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TABLE OF CONTENTS

	Page
Membership of Boards	2
Letter of Transmittal	3
Report of Board of Control	4
Enrollments	6
Graduations	7
University of Florida	9
Agricultural Experiment Station	9
Agricultural Extension Service	10
Engineering and Industrial Experiment Station	10
Radio Station WRUF	10
Florida State University	10
Florida Agricultural and Mechanical College for Negroes	11
Florida School for the Deaf and the Blind	11
Ringling Museum of Art	11
Operating Expenses	14
Buildings	14
Outlook	15
Report of Board's Secretary 1946–1947	16
Scholarships	19
Report of Board's Secretary 1947–1948	27
Scholarships	30
P.W.A. Dockets	40
Printed Reports from Institutions under the administration of the Board.	

STATE BOARD OF CONTROL

INSTITUTIONS OF HIGHER LEARNING

J. Thomas Gurney, Chairman ..... Orlando
N. B. Jordan ..... Quincy
Thomas W. Bryant ..... Lakeland
J. Henson Markham ..... Jacksonville
Hollis Rinehart ..... Miami

STATE BOARD OF EDUCATION

Fuller Warren, Chairman ..... Governor
R. A. Gray ..... Secretary of State
J. Edwin Larson ..... Treasurer
Richard W. Ervin ..... Attorney General
Thomas D. Bailey ..... State Superintendent of Public Instruction

Letter of Transmittal

Orlando, Florida
March 15, 1949

To: His Excellency, FULLER WARREN
Governor of Florida

Sir:

I have the privilege of submitting herewith the biennial report of the Board of Control for the period beginning July 1, 1946, and ending June 30, 1948, for transmittal by you to the Legislature. This report is handed you in compliance with the provisions of Chapter 5384, Laws of Florida, 1905.

Respectfully submitted,

BOARD OF CONTROL OF FLORIDA
By J. THOMAS GURNEY, Chairman

Report of Board of Control of Florida

There is submitted herewith the report for the biennium ending June 30, 1948, for the following insitutions, namely:

1. University of Florida, including:
   (a) The Agricultural Experiment Stations
   (b) The Agricultural Extension Service
   (c) The Engineering and Industrial Experiment Station
   (d) The Radio Station
2. Florida State University
3. Florida Agricultural and Mechanical College for Negroes
4. Florida State School for the Deaf and the Blind
5. Ringling Museum of Art

The Presidents and/or Director of the above named institutions, and the Secretary of the Board of Control, have submitted independent reports for the same period, and such reports are found in this volume.

This report covers a period when significant and far-reaching changes were made in the state institutions of higher learning. The 1947 session of the State Legislature created the Florida State University to replace the Florida State College for Women, and provided for coeducation at both the University of Florida and the Florida State University. This, together, with the unprecedented increase in enrollment, created problems too numerous and varied to enumerate.

Sufficient to say, that never before in the history of these institutions has this Board been faced with such a volume of work, and perhaps never before with problems so serious and far-reaching a nature. Out of a mass of detail and a concentration of effort have come, however, by way of compensation, institutions not only in size but in quality and standing such as to challenge the respect and attention of the world of higher education. Literally speaking, the eyes of the country have been turned this way in interest and in recognition of the tremendous strides which have been made in Florida in this field of activity. It should be the effort, and it is probably the ambition of the people of the State of Florida, to foster and maintain institutions of higher learning here which rank favorably with any in the nation. This, and only this, is consistent with the tremendous strides which have been made by the State in other fields of development. Such an objective has been the aim of this Board of Control, originating in 1945, and continuing to the present time. Economically, as well as culturally, the institutions of higher learning of this state must walk abreast and should walk in the forefront of its progress. The drawing power of the State of Florida as a winter resort can be greatly accentuated and strengthened if the state is recognized as a home of outstanding institutions of higher learning. Such an accomplishment will perhaps add more than any one thing to making the state a home of year-around appeal.

There was one change in the personnel of the Board during the period covered. Honorable M. L. Mershon, of Miami, whose faithfulness, wise judgment, and abiding interest in higher education enabling him to render invaluable service

to the people of this state, was succeded by an equally capable individual in the person of the Honorable Hollis Rinehart, of Miami.

The Board was faced with the problem of selecting a Secretary to succeed the Honorable J. T. Diamond, whose long and faithful public service has seldom been equalled in the history of the state. Mr. Diamond served this Board as Secretary from September 1, 1920, to July 31, 1947. Prior to becoming Secretary to the Board he had served as a member of the Board, teacher, County School Superintendent, and in other places of public trust. The Board selected W. F. Powers to succeed Mr. Diamond as Secretary. Mr. Powers rapidly proved his efficiency and justified the judgment of the Board in his selection and he has become a valuable asset to its operations.

Enrollment in the Several Institutions

The following tables show the enrollment by school years at the several institutions since the passage of the Buckman Act creating the Board of Control. Especial attention is called to the tremendous increase in enrollment during the period covered by this report. There were 7,020 students enrolled during the regular session of the last year of the previous biennial report, whereas the number reached 16,507 during the last year of this report. This indicates an increase of over 135% in a two-year period.

The following tables, if analyzed, tell an amazing story. Perhaps it would be more interesting to say that, for example, the University of Florida has, in the short space of three years, become the second largest institution of higher learning in the Southeast; and that the total enrollment in all of the institutions of higher learning in the state has reached a figure never before even anticipated in any planning in this field of state activity.

ENROLLMENT
In Regular College Work

	Regular Session				Summer Session			
	U. OF F.	F.S.U.	D. & B.	A. & M.	U. OF F.	F.S.U.	D. & B.	A. & M.
1905–06....	136	204	86	280	.....	.....	.....	.....
1906–07....	102	220	90	294	.....	.....	.....	.....
1907–08....	103	240	97	307	.....	.....	.....	.....
1908–09....	103	257	90	289	.....	.....	.....	.....
1909–10....	186	273	105	271	.....	.....	.....	.....
1910–11....	241	280	103	314	.....	.....	.....	.....
1911–12....	302	315	111	361	.....	.....	.....	.....
1912–13....	321	413	119	379	.....	.....	.....	.....
1913–14....	354	417	135	433	.....	.....	.....	.....
1914–15....	385	473	137	423	.....	.....	.....	.....
1915–16....	436	551	146	354	.....	.....	.....	.....
1916–17....	620	619	150	336	.....	.....	.....	.....
1917–18....	418	635	157	316	.....	.....	.....	.....
1918–19....	372	776	171	312	.....	.....	.....	.....
1919–20....	672	717	186	339	.....	.....	.....	.....
1920–21....	835	731	191	316	743	423	.....	248
1921–22....	1018	784	206	339	783	539	.....	187
1922–23....	1118	731	224	339	895	512	.....	225
1923–24....	1347	964	231	361	1028	585	.....	182
1924–25....	1481	1218	252	304	928	526	.....	200
1925–26....	1857	1397	280	434	987	529	.....	250
1926–27....	1969	1361	285	510	1289	692	.....	323
1927–28....	2168	1434	300	434	1686	786	.....	363
1928–29....	2142	1593	300	357	1613	766	.....	358
1929–30....	2233	1728	315	362	1480	876	.....	498
1930–31....	2435	1695	313	525	1520	913	.....	715
1931–32....	2486	1743	306	524	1699	955	.....	1026
1932–33....	2628	1794	325	574	1086	572	.....	842
1933–34....	2371	1561	330	607	1310	712	.....	1027
1934–35....	2848	1630	339	797	1602	873	.....	1015
1935–36....	2983	1741	350	826	1706	828	.....	1055
1936–37....	3069	1823	347	819	2136	942	.....	867
1937–38....	3278	1850	344	822	2631	872	.....	724
1938–39....	3438	1871	348	822	2591	872	.....	724
1939–40....	3456	2048	343	876	2805	1085	.....	784
1940–41....	3438	2030	352	927	2445	1189	.....	1013
1941–42....	3239	2036	367	907	2463	1017	.....	1180
1942–43—								
Civilians...	2710	1934	371	888	1032	1043	.....	1055
Army Trainees..	905	68	.....	510	.....	.....	.....	.....
1943–44—								
Civilians–								
1st Sem...	588	1996	352	916	736	660	.....	281
2nd Sem...	504	2089	370	938	632	404	.....	271
1943–44—								
Army Trainees..	3423	85	.....	419	.....	.....	.....	.....
1944–45....	938	2387	387	837	1034	1241	.....	961
1945–46....	3216	2583	397	1221	3555	972	.....	1215
1946–47....	7373	2704	424	1408	5711	1608	.....	1456
1947–48....	9787	4062	393	1658	6278	3030	.....	1403

ENROLLMENT
Demonstration Schools

	Regular Session				Summer Session			
	U. of F.	F.S.U.	D. & B.	A. & M.	U. of F.	F.S.U.	D. & B.	A. & M.
1934–35	448	423	.....	222	51	212	.....	148
1935–36	487	373	.....	200	49	202	.....	160
1936–37	469	346	.....	316	102	259	.....	341
1937–38	451	351	.....	276	114	253	.....	241
1938–39	459	364	.....	239	106	257	.....	241
1939–40	451	314	.....	249	136	134	.....	225
1940–41	472	350	.....	275	177	134	.....	169
1941–42	485	337	.....	328	217	108	.....	210
1942–43	487	361	.....	411	251	123	.....	525
1943–44	479	334	.....	435	220	142	.....	379
1944–45	501	339	.....	471	162	90	.....	259
1945–46	522	305	.....	388	64	91	.....	283
1946–47	504	414	.....	417	.....	95	.....	320
1947–48	500	329	.....	419	114	90	.....	279

GRADUATIONS
University of Florida

Year	Honorary Degrees	Ph.D. Degrees	Master Degrees	Bachelor Degrees	Professional Degrees	Two-Year Certificates	High School Diplomas
1940–41	2	5	74	585	2	539	45
1941–42	2	6	39	525	1	497	48
1942–43	.....	6	32	475	.....	280	50
1943–44	3	1	38	212	.....	72	36
1944–45	1	1	46	135	1	62	58
1945–46	3	3	52	247	1	240	72
1946–47	1	1	77	446	.....	1034	.....
1947–48	5	.....	132	1079	1	1272	.....

Florida State University

1940–41	.....	.....	12	345	.....	83	29
1941–42	.....	.....	5	380	.....	24	11
1942–43	.....	.....	10	386	.....	11	23
1943–44	.....	.....	3	331	.....	8	14
1944–45	.....	.....	6	361	.....	.....	.....
1945–46	.....	.....	7	366	.....	.....	.....
1946–47	.....	.....	15	392	.....	.....	.....
1947–48	.....	.....	25	502	.....	.....	.....

GRADUATIONS—Continued

Florida School for the Deaf and Blind

Year	Honorary Degrees	Ph.D. Degrees	Master Degrees	Bachelor Degrees	Professional Degrees	Two-Year Certificates	High School Diplomas
1940–41	.....	.....	.....	.....	.....	.....	10
1941–42	.....	.....	.....	.....	.....	.....	6
1942–43	.....	.....	.....	.....	.....	.....	11
1943–44	.....	.....	.....	.....	.....	.....	1
1944–45	.....	.....	.....	.....	.....	.....	15
1945–46	.....	.....	.....	.....	.....	.....	8
1946–47	.....	.....	.....	.....	.....	.....	9
1947–48	.....	.....	.....	.....	.....	.....	14

Florida Agricultural and Mechanical College for Negroes

1940–41	.....	.....	.....	154	.....	3	.....
1941–42	.....	.....	.....	143	.....	12	.....
1942–43	.....	.....	.....	170	.....	33	.....
1943–44	.....	.....	.....	166	.....	21	.....
1944–45	.....	.....	.....	183	.....	43	.....
1945–46	.....	.....	.....	322	.....	43	.....
1946–47	.....	.....	1	322	.....	74	.....
1947–48	.....	.....	.....	382	.....	107	.....

UNIVERSITY OF FLORIDA

On March 22, 1947, President John J. Tigert of the University of Florida, requested that he be allowed to retire as of September 1, 1947. The Board in granting this request was confronted with probably the greatest single task during the terms of office of the present membership, the selection of a successor to Dr. Tigert. Dr. Tigert had served as President of the University of Florida for approximately twenty years and had performed the duties of the office in such an acceptable manner that the University had attained a position of leadership among the institutions of the South. The selection of an individual to direct the activities of an institution that had the possibilities of becoming one of the outstanding institutions of its kind in the nation, was no small problem.

The Board realized that the forward-looking and progressive citizenry of the State of Florida were expecting and demanding that it spare no effort to find the best available person to fill the position.

Therefore, in its task of selecting a president for the University of Florida, the Board carefully studied the qualifications, record, and achievements of over 200 of the leading educators in the nation. Numbers of these were personally interviewed by the members of the Board. The membership of this Board feels that in bringing Dr. J. Hillis Miller to Florida, as President of the University of Florida, it has rendered to the people of the state a distinct service.

On February 15, 1948, one of the best known and most beloved characters on the University campus retired from ative duty. On this date Dr. Klein H. Graham retired as Business Manager after serving in this capacity for more than forty-one years. The Board was fortunate in having as Assistant Business Manager a person as capable as George F. Baughman, who was promoted to Business Manager.

Other important changes in personnel were made during the period. These changes are enumerated in the report of the President.

The University was confronted with the challenging problems of providing living accommodations, instruction, guidance, recreation, and all other demands attendant upon a program which has as its objective the training of young men and women to meet their obligations as leaders in a complex social and economic society. Attention is invited to President Miller's report showing how these problems have been met. It was only through the herculean efforts of the President, Administrative Officers, Academic Personnel, and all others connected with the institution, that the University has been able to make the marked progress forward under such trying circumstances.

Agricultural Experiment Stations

The West Florida Station, near Milton, was created during this period and has taken its place along with the other stations in carrying on experimental work applicable to the section in which it is located.

The several stations have made twenty-four major contributions to the agricultural industry in the past biennium.

It is recognized by all the leading agricultural organizations and interests that the economic value of the work of the experiment stations exceed many fold the cost incurred in such works.

Agricultural Extension Service

The Agricultural Extension Service, through its county and home demonstration agents, 4H Club workers, Extension Specialists, and other workers, are in constant contact with the majority of farmers and future farmer of this state.

Through these contacts, Florida farmers are kept advised of new developments in all phases of agricultural endeavor.

It is felt that this phase of the University's activities renders service of inestimable value to the rural citizens of our state.

Engineering and Industrial Experiment Station

The Engineering and Industrial Experiment Station is serving the industrial interest of the state in the same efficient manner as the Agricultural Experiment Stations are serving the agricultural interest.

Research work carried on during the past four years through contracts with the Federal Government and private industry has been approximately $1,200,000.

The many and valuable contributions made to the war effort through this station's efforts are known throughout the country. It has continued its experiments with equal success to the benefit of industry and the public welfare in general.

Radio Station WRUF

Much progress has been made during the last biennium by the University's Radio Station. Permission has been received from the Federal Communications Commission to construct a new transmitter station, and to increase the power to 5,000 watts. A license has also been received for operation on Frequency Modulation. It is well to point out that while the Radio Station gives many hours time each week to University educational activities, it has, at the same time through its commercial contracts, received enough income to operate without cost to the state. Enough cash surplus has been accumulated in its operating fund to make the expansion outlined above.

The University, through its radio training program, continues to furnish to the radio field many outstanding announcers and technicians.

FLORIDA STATE UNIVERSITY

As previously stated, the 1947 session of the State Legislature created the Florida State University to replace the Florida State College for Women. It made the new University coeducational, whereas, the Florida State College for Women had only admitted women students during the regular sessions.

The problems arising from the changing of a woman's institution into a coeducational one are many and varied.

Not only the problems brought about by the change to coeducation were to be met, but as at the University of Florida, the enrollment was increasing by leaps and bounds.

The state was indeed fortunate to have at the helm of this institution President Doak S. Campbell, an able and veteran administrator of proven ability.

President Campbell in his usual and efficient manner proceeded with the reorganization of the University to the end that it began to function almost

immediately as a full fledged University with very little confusion attendant thereupon.

The Florida State University has continued to maintain the enviable scholastic rating enjoyed by the former Florida State College for Women.

A number of important personnel changes have been made which has strengthened the administrative and academic position of the University.

FLORIDA AGRICULTURAL AND MECHANICAL COLLEGE FOR NEGROES

Under the leadership of President William H. Gray, Jr., the Florida Agricultural and Mechanical College has maintained its academic rating as one of the better state supported institutions of higher learning for negroes in the South. Many persons of high educational attainment and qualifications have been brought to the campus.

While the A. & M. College has not had the abnormal increase in enrollment which has been experienced by the two other state institutions of higher learning, it has had many problems incident to post-war adjustments, shortage of qualified personnel, needs for additional courses, etc.

The Board has met these problems to the best of its ability within its financial limitations.

FLORIDA STATE SCHOOL FOR THE DEAF AND THE BLIND

The Florida State School for the Deaf and the Blind, at Saint Augustine, continues to fill a very important niche in a growing and progressive state like Florida.

This School takes unfortunate handicapped children and molds them into individuals capable of living normal and happy lives. If it were not for a school like this, most children thus handicapped would be an economic drain on society instead of becoming self-supporting, economic and social assets to the community.

RINGLING MUSEUM OF ART

The John and Mable Ringling Museum of Art and the Ringling Home, at Sarasota, were turned over to the Board of Control on the 5th day of March, 1946, by the Board of Commissioners of State Institutions.

At this time the building housing the art was in a rather poor state of repair, and it was found that little or nothing had been done for the protection of the building and its contents, or the home, for a number of years.

The Board at this time was without funds, except those derived from admissions, to undertake any work at the Museum.

The receipts from admissions were nominal as compared with the actual requirements for proper care and renovations.

The Board employed Mr. A. Everett Austin, as Director of the Museum, about May 1st, 1946. A program was immediately set in motion which included

rehabilitation of buildings, decoration of the galleries, rehanging of the collection and the restoration of those paintings that needed it.

Since the Board of Control has assumed the management and operation of the Museum and Home, the following has been accomplished:

1. In cooperation with the Board of Commissioners of State Institutions and the State Road Department, the tract of land lying between the Museum proper and the Tamiami Trail has been acquired, developed and beautified, which now affords a view of the Museum proper from the highway and an attractive entrance and vista.

2. The Museum Building has been repaired so as to afford better protection for the invaluable paintings and art exhibits contained therein.

3. Many of the paintings which were in fairly good condition at the time of Mr. Ringling's death in 1936 had lost their luster during the years that had intervened between that time and 1946 when the State of Florida assumed control of the Museum. The necessity for cleaning so many paintings all at one time has been, to say the least, most unusual. Yet the results have already proved the advisability of facing such a difficult situation boldly and without hesitancy. It has been possible through this process of restoration, once and for all, to confirm the fact that there were only a very few false paintings in the collection, and no more than a handful of copies. This contradicts the opinion held by many who could not actually see the paintings because of the dirt and yellow varnish. Furthermore, it has already been demonstrated with the cleaning of about one hundred fifty paintings to date, that many are of fine quality and indisputably by the masters to whose hands they had been ascribed.

There have been remarkable discoveries too—notably in the portrait of the "Duchess of Alba" by Francisco Goya, renowed Spanish painter of the 18th century. Both the identity and the appearance of the subject had been completely altered by the later repainting of the bodice and hair.

Another dramatic discovery was made during the cleaning of a painting attributed to Vincenzo Damini, 17th century Italian artist. It formerly appeared to be "An Allegory of Music." Now, after partial cleaning, it is seen to be a "Judith with the Head of Holofernes." Its original and somewhat bloody subject had been very clearly disguised by a 19th century restorer to make it more palatable to the taste of his time, and thus more salable.

4. Because John Ringling was one of the great figures of all time in the field of entertainment, it seemed fitting that the State establish a memorial to him that should be closely related to the circus, which was his lifetime enthusiasm.

So came the Museum of the American Circus, which stands beside the drive that leads from the imposing entrance gate to the Ringling Residence.

The idea was that of A. Everett Austin. The structure, created on the basis of projected designs, was completed in the spring of 1948, and was formally opened on March 28.

The design took into consideration the fact that the museum not only was to house items of circusiana, but that it was to be built on grounds where the atmosphere is predominantly baroque. To suit the elegance of those grounds,

with their exotic growths and ornamental sculptures, the building recalls the form of a circus tent and also suggests an 18th century garden pavilion.

The starting point was an old warehouse, 100 feet long. That was decorated with paneling and other ornaments that had been stored away on the estate. The result is a hall in the style of Louis XVth, now painted a rich red, with sumptuous gold ornamentation. Light comes through tall windows of glass brick, and a three-paneled gilt door opens to the north. Frames of gold make proscenium arches for small stages at either end, and niches have been contrived along the walls. Smaller exhibits are installed in that hall.

Old Wagons Are Preserved

At the front, to the south, a semi-circular addition was built, with a sloping roof, windows high in the curving wall, and girders centered on a gold-painted pole carrying out the atmosphere of a tent. That section is given to a number of old parade wagons, recalling the days when the parade was the great feature of the circus.

Those wagons are rich in painted wood carvings in high relief, created by hand by artisans who worked in a great tradition. Nothing like them is made nowadays, and they have the favor of the baroque spirit such as found another expression in many of the paintings collected by John Ringling.

The primary inspiration for the Circus Museum came from the fact that old wagons were standing in the fields of the circus winter quarters, and it was felt that the best of them should be preserved.

