State at large. In this competition particularly, the student who is already a member of the school has a great advantage over those who have not had its benefits.

EXPENSES.

No effort has been spared in the organization and management of the Normal to secure the most wholesome and economical conditions for student life. The dormitories being furnished and equipped

by the State, only the actual cost of food and its preparation, of lights and fuel, is paid by the student. Owing to the favorable conditions existing here, it has been found practicable to furnish wholesome, attractive table board, especially arranged for its adaptability to student life, with lights and fuel, for \$2.50 per week, two students in a room, students supplying their own pillows, bed linen and covering, towels and table napkins, and taking care of their rooms.

Those who cannot be accommodated at the dormitories can secure board in private families at from \$2.50 to \$4.00 per week.

The cost of text-books will be in the neighborhood of \$5.00 a year.

The entire cost of attending the State Normal School for citizens of Florida for one year of eight months, will be about as follows:

Board	\$80 00
Books and Stationery	7 00
Laundry	8 00
	<hr/>
Total	\$95 00

Tuition is free to citizens of Florida. Others pay \$5 per month tuition, which should be added to the above estimate of expenses.

This is less than it would cost the average person to live at home. No other expense is required of students.

Many of our students are enabled to make enough by teaching four months during the summer to maintain them throughout the balance of the year at the Normal, and are in this way rapidly advancing to the front of their profession without financial aid from any source.

TEXT-BOOKS.

For the convenience of students there has been established the Normal Book Exchange, at which text-books may be purchased on the grounds, at publishers' prices.

Students should bring with them such modern text-books and reference books as they have. These are often convenient for reference, and will sometimes save purchasing.

The books in use during the year 1903-04 are as follows. Few changes will be made next year:

- Channing's Student's History of United States (Senior).
- Sheldon's United States History (Sub-Normal).
- White's Outlines American History (Sub-Normal).
- Butler's School English.
- Baskervill & Sewels' English Grammar (Freshman).
- Reed in Kellogg's Higher Lessons in English (Sub-Normal).

Hinsdale's American Government.
Collar & Daniel's First Year Latin.
Harper & Miller's Virgil.
Allen & D'Ooge's Second Year Latin.
Milne's Standard Arithmetic.
Beman & Smith's Higher Arithmetic (Senior).
Hall & Knight's Algebra.
Wentworth's Higher Algebra.
Well's Essentials of Geometry.
Titchener's Primer of Psychology.
A. S. Hill's Beginnings of Rhetoric.
Heart of Oak Reader, Book V.
Redway's Natural Advanced Geography.
White's Art of Teaching.
College Men's Three Minutes Orations.
Myers' General History.
Hoadley's Brief Course in Physics.
Davenport's Zoology.
Bailey's Botany.
Bergen's Botany.
Coleman's Physiology.
Seeley's New School Management.
Burkett, Stevens & Hill, Agriculture.

AID IN SECURING POSITIONS.

The Principal and Faculty are ever ready to render deserving students all possible aid in securing positions. As good teachers are always in demand throughout the State, pupils seldom have difficulty in securing as good places as they are competent to fill. Superintendents are invited to correspond freely with the Principal regarding teachers for any vacancies in their schools.

This year the Normal graduated thirteen capable young men and women, one of them a trained kindergartner, and five of them young ladies who have given special attention, during the year, to manual training, and are well fitted to introduce it into any of the larger public schools or town school systems. All have completed a four-year course of training.

Superintendents desiring teachers for rural schools which can be conducted during the summer will do well to correspond with the principal relative to students who wish to teach during vacation.

GENERAL REGULATIONS.

While the policy of discipline described will be adhered to as far as possible, the Principal is authorized to make and enforce any regulations which may be deemed best in connection either with the school or the dormitories.

Young men and young women will not be permitted to board at the same place, and no student will be permitted to board at any place open for the accommodation of transient guests.

All breakages of furniture, crockery, glass, or any unnecessary damage to school or dormitory property must be paid for by the student responsible for same. Students occupying a room being held responsible for damage occurring therein.

Students are not allowed to invite anyone to meals or lodging in the dormitories without special permission from the Supervisor. When this permission is obtained, extra meals are charged for at 25 cents each.