But the thought behind the museum went deeper than that. It was proposed that it should become, not only a memorial, not only a treasure house where all aspects of the American circus should be represented, but a place where visitors might see exhibits demonstrating the development of the circus as entertainment, from the Rome of the Caesars to the Sarasota of John Ringling.

More Exhibits to be Added

Year by year the museum will grow. Little by little, its exhibits will be amplified. Already it holds costumes, masks, priceless old lithographs, posters, and throw-away bills of various kinds, photographs of, and other material about, famous entrepreneurs and performers.

The Museum of the American Circus is the only institution of its kind in the United States. It is an additional attraction, calling the public to the city. In purpose and content it also does its part in keeping alive the memory of a man who made Sarasota famous.

5. The Library in the Museum, which has more than 1,000 volumes on art, always authoritative and often rare, has been reorganized and relighted. It is open to all students who wish to consult books on art. Additional volumes have been added from time to time. The Auditorium with a seating capacity of 500, has been redecorated and facilities for showing slides and motion pictures installed.

6. In his will John Ringling specifically ordered that his residence "be joined to and become a part of the John and Mable Ringling Museum of Art, and be

used for the general purpose of hanging Venetian paintings, thereby becoming a museum of Venetian Art."

7. The Museum sponsors an educational program that is constantly being enlarged in scope and is taken advantage of by people all over the state. Thousands of students from those in the first grade to seniors in college visit the Museum to study its collections.

In 1948 the first of a series of Art Seminars was held at the Museum in conjunction with the Florida State University. Students are in residence in Sarasota for three weeks and have the opportunity of listening to authoritative lecturers who journey from a distance for the occasion. In addition those who attend the Seminar see great paintings day after day and are enabled to absorb an appreciation of them that would not be possible in any other way. The John and Mable Ringling Museum of Art is constantly growing in prestige. It is the great art center, not only of Florida but of the entire South.

OPERATING EXPENSES

Finances were not discussed under the separate institutions because it is self-evident that when any type of agency extends its activities and the number of individuals being served, that the need for additional personnel and operating expenses likewise increase.

This increase in financial operating need would probably be proportionate to the increase in activities and enrollment if all other factors were equal.

However, when faced with a situation where salaries being paid are considerably below those being paid by other comparable institutions, and where prices in commodities have risen since the present operating budgets were prepared, the necessary increase in cost of operation is proportionately more than the corresponding increasei n enrollment and activities.

It is only through the willingness of the personnel at the institutions to double up on their duties, teach classes and perform other functions far beyond the call of duty, that the institutions have been able to maintain standards at their present level. As previously stated, all this was gladly done at sub-standard salaries.

While the Board is sincerely grateful to such employees for this outstanding contribution, and wishes to publicly express its appreciation, it does not feel justified in asking that these sacrifices be continued.

Therefore, this Board earnestly requests the members of the Legislature, the elected representatives of the people, to provide the requested operating budgets for these institutions in order that they might continue their forward march in providing educational opportunities for the sons and daughters of Florida with which we, the citizens, may be justly proud.

BUILDINGS

It is readily admitted by those acquainted with the facts, that none of the institutions under the supervision of the Board of Control had adequate buildings prior to the war period. During the four-year war period practically no

buildings were constructed. Therefore, it is easy to understand, with an anticipated enrollment of approximately three times the pre-war enrollment, and even though considerable building has been done during the past four years, many, many buildings are still needed.

The 1949 Legislature is requested to provide funds for the construction of urgently needed buildings. Attention is invited to the detailed reports of the presidents as to individual needs at each institution.

OUTLOOK

Replacement of veteran student personnel by non-veteran student personnel is such as to indicate that there will be no appreciable decrease in the student bodies of these institutions. The increase in the population of the State of Florida naturally would portend larger enrollments than in former years, and there is perhaps no doubt that higher education is now becoming to be realized, to be more and more of a necessity for adequate training of young men and young women to face the problems of a civilization ever growing more complex and wrought with more and more problems, if the means are provided by which the progress can be made. The foundation has already been made and the structure to a great extent erected thereon which will place and keep the State of Florida in the forefront in the field of higher education in these United States. This, in itself, is not the real objective, but it is the means by which the real objective can be accomplished, and that is to reap the economic harvest and benefit from the education and retention within our own borders of the most valuable assets in the inventory of the people of the State, and that is the ingenuity, the industry, and the potential power of its youth.

The Board desires to express its appreciation to the Governor, the State Board of Education, the State Budget Commission, the State Improvement Commission and to the individuals comprising these boards for their assistance and cooperation during these trying times. It has been only through the cooperation of the state officials, the public, and the officers and employees of the various institutions that the state has been able to move forward in its program of higher education.

BOARD OF CONTROL

By J. THOMAS GURNEY, Chairman

Report of Board's Secretary

FINANCIAL REPORT OF THE BOARD'S SECRETARY COVERING RECEIPTS AND DISBURSEMENTS DURING THE FISCAL YEAR BEGINNING JULY 1, 1946, AND ENDING JUNE 30, 1947

Tallahassee, Florida, March 15, 1949

To The State Board of Control

Gentlemen:

The following report of the receipts and disbursements of all funds handled by the Board of Control during the fiscal year beginning July 1, 1946, and ending June 30, 1947, is herewith respectfully submitted.

W. F. Powers,
Executive Secretary

BOARD OF CONTROL
1946-1947

FOR SALARIES

Receipts

State Appropriation	$ 10,860.00

Disbursements

For Salaries	$ 10,860.00

FOR EXPENSE

Receipts

Balance Brought Forward July 1, 1946	$ 588.44
State Appropriation	4,900.00
Total	$ 5,488.44

Disbursements

For Travel and Office Expense	$ 5,345.24
Total	*$ 143.20

* The balance in this fund reverted to the General Revenue Fund.

EMERGENCY FUND — ADMINISTRATIVE EXPENSE

Receipts

Appropriation	$ 20,000.00

Disbursements

For Salaries, Travel, and Office Expense	$ 5,699.30
	$ 14,300.70

FINANCIAL REPORT OF THE DEPARTMENT OF ARCHITECTURE TO BOARD OF CONTROL FOR THE FISCAL YEAR 1946-1947

RESOURCES

Balance Brought Forward July 1, 1946	$ 5,633.67
Received During the Year for Services Rendered by the Department	74,691.74
Total	$ 80,325.41

DISBURSEMENTS

For Salaries	$ 61,750.14	
For Expenses	18,107.98	
		$79,858.12
Balance Carried Forward July 1, 1947		$ 467.29

STATE APPROPRIATION SPECIAL EXPENSE

CHAPTER 22827

RESOURCES

Balance Brought Forward July 1, 1946	$ 686.05
Appropriation for 1946-1947	4,500.00
Total	$ 5,186.05

DISBURSEMENTS

For Salary, Travel, and Office Expense	5,184.01
	*$ 2.04

* The balance in this fund reverted to the General Revenue Fund.

FINANCIAL REPORT OF THE RINGLING MUSEUM OF ART BOARD OF CONTROL FOR THE FISCAL YEAR 1946-1947

Resources

Incidental Fund:	
Balance brought forward July 1, 1946	$ 428.86
Received during the year	72,711.47
Total	$73,140.33

Disbursements

For Salary, Travel and Office Expense	$61,479.53
Balance carried forward July 1, 1947	$11,660.80
Emergency Fund:	
Amount available for Salaries	$ 3,000.00
Disbursements	3,000.00
Amount available for Expense	$ 2,000.00
Disbursements	2,000.00
Amount available for Repairs and Operations of Ringling Museum and Home	$12,000.00
Disbursements	12,000.00
State Building Fund—Painting and Renovation Ringling Museum and Home:	
Amount available	$40,000.00
Disbursements	37,851.57
Balance carried forward July 1, 1947	$ 2,148.43
State Building Fund—Finishing and Renovating Circus Museum:	
Amount available	$10,000.00
Disbursements	.00
Amount carried forward July 1, 1947	$10,000.00

ANNUAL REPORT OF SCHOLARSHIPS HANDLED BY THE BOARD OF CONTROL

UNIVERSITY OF FLORIDA

Arthur E. Hamm Scholarship Fund

Principal

First Federal Savings and Loan Association of Gainsville		$5,000.00

Income

Receipts

Balance Brought Forward July 1, 1946	$106.07	
Receipts During Year	225.00	
Total		$331.07
Disbursements:		
For Scholarships		150.00
Balance Carried Forward July 1, 1947		$181.07

General William Loring Memorial Scholarship Fund

Principal

Four Shares U. S. Steel Corporation Stock	$400.00	
Jacksonville First Federal Savings and Loan Association Stock	500.00	
Tallahassee Federal Savings and Loan Association Stock	2,500.00	
Total		$3,400.00

Income

Receipts

Balance Brought Forward July 1, 1946	$89.94	
Receipts During the Year	205.50	
Total		$295.44
Disbursements:		
For Scholarships		175.00
Balance Carried Forward July 1, 1947		$120.44

UNIVERSITY OF FLORIDA SCHOLARSHIPS—Continued

Albert W. Gilchrist Scholarship Fund

Principal

Tallahassee, Federal Savings and Loan Association Stock	$4,000.00
First Federal Savings and Loan Association of Gainesville Stock	5,500.00
First Federal Savings and Loan Association of Jacksonville Stock	500.00
Total	$10,000.00

Income

RECEIPTS

Balance Brought Forward July 1, 1946	$170.54	
Receipts during the Year	442.50	
Total		$ 613.04
Disbursements: For Scholarships		300.00
Balance Carried Forward July 1, 1947		$ 313.04

David Yulee Scholarship Fund

Principal

First Federal Savings and Loan Association of Jacksonville Stock	$ 5,000.00

Income

RECEIPTS

Balance Brought Forward July 1, 1946	$ 80.43	
Receipts During the Year	225.00	
Total		$ 305.43
Disbursements: For Scholarships		200.00
Balance Carried Forward July 1, 1947		$ 105.43

UNIVERSITY OF FLORIDA SCHOLARSHIPS—Continued

David Yulee Lectureship Fund

Principal

Tallahassee Federal Savings and Loan Association Stock	$ 3,000.00

Income

RECEIPTS

Balance Brought Forward July 1, 1946	$ 497.22	
Receipts During the Year	142.93	
Total		$ 640.15
Disbursements		.00
Balance Carried Forward July 1, 1947		$ 640.15

Frank H. Wade Estate Fund

Principal

First Federal Savings and Loan Association of Gainesville	$ 3,000.00
First Federal Savings and Loan Association of Jacksonville	2,500.00
Five United States War Savings Bonds, at $1,000.00 Each	5,000.00
One United States War Savings Bond	500.00
Total	$ 11,000.00

Income

RECEIPTS

Balance Brought Forward July 1, 1946	$ 448.81	
Receipts During the Year	392.52	
Total	$ 841.33	
Disbursements		.00
Balance Carried Forward July 1, 1947		$ 841.33

UNIVERSITY OF FLORIDA SCHOLARSHIPS—Continued

Ramsaur Memorial Fund

Principal		
First Federal Savings and Loan Association of Gainesville		$ 700.00
Income		
Receipts		
Balance Brought Forward July 1, 1946	$ 55.54	
Receipts During the Year	31.50	
Total		$ 87.04
Disbursements		30.35
Balance Carried Forward July 1, 1947		$ 56.69

Tufts Scholarship Fund

Income		
Receipts		
Balance Brought Forward July 1, 1946	$ 756.19	
Receipts During the Year	766.17	
Total		$ 1,522.36
Disbursements:		
For Scholarships		200.00
Balance Carried Forward July 1, 1947		$ 1,322.36

Cecil Willcox Memorial Scholarship Fund

Principal		
One United States War Savings Bond, Series G		$ 500.00
One United States War Savings Bond, Series G		1,000.00
One United States War Savings Bond, Series G		1,000.00
Total		$ 2,500.00
Income		
Receipts		
Balance Brought Forward July 1, 1946	$ 31.25	
Receipts	62.50	
Total		$ 93.75
Disbursements		.00
Balance Carried Forward July 1, 1947		$ 93.75

FLORIDA STATE UNIVERSITY

Albert W. Gilchrist Scholarship Fund

Principal

Tallahassee Federal Savings and Loan Association Stock	$ 5,000.00
First Federal Savings and Loan Association of Gainesville Stock	4,500.00
First Federal Savings and Loan Association of JacksonvilleStock	500.00
Total	$10,000.00

Income

RECEIPTS

Balance Brought Forward July 1, 1946	$ 213.40	
Receipts During the Year	445.50	
Total		$ 658.90
Disbursements:		
For Scholarships		365.00
Balance Carried Forward July 1, 1947		$ 293.90

Mrs. Sara Levy Scholarship Fund

Income

RECEIPTS

Balance Brought Forward July 1, 1946	$ 384.17	
Receipts During the Year	3.76	
Check From Mrs. Sara Levy	300.00	
Total	$ 687.93	
Disbursements:		
For Scholarships		300.00
Balance Carried Forward July 1, 1947		$ 387.93

Tufts Scholarship Fund

Income

RECEIPTS

Balance Brought Forward July 1, 1946	$ 30.20	
Receipts	766.17	
Total		$ 796.37
Disbursements:		
For Scholarships		373.49
Balance Carried Forward July 1, 1947		$ 422.88

FLORIDA SCHOOL FOR THE DEAF AND THE BLIND

Albert W. Gilchrist Scholarship Fund

Principal		
First Federal Savings and Loan Association of Jacksonville Stock	$ 1,000.00	
Tallahassee Federal Savings and Loan Association Stock	5,000.00	
One War Savings Bond, Series G	1,000.00	
Total		$ 7,000.00
Income		
Receipts		
Balance Brought Forward July 1, 1946	$ 1,136.43	
Receipts During the Year	307.04	
Total		$ 1,443.47
Disbursements: For Scholarships		312.50
Balance Carried Forward July 1, 1947		$ 1,130.97

FLORIDA A. & M. COLLEGE FOR NEGROES

J. C. McMullen Scholarship Fund

Principal		
One United States Government Bond, Series G		$ 1,000.00
Income		
Receipts		
Balance Brought Forward July 1, 1946	$ 120.78	
Receipts During the Year	26.26	
Total		$ 147.04
Disbursements: For Scholarships		50.00
Balance Carried Forward July 1, 1947		$ 97.04

FLORIDA A. & M. COLLEGE FOR NEGROES SCHOLARSHIPS—Cont.

Mrs. Sara Levy Scholarship Fund

Income

RECEIPTS

Balance Brought Forward July 1, 1946	$ 365.02	
Check From Mrs. Sara Levy	150.00	
Interest on Bank Deposits	1.90	
Total		$ 516.92
Disbursements:		
For Scholarships		150.00
Balance Carried Forward July 1, 1947		$ 366.92

Hart Hospital Fund

Principal

One United States War Savings Bond, Series G	$ 1,500.00
One United States War Savings Bond, Series G	1,000.00
Two Cottages in Jacksonville Valued at	2,000.00
Total	$ 4,500.00

Income

RECEIPTS

Balance Brought Forward July 1, 1946	$ 651.11	
Receipts During the Year	378.89	
Total		$ 1,030.00
Disbursements		.00
Balance Carried Forward July 1, 1947		$ 1,030.00

Tufts Scholarship Fund Investment Account

RECEIPTS

Invested in Jacksonville Savings and Loan Association	$ 713.47
Invested in U.S. Savings Bonds, Series G	1,500.00
Total	$ 2,213.47

Tufts Scholarship Fund General Account

RECEIPTS

In Lewis State Bank	$ 668.35
Received from the Estate during the year	884.57
Received from the Estate during the year	647.78
Total	$ 2,200.70

EDUCATIONAL OPPORTUNITIES FOR CHILDREN OF VETERANS CHAPTER 20966

RECEIPTS		
State Appropriation		$ 8,000.00
DISBURSEMENTS		
Scholarships, University of Florida	$ 1,350.00	
Scholarships, Florida State College for Women	3,521.87	
Total		$ 4,871.87
Balance Reverting to General Revenue Fund, July 1, 1947		$ 3,128.13

EX-CONFEDERATE SOLDIERS AND SAILORS HOME ENDOWMENT FUND

UNIVERSITY OF FLORIDA

RECEIPTS		
Balance Brought Forward July 1, 1946	$ 225.00	
Interest on Investments	394.25	
Total		$ 619.25
DISBURSEMENTS		
Scholarships		200.00
Balance Carried Forward July 1, 1947		$ 419.25

FLORIDA STATE COLLEGE FOR WOMEN

RECEIPTS		
Balance Brought Forward July 1, 1946		$ 275.00
Interest on Investments		444.24
Total		$ 719.24
DISBURSEMENTS		
Scholarships		300.00
Balance Carried Forward July 1, 1947		$ 419.24

FINANCIAL REPORT OF THE BOARD'S SECRETARY COVERING RECEIPTS AND DISBURSEMENTS DURING THE FISCAL YEAR BEGINNING JULY 1, 1947 AND ENDING JUNE 30, 1948

Tallahassee, Florida, March 15, 1949

To The State Board Of Control

Gentlemen:

The following report of the receipts and disbursements of all funds handled by the Board of Control during the fiscal year beginning July 1, 1947, and ending June 30, 1948, is herewith respectfully submitted.

W. F. Powers,
Executive Secretary

BOARD OF CONTROL
1947-1948

FOR SALARIES

RECEIPTS

State Appropriation	$72,620.00

Disbursements

For Salaries	16,441.19
Balance Carried Forward July 1, 1948	$56,178.81

FOR EXPENSE

RECEIPTS

State Appropriation	$18,500.00

Disbursements

For Travel and Office Expense	10,540.23
Balance Carried Forward July 1, 1948	$ 7,959.77

FINANCIAL REPORT OF THE DEPARTMENT OF ARCHITECTURE TO BOARD OF CONTROL FISCAL YEAR 1947-1948

Resources		
Balance Brought Forward July 1, 1947		$ 467.29
Received During the Year for Services Rendered by the Department		134,802.32
Total		$135,269.61
Disbursements		
For Salaries	$90,222.41	
For Expense	11,385.67	
For Special Expense	6,006.63	
		107,614.71
Balance Carried Forward July 1, 1948		$27,654.90

STATE APPROPRIATION SPECIAL EXPENSE

Chapter 23915

Resources		
Appropriation for 1947-1948		$ 4,500.00
Disbursements		
For Salaries	$ 3,593.32	
For Expense	449.25	
		4,042.57
Balance Carried Forward July 1, 1948		$ 457.43

FINANCIAL REPORT OF THE RINGLING MUSEUM OF ART BOARD OF CONTROL FOR THE FISCAL YEAR 1947-1948

Resources

Incidental Fund:	
Balance brought forward July 1, 1947	$11,660.80
Received during the year	80,608.73
Total	$92,269.53

Disbursements

For Salary, Travel and Office Expense	$45,185.57
Balance Carried Forward July 1, 1948	$47,083.96
Special—Salaries:	
Appropriation	$31,000.00
Disbursements	24,733.22
Total	$ 6,266.78*
Special—Expense:	
Appropriation	$19,000.00
Disbursements	18,917.12
Total	$ 82.88*
Contingent Fund: (for First Year)	
Appropriation	$50,000.00
Disbursements	28,962.08
Total	$21,037.92*
State Building Fund—Painting And Renovation Ringling Museum And Home	
Amount brought forward July 1, 1947	$ 2,148.43
Disbursements	1,588.18
Total	$ 560.25*
State Building Fund—finishing And Renovating Circus Museum:	
Amount brought forward July 1, 1947	$10,000.00
Disbursements	10,000.00

* The balance in these funds reverted to the General Revenue Fund.

ANNUAL REPORT OF SCHOLARSHIPS HANDLED BY THE BOARD OF CONTROL

UNIVERSITY OF FLORIDA

Arthur E. Hamm Scholarship Fund

Principal

First Federal Savings and Loan Association of Gainesville		$ 5,000.00

Income

Receipts

Balance Brought Forward July 1, 1947	$ 181.07	
Receipts during the Year	150.00	
Total		$ 331.07
Disbursements:		
For Scholarships		181.07
Balance Carried Forward July 1, 1948		$ 150.00

General William Loring Memorial Scholarship Fund

Principal

U.S. Steel Corporation Stock	$ 400.00
First Federal Savings and Loan Association of Jacksonville Stock	500,00
Tallahassee Federal Savings and Loan Association Stock	2,500.00
Total	$ 3,400.00

Income

Receipts

Balance Brought Forward July 1, 1947	$ 120.44	
Receipts during the Year	113.00	
Total		$ 233.44
Disbursements:		
For Scholarships		125.00
Balance Carried Forward July 1, 1948		$ 108.44

UNIVERSITY OF FLORIDA SCHOLARSHIPS—Continued

Albert W. Gilchrist Scholarship Fund

Principal

First Federal Savings and Loan Association of Jacksonville	$ 500.00	
First Federal Savings and Loan Associtaion of Gainesville	500.00	
First Federal Savings and Loan Association of Gainesville	5,000.00	
Tallahassee Federal Savings and Loan Association	4,000.00	
Total		$10,000.00

Income

RECEIPTS

Balance Brought Forward July 1, 1947	$ 313.04	
Receipts during the Year	295.51	
Total		$ 608.55
Disbursements:		
For Scholarships		313.04
Balance Carried Forward July 1, 1948		$ 295.51

David Yulee Scholarship Fund

Principal

First Federal Savings and Loan Association of Jacksonville	$ 5,000.00

Income

RECEIPTS

Balance Brought Forward July 1, 1947	$ 105.43	
Receipts during the Year	100.00	
Total		$ 205.43
Disbursements:		
For Scholarships		105.43
Balance Carried Forward July 1, 1948		$ 100.00

UNIVERSITY OF FLORIDA SCHOLARSHIPS—Continued

David Yulee Lectureship Fund

Principal

Tallahassee Federal Savings and Loan Association Stock	$ 3,000.00

Income

RECEIPTS

Balance Brought Forward July 1, 1947	$ 640.15	
Receipts during the Year	94.64	
Total		$ 734.79
Disbursements:		
For Lecture		400.00
Balance Carried Forward July 1, 1948		$ 334.79

Frank H. Wade Estate Fund

Principal

First Federal Savings and Loan Association of Gainesville Stock	$ 3,000.00	
First Federal Savings and Loan Association of Jacksonville Stock	2,500.00	
Five United States Saving Bonds, Series G, at $1,000.00 each	5,000.00	
One United States Savings Bonds, Series G	500.00	
One United States Savings Bonds, Series G	800.00	
Total		$11,800.00

Income

RECEIPTS

Balance Brought Forward July 1, 1947	$ 841.33	
Receipts during the Year	288.24	
Total		$ 1,129.57
Disbursements:		
Purchase of one United States Savings Bonds, Series G		800.00
Balance Carried Forward July 1, 1948		$ 329.57

UNIVERSITY OF FLORIDA SCHOLARSHIPS—Continued

Ramsaur Memorial Fund

Principal

First Federal Savings and Loan Association of Gainesville Stock.		$ 700.00

Income

Receipts

Balance Brought Forward July 1, 1947	$ 56.69	
Receipts during the Year	21.00	
Total		$ 77.69
Disbursements		.00
Balance Carried Forward July 1, 1948		$ 77.69

Tufts Scholarship Fund

Income

Receipts

Balance Brought Forward July 1, 1947	$ 1,322.36
Receipts during the Year	499.13
Total	$ 1,821.49
Disbursements:	
For Scholarships	1,300.00
Balance Carried Forward July 1, 1948	$ 521.49

Cecil Willcox Memorial Scholarship Fund

Principal

One War Savings Bonds, Series G	$ 500.00	
Two War Savings Bonds, Series G, at $1,000.00 each	2,000.00	
Total		$ 2,500.00

Income

Receipts

Balance Brought Forward July 1, 1947	$ 93.75	
Receipts during the Year	62.50	
Total		$ 156.25
Disbursements:		
For Scholarship		90.00
Balance Carried Forward July 1, 1948		$ 66.25

UNIVERSITY OF FLORIDA SCHOLARSHIPS—Continued

John G. And Fannie F. Ruge Memorial And Scholarship Loan Fund

Loans

Received for Loans		$27,428.43
Loans made during the Year	$ 8,685.00	
Collection on Loans	436.00	
Loans Outstanding June 30, 1948		$ 8,249.00
*Balance June 30, 1948		19,178.43
Total		$27,428.43

* Balance consists of:

United States Treasury Bonds	$20,000.00
Cash Overdraft	820.57
Total	$19,179.43

Scholarships

Receipts	$12,700.58
Scholarships Awarded	9,550.00
Cash Balance	$ 3,150.58

FLORIDA STATE UNIVERSITY

Albert W. Gilchrist Scholarship Fund

Principal

Tallahassee Federal Savings and Loan Association Stock	$ 5,000.00	
First Federal Savings and Loan Association Stock	4,500.00	
First Federal Savings and Loan Association Stock	500.00	
Total		$10,000.00

Income

Receipts

Balance Brought Forward July 1, 1947	$ 293.90	
Receipts During the Year	295.51	
Total		$ 589.41
Disbursements:		
For Scholarships		349.99
Balance Carried Forward July 1, 1948		$ 239.42

FLORIDA STATE UNIVERSITY SCHOLARSHIPS—Continued

Mrs. Sara Levy Scholarship Fund

Income

RECEIPTS

Balance Brought Forward July 1, 1947	$ 387.93	
Receipts during the Year	3.71	
Check from Mrs. Sara Levy	300.00	
Total		$ 691.64
Disbursements:		
For Scholarships		360.00
Balance Carried Forward July 1, 1948		$ 331.64

Tufts Scholasrhip Fund

Income

RECEIPTS

Balance Brought Forward July 1, 1947	$ 422.88	
Receipts during the Year	499.13	
Total		$ 922.01
Disbursements:		
For Scholarships		475.00
Balance Carried Forward July 1, 1948		$ 447.01

John G. And Fannie F. Ruge Memorial And Scholarship Loan Fund

Loans

Received for Loans		$21,475.90
Loans made during the Year	$ .00	
Collection on Loans	.00	
Loans Outstanding June 30, 1948		.00
* Balance June 30, 1948		$21,475.90

*Balance consists of:

United StatesTreasury Bonds	$20,000.00
Cash Balance	1,475.90
	$21,475.90

Scholarships

Receipts	$ 9,778.35
Scholarships Awarded	1,961.00
Cash Balance	$ 7,817.35

FLORIDA SCHOOL FOR THE DEAF AND THE BLIND

Albert W. Gilchrist Scholarship Fund

Principal

Tallahassee Federal Savings and Loan Association Stock	$ 5,000.00	
Two United States War Savings Bonds, Series G, at $1,000.00 each	2,000.00	
Total		$ 7,000.00

Income

RECEIPTS

Balance Brought Forward July 1, 1947	$ 1,130.97	
Receipts during the Year	107.00	
Cancellation of Stock in First Federal Savings and Loan Association of Jacksonville	1,000.00	
Total		$ 2,237.97
Disbursements:		
For Purchase of 1 United States War Savings Bond, Series G	$ 1,000.00	
For Scholarships	875.00	
Total		1,875.00
Balance Carried Forward July 1, 1948		$ 362.97

FLORIDA A. & M. COLLEGE FOR NEGROES

J. C. McMullen Scholarship Fund

Principal

1 United States Government Bond, Series G		$ 1,000.00

Income

Receipts

Balance Brought Forward July 1, 1947	$ 97.04	
Receipts during the Year	25.00	
Total		$ 122.04
Disbursements		.00
Balance Carried Forward July 1, 1948		$ 122.04

Mrs. Sara Levy Scholarship Fund

Income

Receipts

Balance Brought Forward July 1, 1947	$ 366.92	
Check from Mrs. Sara Levy	150.00	
Interest on Bank Deposits	1.86	
Total		$ 518.78
Disbursements		.00
Balance Carried Forward July 1, 1948		$ 518.78

Hart Hospital Fund

Principal

One United States War Savings Bond, Series G	$ 1,500.00
Two United States War Savings Bonds, Series G, at $1,000.00 each	2,000.00
Two Cottages in Jacksonville valued at	2,000.00
Total	$ 5,500.00

Income

Receipts

Balance Brought Forward July 1, 1947	$ 1,030.00	
Receipts during the Year	380.55	
Total		$ 1,410.55
Disbursements:		
For purchase of one United States War Savings Bond, Series G		1,000.00
Balance Carried Forward July 1, 1948		$ 410.55

FLORIDA A. & M. COLLEGE FOR NEGROES SCHOLARSHIPS—Cont.

Tufts Scholarship Fund Investment Account

RECEIPTS

Invested in Jacksonville Savings and Loan Association	$ 713.47
Invested in United States Savings Bonds, Series G	1,500.00
Total	$ 2,213.47

Tufts Scholarship Fund General Account

RECEIPTS

In Lewis State Bank	$ 2,200.70
Received from the Estate during the Year	656.69
Balance Carried Forward July 1, 1948	$ 2,857.39

EDUCATIONAL OPPORTUNITIES FOR CHILDREN OF VETERANS CHAPTER 20966

RECEIPTS

State Appropriation	$ 8,000.00	
Refund on Scholarship	100.00	
Total		$ 8,100.00

Disbursements

Scholarships, University of Florida	$ 1,950.00	
Scholarships, Florida State Universtiy	3,925.00	
Total		5,875.00
Balance Reverting to General Revenue Fund, July 1, 1948		$ 2,225.00

EX-CONFEDERATE SOLDIERS AND SAILORS HOME ENDOWMENT FUND

University of Florida

RECEIPTS

Balance Brought Forward July 1, 1947	$ 419.25	
Interest on Investments	281.25	
Total		$ 700.50

DISBURSEMENTS

For Scholarships	300.00
Balance Carried Forward July 1, 1948	$ 400.50

Florida State University

RECEIPTS

Balance Brought Forward July 1, 1947	$ 419.24
Interest on Investments	281.25
Total	$ 700.49

DISBURSEMENTS

For Scholarships	$ 300.00
Balance Carried Forward July 1, 1948	$ 400.49

STATEMENT SHOWING RECEIPTS, DISBURSEMENTS, BALANCES, CERTIFICATES ISSUED, CERTIFICATES PAID AND CERTIFICATES OUTSTANDING IN THE TWO P. W. A. DOCKETS, UNIVERSITY OF FLORIDA, DURING THE BIENNIUM 1946-1948

P. W. A. DOCKET FLORIDA 1092-1-F, FLETCHER HALL

1946-1947

Operating Fund:		
Balance Brought Forward July 1, 1946	$ 2,447.66	
Receipts During Year	22,283.00	
Total	$24,730.66	
Disbursements	19,206.19	
Balance Carried Forward July 1, 1947		$ 5,524.47
Revenue Certificate Fund:		
Balance Brought Forward July 1, 1946	$22,321.00	
Receipts During Year	10,650.00	
Total	$32,971.00	
Disbursements for Servicing Loan	11,372.17	
Balance Carried Forward July 1, 1947		$21,598.83
U.S. Bonds on Hand	32,000.00	
Amount Certificates Issued	183,000.00	
Amount Certificates Paid	27,000.00	
Amount Certificates Outstanding	$156,000.00	

Certificates issued 1938, payable serially through 1968

1947-1948

Operating Fund:		
Balance Brought Forward July 1, 1947	$ 5,524.47	
Receipts During Year	21,671.63	
Total	$27,196.10	
Disbursements	22,981.97	
Balance Carried Forward July 1, 1948		$ 4,214.13

Revenue Certificate Fund:		
Balance Brought Forward July 1, 1947	$21,598.83	
Receipts During Year	16,623.30	
Total	$38,222.13	
Disbursements for Servicing Loan	11,167.85	
For Purchase of U.S. Bonds	10,000.00	
Balaned Carried Forward July 1, 1948		$17,054.28
U.S. Bonds on Hand	$42,000.00	
Amount Certificates Issued	183,000.00	
Amount Certificates Paid	32,000.00	
Amounts Certificates Outstanding	$151,000.00	

Certificates issued 1938, payable serially through 1968

P. W. A. DOCKETS FLORIDA 1092-2-3-F MURPHREE HALL

1946-1947

Operating Fund:		
Balance Brought Forward July 1, 1946	$ 2,265.02	
Receipts During Year	36,206.82	
Total	$38,471.84	
Disbursements	34,399.39	
Balance Carried Forward July 1, 1947		$ 4,072.45
Revenue Certificate Fund:		
Balance Brought Forward July 1, 1946	$24,407.77	
Receipts During Year	13,895.00	
Total	$38,302.77	
Disbursements for Servicing Loan	15,766.02	
Balance Carried Forward July 1, 1947		$22,536.75
U.S. Bonds On Hand	$56,970.00	
Amount Revenue Certificates Issued	274,000.00	
Amount Revenue Certificates Paid	34,000.00	
Amount Certificates outstanding	$240,000.00	

Certificates issued 1938, payable serially through 1968

1947-1948

Operating Fund:		
Balance Brought Forward July 1, 1947	$ 4,072.45	
Receipts During Year	41,666.28	
Total	$45,738.73	
Disbursements	48,637.65	
Balance Carried Forward July 1, 1948		*($2,898.92)

Revenue Certificate Fund:		
Balance Brought Forward July 1, 1947	$22,536.75	
Receipts During Year	27,145.58	
Total	$49,682.33	
Disbursements for Servicing Loan	16,501.15	
For Purchase of U.S. Bonds	10,000.00	
Balance Carried Forward July 1, 1948		$23,181.18
U.S. Bonds on Hand	$ 66,970.00	
Amount Revenue Certificates issued	274,000.00	
Amount Revenue Certificates paid	40,000.00	
Amount Revenue Certificates outstanding	$234,000.00	

Certificates issued 1938, payable serially through 1968.

* Credit Balance

STATEMENT SHOWING RECEIPTS, DISBURSEMENTS, BALANCES, CERTIFICATES ISSUED, CERTIFICATES PAID AND CERTIFICATES OUTSTANDING IN THE THREE P. W. A. DOCKETS, FLORIDA STATE UNIVERSITY DURING THE BIENNIUM 1946-1948

P. W. A. DOCKET FLORIDA 1092-4-F, LANDIS HALL

1946-1947

Operating Fund:		
Balance Brought Forward July 1, 1946	$ 3,137.19	
Receipts During Year	21,129.45	
Total	$24,266.64	
Disbursements	21,150.52	
Balance Carried Forward July 1, 1947		$ 3,116.12
Revenue Certificate Fund:		
Balance Brought Forward July 1, 1946	$17,491.94	
Receipts During Year	17,301.70	
Total	$34,793.64	
Disbursements for Servicing Loan	16,226.13	
Balance Carried Forward July 1, 1947		$18,567.51
U.S. Bonds on Hand	$53,160.00	
Amount of Certificates Issued	259,000.00	
Amount of Certificates Paid	33,000.00	
Amount of Certificates Outstanding	$226,000.00	

Certificates issued 1938, payable serially through 1968.

1947-1948

Operating Fund:		
Balance Brought Forward July 1, 1947	$ 3,116.12	
Receipts During Year	23,287.51	
Total		$26,403.63
Disbursements		23,611.43
Balance Carried Forward July 1, 1948		$ 2,792.20

Revenue Certificate Fund:			
Balance Brought Forward July 1, 1947		$18,567.51	
Receipts During Year		19,071.81	
Total		$37,639.32	
Disbursements for Servicing Loan	$16,922.20		
For Purchase of U.S. Bonds	5,000.00	21,922.20	
Balance Carried Forward July 1, 1948			$15,717.12
U.S. Bonds on Hand		$58,160.00	
Amount of Certificates Issued		259,000.00	
Amount of Certificates Paid		41,000.00	
Amount of Certificates Outstanding		$218,000.00	

Certificates issued 1938, payable serially through 1968.

P. W. A. DOCKET FLORIDA 1092-5-F, DINING HALL

1946-1947

Operating Expense:		
Balance Brought Forward July 1, 1946	$130,809.02	
Receipts During Year	641,864.61	
Total	$772,673.63	
Disbursements During Year	730,722.85	
Balance Carried Forward July 1, 1947		$41,950.78
Revenue Certificate Fund:		
Balance Brought Forward July 1, 1946	$31,699.99	
Receipts During Year	26,590.50	
Total	$58,290.49	
Disbursements for Servicing Loan	$ 8,163.97	
Balance Carried Forward July 1, 1947		$50,126.52
U.S. Bonds on Hand	$72,170.00	
Amount of Certificates Issued	145,000.00	
Amount of Certificates Paid	19,000.00	
Amount of Certificates Outstanding	$126,000.00	

Certificates issued 1938 payable serially through 1968.

1947-1948

Operating Expense:		
Balance Brought Forward July 1, 1947	$41,950.78	
Receipts During Year	927,951.69	
Total	$969,902.47	
Disbursements During Year	947,443.29	
Balance Carried Forward July 1, 1948		$22,459.18

Revenue Certificate Fund:			
Balance Brought Forward July 1, 1947		$50,126.52	
Receipts During Year		12,446.70	
Total		$62,573.22	
Disbursements:			
For Servicing Loan	$ 8,962.35		
For Purchase of U.S. Bonds.	35,000.00		
Total		$43,962.35	
Balance Carried Forward July 1, 1948			$18,610.87
U.S. Bonds On Hand		$107,170.00	
Amount of Certificates Issued		145,000.00	
Amount of Certificates Paid		23,000.00	
Amount of Certificates Outstanding		$122,000.00	

Certificates issued 1938 payable seirally through 1968.

P. W. A. DOCKET FLORIDA 1175-F, NEW INFIRMARY

1946-1947

Operating Fund:		
Balance Brought Forward July 1, 1946	$12,120.31	
Receipts During Year	37,778.81	
Total	$49,899.12	
Disbursements	49,538.42	
Balance Carried Forward July 1, 1947		$ 360.70
Revenue Certificate Fund:		
Balance Brought Forward July 1, 1946	$ 5,578.37	
Receipts During Year	1: ,406.40	
Total	$17,984.77	
Disbursements for Servicing Loan	11,490.61	
Balance Carried Forward July 1, 1947		$ 6,494.16
U.S. Bonds On Hand	$14,990.00	
Amount Certificates Issued	58,000.00	
Amount Certificates Paid	11,000.00	
Amount Certificates Outstanding	$47,000.00	

Certificates issued 1938, payable serially through 1964.

1947-1948

Operating Fund:			
Balance Brought Forward July 1, 1947.....		$ 360.70	
Receipts During Year.....		80,688.01	
Total.....		$81,048.71	
Disbursements.....		75,199.92	
Balance Carried Forward July 1, 1948.....			$ 5,848.79
Revenue Certificate Fund:			
Balance Brought Forward July 1, 1947.....		$ 6,494.16	
Receipts During Year.....		15,220.66	
Total.....		$21,714.82	
Disbursements for Servicing Loan	$ 3,840.00		
For Purchase of U.S. Bonds.....	5,000.00		
Total.....		$ 8,840.00	
Balance Carried Forward July 1, 1948.....			$12,874.82
U.S. Bonds On Hand.....		$19,990.00	
Amount Certificates Issued.....		58,000.00	
Amount Certificates Paid.....		13,000.00	
Amount Certificates Outstanding.....		$45,000.00	

Certificates issued 1938, payable serially through 1964.

STATEMENT SHOWING RECEIPTS, DISBURSEMENTS, BALANCES, CERTIFICATES ISSUED, CERTIFICATES PAID AND CERTIFICATES OUTSTANDING IN THE TWO P. W. A. DOCKETS, FLORIDA A. & M. COLLEGE FOR NEGROES, DURING THE BIENNIUM 1946-1948

P. W. A. DOCKET FLORIDA 1092-6-DS, WOMEN'S DORMITORY

1946-1947

Operating Expense:		
Balance Brought Forward July 1, 1946	$ 105.28	
Receipts During Year	16,496.85	
Total	$16,602.13	
Disbursements	11,254.15	
Balance Carried Forward July 1, 1947		$ 5,347.98
Revenue Certificate Fund:		
Balance Brought Forward July 1, 1946	$ 6,072.98	
Receipts During Year	7,876.00	
Total	$13,948.98	
Disbursement for Servicing Loan	6,638.67	
Balance Carried Forward July 1, 1947		$ 7,310.31
U.S. Bonds on Hand	$30,000.00	
Amount of Certificates Issued	109,000.00	
Amount of Certificates Paid	20,000.00	
Amount of Certificates Outstanding	$89,000.00	

Certificates issued 1938, payable serially through 1968.

1947-1948

Operating Expense:		
Balance Brought Forward July 1, 1947	$ 5,347.98	
Receipts During Year	12,940.59	
Total	$18,288.57	
Disbursements	16,580.18	
Balance Carried Forward July 1, 1948		$ 1,708.39

Revenue Certificate Fund:			
Balance Brought Forward July 1, 1947		$ 7,310.31	
Receipts During Year		9,594.10	
Total		$16,904.41	
Disbursements for Servicing Loan	$ 6,511.75		
For Purchase of U.S. Bonds	5,000.00		
Total		$11,511.75	
Balance Carried Forward July 1, 1948			$ 5,392.66
U.S. Bonds on Hand		$35,000.00	
Amount of Certificates Issued		109,000.00	
Amount of Certificates Paid		23,000.00	
Amount of Certificates Outstanding		$86,000.00	

Certificates issued 1938, payable serially through 1968.

P. W. A. DOCKET FLORIDA 1092-7-DS, MEN'S DORMITORY

1946-1947

Operating Fund:		
Balance Brought Forward July 1, 1946	$ 1,281.60	
Receipts During Year	10,422.77	
Total	$11,704.37	
Disbursements	8,801.23	
Balance Carried Forward July 1, 1947	$ 2,903.14	
Revenue Certificate Fund:		
Balance Brought Forward July 1, 1946	$ 6,091.97	
Receipts During Year	8,020.00	
Total	$14,111.97	
Disbursements for Servicing Loan	5,134.92	
Balance Carried Forward July 1, 1947		$ 8,977.05
U.S. Bonds on Hand	$12,000.00	
Amount of Certificates Issued	93,000.00	
Amount of Certificates Paid	16,000.00	
Amount of Certificates Outstanding	$77,000.00	

Certificates issued 1938, payable serially through 1968.