Meals sent to rooms at the dormitories are charged extra; dinner 25 cents, breakfast and supper 15 cents.

Money cannot be furnished for sudden calls home or other necessities. Deposits should be kept with the Local Treasurer or elsewhere ready for such emergencies.

Board must be paid strictly in advance, monthly.

Board is charged from the day a student enters the dormitory until the last day of the commencement exercises which students are required to attend. A definite discount of \$1.25 will be made to students who are absent as much as one week during the Christmas holidays. No other deduction will be made for absences of less than four weeks.

Scholarship money is not paid for any time which the student is absent from school duties except on account of sickness, nor for any time not spent in DeFuniak Springs.

Students at the dormitories will be required to be prompt at their meals, and to observe all hours of study, so far as is necessary to prepare their own work, and not to interfere with others. Hours are as follows: Rising bell, 6:30 A.M.; breakfast, 7:00; recitations begin at 8:00; chapel, which all students are required to attend, 8:45;

dinner, 1:10; supper, 6:00 P.M.; social hour after supper to 7:15; retiring hour, 10:00.

No change of boarding place may be made without written consent of the Principal; and no change of room in the dormitories may be made except by special permission of the Supervisor.

GRADUATES OF STATE NORMAL SCHOOL.

(All graduates have L.I. Degree.)

TWO YEARS' COURSE.

Class of 1889.

- W. T. Blutworth, Lawyer Westville, Fla.
 S. C. Cawthon (Deceased).
 S. D. Cawthon (Recently Vice-Principal State Normal
 School), Stock Raiser, Alpine, Texas.
 J. M. Calhoun, Lawyer Marianna, Fla.
 J. M. Garrett, Mill Owner and Naval Stores Operator. Sanford, Ala.
 Jennie Dixon (Mrs. Crews) Starke, Fla.
 T. W. Grace (Deceased).
 Sallie Landrum (Mrs. S. D. Cawthon), Principal Prac-
 tice School, State Normal School..... DeFuniak Springs, Fla.
 J. H. B. Miller, Dentist Milligan, Fla.
 A. H. Miller, Physician Florala, Ala.
 L. J. Reeves, Lawyer (Ex-Judge First Judicial Cir-
 cuit) Pensacola, Fla.
 E. B. Speight (Deceased).

Class of 1890.

- Missouri Cawthon, Teacher of Music, Dalton Female
 College Dalton, Ga.
 W. S. Cawthon, Professor Mathematics, State Normal
 School DeFuniak Springs, Fla.
 Libbie Dann (Deceased, taught several years).
 Theo. Everett, Express Messenger Jacksonville, Fla.
 Stuart Knox Gillis, Lawyer DeFuniak Springs, Fla.
 W. L. Gordon, Farmer McDade's, Fla.
 Alonzo Hollowell, Assistant Post Master.... DeFuniak Springs, Fla.
 Ida Jones (Mrs. N. C. McMillan) Pensacola, Fla.
 D. L. McSwain, Physician Arcadia, Fla.
 Susie Miller (Mrs. Jones) _____, Ala.

Class of 1891.

- Daisy Rowton (Mrs. Starr) New York, N. Y.
 G. W. Coltrine Minister, Texas.
 Sidney Cook (Deceased).
 Carrie Campbell (Mrs. Dr. C. B. McKinnon)..... Milton, Fla.

Etta Hancock (Mrs. Cubberly), eleven years teacher...Archer, Fla.
 Victoria Hulse, Critic Teacher, New Orleans Normal
 and Training SchoolNew Orleans, La.

Class of 1892.

Angus Graham Campbell, LawyerMilton, Fla.
 M. B. Balcom (Deceased).
 Mamie Baker (Mrs. F. Q. Tervin)DeFuniak Springs, Fla.
 John W. Bowers, Assistant Cashier American National
 BankPensacola, Fla.
 Ella Cawthon (Mrs. John Meigs)Florala, Ala.
 R. E. L. Buie, BookkeeperBirmingham, Ala.
 W. F. King, Principal High SchoolBronson, Fla.
 Kate McKinnon (Mrs. A. G. Campbell)Milton, Fla.
 M. A. Parish, Merchant and ex-member Legislature, Westville, Fla.
 John A. Jones, County Superintendent of Schools..Sumterville, Fla.