1947-1948

Operating Fund:			
Balance Brought Forward July 1, 1947.....		$ 2,903.14	
Receipts During Year.....		8,789.28	
Total.....		$11,692.42	
Disbursements.....		10,057.61	
Balance Carried Forward July 1, 1948.....			$ 1,634.81
Revenue Certificate Fund:			
Balance Brought Forward July 1, 1947.....		$ 8,977.05	
Receipts During Year.....		6,401.35	
Total.....		$15,378.40	
Disbursements:			
For Servicing Loan.....	$ 6,030.55		
For Purchase of U.S. Bonds.	5,000.00		
Total.....		$11,030.55	
Balance Carried Forward July 1, 1948.....			$ 4,347.85
U.S. Bonds on Hand.....		$17,000.00	
Amount of Certificates Issued.....		93,000.00	
Amount of Certificates Paid.....		19,000.00	
Amount of Certificates Outstanding.....		$74,000.00	

Certificates issued 1938, payable serially through 1968.

BIENNIAL REPORT

OF THE PRESIDENT
of the
UNIVERSITY
OF FLORIDA
to the
BOARD OF CONTROL

FOR THE BIENNIUM
ENDING JUNE 30
1948

TABLE OF CONTENTS

	Page
The Report of the President of the University	5
Six Year Plan at the University of Florida	37
Appendix	
Enrollments and Degrees Conferred	75-79
Staff	80
Building Appropriations and Funds	81, 82
Gifts and Grants	83-85
Student Loans	86
Books Published by Faculty and Staff	88

To the Honorable Board of Control

Gentlemen:

Annual or biennial reports to governing boards by executive officers have a way of being deadly monotonous, trite and repetitive. This one may not be an exception. However, if it does avoid these dangers it is because an attempt has been made to give it meaning and significance. Moreover, any serious report dealing with the period covered by this statement is bound to reflect dynamic activity, seriousness of purpose, confident expectancy, and a considerable amount of definite progress. The reason for this is the fact that the University of Florida and the State of Florida may well be characterized in these terms.

Whatever may be the tribute paid to those who have had some part in this resurgence of strength and power in the University, it would be neglectful not to attribute the spearhead of this advance to the Board of Control. Few if any institutions of higher learning in the country have enjoyed the services of a lay board with more vision, unselfishness, and devotion to duty than has the University of Florida during this critical period in its history.

The vision to which reference is made is reflected in the 1945-1947 biennial report to the Governor by J. Thomas Gurney, Chairman of the Board of Control. After analyzing the dynamic situation which faced higher education in Florida and making pertinent recommendations and drawing helpful conclusions, Mr. Gurney set forth the following challenge:

"Higher education in Florida is at the cross roads of its destiny. Now, if ever, is the time for the State and its people to "step out" and develop its institutions of higher learning so that they will occupy, not only creditable, but outstanding positions in their respective fields in this country. No other course of action is consistent with the general development and forward movement of the State and its culture and economy. Florida is rapidly becoming the home of people who demand along with sunshine and flowers, the best in educational opportunity, and the people of the State are likewise awakening to the fact that the best in higher education is their rightful possession, and the heritage of their children.

"The people of this State are now alive and articulate in their demand for the best in this field. They realize that it costs money, but they also realize that it has a value beyond the value of money, as well as contributing to the State's economy in a way that will ultimately show the State a pecuniary profit rather than a loss.

"That is the basis, largely, upon which we have assumed the prerogative of "stepping out" on the road to accomplishment of this high objective. This we conceive to be our duty—nothing more and nothing less."

The least that can be said of Mr. Gurney and his Board may be said in that classical reference to Michael Angelo: "He wrought better than he knew." It was this progressive attitude of the Board, more than anything else, that persuaded the writer to return to the South to make whatever contribution he could to this forward-looking and highly potential Commonwealth.

The writer was likewise convinced that the Cabinet, the Governor, the Board of Education, and the Budget Commission had seen the vision of outstanding progress for the State. It was also the promise of support from the

men that comprised these official boards that led us to believe that sound progress could be made.

It was a combination of the sane elements of progress and the dynamic leadership of the State that led us to declare in our inaugural address that "higher education, broadly defined, is the balance wheel of progress in any state or nation, and particularly in the State of Florida which is on the threshold of great developments." The alternative, we thought, was obvious. "Without adequate higher education in Florida, we shall build a society that will be both superficial and artificial, and that will lack the solid core of culture, intellectual attainments, and factual information which will keep us steadily on a course of sound progress."

We also said at that time:

"The State of Florida is on the way to becoming one of the wealthiest states in the Union. This fact implies agricultural, industrial, recreational, cultural, and research activities quite beyond anything we have known in the past. These activities, in turn, demand statesmanship of the highest order in governmental and educational services if the State is to achieve her ultimate destiny."

During the relatively brief period it has been our privilege to head this great institution we have had the vigorous support of all state officials as well as "the blessing and praise of the people" of the State. If sound progress has been made it has been due to that support.

It has been customary for the deans of colleges, directors of schools, and administrative heads of independent departments to submit detailed biennial reports for inclusion with the President's report to the Board of Control. An analysis of the reports for the biennium 1946-48 reveals striking similarities in several important respects, namely, an emphasis on the abnormal increase in enrollment, the lack of space and facilities, the need for additional personnel, and the necessity for increasing the salaries of the faculty and staff to enable them to meet the greatly increased cost of living. In order that the reader may be spared a repetition of these self-evident but nonetheless significant facts, it seems appropriate to depart from customary procedure and incorporate with the general report of the President only a summary of outstanding activities.

The recommendations of deans and department heads have been given critical study by the President and a University committee in recent months, and such recommendations as seem wise or feasible have been incorporated as formal proposals in a six-year plan for the University. The biennium ending June 30, 1948, covered two administrations, the first year falling within the administration of President John J. Tigert and the second year within the administration of the writer, except for an interval of one month, during which Dr. H. Harold Hume served as Acting President. The activities of this period are so closely interwoven and interrelated that it would be difficult to separate them into specific fiscal years. The accompanying report attempts to give not only a résumé of the biennium ending June 30, 1948, but also a review of the activities of the University since the end of World War II. By this means we hope to present a decade of progress at the University of Florida—the four years, 1945-49, encompassing the immediate past, and the six-year period,

1949-56, looking into the future. The formulation of the *Six-Year Plan* constitutes a part of this report and outlines our specific recommendations for the next three bienniums.

Respectfully submitted,
J. HILLIS MILLER
PRESIDENT

GENERAL STATEMENT

In the fall of 1944 the United States of America was engaged in a second world war. The campus of the University of Florida was largely an armed camp. Its facilities, converted from peacetime to wartime operations, were used for the most part in the training of engineers, aviators, finance officers, and other personnel for war services. More than one hundred of the teaching and administrative staff had been given leaves of absence for service in the several branches of the armed forces. Both the agricultural and engineering research divisions developed projects of significance to the winning of the war. Civilian enrollment fell to the lowest point in more than two and one-half decades.

In the interim since the cessation of hostilities in August of 1945, the University of Florida has probably witnessed more phenomenal changes than any other institution of higher learning on the North American continent. Soldiers, upon being demobilized, invaded the campus in great numbers. The passage of Public Laws 16 and 346, which granted educational benefits to veterans, opened new horizons for them. The total enrollment during the first semester of the 1945-46 school year was 1,503. At the opening of the fall semester of 1946-47, this enrollment had increased to 6,334 students of whom 79 per cent were veterans, and by the fall of 1947-48 the figure had reached 8,778. At the opening of the present academic year the University enrolled 10,160 students of whom 58 per cent were veterans. The overall increase since 1945 is 670.3 per cent. Among the other land-grant colleges or state universities in the United States only Rutgers has had an increase in enrollment which corresponds to that of the University of Florida. Rutgers, by way of explanation, was formerly a semipublic institution and only recently has been reorganized and consolidated with other educational institutions in New Jersey as a state university.

The facilities of the University of Florida, which had been pronounced wholly inadequate to meet the requirements of a prewar body of 3,500, were suddenly compelled to serve almost three times that number. The supreme effort which was made by the University administration in collaboration with State officials, to meet the emergency and to provide education to returning veterans and Florida youth is a saga in the history of American education.

Since the passage of the Buckman Act in 1905, the University of Florida has served men students primarily, admitting women only in professional schools, in the graduate school, and in the summer terms. The enactment of a coeducation bill in the 1947 session of the Florida Legislature opened the University for the first time to women students in the regular sessions. Though welcomed by the University and by the citizenship of the State, coeducation brought with it problems of providing courses designed for women, additional

staff members, infirmary and recreational facilities, and, most important of all, housing accommodations.

That the University was successful in meeting the impact of such a change, in addition to the influx of veterans, without sacrificing correspondingly its standards or quality of work is indicative of its vitality. Yeoman service was rendered by faculty and students alike in adjusting to the new situation with a minimum of friction and annoyance.

Public officials gave earnest and wholehearted cooperation by providing operating expenses for the vastly expanded program of activities as well as appropriations for both temporary and permanent buildings and equipment. The aid of the Federal Government in all respects was invaluable.

The individual records of the various teaching units and research divisions are replete with accounts of unusual efforts expended, scarcity of materials and equipment, shortages of faculty and staff, and in some instances disillusionment tempered with the will to accomplish. There is evidence in all quarters of a spirit of wholehearted cooperation and of determination to achieve, despite physical handicaps. The immediate goals of the University—to provide a high quality of educational opportunity to Florida students and to develop a research program that will enhance the economic and social life of the State —have been more than satisfactorily met. The student bodies, influenced by the serious-mindedness of the veterans' groups have expanded their scholastic horizons. Membership in honor societies attests to the great number who are achieving a high mark of scholarship. Initiates within a quadrennium included: Phi Beta Kappa, 64; Phi Kappa Phi, 380; Sigma Xi, 23; and Phi Eta Sigma, 262.

The faculty, though carrying heavier teaching loads than customary, have made a creditable showing in their creative endeavors. During the years 1944-48, the faculty and staff of the University published several hundred articles in various professional bulletins, journals, and magazines. Their scholarly activities are also reflected in the impressive list of books appended to this report.

Gifts and Grants for research, fellowships, scholarships, and miscellaneous purposes received during the biennium totalled approximately two million dollars. (See Table in the Appendix.) To the donors we wish to express our grateful appreciation.

CHANGES IN ADMINISTRATIVE PERSONNEL

Before proceeding further with this report, which sets forth some phases of the growth of the University within the past four years as well as the principal changes in and additions to the academic program, it is fitting to call attention to several far-reaching administrative appointments and changes which have taken place in this period of transition and to record the appreciation of the University to those who have served its interests long and faithfully.

The first and major change was that of the chief executive officer. After a period of nineteen years of faithful and constructive service, Dr. John J. Tigert announced his retirement early in the spring of 1947, to become effective September 1 of that year. Coming to Gainesville in the fall of 1928 from Washington, D. C., Dr. Tigert brought to his task a rich educational background

and experience gained from the dual role of teacher and educational administrator over a span of two decades. He was a worthy successor to his two predecessors at Gainesville, the learned Andrew Sledd and the much-loved Dr. A. A. Murphree. His first years at Florida were devoted to organizing and reorganizing colleges, schools, and departments and adding new courses and curricula which would enable the University to conform to the high standards of American higher education. The College of Business Administration, the University College, the College of Physical Education, Health and Athletics, the Graduate School, the School of Architecture and Allied Arts, the School of Forestry, the Inter-American Institute, the Engineering and Industrial Experiment Station, and the P. K. Yonge Laboratory School were inaugurated during his administration. Two great honor societies, Sigma Xi and Phi Beta Kappa, installed chapters, and the academic programs in the several fields were given recognition by the national accrediting agencies. When Dr. Tigert assumed office, he found a student body of slightly over 2,000; when he retired as President Emeritus on September 1, 1947, applications had been processed for the admission of 8,750 students. The peaceful campus which he had inherited on assuming the presidency had become a vortex of activity. Hundreds of young women, admitted for the first time under the coeducational bill of 1947, added to the influx of returning veterans and helped to swell enrollments. After guiding the institution safely through the dark and turbulent days of World War II, he had brought it safely to harbor with its splendid faculty and institutional reputation intact. In recognition of his stewardship, high tribute was paid him by students, faculty, the press, and the people of the State.

After a period of preliminary negotiations and conferences, the writer was invited by the Board of Control and the Board of Education to assume the presidency of the University beginning October 1, 1947. Dr. H. Harold Hume, venerable dean and scholar, served as Acting President during the one-month interim.

The first major change of the new administration was the appointment of a full-time Vice-President to assist in the expanding administrative activities of the University. Dr. John Stuart Allen, a native of Indiana, assumed this important post on February 1, 1948. Holding the B.A. degree from Earlham College, the M.A. degree from the University of Minnesota, and the Ph.D. degree from New York University, Dr. Allen embarked upon his educational career as Instructor in Astronomy at the University of Minnesota and, subsequently, held positions on the staff of Colgate University as Assistant Professor of Astronomy and Dean of men. Considered an authority in the field of astronomy, Dr. Allen became a member of the Franklin Institute Solar Eclipse Expedition in 1932 and was guest lecturer of the Hayden Planetarium in 1935. He also served as Science Consultant for the Faculty Workshop of the Association of Colleges and Universities of New York State in 1941. From 1942 to 1948 he transferred from active teaching to educational administration while serving as Director of the Division of Higher Education of the New York State Education Department. In this capacity he served as Chairman of the Committee on Approved Schools for Veterans for New York State and State Coordinator of the Veterans Education Council of the National Education Association. He is the author of several books and numerous articles on the subject of astron-

omy and other educational topics. Dr. Allen is a Fellow of the American Association for the Advancement of Science and holds membership in the American Astronomical Society, the Royal Astronomical Society of Canada, the Société Astronomique de France and other organizations.

Another significant change occurred with the retirement on February 15, 1948, of Dr. Klein H. Graham, who had served in the capacity of Business Manager since December, 1906, almost coincidental with the removal of the institution from Lake City to Gainesville. Dr. Graham was possibly without a peer in point of tenure and service rendered to the University.

The University was fortunate in having available as a successor to Dr. Graham an outstanding alumnus, Mr. George F. Baughman. Receiving the B.S.B.A. at Florida in 1937, the LL.B. in 1939, and later the M.S. from George Washington University, Washington, D. C., Mr. Baughman initiated his business training as an employee of the National Metropolitan Bank, Washington, D. C. Later he served in the United States Navy. He has rendered a splendid account of his stewardship of this important office since his appointment on March 15, 1948.

Other important appointments and changes include:

The appointment of Stanley L. West as Director of Libraries on November 18, 1946, succeeding Miss Nelle Barmore, resigned.

The retirement of Harry R. Trusler as Dean of the College of Law, effective June 30, 1947, and the subsequent service of Clifford W. Crandall as Acting Dean for a full academic year until the appointment of Henry Anderson Fenn to the deanship in the fall of 1948.

The retirement of A. P. Spencer as Director of the Agricultural Extension Service, effective June 30, 1947, and the appointment of H. G. Clayton as his successor.

The change in status of J. W. Norman from Dean of the Summer Session to Professor of Education and Dean Emeritus on July 1, 1947.

The appointment of John Stuart Allen as Vice-President of the University on February 1, 1948.

The appointment of A. A. Beecher as Director of a newly reorganized Department of Music, effective March 1, 1948.

The reorganization of student activities, effective September 1, 1948, with the appointment of W. Max Wise as Dean of Student Personnel, and the change in status of R. C. Beaty from Dean of Students to Dean of Men; also the appointment of Marna V. Brady as Dean of Women.

The retirement of Townes R. Leigh from the deanship of the College of Arts and Sciences to become full-time head of the Department of Chemistry, with an emeritus status as Dean, and the appointment of Ralph Emerson Page as his successor.

The new President was the recipient of numerous invitations to speak before civic, alumni, and educational groups throughout the State during the first year of his administration and was persuaded to avail himself of the reservoir of good will so apparent in all quarters and to channel it into active service for the University. Such contacts have afforded him an opportunity to become

acquainted with the people and organizations of the State and take to them a message of his aims and aspirations for their State University.

The inauguration of the President took place on March 5, 1948, and the University family, as well as the University community, cooperated in making this event a significant one for the institution and its new chief executive. Approximately three hundred delegates from learned societies, foundations, and educational organizations attended, as well as high officials of the State, including the Honorable Millard F. Caldwell, Governor, and members of the Cabinet, also members of the Congress, Justices of the Supreme Court, members of the Legislature, and mayors of numerous cities. Highlight of the inauguration was the conference on "Regional Planning in Higher Education in the South" over which Governor Caldwell presided, and which was addressed by Dr. O. C. Carmichael, President of the Carnegie Foundation for the Advancement of Teaching, the Honorable Owen D. Young, and other distinguished educators. Educational representatives of the governors of thirteen Southern states attended and participated in this conference. Other important conferences included the Conference of the American Society for Engineering Education, Southeastern Section, the Conference on Regional Planning for Library Resources in the South, and the Conference on In-Service Training for Teachers. Social activities included luncheons, dinners, receptions, teas, barbecues, an Inaugural Concert by Miss Gladys Swarthout, mezzo-soprano of the Metropolitan Opera Company, and a recital by Joseph Schuster, cellist.

Honorary degrees were conferred upon Ralph H. Allee, Director of the Inter-American Institute of Agricultural Sciences of Costa Rica; O. C. Carmichael, President of the Carnegie Foundation for the Advancement of Teaching; Colgate W. Darden, President of the University of Virginia; George D. Stoddard, President of the University of Illinois; and Owen D. Young, former President and Chairman of the Board of the General Electric Company.

THE PHYSICAL PLANT AND FISCAL OPERATIONS

The biennium just concluded witnessed a period of unprecedented expansion of the University insofar as the physical plant is concerned. The floor area of the campus buildings was almost doubled—a total floor area of 883,982 square feet having been erected in contrast to the 939,000 square feet which existed before the expansion began. This included temporary as well as permanent construction.

A preliminary survey disclosed the inadequacy of all utilities, and resulted in extensive changes to bring the various services up to date. With the aid of the construction and maintenance departments, offices, classrooms, dormitories, etc., have been repaired, renovated, and remodeled, adding substantially to student welfare and effective administration. The purchase of the Pinkoson tract, an area consisting of ninety acres adjacent to the campus, was consummated April 21, 1947, at a cost of $197,371.60. Permanent buildings authorized

for construction during the biennium on the University campus, the branch experiment stations, and field laboratories included:

Name of Project	Date of Contract or Authorized Construction	Amount of Contract
Vegetable Processing Laboratory	July 29, 1946	$ 55,200.00
Greenhouse	Aug. 13, 1946	12,500.00
Sewage Disposal Plant	Sept. 3, 1946	280,000.00
Staff House, Quincy Station	Sept. 11, 1946	26,000.00
Vegetable Crops Laboratory, Bradenton	Sept. 20, 1946	27,500.00
Citrus Processing Laboratory, Office Bldg. and Packing House, Lake Alfred	Nov. 16, 1946	150,000.00
Laboratory, Belle Glade	Feb. 18, 1947	121,549.00
Quonset Warehouse, Belle Glade	Feb. 18, 1947	9,000.00
Cafeteria	Jan. 7, 1947	655,000.00
Infirmary Addition	April 1, 1947	276,900.00
Laboratory Addition, Homestead	April 1, 1947	15,252.00
Warehouse	April 1, 1947	5,432.00
Residences for Staff, Milton Station (Barns, Garage, Sheds, etc.)	April 1, 1947	47,841.00
Laboratory Addition, Sanford	April 1, 1947	10,986.00
Gymnasium	April 3, 1947	1,556,704.00
Chemistry Addition	April 3, 1947	716,000.00
Dairy Products Laboratory	April 3, 1947	79,240.00
Sanitary Sewers	April 5, 1947	85,180.00
Steam Distribution System	April 5, 1947	416,453.74
Electrical Distribution System	April 10, 1947	245,907.35
Storm Sewer	April 14, 1947	16,500.00
Machine Shelter, Hastings	April 14, 1947	2,000.00
Residences for Staff, Quincy	July 8, 1947	44,824.00
Office and Laboratory, Ona	July 15, 1947	27,650.00
Staff Houses, Ona	July 15, 1947	24,800.00
Addition to University Library (First Unit)	March 10, 1948	797,000.00
Renovation of and addition to Law Building	June 10, 1948	300,000.00
	Total	$ 6,005,419.09

Within a four-year period, the State provided $12,399,783 for new buildings on the University campus and at its branch experiment stations, while the Federal Government contributed temporary housing and classroom buildings valued at $2,303,219.72. Total new and temporary construction following the war to the present time approximates $15,000,000.00 (A detailed list of buildings for the four-year period is attached.)

Meanwhile, State appropriations for operating expenses increased from $2,652,457 in 1945-46 to $5,996,628 in 1948-49, while Federal appropriations for the same periods were $570,338 and $1,045,472, respectively—a total increase in Federal and State appropriations from $3,222,795 in 1945-46 to $7,042,101 in 1948-49. The overall University budgets for these periods, including student fees and funds from all sources, jumped from $3,936,028 in 1945-46 to $9,980,866 in 1948-49. (For further details see the tabulation which follows.)

STATE APPROPRIATIONS FOR OPERATION
1945-1946—1948-1949

	1945-46	1946-47	1947-48	1948-49
University	$1,141,837.10	$1,141,897.56	$3,636,948.49	$3,627,575.00*
Florida Engineering and Industrial Experiment Station	110,000.00	62,117.57	106,610.00	106,610.00*
Agricultural Experiment Station	1,211,420.00	1,111,375.13	1,788,207.05	1,954,469.00*
Agricultural Extension Service	189,200.00	189,200.00	302,974.56	307,974.56*
Total State Appropriations	$2,652,457.10	$2,504,590.26	$5,834,740.10	$5,996,628.56*

FEDERAL APPROPRIATIONS FOR OPERATING EXPENSES

University	$ 45,827.55	$ 45,827.55	$ 45,827.00	$ 45,827.00
Florida Engineering and Industrial Experiment Station	.....	217,879.05	298,759.19	414,100.00*
Agricultural Experiment Station	152,680.68	147,680.70	175,053.56	259,952.00
Agricultural Extension Service	371,830.54	347,421.34	299,214.75	325,593.82
Total Federal Funds	$ 570,338.77	$ 758,808.64	$ 818,854.50	$1,045,472.82

OTHER OPERATING FUNDS

University—				
Fees and other incidental collections	$ 555,080.61	1,967,942.56	2,522,017.00	2,623,065.00
Alachua County for P. K. Yonge	14,400.00	16,000.00	49,500.00	56,400.00
Agricultural Experiment Station	131,663.41	161,598.95	231,088.36	244,300.00
Agricultural Extension Service	12,088.37	12,208.10	17,973.89	15,000.00
	$ 713,232.39	$2,157,749.61	$2,820,579.25	$2,938,765.00
GRAND TOTAL ALL FUNDS	$3,936,028.26	$5,421,148.51	$9,474,173.85	$9,980,866.38

* Estimated.

THE STUDENT BODY AND STUDENT ACTIVITIES

HOUSING

The record of the Housing Office in the postwar years might be compared to a barometric reading with higher and higher pressure areas of demand for housing moving into areas of low supply, thereby creating turbulent and unsettled conditions. This period saw the end of World War II with University enrollments rocketing from 1,503 to 10,160. To the basic problems of finding or creating living space for the vastly increased number of single men students were added problems of housing for married veteran students, single women students, as well as for many new faculty and staff members.

To meet these unprecedented demands, the University had available five permanent dormitories for single men, with a normal total capacity of 1,122. Beginning in 1946, vigorous, unremitting efforts on the part of the University administration resulted in acquisition, construction, and development of: (1) 624 temporary apartment units for married veteran students; (2) 17 temporary

dormitories for 1,152 single men students; (3) the Alacnua Air Base for 868 single men students in former barracks buildings, and 180 married students in trailers and converted barracks; (4) the leasing of 30 housing units for faculty homes; and (5) the leasing of 10 buildings for 237 women students.

As a result of limited State aid, a partially self-liquidating project of two new dormitories for 300 women students is now under construction, and it is expected that four new dormitories for 700 men students will be under construction within a few months. Plans are underway also for the development of a new University faculty housing area to include 25 units. In all available housing facilities for single students, the addition of extra beds and desks became necessary to accommodate larger numbers. This resulted in overcrowded and undesirable living conditions. Intensive campaigns were conducted in Gainesville in an effort to secure maximum utilization of every available room. By September, 1948, the University was prepared in a marginal manner to offer space to 47 per cent of the total enrollment. However, the use of temporary and overcrowded housing facilities has created multiple and difficult problems. There have been periods when students have had no electricity, no heat, and no hot water. Surplus property beds are of poor quality and uncomfortable. There has been inadequate closet space as well as a shortage of desks and chairs. Many roofs have leaked. Surface water has flowed into temporary buildings with low foundations. Students crowded into insufficient space have experienced both study and personal relations problems. There have been frayed tempers and irritated feelings. The students' acceptance of these unsatisfactory conditions has, on the whole, been remarkable. The staff has been supplemented with advisers and counsellors, a fact which represents milestones in development of significant educational values to be achieved through the experience of group living.

OFFICE OF DEAN OF STUDENTS

The Office of the Dean of Students rendered great service during the trying period of readjustment following the war. Early in the postwar period the Assistant Dean of Students was designated as Veterans' Counsellor. He maintained close contact with the Veterans' Administration and other agencies interested in veterans and, under his guidance, an extensive program of individual counselling to veterans and their wives was developed.

The increased enrollment of necessity complicated the problem of student conduct and morale. During the biennium unfortunate accidents claimed the lives of twelve students and a number of others were involved in discipline or serious conduct cases necessitating contacts with parents, relatives, friends, hospitals, undertakers, or law enforcement officers. The contacts incident to pursuing such matters to a final conclusion have rested largely upon the Dean of Students and his staff.

During the past biennium 5,217 loans involving $165,976.52 have been made to students, and 922 scholarships and fellowships amounting to $244,306.56 have been awarded, each transaction necessitating one or more interviews with personnel of the Office of the Dean of Students. More than 2,000 students were given campus employment each year, with the earning of each averaging $50 per month. This amount was almost doubled by student earnings off-campus.

A majority of the fraternities became inactive during the war period. Twenty-two nationals were reactivated after the cessation of hostilities. With the advent of coeducation five national women's fraternities were chartered and six additional sorority colonies recognized. Installation exercises were held and national charters granted September 1, 1948, to Chi Omega, Delta Delta Delta, Alpha Delta Pi, Kappa Delta, and Alpha Omicron Phi.

With only one major personnel addition, a fraternity adviser, the office of the Dean of Students has struggled with an inordinate load during the biennium and is entitled to commendation for doing a splendid job under very trying circumstances.

BUREAU OF VOCATIONAL GUIDANCE AND MENTAL HYGIENE

Working in close harmony and intimately related to the work of the Office of the Dean of Students is the Bureau of Vocational Guidance and Mental Hygiene under the direction of Dr. Elmer J. Hinckley. During the biennium it has been a unit administered by the College of Arts and Sciences although it has served the student body of the entire University. In cooperation with the Department of Psychology, the Bureau has rendered psychological services to the students of the University in vocational guidance, mental hygiene, and on problems of academic nature. The Bureau has used the best available measuring instruments and widely used clinical procedures and techniques. Students avail themselves of this service either on their own initiative or by being referred to the Bureau by administrative officers or faculty members. Each student has conferences with the counsellors and other professionally trained personnel on the University staff. During the biennium 2,543 students were granted conferences and a total of 25,986 tests were administered.

The Department of Psychology has during the biennium expanded its graduate training program and has given special emphasis to the training of graduate students in the area of clinical psychology. Each graduate student in the area of clinical psychology is required to have a considerable amount of supervised experience in which the staff of the Bureau has lent effective assistance.

FLORIDA UNION

The Florida Union Building, since its establishment in 1936, has fulfilled its objective of serving as the official center of student life. The number of persons using the facilities of the Union daily average between 6,000 and 7,000. In addition to students many other groups use the facilities of this building. The Union activities have been extended during the biennium by the establishment of a branch at the Air Base and the construction of a temporary Recreation Hall directly opposite the Union on the main campus. At the Air Base the Union set up a soda-fountain service and provided a lounge with daily papers, periodicals, a radio, and a piano for leisure-time activities. A hostess was employed to promote different forms of activity and special entertainment. With the transfer of the majority of Air Base students to campus dormitories the service of the hostess was no longer needed, but the main features of the Union service were continued.

In order to provide additional recreation and social life the Union purchased new motion picture equipment, a public address system, new radios, and a

new piano, and has purchased new or rehabilitated its old furnishings. A full-time hostess was employed to assist the Director in planning and promoting a program of social activities, recreation, and entertainment for the student body and to assist various organizations in sponsoring social functions. As a further service to students, a Western Union substation was set up in the Union building. Staff assistants, who are primarily students, are trained to make available a wealth of general information concerning specific programs and extra-curricular activities in order to aid the hundreds of students who use the Union as a central source of information. Upon the transfer of Mr. D. R. Matthews, who served as Director of the Union from its beginning in 1936, to the position of Secretary of Alumni Affairs, Mr. William Rion was appointed as Acting Director.

Services of the Union have been almost phenomenal in view of the increased demands which have been made upon it. The extent of these services may be comprehended by the fact that approximately 2,000,000 visits have been made during the biennium to Bryan Lounge, the Game Room, the Information Desk, the Library and other focal points of activity in the Union by students or visitors. Approximately 70,000 telegraphic messages have been received or delivered. Some 197 student, educational, faculty, or charitable organizations have used the facilities. An attendance of 107,517 persons is shown for the 2,129 meetings which have been scheduled during the biennium.

An important adjunct to the recreational facilities of the Florida Union is Camp Wauberg, located a few miles from the University campus. So much use has been made of the area for recreational purposes by students and faculty that a proposal for more extensive use will be made under the general recommendations which will follow this report.

THE BOARD OF UNIVERSITY EXAMINERS

Beginning in September, 1945, the four college-level tests of General Educational Development prepared by the United States Armed Forces Institute were given to all veterans entering the University College. In September, 1946, a locally prepared test of mathematics achievement was added to the battery administered to all freshmen, veterans and non-veterans. The results of these tests were used for guidance purposes, granting of election privileges, and awarding of college credits. The practice of assigning college credit for outstanding attainment on these tests was adopted as a temporary expedient to permit veterans to make up time lost during war service, and was extended to nonveterans to give all outstanding students an opportunity to advance as rapidly as their abilities would permit. By the spring of 1948, the Board felt that the needs of most veterans had been fulfilled and the administration of these tests was discontinued. Entering freshmen now must take the high-school placement tests which are used for guidance and elective purposes, but for which no college credits are awarded. Students of outstanding ability and attainment are permitted to advance more rapidly by passing comprehensive course examinations without course attendance.

The Florida Statewide Twelfth Grade Testing Program was conducted each spring of the biennium. Each participating school was sent a report of the scores made by its students. At the conclusion of the program, each college in the State was sent a composite report of the scores for all persons tested.

The results of this program make it possible to compare the performance of Florida high-school seniors with that of seniors in the rest of the nation. As a whole, Florida does not quite meet the levels of accomplishment reached by the rest of the nation. However, the State was slightly above the national average in the natural sciences, near the average in mathematics, and made its poorest showing in English and social studies. The results of this program indicate the degree of selectivity which takes place from the high-school senior class to the freshman class at the University of Florida, and show that about 42 per cent of the freshmen come from the highest quarter and 12 per cent from the lowest.

The usual program of progress tests and comprehensive examinations was conducted during the biennium. In theory there is a separation of teaching and examining functions, but in practice there is close cooperation between the instructional staffs and the Board. Most of the item-writing is done by the staffs; the Board then makes analyses of the items and reports the findings to the staffs for their guidance in improving the items.

During the last month of the biennium the Board began testing all applicants for nonacademic positions in the University. Tests of clerical aptitude, language skills, general ability, and competence in stenography and typing are now given. Approximately ninety persons were tested during the month of June, 1948.

During the next biennium the Board proposes to expand its services and facilities to handle more adequately an enrollment of ten thousand students.

REORGANIZATION OF STUDENT RELATED ACTIVITIES

The foregoing summary sets out in brief the far-reaching scope of activities related to students and student administration. To insure administrative efficiency in such a rapidly growing organization, it became evident that there should be a reduction in the number of officers directly responsible to the President. An immediate correlation and coordination of student activities loomed as an imperative need. In order to have the benefit of the best professional advice available, Dr. James A. McClintock of Drew University was invited to come to the University and make a survey of our student personnel problems. His survey confirmed the necessity of greatly extending the student counselling services of the University and unifying all student personnel activities under one administrative head. As a consequence, recommendations were made to the Board of Control for the appointment of a Dean of Student Personnel, responsible for the administration of all student activities at the University. Dr. W. Max Wise, an authority in the field of student personnel and administration, was invited to assume this new post and will take office September 1, 1948. Under his general administration it is planned to group the Housing Department, the Florida Union, the work hitherto performed by the Office of the Dean of Students, the Board of University Examiners, the Bureau of Vocational Guidance and Mental Hygiene, and the Veterans' Guidance Center. Dean R. C. Beaty will continue the activities for which he has been chiefly responsible in the past insofar as they relate to men students. Dr. Marna V. Brady has been appointed Dean of Women and will assume her duties on September 1, 1948. Her activities with women students will correspond in a large measure to those performed by Dean Beaty with men students. It is hoped

by this coordination of student activities that relief will be given to the overburdened department heads who have carried on so effectively during the past, as well as enable the University to render progressive and effective counselling and guidance service to its ever increasing student body.

THE ACADEMIC PROGRAM

ADDITIONS

One of the principal postwar additions to the academic program was the establishment in January, 1946, of a College of Physical Education, Health and Athletics. This program was conceived as a result of war time experiences which pointed to the neglect of well-rounded physical education programs in American colleges and universities. The high percentage of young men disqualified by selective service was convincing evidence of the need for such a program in postwar university planning. A brief summary of the achievements of this college will be presented elsewhere in this report. Selected to direct the new College was an outstanding alumnus of the University and a well-known athlete, Dennis K. Stanley. He was designated Dean of the College shortly after its establishment.

Another significant addition to the academic program has been the Division of Music. The interest which has been manifested in music instruction and appreciation has resulted in the expansion of its staff and the creation of a Department in the College of Arts and Sciences wherein degrees in music may be offered.

A Personnel Board was organized in the spring of 1948 to screen the records of candidates for faculty and staff positions. This board, composed of persons already on the staff and without additional expense to the University, reviews recommendations from all University departments in order to assure equity between departments and colleges and to be certain that rank and salaries offered are commensurate with training, experience, and achievements. The Personnel Board has been able to bring about an improvement in the quality of faculty appointments and a greater uniformity in interdepartmental salaries and in the distribution of the faculty.

AGRICULTURE

THE COLLEGE OF AGRICULTURE AND THE SCHOOL OF FORESTRY

During the past few years Agriculture and Forestry have assumed an ever increasing importance in the economic life of the State. In 1946 these interests represented a $713,000,000 industry. Consequently, more and more students have turned to agriculture and forestry as fields of study.

In its organization the College of Agriculture is divided into the following departments: Agricultural Chemistry, Agricultural Economics (Farm Management, Marketing, etc.), Agricultural Education (College of Education cooperating), Agricultural Engineering, Agronomy (Genetics, Plant Breeding, and General Agriculture), Animal Industry (Animal Husbandry, Poultry Husbandry, Dairy Husbandry, and Dairy Industry), Botany (General Botany, Bacteriology, and Plant Pathology), Entomology, Horticulture (Fruits, Vegetables, Economic Ornamental Plants, and Food Processing) and Soils (Fertility, Microbiology, and Surveying). The curricula covering these fields of study have been carefully and critically revised to meet the needs of an ever increasing student

body. New courses have been added, others have been expanded, and the contents of all have been kept up to date. Within the scope of facilities and space provided, the College of Agriculture is now offering students excellent training in the general fields of scientific and applied agriculture.

The Administration of the University of Florida recognizes that all students, no matter what their specialty, will become citizens with all the rights, privileges, and obligations of citizenship. They will have homes and family obligations and they will participate in community and church activities. They must be prepared for these responsibilities with the best possible education for citizenship in its broadest sense. This calls for general education or education of the whole man. We must not have our science laboratories filled with politically immature students, nor our social science classes filled with scientific illiterates.

The program of the College of Agriculture, as of all other upper division colleges, is built upon the broad foundation of general education given in the lower division or University College. While receiving his general education, the agricultural student starts simultaneously on a program of scientific courses such as botany, chemistry, and zoology, all of which are basic to future specialized courses in agriculture. At the same time students have the opportunity to take twelve hours in fundamental agricultural subjects in the University College. In an effort to make certain that students have wide contacts with different phases of agriculture, it is required that these courses be taken in several departments. No student graduates from the College of Agriculture without having had courses in seven different fields. Even though a student's attendance may be terminated at the end of two years, he still has the basis of a general education, not only in fundamental subjects, but in certain aspects of specialized agriculture. Work in the upper division is designed to train good farmers, to prepare students as county agents, agricultural teachers, and research workers, as well as to equip them to be leaders in the future development of agriculture.

Certain new facilities have been added since the war which have enabled the College of Agriculture to cover more adequately the instructional field in several departments and which have made it possible for the College to offer instruction in Food Processing, Citrus Fruit Handling, Dairy Manufacturing, and honey production.

Thirty-one outstanding members have been added to the staff. The services of many of these are divided among the Resident Teaching Division, the Agricultural Extension Service, and the research work of the Agricultural Experiment Station.

The nation has witnessed, since the close of World War II, the greatest building program in its history. Consequently the many forest industries and industrial lumber concerns have competed for the services of men trained in forestry. At the present time, the School of Forestry has requests for twice as many professional foresters as it now graduates. These are being sought by the larger forest landowners for managing timber growing enterprises. The State and national government agencies charged with the rapidly increasing responsibilities in forest research, forest protection, and public education are also competing for the services of forestry students. The enrollment in the

School of Forestry has increased during the biennium until there are now 260 students registered in various classes, 120 of whom are candidates for the degree Bachelor of Science in Forestry. Also five men have completed graduate requirements for the degree Master of Science in Forestry. This increased load has required for the School additional personnel, space, and equipment, some of which has recently been made available. An Assistant Professor of Forestry in Charge of Game Management, an Instructor in Dendrology, and a Consultant in Wood and Wood Preservation have been added to the staff. Research work has been expanded, particularly in forest utilization, including the development of logging and sawmill practices upon both the Austin Cary Memorial Forest and Welaka Conservation Reserve, and also in wood preservation at the Wood Products Laboratory on the University campus. Likewise, the forest nursery has been expanded sufficiently to satisfy the requirements of both forests and to afford field work for students. Summer camps have been developed to meet the needs of the industries and for practical field work for students. The School has been honored by the installation of the National honorary Forestry Fraternity, Xi Sigma Pi, and also in the awarding of the Tree Farm Certificate featuring the Austin Cary Memorial Forest.

THE AGRICULTURAL EXPERIMENT STATIONS

Research by the Agricultural Experiment Stations, conducted by the nine departments of the main station, seven branch stations, and six field laboratories, contributed significantly toward keeping Florida in the forefront of agricultural production during the war and immediate postwar periods. The noteworthy commercial yields of high-quality fruits, vegetables, farm and tree crops, and better pastures and more high-grade livestock reflected directly the better nutritional programs, management practices, improved plant and animal pest control methods, and better plant varieties which were originated or tested and proved by Station workers.

New kinds and varieties of vegetable and farm crops, as well as new insecticides and fungicides for plant and animal pest control have been tested, and their adaptability, application, and worth have been evaluated. Packaging, marketing, storage, processing, and handling of agricultural products have received all possible attention within the limits of available facilities.

Among the Stations' major contributions are the following:

Introduced Pangola pasture grass, hairy indigo and sweet lupine, and many vegetable and potato varieties.

Bred new vegetables combining resistance to commonly occurring diseases (tomato, watermelons, eggplant).

Developed controls of tobacco and other aphids, mole crickets, corn ear worm, and other insects with new organic insecticides, and nematodes with soil fumigants (as DDT, chlordane, benzene hexachloride, methoxychlor, parathion, DD, etc.).

Developed methods for controlling weeds, water hyacinths, nut grass, etc., with new organic chemicals.

Developed dithane-zinc-lime control for vegetable blights and controls for several diseases of fruits and vegetables with new chemicals.

Identified two new serious gladiolus diseases, with progress on control.

Reduced losses from blossom-end rot of tomatoes through combined control of nitrogen source and soil acidity.

Showed that Florida vegetables are adapted to commercial quick freezing, and developed values of precooling and antiseptics in prepackaged vegetables.

Found the vitamin and mineral content of Florida vegetables to be comparable to those of other areas.

Determined further minor element deficiencies of fruits and vegetables.

Found that copper deficiency in animal nutrition results in excess removal or lack of deposition of phosphorus in bones; developed techniques for the use of radioactive isotopes of copper, cobalt, molybdenum, and phosphorus, which revealed the degree of absorption, retention, and losses by tissues and organs, pathways of excretion, extent of appearance in milk, etc., of these elements.

Determined cause of "swollen joints" in calves to be bacteria entering wounds during screw-worm infestation.

Found that house flies and gnats transmit mastitis in cattle and that iodized mineral oil and penicillin are effective curative agents.

Found rabbits to be hosts of the cattle liver fluke, and hexachlorethane a safe drug for use in treating affected cattle.

Developed new supplementary winter feeds and determined values of citrus and by-products as feeds. Also feed values of sweet blue lupine seed meal, citrus oil meal, ramie meal, and dehydrated vegetable wastes.

Developed grass-clover pasture program and discovered the need of minor elements on pastures.

Made many agricultural economics surveys.

Determined the intake of nutrients by peanuts through "pegs" as well as roots.

Showed the feasibility of using the radioisotope of phosphorus and heavy isotope of nitrogen in soil fertility investigations.

During the recent war showed invert sugar and honey as satisfactory sugar substitutes in ice cream mixes.

Developed cooperatively complete citrus spray and fertilizer programs.

Found the cause of variation of the properties in citrus peel oil and developed a method of standardizing the manufacture of this oil.

Developed correction of mineral deficiencies of citrus into a workable fertilizer program.

Determined that soil acidity bears a relationship to nutrition of citrus, that noncultivation of citrus groves results adversely from production standpoint, that improperly timed sprays may result in subsequent crop loss and impaired tree condition, that one type of tree decline is due to nematodes, that DDT, while killing some scale insects, permitted later development of severe scale population through killing of parasites and predators, that nutritional condition of the tree affected development of scale insects, that ethylene used in coloring rooms increased stem-end rot, but that without ethylene the holding of citrus under coloring room conditions reduced decays due to mold fungi.

During the past four years the Agricultural Experiment Station staff has published 46 Station bulletins, 57 press bulletins, and 569 articles in scientific journals and magazines.

The West Florida Station near Milton has recently been established and is now proceeding with experimental work applicable to the extreme West Florida Area.