THREE YEARS' COURSE.

Class of 1893.

Christine O. Gillis, TeacherDeFuniak Springs, Fla.
 Margaret McLeod, TeacherFlorala, Ala.

Class of 1894.

Addie Beardsley, TeacherFlorala, Ala.
 Coralie Gillis (Mrs. H. E. Wickersham)....DeFuniak Springs, Fla.
 Ida Parish (Mrs. Howell Jones)Atlanta, Ga.

Class of 1895.

Harlo G. Everett, Pullman ConductorJacksonville, Fla.
 B. Linwood Cawthon, TeacherFlorala, Ala.

FOUR YEARS' COURSE.

Class of 1896.

Sallie Hemphill, TeacherMilton, Fla.
 H. J. Rogers, Principal High SchoolBrooksville, Fla.
 W. H. Watson, Lawyer and County Superintendent of
 SchoolsDeFuniak Springs, Fla.

Class of 1897.

Hurd Walker, ElectricianHagerstown, Md.
 Finis Plank, Stock RaiserDeFuniak Springs, Fla.
 Joe. B. Lockey, Principal High SchoolDeLand, Fla.
 Hugh Brodie, Civil Engineer

Class of 1898.

Giles Bowers Campbell, Lumber DealerDeFuniak Springs, Fla.
 Retta McQuarrie, StenographerMontgomery, Ala.
 Julia McKinnon, Stenographer to Principal State Normal SchoolDeFuniak Springs, Fla.

Class of 1899.

Emma CampbellDeFuniak Springs, Fla.
 Della Moore, TeacherOcala, Fla.
 Christian McDonald, TeacherFreeport, Fla.
 Annie McKinnon, TeacherBagdad, Fla.

Class of 1900.

Alameda Carter, TeacherOklahoma.
 John M. Morrison (Deceased).
 James McL. Gillis, BookkeeperPensacola, Fla.
 Annie Colvin, StenographerNashville, Tenn.

Class of 1901.

Charles O. Andrews, TeacherMarianna, Fla.
 Orin A. Bailey, Custom House Official.....Pensacola, Fla.
 Kate Fitzgerald (Mrs. Thrower Sheppard).....Montgomery, Ala.
 W. B. Jernigan, TeacherMilton, Fla.
 Clarence E. McKinnon, Medical StudentDesMoines, Iowa.
 Edwin Wallace McMullen (A. B. Peabody Normal College), TeacherNashville, Tenn.
 Elsie Nipe, TeacherMilton, Fla.

Class of 1902.

John David Gable, Principal High SchoolEustis, Fla.
 Lorenzo Dow Hathaway, County Tax Collector.....Westville, Fla.
 John Curtis McKinnon, StenographerJacksonville, Fla.
 LeRoy D. McRae, Principal High SchoolMarianna, Fla.
 Roswell C. Mobley, Musician.....
 Don Register (Student Peabody Normal College),
 TeacherNashville, Tenn.
 George A. Stephens, Principal High SchoolQuincy, Fla.
 Edward P. Watson, TeacherCandler, Fla.
 E. Grace Berry, Teacher
 Rylla Bailey, TeacherColumbia City, Fla.
 Fannie Lou Cawthon, TeacherDeFuniak Springs, Fla.

Etta Jones, Teacher	Santa Fe, Fla.
Catharine McDonald, Teacher	DeFuniak Springs, Fla.
Milbra Moore, Stenographer	DeFuniak Springs, Fla.
Annie Radcliffe, Bookkeeper	Pensacola, Fla.
Kate B. Radcliffe, Teacher	McDavid, Fla.
Isabelle Fitzgerald	DeFuniak Springs, Fla.

Class of 1903.