THE AGRICULTURE EXTENSION SERVICE

The Agricultural Extension Service, with county and home demonstration agents in all the principal agricultural counties, has carried the University to rural people throughout the State. In its organization it enjoys the cooperation of the University of Florida, Florida State University, the United States Department of Agriculture, and county governments. It works closely with many other groups and agencies interested in improving farming and rural home life.

Each year specialists and county and home agents hold hundreds of meetings and visit thousands of farms to assist rural people in improving their crops and livestock, in developing methods for operating farms on an economical, business-like basis, in improving their homes and health, and in making their lives healthier and happier. The work has been extended to more phases of rural life than ever before.

Significant developments in which the Extension Service has taken a very active part during the past four years include:

Widespread testing of family cows for tuberculosis and Bang's disease, thus reducing the possibility of members of rural families contracting tuberculosis or undulant fever from milk.

Health examinations for more Florida rural people.

Production of large quantities of vegetables for home use, canning of thousands of containers of vegetables, fruits, and meats and the production of clothing and craft articles by rural women and girls.

Activities of nearly 25,000 4-H club members, boys and girls, in crop production, home improvement, and in many phases of farming and homemaking. The summer camping season enabled nearly 5,000 boys and girls to attend 4-H club camps each year.

More extensive efforts than ever before to control rats.

Development of a long-range dairy program for Florida. Promoting improvement of dairy cattle with the first State 4-H Dairy Show and three district shows. Organization of two artificial breeding associations for improving dairy replacements.

Continued expansion of improved pastures for beef and dairy cattle, and production of feed crops.

Agricultural conservation work on thousands of acres, planting of large number of trees, and application of thousands of tons of lime and other materials to Florida soils.

Planning crop production in conformity with prospective demand, production costs, and returns.

THE COLLEGE OF ARTS AND SCIENCES

Student enrollment in the College of Arts and Sciences declined perceptibly during the war period. However, there was no curtailment of full-course offerings leading to the Bachelor of Science and Bachelor of Arts degrees. In 1944 there were only 37 students in the College of Arts and Sciences; currently the enrollment is 602. The instructional staff, including those serving partially in the University College, numbered only 76 in 1944, as compared to a present staff of 175.

In addition to the students who register as majors in the College of Arts and Sciences, many who are registered in other colleges of the University take service courses in Arts and Sciences. For example, Agricultural Chemistry is taught by the Department of Chemistry of the College of Arts and Sciences. Mathematics is taught in this College to students who may be registered in Engineering or Business Administration. Therefore, the service rendered by the College of Arts and Sciences is not measured by the number of students enrolled as majors in that College.

The College has been consistently conscious of the desirability of correlating its curricular offerings with the needs of its students and the well-being of the State of Florida. As rapidly as such needs are discovered, they are studied intensively in an attempt to ascertain whether or not the College can assist in meeting them. As a result of such studies, several new activities have been incorporated into the educational program of the College. These include: Latin-American Area Studies, the Curriculum in Social Administration, and the Public Administration Clearing Service. Plans are being developed for programs of nurses' training, library science, and homemaking.

The new curriculum in Latin-American Area Studies replaces the course major in Inter-American Affairs and affords the student the opportunity of selecting a course major in Latin-American Area Studies. Courses in Latin-American literature, history, civilization, geography, industry, and trade, as well as Spanish, are included. Other offerings in most of these fields and in

related fields, such as Economic Geography of South America, Peoples and Cultures of Latin America, Latin-American Art, Latin-American Music, and Portuguese are available as electives.

Students may now elect a departmental major or a component of a course major in Art. This is made possible through the cooperation of the School of Architecture and Allied Arts, which provides a teaching staff for the art courses.

The Curriculum in Social Administration is designed to train personnel for work in the social agencies of the State and Federal Government.

Other curriculum improvements of consequence have also been made. The Journalism curriculum has been expanded to include the following course sequences: advertising, business, editorial, graphic arts, and teaching. The Biology curriculum now includes studies of marine and land fauna in Florida. The curriculum offerings in Geography and Geology have been transferred from a separated division to the jurisdiction of the College of Arts and Sciences. Courses have been introduced in the field of Sociology to increase the understanding of marriage and family relations and to reduce the causes of divorces and broken homes. Undergraduate offerings have also been expanded in Chemistry, English, Greek, Latin, Spanish, History, Mathematics, Philosophy, Political Science, Psychology, Religion, and Speech.

The graduate program of the College is being expanded as rapidly as staff, facilities, and sound educational philosophy permit. The offering of courses leading to the Ph.D degree has been authorized recently in American History, Psychology, and certain areas of English, while the doctoral programs in Biology and Chemistry have been strengthened and expanded.

One of the major concerns of the College of Arts and Sciences is the development of youth's capacity for faith. Through courses in the Department of Religion, students may investigate the religions of the world, particularly the Hebrew-Christian faith. Major consideration in these courses is given to the development of religious intelligence and mature convictions. The Department also sponsors a program of voluntary activities through the Student Religious Association, and with the cooperation with the denominational student groups, which provides opportunities for religious service and training in religious leadership.

The success of the Florida Debate Teams in competition with groups from outstanding institutions in this section and in the East, and the remarkable performances of the Florida Players bear eloquent testimony of the magnificent service which is being rendered by the Department of Speech. The clinical work in speech correction is further indicative of the wide range of activities of this Department. The achievements in this field, also, have been outstanding.

A $1,500,000 construction program has vastly improved the facilities used for instruction and research in chemistry and pharmacy, and renovated quarters have provided the Department of Physics with some relief from overcrowded conditions which existed in former years.

THE SCHOOL OF PHARMACY

The past four years have witnessed a rapid development of the School of Pharmacy. A comparison of enrollments in the sixty-eight colleges reporting in

September, 1947, to the American Association of Colleges of Pharmacy reveals that the School has the largest enrollment in the South, and that it is the eighteenth in size in the United States. About 15,000 square feet of space in the new Chemistry-Pharmacy Building have been allocated to Pharmacy.

There are about five hundred new drugs placed on the market each year. The pharmacist is the specialist in drugs who must know them, understand them, and assist others to understand them. During the past four years the Florida State Board of Pharmacy has given approximately $14,800 for the operation of the Bureau of Professional Relations, established in the School of Pharmacy. The Bureau attempts to promote more ethical pharmaceutical procedures and better understanding and closer cooperation among the medical and allied professions, and to disseminate information relative to the character of new drugs. To implement this program the Associate Director of the Bureau visited practically all Florida physicians and drug stores during the biennium. The Bureau mailed approximately 400,000 pieces of educational literature.

During the twenty-five years of its existence, the School of Pharmacy has done much for the advancement of pharmacy in Florida and the nation. Seeking new avenues of income and industry for the State, the faculty and graduate students have investigated and reported on many problems, including the growth of medicinal plants, analysing native plants for valuable constituents, and preparing new chemicals from them. The School maintains a ten-acre medicinal plant garden which is the largest of its kind in the South.

In recognition of the striking growth of the School and its outstanding work on both the undergraduate and graduate levels, it is being recommended that the School be redesignated, "The College of Pharmacy," and that the Director be given the title of Dean.

In bringing to a close the biennial report covering the College of Arts and Sciences and the School of Pharmacy, it is fitting to pay tribute to Dr. Townes R. Leigh who is retiring from the deanship at the close of the biennium but who will continue on the staff of the University as Head of the Department of Chemistry, in which field he has attained noted success. Dr. Leigh came to the University of Florida in 1920 as Head of the Department of Chemistry and served from 1923 to 1933 as Dean of the College of Pharmacy. In a reorganization which took place at that time, the College of Pharmacy became the School of Pharmacy and was made an adjunct of the College of Arts and Sciences. Dr. Leigh assumed the deanship of the new College in 1933. He also served as Vice-President of the University until the spring of 1948, when the sudden expansion of the University's administrative activities necessitated the full-time services of a Vice-President and the College of Arts and Sciences required the undivided attention of a dean. Dr. Leigh continued as Honorary Vice-President of the University. Because of his long and valuable services to the University, he has been granted an emeritus status as Dean. Because of his reputation in the field of Chemistry, it is fortunate that he will be largely responsible in directing the furnishing of the new $750,000 wing of the Chemistry-Pharmacy Building, which is nearing completion, and in readjusting the Department of Chemistry to the expanded program which is contemplated.

To succeed Dean Leigh, Dr. Ralph Emerson Page has been named Dean of the College of Arts and Sciences and is expected to assume his duties by

the opening of the fall semester, 1948. Dr. Page is a native of Indiana and is currently Vice-President of Parsons College, Fairfield, Iowa. He received his A.B. degree from Bluffton College, Bluffton, Ohio, and his M.A. and Ph.D. degrees from Syracuse University. He has had varied experience as teacher and administrator at Syracuse University and Bucknell University, particularly in the fields of political science and the social sciences. Dr. Page served in the Army of the United States in World War I, and in World War II he served as Director of Training at the New York State Maritime Academy.

THE SCHOOL OF ARCHITECTURE AND ALLIED ARTS

The ultimate objective of the School of Architecture and Allied Arts is to improve man's physical environment and to enrich his life. The immediate objectives toward that end are to provide training for professional students, cultural instruction for nonprofessional students, and appropriate service to the citizens of Florida in general.

Programs of study have been instituted to enable nonprofessional students to major in Art. In addition to these cultural offerings, undergraduate programs at the professional level are offered in Architecture, Building Construction, Landscape Architecture, Drawing and Painting, Commercial Arts, Interior Design, and Crafts. The curriculum in Architecture has recently been revised to permit an option in the important and rapidly expanding field of Community Planning.

Significant professional recognition has recently been accorded the School of Architecture and Allied Arts. In 1947, the School was elected a member organization of the Association of Collegiate Schools of Architecture; and in 1948, it was selected for inclusion in the list of accredited schools of architecture by the newly instituted National Architectural Accrediting Board. The School was one of two in the United States selected during 1948 to receive a grant from the Carnegie Fund of the American Institute of Architects to foster wider public appreciation of architecture and the arts of everyday life.

Exhibitions of contemporary work in the arts continue to be a major contribution of the School to the community and the State. A beginning has been made of a great teaching, research, and public service center in which students, faculty, and the general public can study examples of the best work in painting, industrial design, furniture, crafts, community planning, architecture, and the arts.

The development of architecture and kindred arts at the University of Florida has progressed at such a rapid pace and there is such a deep and moving trend in American life toward increasing interest in the arts that the Board of Control, upon the recommendation of the University Senate, authorized the redesignation of the School to that of College of Architecture and Allied Arts, effective at the beginning of the second semester of the academic year 1948-49.

The College of Business Administration

Since the academic year 1945-46, four new training programs have been provided in the College of Business Administration: Business Statistics, Economics of Latin-American Trade, Real Estate, and Executive Secretaryship. Other programs have been revised and brought up to date. In 1945 the Depart-

ment of Real Estate was established—the first such department in any state university. Three staff members were appointed in the new department and student enrollments increased rapidly. This College has perhaps attracted more attention through this new department than through any other phase of its activity. The Department of Accounting was separated from the Department of Economics and General Business in 1946. The College now has four departments: Economics and General Business with thirty-four staff members, Accounting with fifteen, Real Estate with three, and the Bureau of Economic and Business Research with two.

Two full-time research economists in the Bureau of Economic and Business Research were added this year. This addition was made possible in part by a grant from the General Education Board. The program in economic research is getting underway and by the end of this year will show tangible results. During the past two years, a placement service has been put into operation and through it the College has been instrumental in placing a large number of graduates in positions for which they are best suited. The College has also expanded its extension work (1) by retail short courses and institutes, and more important, (2) by conducting its First Annual Business Conference, which was held October 14, 15, and 16. This Conference was for top-level business executives and owners. It was held in Gainesville and attracted State-wide attention. Plans are already underway for holding a similar conference next year and for making it an annual affair. There has been continued and improved publication of *Economic Leaflets*.

Since its founding in 1926-27, the College of Business Administration has graduated 1,561 students. No other college has witnessed a larger percentage of increase in enrollment.

THE COLLEGE OF EDUCATION AND THE P. K. YONGE LABORATORY SCHOOL

Several major accomplishments of the College of Education during the period 1944-48 are deserving of mention. A teaching staff was made available for twenty-nine workshops in various counties of Florida. Twenty-four in-service training conferences for County Superintendents of Public Instruction and six conferences for principals were conducted. Also, one work conference for school accountants was held and consultive service was furnished to Boards of Public Instruction, school architects, and lay groups.

Action of the 1947 Legislature in providing more adequate remuneration for public school teachers and stressing academic preparation has greatly emphasized the importance of teacher training in the total educational program. A tremendous expansion in enrollment of both undergraduates and graduate students has ensued. Undergraduate enrollment has risen from 73 in 1945-46 to 432 during the current semester, while graduate enrollment has increased from 7 to 471 in the same period.

In order to alleviate the teacher shortage in Florida, graduate courses were offered in various towns, thereby giving a large segment of Florida teachers the benefit of additional academic training. The offering of the degree of Doctor of Education was authorized in May, 1946. This was a boon to many

Florida teachers who hitherto were compelled to go outside the State to secure the doctorate in Education.

A convention of Future Teachers Clubs in Florida was organized in 1947, and 150 high school boys and girls interested in the teaching profession were brought to the campus. Members of the faculty of the College directed or participated in more than forty school building surveys. Assistance was given the State Department of Education in preparing a new budget system for the County Boards of Public Instruction and in developing a new financial reporting system for County Boards of Public Instruction.

THE COLLEGE OF ENGINEERING AND THE ENGINEERING AND INDUSTRIAL EXPERIMENT STATION

During the war the work done by the Engineering and Industrial Experiment Station on the development of Sferics equipment for the study of storms by electronic devices and the mortar type radio proximity fuze brought the University national renown. At the cessation of hostilities, the University was asked to expand its work in the field of electronics. Research contracts have aggregated approximately $800,000 during the past four years in this field alone.

In the postwar period the Engineering and Industrial Experiment Station has also used its staff and facilities to assist Florida industries in finding new uses for Florida's natural resources and in helping to conserve them. It is pertinent to mention the development of a spray gun to improve methods of collecting turpentine for the Naval Stores Industry, the studies made on the utilization of scrub oak from a tannin and wood pulp standpoint, the drying of tung nuts, refrigeration, air conditioning, solar water heating, waste utilization, and sewage treatment research. Research in these fields from private sources has aggregated approximately $400,000 during the past four years.

Curricula in aeronautical, chemical, civil, electrical, industrial, mechanical, and public health engineering have all received national accreditation. As more and more Florida students are becoming cognizant of the fine quality of the University's engineering laboratories, they elect to stay at home rather than to go elsewhere for their professional education. Upper division enrollment in the College of Engineering is four times the prewar peak.

New laboratories that have been established include those in aeronautics, public health engineering, soils stabilization, materials testing, pulp and paper utilization, ceramics, corrosion, plastics, and metallography.

Over two million dollars' worth of equipment has been added since 1944, and the professional staff has been increased from 24 to more than 200 for teaching and research. Ninety-four per cent of the College staff are new members of the faculty. This growth is probably without equal in the nation. About 80 per cent of the activities of the College of Engineering are carried on in temporary, highly inflammable structures. The lack of permanent and appropriate space presents the only serious deficiency at this time.

THE GRADUATE SCHOOL

The action of the Legislature of 1947 in improving the status of public school teachers has shifted the emphasis in teacher-training from the undergraduate to the graduate level, and has caused great numbers of teachers to

return to the University to earn advanced degrees. To meet this need, the Graduate School, in cooperation with the College of Education, has instituted a progressive program for supplying graduate training to in-service teachers.

The tremendous expansion of enrollment in graduate study during the past four years may be observed from the following table:

ENROLLMENT

Academic Year	1st Semester	2nd Semester	1st Summer Term	2nd Summer Term
1944-45	58	71	106	85
1945-56	75	136	358	245
1946-47	255	295	666	527
1947-48	547	710	1,011	879

This large increase is also reflected in the total number of degrees granted in the four years. In 1944-45, forty-seven graduate degrees were awarded; in 1945-46, fifty-five; in 1946-47, one hundred twenty-one; and in 1947-48, one hundred sixty-one. The number of degrees awarded has thus more than trebled since 1944-45, when the Graduate School ranked fourth in number of degrees granted among eleven degree-granting units.

In the past four years there has been a marked increase in the number of departments offering work leading to the doctorate. At the beginning of the period the doctorate was offered in only four departments: Animal Nutrition, Biology, Chemistry, and Pharmacy (including Pharmacognosy and Pharmocology). Since 1944, the doctorate has been added in the following fields: Education (the degree of Doctor of Education), Economics, English, History, Psychology, Horticulture, Chemical Engineering, and Mathematics. Other departments are at present working to improve their facilities and personnel to the point where they may apply for permission to offer the doctorate. The master's degree may be earned in forty-seven areas at the University of Florida. Three departments have recently been authorized to offer professional, or nonthesis, masters' degrees in Education, Agriculture, and Business Administration.

THE COLLEGE OF LAW

The past four years have comprised the period of greatest development and change in the history of the College of Law. The first-semester enrollment has increased from 81 to 504. During the last three of these years, from 88 to 90 per cent of the students have been veterans, and their maturity and seriousness of purpose are reflected in what is probably the highest degree of student achievement that has been attained since the College was founded. *The University of Florida Law Review* was established during the academic session of 1947-48 as a result of a long period of preliminary work and the enthusiastic support of the students, the faculty, the President of the University, the Governor of Florida, and many others. Conceived as a major factor in improving the jurisprudence of Florida, both by training future attorneys in painstaking research and developing the clear style required for skilled briefing, and by furnishing the bench and bar of Florida with a wealth of material unavailable in any other publication, the *Law Review* is already a success.

On February 1, 1948, the requirements for admission to the College, which in accordance with law school practice throughout the country had been lowered at the beginning of the war, were increased for students other than

veterans to the former standards—the possession of an academic degree or the completion at the University of Florida or at Florida State University of three years or more of academic requirements in a combination course leading to an academic degree and a degree in law.

The Law Building has been remodeled in the recent months, and the construction of a new wing has been authorized. Approximately eight thousand volumes have been added to the Law Library. Dean Harry R. Trusler, who had been with the College since it was founded in 1909, and who had served as its Dean since 1915, retired on June 15, 1947. During the following year Dr. Clifford W. Crandall served as Acting Dean in charge of the administration of the College. Henry A. Fenn, formerly Assistant Dean of the Yale University Law School, was selected to assume the deanship of the College beginning September 1, 1948. Under his guidance revisions are to be made in the curriculum, and the groundwork laid for further extensive changes that will facilitate the acquiring by students of needed lawyer techniques and a familiarity with more phases of the law. Several additions have been made to the faculty and further additions are needed so that more time may be devoted to students in conferences and individualized instruction.

THE COLLEGE OF PHYSICAL EDUCATION, HEALTH AND ATHLETICS

Among the most significant additions to the University program was the establishment, in 1945, of the College of Physical Education, Health, and Athletics which is now in its third year. Embracing the fields of Student Health Service, Required Physical Education, Teacher Training, Intramural Athletics and Recreation, Sports Publicity, and Intercollegiate Athletics, the College is steadily expanding its areas of service.

In addition to the regular service offered, the following are some of the highlights of the work being done:

The revision of the teacher-training curricula to provide areas of concentration in physical education for men, physical education for women, health education, and recreation leading to the Degree of Bachelor of Science in Physical Education and Health.

Opportunity for training in general safety as well as driver education.

Provision for serivce to the public schools through the establishment of a field service division.

The development of a program of required physical education for women.

The classification of men and women in various categories of medical rating and the follow-up program of adapted and corrective work for the various categories of physical disabilities.

A guidance and counselling program for all students in physical education.

In cooperation with the College of Education, a revision of the work leading to the Master of Education degree, which provides concentration in areas of work that enables graduates in physical education to make use of that degree.

The establishment of a sports news service to every newspaper in the State.

Expansion of the services and facilities of student health service; in cooperation with the Alachua County Health Department, the provision for an annual chest X-ray for students and faculty; and sanitary supervision and inspection of campus and fraternity eating and living establishments.

Capital improvements, namely, a new gymnasium, a filtration swimming pool system, a sprinkler system on playing fields, new courts, fields, and general play areas.

THE UNIVERSITY COLLEGE

The most impressive single achievement of the University College during the biennium has been the successful handling of the unprecedented student enrollment. This unit has taken the brunt of an expansion so great that, were the University organization different, academic standards and economic effi-

ciency could not have been maintained. However, the G. I. rush came first to the University College where it was comparatively easy to add duplicate sections in each comprehensive area course and thus in the most economic way to provide for the large numbers. The other ten colleges and schools of the campus were given added time to determine the numbers expected from the lower division and to plan for additional facilities and teaching staff. The sudden increase could not have been economically estimated or adequately handled had each unit been confronted with the enrollment problem at the same time.

At the opening semester of recent school years the enrollment was as follows:

Year	University College—Lower Division	The Other Ten Schools—Upper Division	Total
1945	1,134	369	1,503
1946	2,083	848	2,931
1947	4,672	1,662	5,334
1948	5,648	3,130	8,778

The unifying factors of the University College, such as the common syllabi, the uniform Progress Tests for all students, the presentation and summarizing lectures, and the group examinations, kept new students and new instructors in line with procedures established at the University which have given the University an enviable reputation throughout the country.

The veterans, of course, are the most mature group we have had. Also, in regard to serious purpose and earnest endeavor, they are far ahead of the typical nonveteran freshman. However, the group was quite heterogeneous. Diverse war experiences had quickened many minds, dulled others, and had given the individuals many varying attitudes. But we have never had a group that understood better the citizenship training plan of the University College and achieved more than has the G. I. group.

The academic mortality, despite the diversities mentioned, was not so great as many feared. It is true that students were entering college who in high school had not prepared for college. Nevertheless, the grade distribution for the groups which include veterans shows a favorable comparison with non-veteran groups before the war.

Years	Averages				
	A	B	C	D	F
1932-33	8.8%	18.6%	45.2%	18.3%	9.1%
1936-41	8.4%	16.7%	37.3%	21.9%	15.7%
1946-47	7.2%	16.2%	44.6%	22.7%	9.3%

The University College has from its establishment "borrowed" a large number of teachers from other colleges and schools of the campus. However, because of their depleted faculties at the close of the war period, it was not always able to obtain this help. A faculty for the lower division has been recruited as follows:

Year	1945	1946	1947	1948
Number in faculty	15	50	63	73

With respect to university training, graduate degrees, and experience, the level of the new group is higher than the old University level. These men were selected primarily on the basis of university degrees, recommendations, and reported successful experience. When it was found, however, after a trial period

that a few did not work out satisfactorily, they were released. On the whole, the new faculty group has brought not only increased training but added enthusiasm and drive to the University's program.

A plan that has been developed recently enables students in need of guidance to go to any one of eight counsellors in the University College. These counsellors are experienced teachers who continue to teach, but who devote one third or one fourth of their time to this work. The counsellors are trained men. However, if something arises on which clinical advice is needed they act in an administrative capacity and secure the aid of special clinical agencies of the University.

The Department of Military Affairs

Operation of the Reserve Officers Training Corps was resumed in February, 1946, with Colonel E. M. Edmonson detailed as Professor of Military Science and Tactics. There were slightly over two hundred students in the basic courses and only twenty-five in the advanced courses, divided almost evenly between the Infantry Advanced Course and the Field Artillery. An Air Force Unit was added in the fall of 1946 and a Transportation Corps Unit in July, 1948. The total enrollment this year for all units is 2,247. Seventeen Army and Air officers and twenty-one non-commissioned officers are on duty at the present time. Colonel E. M. Edmonson, who was assigned to foreign service in May, 1948, was replaced by the detail of Colonel George S. Price as Professor of Military Science and Tactics. The administration of the University is giving attention to the possibility of providing better quarters for the Military Department. In view of recent national legislation relating to national defense, the work of the ROTC, always of importance to the University because of its land-grant tradition, has assumed even larger significance.

The Division of Music

In the first year of the biennium the established offerings of the Division of Music were: the University Band, the University Orchestra, the Men's Glee Club; one course in Fundamentals of Music; two courses in Music Education; one course in Conducting; one course in Music Appreciation.

The inadequacy of this program had long been recognized. Our University was the only state university in the country not offering a comprehensive music program, providing professional training and a full-scale campus musical life, and the demand herein was becoming increasingly urgent. Accordingly, early in the 1947-48 academic year preliminary plans for the reorganization and expansion of the Division were launched. A. A. Beecher was appointed as full-time Director of the Division and assumed his duties March 1, 1948.

During March and April, 1948, a thorough study was made of the University's needs and practical potential in music. In the study was included a questionnaire distributed to sixteen hundred University of Florida students, to establish a factual measure of musical experience and interest on the campus. Tabulation of the returns disclosed that 76.2 per cent of the group had studied music before entering the University, and 72.1 per cent desired to continue the study of music. The questionnaire replies further revealed that our students consider music one of the essentials in good living and one of their educational rights.

Thereafter followed a series of surveys to determine the immediate physical needs and the following basically essential additions were recommended and approved for the opening of the 1948-49 academic year:

Course offerings in theory, history, appreciation, literature, music education, ensemble, and applied music; office, classroom, studio, library, rehearsal hall, and laboratory working area; office and classroom equipment and supplies, studio, practice room and organization instruments; nine faculty members; and supporting budget.

The reorganized Division of Music has its course charted toward the goal of bringing music, in its full functional, educational and cultural worth to our University and our State. A normal healthy growth of the Division will require increased housing facilities, equipment and staff, as well as broader course offerings, research opportunities, and the granting of academic degrees.

AUXILIARY UNITS

The General Extension Division

The General Extension Division reached directly 48,455 adults in its organized educational program conducted throughout the State during the past biennium. Regular University instruction was given to 10,910 teachers, veterans, and others who continued their education at home through correspondence study, classes, and workshops. The Extension adult education program enrolled 37,545 in courses concerned with business and the professions, home and family living, recreation, economics and government, public welfare, citizenship, health, safety, community leadership, and others.

Professional, business, civic, and welfare organizations and the public schools drew heavily upon the Division for help in connection with their own educational programs. Consultant services were given, and all kinds of materials were lent as follows: 86,440 items, including bibliographies, study guides, discussion outlines, books, package libraries, and records from the Extension Library; and, in addition to other visual aids, educational films for 49,767 showings averaging an attendance of 70 persons. Carefully adapted and selected to fit definite needs, these services and materials helped adult groups and school people make their programs of greater educational benefit. In each of the sixty-seven counties, people participated in the Extension program, making "the State the campus of the University."

The citizens of Florida are becoming increasingly aware that the University is a great reservoir of knowledge which they can use in meeting the complex problems of adjustment and living in a changing world. In greater numbers than ever before, laymen and professional people turn to the General Extension Division not only for spot courses which will help them with immediate problems, but also for programs involving long-range constructive planning. More and more, public administration and private enterprise call on the Division as the logical agency to conduct their training courses.

In response to these demands, the General Extension Division is offering programs for social education, with special emphasis on problems in human relationships and welfare and on the procedures for group study and community action for their solution; for government, with training for naturalization, for public employees, and for more and intelligent participation in current affairs; for business and the professions in keeping up to date with new

methods, materials, trends, and responsibilities. Many opportunities are offered also to the individual for personal growth and development in order that he may cultivate his talents for his own satisfaction and for a larger place in the community and in society.

The General Extension Division opened its program in social education for the past biennium with a series of youth forums in which students from one hundred high schools discussed their own problems. For the first time, school officials, civic leaders, and parents got the viewpoint of the youth of the State, and began to measure the resources of their communities for meeting the expressed needs for guidance and counselling and for family life education. Since the lack of trained leadership in both fields was apparent, college level and informal courses in guidance and counselling were given to teachers, ministers, social workers, and other youth leaders in as many centers as the number of available instructors permitted. Family Life Institutes were held for adults in a number of cities.

Film forums, short courses, and institutes were conducted throughout the State in cooperation with the numerous lay and professional organizations working with problems of social implication. The value and importance of the Social Education program of the Division are evidenced by the fact that 29,143 persons enrolled in its various offerings.

The General Extension Division has continued its offerings of short courses, correspondence courses, and loans of visual aids materials. The Division is the only agency of the State which is giving the people a varied and functional lending library service. Communities and schools are provided expert assistance in improving their local libraries. The State Information Center answers any reasonable request for information either directly or by referral to an appropriate authority. A great variety of expertly correlated material is lent to students and groups for study and discussion. One of the finest juvenile book collections in the South is maintained for Florida's children.

The University Library

Possibly no other objective attained during the postwar period has meant so much to the teaching faculty and research scholars as the assurance of two new wings to be added to the Library building at a cost of $1,415,000. It is hoped that construction on these new wings can be started at a very early date. It has heartened those who are interested in research, in creative writing, and particularly in developing a greater graduate program. It may be interesting to consider generally the growth of the Library collections and the development of its services during the last four years. Whereas in 1944 the Library was completing the expenditure of a second General Education Board grant designed to secure the basic needs of an undergraduate collection, it received in June 1948, a third General Education Board grant to be used almost entirely for the purchase of research materials. In 1944, Mr. Julien Yonge brought his magnificent collection of Floridiana to the University, and the P. K. Yonge Library of Florida History was set up as a memorial to his distinguished father, the late P. K. Yonge, for many years Chairman of the Board of Control. A companion collection on the West Indies has been started. Recently the papers of David Levy Yulee, Florida's first United States Senator,

were acquired by gift from Senator Yulee's daughter, Mrs. Wallace Neff, thus adding another invaluable source of Floridiana to our collections.

In 1945 the Library had 254,363 volumes. Currently there are 331,294 volumes. For the year 1944-45 the recorded circulation of Library materials was 39,740. For 1947-48, this figure was 225,241.

The University of Florida Press

Since the organization of the University Press on January 4, 1945, its primary aim has been to encourage, seek, and publish original and scholarly manuscripts which will bring credit to the University of Florida as a center of research and an academically productive institution.

During the past biennium, the sales of Press publications in this country and abroad have continued at a heartening pace. Nearly 3,500 copies of *Florida Under Five Flags,* by Dr. Rembert W. Patrick, have been distributed, and the book has been approved for use in the public school libraries of the State. *The Native Trees of Florida,* by Erdman West and Lillian E. Arnold, is now in its third printing, and there is every indication that a fourth printing will be required within the next few months. Both of these volumes are used as class texts at the University of Florida.

Two other titles issued by the Press during the biennium have been favorably received by specialists in the field of Botany and Zoology. The first, *An Annual Cycle of the Plankton and Chemistry of Four Aquatic Habitats in Northern Florida,* was written by Dr. E. Lowe Pierce, of the University College. The volume presents a quantitative study of the microorganisms and of their physical and chemical environments at stations located within a ten-mile radius of Welaka, Florida. The second title, *Studies on the Life History of* "Eleutherodactylus Ricordii Planirostris" (Cope) *in Florida,* by Dr. C. J. Goin, of the University College, describes the life history and genetics of an introduced greenhouse frog, with a discussion of the application of the genetics to geographic variation. There has been a steady demand for these volumes, as well as for the other items in the Biological Science Series distributed by the Press.

Books which are now in press and which will appear in the near future include *Southern Freight Rates in Transition,* by Dr. W. H. Joubert, and *Bibliography of Animal Venoms,* by R. H. Harmon and Dr. C. B. Pollard. Dr. Joubert, formerly a member of the faculty of the College of Business Administration, is now associated with the Tennessee Valley Authority. Mr. Harmon is a Fellow in the Department of Chemistry; Dr. Pollard is Professor of Chemistry and a widely known toxicologist.

Two book-length manuscripts have been accepted for publication by the Press, and five manuscripts are being critically appraised by nationally known authorities in their respective fields.

A secondary activity of the Press has been to edit special addresses, pamphlets, reports, and bulletins which do not carry the Press imprint and which are subsidized from University reserve funds. The Press staff has edited fourteen of these special projects during the biennium.

At present the personnel of the Press includes the Editor, who devotes half his time to teaching in the University College and half to Press activities, a

secretary, and two part-time student assistants. During the coming biennium it is hoped that the Press may be expanded in order that it may (1) become an increasingly effective medium for the dissemination of the research findings of a faculty alive to its scholarly responsibilities; (2) foster a wide program of regional enrichment through the publishing of the Centennial studies; and (3) present to the citizens of the State and the nation, through interpretative brochures and bulletins, the dignity, traditions, and high ideals of a great university.

Public Relations and Alumni Affairs

For more than a decade prior to World War II, the offices of Director of Public Relations and Alumni Secretary were held by Mr. Frank S. Wright in a dual capacity. A separation of the responsibilities for these two important functions became a necessity with the postwar growth. Mr. Wright, who was granted a leave of absence for the duration of the war, tendered his resignation upon returning from a tour of foreign duty. During the war period, the Alumni Office was manned by a limited clerical staff. Through a monthly newsletter, *The Fighting Gators,* our Alumni Office kept in touch with over 5,000 alumni and former students in the armed forces. During the conflict 408 alumni are known to have been killed or to have died in line of duty. Photographs of the war dead were secured from members of their families, and these will be used in connection with an appropriate war memorial center. The work of the Publicity Office has been carried on by Mr. Allen Skaggs as Acting Director of Publicity. On December 1, 1947, the work of the Alumni Office was reactivated under the direction of Mr. D. R. Matthews as Acting Director of Alumni Affairs. At that time there were only five active clubs in the State and one outside the State. At the present time, there are more than thirty clubs with the organization of ten more planned before the end of 1948. The paid-up membership in the Alumni Association has increased from 750 as of December 1, 1947 to nearly 5,000 at the close of the biennium. The Department of Alumni Affairs is planning ten class reunions for the current year and will undertake as one of its major projects for the immediate future a drive for funds through the Alumni Association to develop a suitable war memorial center at the University. Publication of *The Florida Alumnus,* a quarterly alumni magazine, was resumed in the spring of 1948 and the first issue met with widespread interest. The files of the Alumni Office now include correct addresses for more than 10,000 alumni.

Radio Station WRUF

For the past two years, Radio Station WRUF has maintained a public service program, and at the same time prepared for an expansion of service through WRUF-FM.

The Federal Communications Commission has granted WRUF a Construction Permit to move the transmitter and antennas approximately three miles west of Gainesville, and the station will go on full power of 5,000 watts day and night with a directional array. Plans for this construction and operation are well under way.

The Federal Communications Commission has likewise granted us a license for Channel 281 on Frequency Modulation, which is 104.1 megacycles. Tem-

porary operation at 1,000 watts is planned to begin the middle of August at our present site, and permanent operation at 3,000 watts will begin when the construction is completed at the site west of Gainesville.

FM will permit WRUF-FM to carry a great many more University activities than our limited time on AM now permits. WRUF receives no appropriations to operate the station and is entirely operated on the revenues from our commercial operation on AM. All improvements are paid for from the profits derived from AM commercials and through our network affiliation, the Mutual Broadcasting System.

A complete renovation of our present studios and offices, which is under immediate contemplation, will include two studios, a library, and office space to house the staff and take care of the additional programming for AM as well as FM. The station continues to render public service programs without cost to the people of our area.

The Inter-American Institute

Owing to the exigencies of the housing situation, the admission of Latin-American students was curtailed drastically in May, 1946, and the number dropped from forty-two to twenty-eight. During the biennium, fifteen degrees were awarded to Latin-American students including one Ph.D., three Masters' degrees and eleven bachelors' degrees. The eleven countries represented were: Brazil, Bolivia, Colombia, Costa Rica, Cuba, Guatemala, Mexico, Panama, Peru, Puerto Rico and Venezuela. Hector Flores, Ph.D., Puerto Rico, and Alvaro Dobles, B.Arch., Costa Rica, were elected to Phi Kappa Phi. Since the United States entered World War II on December 8, 1941, forty-six degrees have been conferred upon Latin-American students, of whom one was elected to Phi Beta Kappa and six to Phi Kappa Phi. It is also worthy of notice that on February 7, 1948, the University conferred the degree of Master of Education upon Mr. Lawrence H. Gibson, the first candidate specializing in Inter-American Affairs and Education.

Several Latin-American scholars were brought to the University to lecture under the auspices of the Inter-American Institute. Included among others were Dr. Hernane Tavares de Sa, brilliant Brazilian scholar, and Dr. Carlos Davila, former President of Chile and former Ambassador from Chile to the United States. Latin-American students made talks to civic clubs and other bodies and also participated in radio broadcasts.

SIX-YEAR PLAN AT THE UNIVERSITY OF FLORIDA

During the past year the administration and faculty of the University of Florida have reviewed our present program, made an evaluation of our needs, and established the goals for which we must strive if the University is to take its place as one of the great state universities. These goals cannot be reached in one year or one biennium. We believe that the developments can be assimilated over a period of six years and that the financial requirements will be more reasonable if spread over three bienniums.

The following pages summarize the Six-Year Plan developed at the University of Florida to serve the 10,000 students on the campus and the people of the State. This statement covers the educational program, the staff needs, plant needs, and the student personnel program of the University.

Florida—A Growing State

The population of Florida is growing faster than the national rate. In 1948 there are approximately 2,500,000 people in Florida. If the population continues to grow as it has since 1930, there will be nearly 4,300,000 in Florida by 1960.

Moreover the income of Floridians has increased from $484 per capita in 1929 to $1,104 per capita in 1947. Floridians have the highest per capita income in the South and although it is less than the national average, the per capita income of Floridians increased more rapidly from 1940 to 1947 than was true for the nation as a whole.

As the State's population and wealth increase and as business and industry develop, the demand for people with technical, professional, and other kinds of higher education will pyramid. This development in itself will attract additional people to Florida for their permanent residence.

Florida Public Schools have been improved and enlarged over a period of years. Larger numbers of Florida youth continue to high-school graduation and larger percentages of these graduates are going on to college. In the past slightly over 1 per cent of the white population has attended college in Florida at one time. Assuming no increase in this percentage there will be 20,000 nonveterans in Florida colleges in 1949 (plus about 10,000 veterans), and 30,000 nonveterans in Florida colleges by 1958.

In the past the University of Florida has enrolled from 32 to 40 per cent of the college population in the State. It has 10,000 students (veterans and nonveterans) now and by 1958, with increasing population trends, it will surely have 10,000 nonveterans alone.

What Is A University?

Strictly speaking, a college is organized for the purpose of teaching students. Its primary function is transmitting the results of scientific and cultural study to the younger generation. In contrast to this, a University has a threefold function: teaching through its various colleges; research, both theoretical and applied; and public service through the dissemination of the results of research,

not only to its own students but to the entire population of the State in such programs as its extension services, adult education programs, and publications.

In addition to research which is theoretical, the University of Florida serves the people of the State in the practical application of theoretical research which can be of both immediate and long term value to the State. Such investigation is found in the research done by the Agricultural Experiment Station for the farmers of the State; research done by the Engineering and Industrial Experiment Station for the industries of the State; research done by the Bureau of Economic and Business Research for business; research done by the Public Administration Clearing Service for governmental agencies in the State; and the research done by the College of Education for the assistance of the schools of the State.

In the fields of literature, history, art, music, and architecture, much can also be done to interpret the rich heritage of Florida to all Floridians. We should collect the historical materials, study the literature, produce and publish books to acquaint both college students and the public with the story of Florida's culture. A great history of the State should be written, but the materials for it must be collected. Art must be taught and works encouraged that can be placed on exhibition elsewhere.

For the building and construction trade, architectural and design research in the use of native materials adapted to Florida's conditions can be of great utility in this rapidly growing State.

These varied functions of a university are integrated into one overall program. For instance, in research programs scientists in one area must consult with those in another. Mathematics, chemistry, engineering, and physics are all needed in studying advanced scientific problems. Laboratories and materials for research are used in teaching, especially on the graduate levels at which advanced specialists are trained. There is an investment of several million dollars in the books and buildings of the University Library. These collected and coordinated facilities are used by all branches of the University.

Staff

A staff composed of creative scholars, great teachers, research specialists, and technicians is required. They cannot be compared with the staff of a college whose main function is only that of teaching.

The University of Florida is in competition for staff with the leading universities of the country. We have recently lost some of our outstanding faculty to other institutions because we could not match salary and other benefits, such as retirement and conditions of employment. With the recent growth of the University we have had to enlarge our staff, and we have generally been able to find qualified personnel, but we have not always been able to attract the outstanding teachers and scholars who would be so valuable in augmenting our present staff.

We have just completed a study of the salary ranges in twenty-three universities located in all parts of the United States. Most of this group were state universities and land-grant institutions such as the University of Florida, although some of them were non-tax-supported institutions.

The following table indicates the salary schedule required at the University of Florida to exceed slightly the average of our twenty-three leading competitors. The table also indicates the salary schedule required to compete with the top ten universities.

	Exceed Average of Leading Competitors			To Equal Average Top Ten		
	Low	High	Average	Low	High	Average
Deans and Directors	6500	12,000	8500	7750	13,500	9925
Professors	5800	9,500	7200	5900	12,000	7700
Associate Professors	4800	7,000	5400	4800	7,500	5700
Assistant Professors	3800	5,500	4500	3900	6,000	4700
Instructors	3000	4,500	3750	3150	4,750	3660

During the last year, the University of Florida has made offers to numerous prospective staff members who refused the offers when they discovered the inadequacy of the benefits under the Teachers' Retirement System. This retirement system was created to serve the public school teachers of the State and was not designed for University staff members. Either the upper limits on this system should be raised or a new retirement system created for University personnel.

With the great number of students who deluged the University in recent years, we have used every device possible to accommodate them with the staff available. In those situations where quality of education and teaching are not sacrificed by large classes, we have used them; however, we have been forced to resort to them in some instances where it was not desirable. We are bending every effort to provide adequate staff so that small classes can be provided when necessary and personalized education be made available to all of our students.

Our Six-Year Plan proposes a staff which will enable us to avoid the pitfalls of mass education and still render economically to the youth of the State, and to the entire population, the services which are expected of a great State University. This aim requires a larger staff than that now at the University of Florida.

The ratio of teaching staff to total enrollment is at present 1 to 17.6. For effective teaching on both the graduate and undergraduate level the ratio should be not greater than 1 to 12. It will require 260 additional teachers to meet the desired ratio.

The University's responsibilities for research cannot be discharged entirely by the teaching staff. If we are to make the basic studies and work out their practical applications to agriculture, business, industry, and public affairs in the State we need to increase our research staff by 140 people.

Plant

The permanent plant of the University of Florida was built for only 2,500 students. With the addition of some temporary buildings, 8,700 students were enrolled and accommodated last year by means of classes and laboratories meeting morning, noon, and night in makeshift and crowded quarters. This was possible only because the largest part of the enrollment was still in the University College (the first two years). Now that the bulge is moving into the upper division our situation grows more critical.