Mary G. Campbell, Teacher	Freeport, Fla.
Annie B. Landrum, Teacher	Westville, Fla.
Geo. H. Boutelle, Teacher	Jensen, Fla.
John L. McKinnon, Bank Clerk	Pensacola, Fla.
Jos. A. McKinnon, Teacher	DeFuniak Springs, Fla.
Joshua M. Sapp, Principal High School	Westville, Fla.

STUDENTS OF 1903-1904.

NORMAL COURSE.

SENIOR CLASS.

All graduated May, 1904.

Diamond, Wright W.	Santa Rosa County
Moore, John Love	Walton County
Peek, Eugene G.	LaFayette County
Yon, J. Will	Calhoun County
Berry, Mary A.	Escambia County
Himes, Mary A.	Sumter County
Landrum, Callie A.	Walton County
Leake, Alice	Orange County
McKinnon, Lizzie H.	Jackson County
Saunders, Lucy Maude	Walton County
Shuler, Sallie R.	Liberty County
Whilden, Anne	Alachua County

JUNIOR CLASS.

Diamond, John T.	Santa Rosa County
Morrison, James B.	Walton County
Davenport, Alice	South Dakota
Hundall, Edna May	Duval County
Landrum, Katharine C.	Escambia County
Ward, Vitano	Holmes County

STATE NORMAL SCHOOL

57

SOPHOMORE CLASS.

Cawthon, Howard L.	Walton	County
Davis, Darrey D.	Walton	County
Davis, Joe F.	Jackson	County
Farnell, Oliver Lee	Taylor	County
Gillis, Angus	Holmes	County
Henry, Gordon F.	Walton	County
King, Charles B.	Jackson	County
McLeod, Walter	Walton	County
Pumphrey, James R.	Jackson	County
Robinson, Moses R.	Holmes	County
Trotman, Daniel R.	Walton	County
Teeter, Edmund H.	Alachua	County
Watson, James F.	Holmes	County
Bryan, Bessie B.	Orange	County
Campbell, S. Jeannette	Walton	County
Dowling, Maldra C.	Jackson	County
Godfrey, Nellie G.	Escambia	County
Himes, Bessie M.	Sumter	County
Landrum, Willie Jean	Walton	County
Morrison, Kate D.	Walton	County
McKinnon, Christian	Walton	County
McKinnon, Jeannette	Walton	County
McDonald, Lizzie J.	Walton	County
McQuarrie, Florence M.	Walton	County
Richardson, Julia S.	Walton	County
Register, Mattie	Hillsboro	County
West, Addie	Santa Rosa	County
Yent, Susie V.	Franklin	County

FRESHMAN CLASS.

Andrews, Matthew M.	Holmes	County
Anderson, Angus L.	Walton	County
Banks, George P.	Jackson	County
Bludworth, T. Frank	Walton	County
Campbell, Wm. Olin	Walton	County
Campbell, Jas. Bowers	Walton	County
Cawthon, Murray	Walton	County
O'Steen, Lewis R.	Suwannee	County
Stinson, Willie Ide	Walton	County
Tanner, Orrie J.	Pasco	County
Trotman, Daniel R.	Walton	County

Alderman, Emelyn	Clay County
Donaldson, Sadie R.	Walton County
Ervin, Belle W.	Walton County
Grace, Olive P.	Citrus County
Greene, Haddie V.	Suwannee County
Jackson, Sophoronia	Liberty County
King, Adeline M.	Brevard County
Martin, Stella	Marion County
Miller, Valdez	Walton County
Nipe, Elma Belle	Walton County
O'Haver, Mary Hinkle	Putnam County
Rutland, Frances Abbie	Sumter County
Saunders, Aileen	Walton County
Smith, Katharine Jeannette	Alabama
Weakley, Nora	Gadsen County

SUB-NORMAL CLASS.

Adams, Dallas H.	Walton County
Bludworth, Herman	Walton County
Bilbrey, Philip	Sumter County
Campbell, Daniel Curry	Walton County
Donaldson, John H.	Taylor County
Fletcher, T. Bertelle	Gadsen County
Grace, George J.	Jackson County
Gaskin, Thomas Allen	Walton County
Hinote, Welcome	Holmes County
Matheny, Morgan Pope	Madison County
MacMillan, Duncan L.	Washington County
Morris, John Edward	Jefferson County
Peabody, Don	Orange County
Philput, J. Milton	Levy County
Sheppard, Charles R. M.	LaFayette County
Swilley, Clement S.	Alachua County
Shuler, Alfred	Liberty County
Yarborough, James L.	Dade County
Ayers, Susie Elizabeth	Hernando County
Bowen, Sarah	Washington County
Chafin, Nancy Madge	Calhoun County
Coley, Sadie Mae	Escambia County
Carroway, Maggie	Wakulla County
Clemmons, Viola	Holmes County

Conrad, Elizabeth	Walton County
Douglass, Mary G.	Walton County
Davis, Ilma	Walton County
Davis, Ida Lee	Escambia County
Greene, Sadie Ann	Suwannee County
Jackson, Clara	Liberty County
Jernigan, Ennaree	Santa Rosa County
Johns, Cleo	Citrus County
Knox, Lucy	Walton County
Mobley, Allie	Calhoun County
Morehead, Mary Belle	Calhoun County
McCurdy, Agnes Mae	Escambia County
McLeod, Cleo	Manatee County
McCall, Minnie Lee	Walton County
McConnell, Sue Ethel	Walton County
Owens, Julia	Walton County
Pender, Adelia	Jackson County
Roche, Mrs. Clara	Washington County
Robinson, Ada	Washington County
Strickland, Pearl L.	Santa Rosa County
Ward, Willye	Holmes County
Williams, Vancilla V.	DeSoto County
Woodruff, Golden C.	Holmes County
Wooten, Mary Catharine	Walton County
White, May	Walton County
Yelverton, Minnie	Washington County
Yent, Lena	Franklin County

KINDERGARTEN COURSE.

SENIOR CLASS.

Ostrander, Cassie L.	New York
<i>Graduated as Trained Kindergartener May, 1904.</i>	

JUNIOR CLASS.

Child, Jennie A.	Leon County
Cherry, Mary Lee	Leon County
Godfrey, Essie	Escambia County
Hayden, Florence	New York
Morress, Eddie Love	Jefferson County

SPECIAL STUDENTS.

Donaldson, E. Louise	Walton County
McKinnon, Mary	Walton County
Ray, Olive Elizabeth	Bradford County
Sanders, Alice	Brevard County

SUMMARY OF STUDENTS ENROLLED.

BY COUNTIES.

Alachua	3	Madison	1
Bradford	1	Manatee	1
Brevard	2	Marion	1
Calhoun	4	Orange	3
Citrus	2	Pasco.....	1
Clay	1	Putnam	1
Dade	1	Santa Rosa	5
DeSoto	1	Sumter	4
Duval	1	Suwannee	3
Escambia	7	Taylor	2
Franklin	2	Wakulla.....	1
Gadsden	2	Walton:	
Hernando	1	Local	31
Hillsborough	1	Others	13-44
Holmes	9	Washington	5
Jackson	8	Alabama	1
Jefferson	2	South Dakota	1
Lafayette	2	New York	2
Leon	2	Total	133
Levy	1		
Liberty	4		

BY CLASSES.

	<i>Male.</i>	<i>Female.</i>	<i>Total.</i>
Graduating Class	4	8	12
Junior Class	2	4	6
Sophomore Class	13	15	28
Freshman Class	11	15	26
Sub-Normal Class	18	33	51
Senior Kindergarten Training Class.....	..	1	1
Junior Kindergarten Training Class.....	..	5	5
Special Students	4	4
Totals	48	85	133

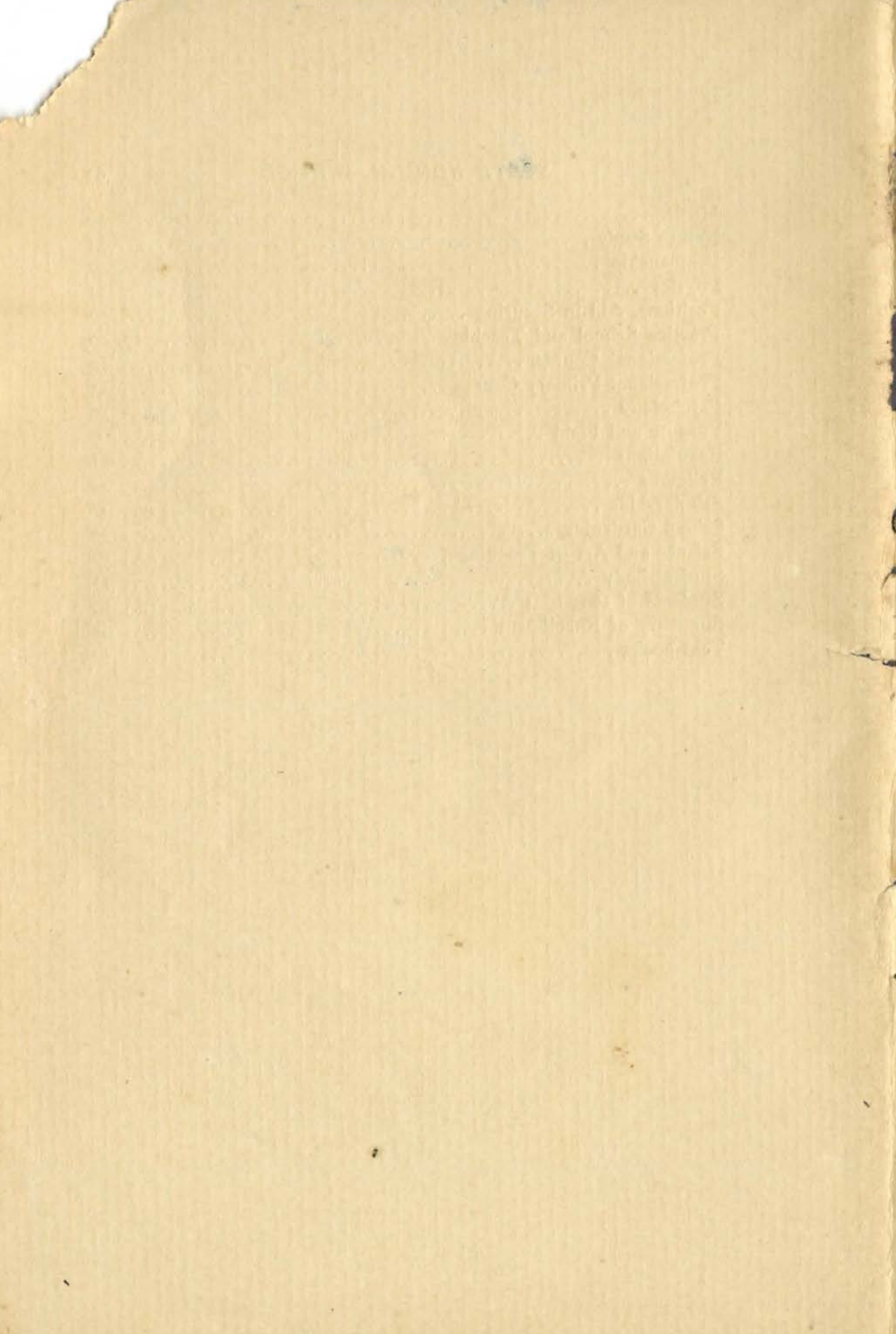
INDEX.

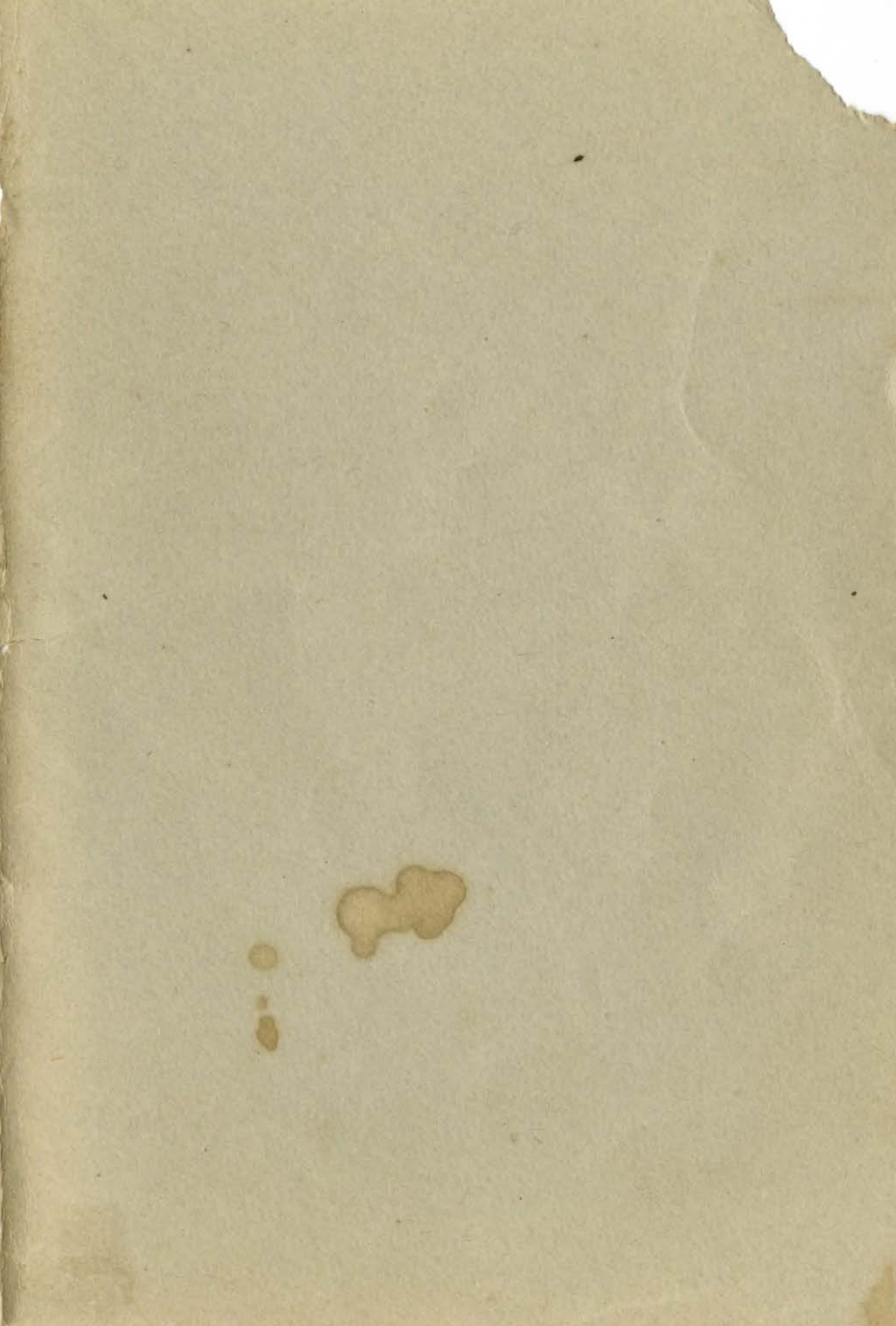
Adimssion, Conditions of	45
Advanced Standing	46
Agriculture	33
Art	35
Athletics	44
Biological Sciences	31
Board of Education	3
Buildings	8
Calendar	2
Chautauqua	7
Chemistry	35
Conspectus of Normal Course	13
Courses Offered	12
Degree and Diplomas	47
Description of Courses	17
Discipline	43
English	24
Equipment	8
Examination	2, 45
Expenses	48
Faculty	4
Functions of the Normal	10
General Information	43
Geography	31
Gradation, Promotion, etc.	46
Graduates, List of	53
Greek and Modern Languages	29
History of Normal School	5
History of Education	19
History	29
Ideal of Normal Instruction	10
Kindergarten Department	12, 40
Latin	28
Literature	27
Location	7
Manual Training	35
Mathematics	23

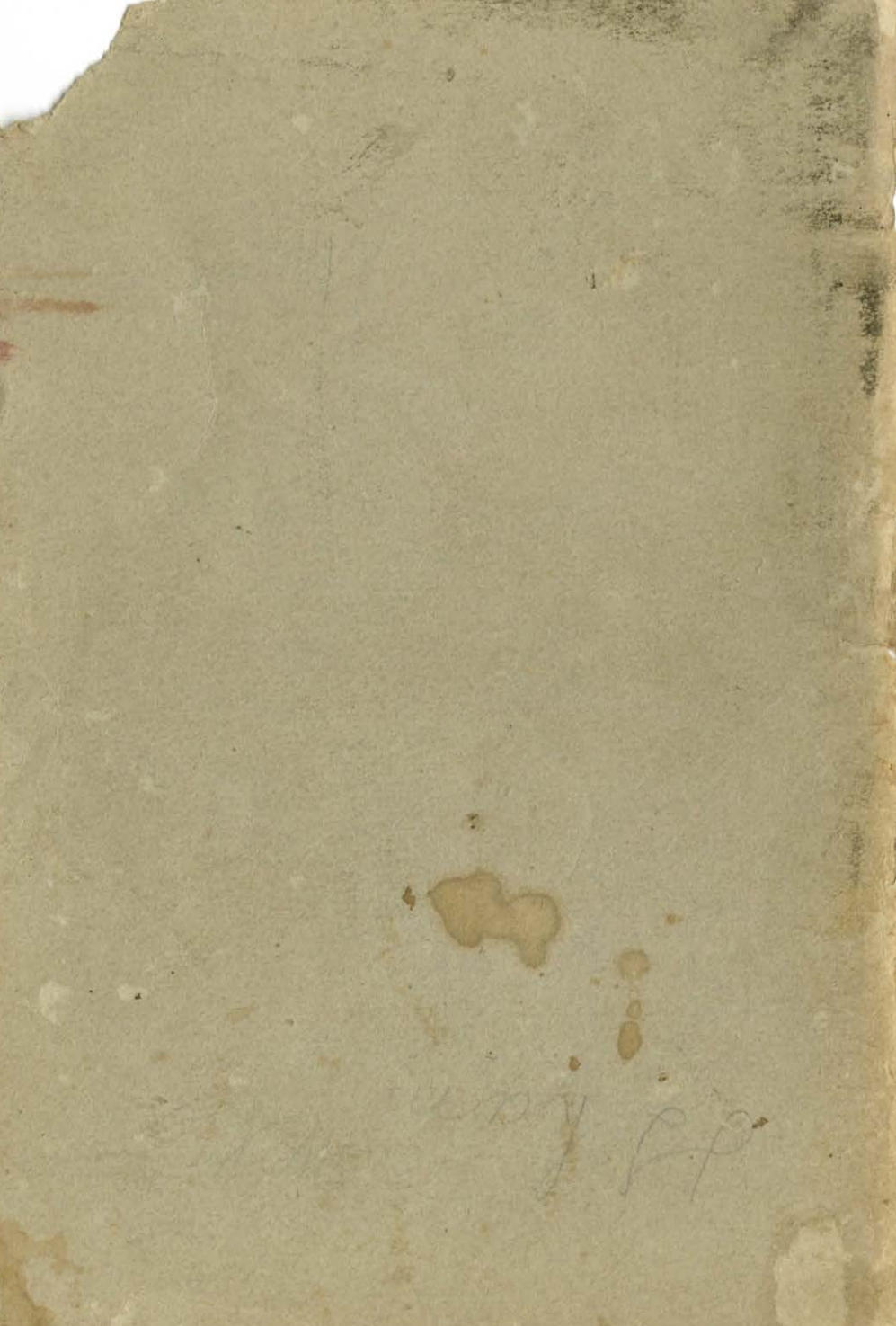
STATE NORMAL SCHOOL

63

Music	39
Nature Study	34
Penmanship	40
Physics	34
Positions, Aid in Securing	50
Practice School and Teaching	17, 20
Professional Course	12
Professional Primary Course	13
Psychology	19
Purpose and Field	9
Regulations	51
Religious	44
Scholarships	47
School Gardening	33
Science and Art of Teaching	17
Student-body	11
Students of 1903-1904	56
Summary of Enrollment	61
Text-books	49







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