Certain permanent additions to the physical plant are under construction. The addition to the Chemistry-Pharmacy Building may be available by Novem-

ber of 1948. The new Gymnasium may be available by March, 1949. The Library additions may be completed by 1950. Other construction is now underway for the housing, feeding, and medical care of students, and for dairy research and instruction.

The University of Florida is a land-grant college. A study of the educational space available in fifty land-grant colleges and universities shows that they average 142.16 square feet of educational space per student. Studies made by the United States Office of Education recommend 170 square feet of educational space per student yet the University of Florida has only 66.61 square feet, counting permanent and temporary buildings. The educational space at the University of Florida falls in the following categories:

	Square Feet Per Student
Permanent buildings, including those now under construction	39.95
Temporary buildings	15.36
Permanent buildings which have been authorized but are not under construction	11.30

On the basis of the comparison with fifty state universities and land-grant colleges, the deficit in permanent buildings at the University of Florida amounts to 90.91 square feet per student. Compared to the recommendations of the United States Office of Education the deficit at Florida is 118.93 square feet per student.

To add approximately 100 square feet per student for an enrollment of 10,000 will require 1,000,000 square feet in permanent educational buildings. Even the provision of a million additional square feet of educational space at the University of Florida will bring us up to only the *average* of comparable institutions throughout the country. For the University of Florida to take its rightful place among the great state universities of the country, it will need additional space, additional staff, and additional equipment over and above that required to meet the average. The figures on costs as presented by a study of the United States Office of Education establishes the ratio between expenses for educational facilities and equipment as eight to three. The University of Florida must also plan to house 60 per cent of its student body. With its present dormitory capacity of 1,100, this requires additional permanent housing for 5,000 students. Construction is to start in the fall of 1948 on dormitories for 1,000 students, leaving a deficit of 4,000 places in the requirements for dormitory space.

INSTRUCTIONAL AND RESEARCH PROGRAM AND CONSEQUENT BUILDING NEEDS

The College of Arts and Science

The College of Arts and Sciences is one of the largest and most fundamental units in the University of Florida. It not only is the unit which trains such specialists as chemists, physicists, biologists, linguists, sociologists, mathematicians, historians, political scientists, public administrators, and psychologists, but it also provides courses required for practically all other colleges in the University. In addition to undergraduate programs, graduate work is offered in all departments of the college. Its activities are now widely scattered. Many of its departments are in temporary buildings. Other departments are crowded

into buildings primarily used by other colleges. Its teaching, research programs, and building needs are outlined below.

Zoology.—Zoology makes an important contribution to the State, and plans to offer additional courses needed in ichthyology, genetics, physiology, and related fields. Pre-medical training is also given for undergraduates. On the graduate level, training of biologists by the department is nationally recognized. Much research work on the abundant and unique wildlife of the State is carried on.

As a contribution to the industry of the State, work in marine biology has a great future. With a coast line of 1,197 miles, longer than that from the Georgia line to Canada, Florida has unequaled marine resources. Work can be done toward the expansion of Florida's fishing industry, oysters beds, and sponge industry, as well as on the development of fertilizer from fish not useful as human food or as game fish. This part of the program can be developed with proper financial support.

Geology.—The Department of Geology is being developed at the University toward a more adequate program. Trained geologists are necessary to help in developing the mineral resources of the state. Additional staff, laboratory, and research space are needed.

Geography.—The Department of Geography offers work for teachers and economic geography courses for Business Administration, in addition to giving general courses and training geographers. Its work, now scattered over the campus, should be located in one place with adequate space, and its map collection should be increased.

Chemistry.—One of the first departments to offer the Ph.D. degree, Chemistry now has outstanding offerings in organic chemistry, and it plans to expand and strengthen analytical, inorganic, agricultural, and biological chemistry. The Department also has plans for expanding its research in naval stores and for increasing its courses related to the chemistry of home arts and nursing. This department can be adequately housed if the present Pharmacy space is given to Chemistry and a new building of at least 33,000 square feet is erected for Pharmacy.

History.—In addition to the standard history offerings which are now given at the University, the History Department plans to expand its offerings in American, European, and Latin-American history. It plans also to develop the doctoral program and institute a research program in Florida history. The latter includes an extensive program in the collection and study of manuscripts, original documents, and other sources of Florida history. This will result in the publication of information necessary to understanding the rich heritage of the State.

Journalism.—The Department of Journalism has been inadequately staffed, equipped, and housed. This important area in the education of Florida youth who plan to do newspaper and other journalistic writing is to be expanded. A committee representing the Associated Dailies of Florida made a survey of the University's offerings in Journalism and recommended improvements that would make it possible for our work to be accredited by the American Council on Education for Journalism. The University is anxious to make the necessary

adjustments in curriculum, and additions to staff, space, and equipment that will enable us to meet these high standards.

Language and Literature.—Current world developments require that we offer language courses in Russian, Portuguese, and Italian, in addition to the languages now being offered. The general development of the Division of Language and Literature and the coming of coeducation requires that our offerings be extended in Greek literature, English classical literature, and in French, English, and American literature. Linguistics, Comparative Literature, and possibly the Scandinavian languages, as well as the doctoral program in this Division, are of great importance, and additional staff is needed to strengthen the offerings for the students registering in this important field.

Mathematics.—In addition to strengthening the graduate program leading to the degree of Doctor of Philosophy, the Mathematics Department needs to expand its undergraduate offerings to include astronomy.

Philosophy.—The offerings in Philosophy are limited because of inadequate staff. More than one approach to philosophy should be represented in the staff of a university department. With appropriate expansions in staff, offerings can be made in advanced logic, ethics, aesthetics, semantics, and metaphysics.

Political Science.—Courses in government are taken by many undergraduates as a part of elective programs, as preprofessional training, and as training as professional public administrators. This includes programs for those entering the local, state, and federal civil service, as well as the field of city management. The graduate program should be expanded to offer the Ph.D. degree. Additional work in city planning, coordinated with other branches of the University, should be given. In the international field, training of students for foreign service and work in the Latin American area studies program is being expanded. The Public Administration Clearing Service has already made valuable contributions to governmental units in Florida. Its contribution should be increased. This department requires additions to its staff and space to provide this program.

Physics.—The Physics Department has been seriously handicapped because of lack of adequate space. The war created such a demand for physicists that the University of Florida staff has been seriously depleted. It is now offering standard work in Physics, but needs to move immediately into such fields as Theoretical Physics, Meteorology, and Nuclear Physics, and to extend its offerings on the graduate level to the degree of Doctor of Philosophy. The Physics Department will be called upon to cooperate with the Cancer Research Laboratory and with the Oak Ridge laboratory in its work on nuclear physics and atomic energy.

Psychology.—Expansion is planned in the Psychology Department for further work in experimental, physiological and comparative psychology, measurement of intelligence and personality, and the training of clinical psychologists. In this field there is a great shortage of personnel. Adequate laboratory facilities and increased staff are an urgent need.

Religion.—It is contemplated that increased enrollment and the advent of women students will require the addition of at least one new member to the Department of Religion. This new staff member should be a woman.

Sociology and Anthropology.—Anthropolgy and Archeology are new additions to the work of this Department. Further extension of their offerings are planned in social administration, rural and urban sociology, and proposed studies for research methods in all of these areas. Significant surveys of the sociological development of the State are needed in connection with graduate work in this department. This will require several additions to the departmental staff.

Speech.—The Department of Speech now has an outstanding program at the University of Florida. This program is to be augmented by courses in play-writing, costume and scene design, and radio. The Department is called upon to teach spoken English to Latin American students who attend the University under the auspices of the Inter-American Institute. The Speech and Hearing Clinic is an outstanding service to the people of the State, and its clinical services must be expanded. It correlates the work required in the training program for the handicapped and exceptional child. The Department is prepared to offer the Doctor of Philosophy degree in Speech.

The following programs represent additional majors or service courses made mandatory by the admission of women to the University.

Library Training.—A minimum amount of library training is required for students who are preparing for the teaching profession, as well as for students who are obtaining their undergraduate degree primarily for admission to a library school. It is proposed that this minimum training be furnished at the University of Florida by setting up a department of preprofessional library training in the College of Arts and Sciences under the direction of the Director of University Libraries. The University plans only service courses for teachers and for those preparing for admission to professional library schools. There is such a professional school at Florida State University. This important service can be furnished with a minimum of additional staff.

Home Arts.—Every girl will eventually operate a home of her own. If she marries (and 90 per cent will), she will have a family to rear. If she does not marry, she will still have some kind of home of her own. Every girl, then, needs to know something of human nutrition, food and dietetics, clothing and textiles, home management, family living, marriage and the family, interior decoration, art, psychology, and many other elements that go to make up a liberal education. Until it is demonstrated that the University of Florida should offer opportunities for girls to major in various fields of home economics, a plan should be developed whereby a girl majoring in almost any department in the University can elect six or twelve semester hours in home economics which will give her the major elements of these various fields which are of importance to all girls.

Nursing Education.—During the spring of 1948 the Public Health Services of the Federal Security Agency, in cooperation with the University of Florida, the Florida Nursing Association, the Florida State League of Nursing Education, and the Florida State Board of Nursing Examiners made an extensive survey of needs for educational facilities and courses in the State of Florida.

Their report sets forth clearly and indisputably the need for increased nursing educational facilities in Florida, particularly those designed to train

personnel for the top levels to staff the existing program of nurses' training now being carried on in the State. The report sets forth the essentials of a program leading to a degree in nursing education, and indicates that all aspects of the professional education, with the exception of psychiatric nursing, can be carried on in facilities which exist in Florida. The construction of the Veterans Administration Hospital near Gainesville for psychopathic cases will fill this need.

It is proposed, therefore, that there be set up in the College of Arts and Sciences a School of Nursing, and that the first year of the program begin in the fall of 1949 since all of the basic courses are now taught in the University College and the College of Arts and Sciences. This proposal involves the necessity of providing funds for staff, scholarships, and regular expenses.

Cancer Research Laboratory.—The importance of cancer research is recognized by everyone. At the University of Florida we propose to establish a Cancer Research Laboratory composed of the following sections (1) Radiochemistry, (2) Radio Biology, (3) Radio Physics, and (4) Cancer Research Clinic.

Figures released by United States Public Health Service show that of one hundred persons who are afflicted with cancer, twenty-five can be cured by existing methods. Another twenty-five *could* be cured if a reliable diagnostic test were available to detect internal cancer in the early stages. We propose to attack the problem of diagnosis in two ways, namely to attempt to develop radioactive compounds that will localize in cancerous tumors and thus enable us to detect the tumor with a Geiger Counter, and to study the disfunction of the thyroid and other glands which appear to be caused by cancer in the body. Studies are also planned on the causes of cancer, the treatment of cancer, and the structure of certain molecules related to cancer.

It is proposed to establish temporarily this cancer research project on the campus of the University of Florida in a building which will be vacated when the Gymnasium is completed. In the beginning the Laboratory will be a unit of the College of Arts and Sciences and will require an annual budget of about $70,000. Attempts are being made to secure these funds from private foundations and from agencies of the Federal Government. If the researches of the Laboratory prove to be productive, it is conceivable that this program should be expanded.

Building Needs.—In later sections of this report, which present the needs for the College of Agriculture and Engineering, we shall explain the shift in building assignments which will provide additional space for several units of the College of Arts and Sciences. In particular, the transfer of engineering to the new area assigned to it in the campus plan will release Benton Hall and the Engineering Building for the use of the Social Sciences and Humanities Departments. With the construction of the agricultural group in the agricultural area, the Horticulture Building and the Agriculture Building can be vacated and made available for certain science units in the College of Arts and Sciences. With the addition of the already planned wing to the Horticulture Building, the Physics Department can be adequately housed. As pointed out above, this Department has been the least adequately housed unit at the

University. This basic science, which is important to so many units of the University such as engineering, agriculture, and architecture, must be adequately housed and equipped.

It is proposed to provide space for speech and dramatics in the building planned for the Fine Arts. As the program in Home Arts develops, appropriate space will be needed.

A building to house experimental animal colonies and to provide appropriate laboratories is needed by several units of the University—the Agricultural Experiment Station, the Nutrition Laboratory, the Biological Science Departments, the College of Pharmacy, the Department of Psychology, and the Cancer Research Laboratory. The building to house this animal laboratory will require 10,000 square feet.

Reconditioning of Existing Buildings.—As we have indicated above, the construction of new buildings would release space in the present out-moded Engineering Building, Peabody Hall, Benton Hall, Science Hall, Language Hall, and the Agriculture Building. These were among the first buildings constructed on the campus.

Structural defects and deterioration made the recent rehabilitation of the Law Building necessary. Had this not been done, the weakened condition of the building might have led to a catastrophe within a few months. Other old buildings, such as Science Hall, are approaching a similar condition. Our experience with the remodeling of the Law Building indicates that these other buildings can be rehabilitated, modernized, and made completely safe for continued use at approximately $225,000 per building.

We propose that as soon as these buildings can be vacated by their present occupants, the rehabilitation program be inaugurated. As pointed out above, Peabody Hall, Benton Hall, the Engineering Building, and Language Hall are to be used for the Social Sciences and the Humanities. Science Hall is to be used for the Biological Sciences, and the Agriculture Building is to be available for additional space for mathematics and the other sciences.

Agriculture

The College of Agriculture embraces the teaching division (the College proper), the research division (the Agricultural Experiment Station), and the extension work (the Agricultural Extension Service). The integrated program of these three divisions has had, and will continue to have, far-reaching results in the improvement of farm, grove, ranch, and industrial agricultural interests in Florida.

The expansion of activities in the next six years will give increased emphasis to animal genetics and breeding, particularly in those areas related to beef, range, and dairy cattle; expanded research in agricultural marketing; the design and analysis of agricultural experimentation; seed analysis; weed control; crop nutrition and ecology; plant genetics and cyto-genetics; rural electrification; botanical studies and research in West Indian, Central American, and Florida flora; insecticides and insect control; entomology's relation to health; floriculture; and the processing of fruits and vegetables.

These expanded activities in teaching and research, as well as in extension work, fill in the gaps in the program of this College. Added to the

tremendous program that has been underway for many years, this will provide a program of inestimable value to the students in Agriculture and all agricultural interests in the State.

Building Needs.—A building is needed at Gainesville to house and coordinate the activities of the College of Agriculture, the main Agricultural Experiment Station, and the Agricultural Extension Service. A building for Agricultural Engineering is also needed. These buildings will require a total of 225,050 square feet. Other specialized buildings are needed at Gainesville, such as a livestock judging pavilion, feeding units, machine repair shops, machinery, storage sheds, and greenhouses. In addition to this, the branch stations of the Agricultural Experiment Station throughout the State need a variety of buildings for their special purposes.

With the construction of the Agricultural group at Gainesville, the Horticultural Building can be vacated and made available to the Departments of Physics and Psychology of the College of Arts and Sciences. With the addition of a wing, which is already planned, the Physics Department and the Psychology Department can be adequately housed. The old Agriculture Building can be assigned to Mathematics.

The School of Architecture and Allied Arts

The School of Agriculture and Allied Arts is composed of the Department of Architecture, the Department of Art, and the Bureau of Architectural and Community Research. Enrollment in Architecture and Art rose from a prewar high of 83 students to over 525 in September, 1948, making the unit one of the larger units of its kind in the country. The Six-Year Plan embodies the beginning of a great teaching, research, and public service center to be known as the "Center of the Arts" in which students, faculty, and the general public can study examples of the best work in painting, industrial design, furniture, crafts, community planning, architecture, and the arts. In arriving at this goal it is proposed that the unit shall be designated as "College of Architecture and Allied Arts."

Architecture.—The building industry, for which the work in Architecture trains leaders, is one of the largest in the nation, in terms of expenditures and employment, and it will be many years before the demand for men trained in architecture and in building construction can be met. The program now under way must be expanded to include community planning and a broader research program. Instruction is conducted by the "project method," a system which has brought unusual recognition to the University of Florida.

Art.—The University of Florida has not been alone in its mounting interest and enrollment in art, for during the last quarter-century there has been more than a 300 per cent increase in the number of art museums, art schools, art societies, and professional artists. The University of Georgia has 235 art majors at the present time. At the University of Iowa, more than 120 students are enrolled in the arts at the graduate level. At no point in the University is the impact of coeducation greater than in this field. The program now under way in painting and commercial art must, therefore, be expanded to include work in crafts, interior design, photography, sculpture, and a graduate program in art.

Building Needs.—Students now enrolled in the departments which will make up the proposed College of Architecture and Allied Arts are now being taught largely in makeshift space, including the unfinished wing of the Florida Union and in Peabody Hall, including its attic and corridors. The College is in serious need of a building designed for its purposes. The space vacated in Peabody Hall must be used by the social science units of the College of Arts and Sciences. The new building will need teaching exhibition space ,drafting rooms, classrooms, materials sample rooms, book rooms, studios, craft workshops, and offices. A building to meet the minimum needs of the College of Architecture and Allied Arts will require 88,000 square feet.

The College of Business Administration

Business Administration is one of the largest professional schools in the University, and an increasing number of students are preparing for careers in business. To meet their needs, the College of Business Administration offers fourteen curricula wherein specialized study is offered. These are: (1) Accounting; (2) Banking and Finance; (3) Real Estate; (4) Marketing; (5) Transportation and Public Utilities; (6) Foreign Trade and Economic Geography; (7) Public Finance and Taxation; (8) Labor and Personnel Management; (9) Business Statistics; (10) Economics and General Business; (11) Economics of Latin-American Trade; (12) Executive Secretaryship; (13) Business Administration in combination with Law; and (14) Public Administration.

But the training program in Business Administration extends beyond the undergraduate level. The traditional Master of Arts degree has long been offered. Added last year were the degrees of Master of Business Administration and Doctor of Philosophy. Student response resulted in an initial heavy enrollment which has increased to forty-nine this year. Graduate degrees are commanding more and more attention and recognition by business. As a result, greatly increased graduate enrollments are expected.

The College is divided into four departments with course offerings from each integrated into the curricula already enumerated. These departments are: (1) Economics, with a staff of 20; (2) Business Organization and Operation, with a staff of 16; (3) Accounting, with 13 staff members; and (4) Real Estate which has 3 staff members. There are a total of 52 persons on the teaching staff. Also included in the College of Business Administration is the Bureau of Economic and Business Research, with a staff of two full-time research economists. The Bureau recently received funds from the General Education Board to expand its facilities in fundamental research in the business and economy of Florida. It is planned to expand this unit so that it may be of significant usefulness to the business, governmental, and industrial units of the State.

The problem of this college and the hindrances to its development are (1) additional staff; (2) space in which the teaching and research work can be more effectively done; and (3) coordination of space activities.

Additional Staff.—The most acute problems faced by this College are those of reducing the size of classes and increasing the staff to care for increasing student enrollments. There are now 646 students registered in Business Administration, and an estimated 1200 students are taught in its pre-

business courses. These students are handled in the 182 classes offered during the fall semester of 1948-49. More than a third of these classes had over 40 students, and of this group 23 classes had more than 70 students in each. All of these oversized classes were composed of juniors and seniors for whom the most intensive work is done.

Evidence of increasing enrollments in Business Administration is given by the number of graduates which increased from four in 1926 to 277 in 1947-48. To meet these needs of reducing classes to an effective teaching size and to provide for additional enrollment, it is conservatively estimated that the teaching staff must be increased by more than a third—from its present 52 to 80.

Building Needs.—The College of Business Administration, if it is to attain effective performance, must have adequate quarters. It has never had quarters of its own. Its staff and its teaching assignments have been scattered over the campus. The Dean and a few of the staff are in Language Hall, the rest of the staff are in temporaries G and A, Peabody Hall and Science Hall. Classes are held in temporaries A and I, Peabody Hall, Language Hall, and the Agriculture Building. This situation is not conducive to good teaching, good administration, or good faculty-student relationships.

For efficient operation and coordination of the staff, the College of Business Administration should have a building of its own. In addition to office space for the faculty, the building should have at least 32 classrooms, a statistical laboratory, facilities for the Bureau of Economic and Business Research, including a reading room and departmental library and a business equipment and machine room. This will require 48,000 square feet of space.

The College of Education

One of the chief functions of the University of Florida is to train the teachers, administrators, and supervisors of the public schools of the State. The quality of the student body of the University of Florida is largely determined by the quality of the elementary and high schools of the State from which the University students come. High university standards can be maintained only if high standards are maintained in the elementary and secondary schools of the State. Therefore, the University of Florida has a major responsibility for providing adequate and comprehensive pre-service and in-service programs of teacher education; advanced programs of graduate training for teachers, administrators and supervisors; consultative and research services for the solution of specific problems facing the public schools; and extensive field services which introduce improved educational procedures into the stream of educational practice.

The 1947 Legislature greatly increased the responsibilities of the University for training the educational leadership of the State when it provided for the admission of women into the University, and when it provided for substantial salary increases for public school teachers and administrators with advanced graduate training. For instance, the Foundation Program law provides an allotment of $3,600 for teachers with six years of college training; $3,000 for those with five years of college training, and $2,550 for those with four years of college training. These salary differentials are creating an enormous increase in the demand for graduate training.

The 1947 Legislature also provided for a system of publicly supported junior colleges as a part of the public school system of the State. Many of the graduates of these junior colleges will continue their work at the University of Florida. In order to assure a high quality of junior college graduates enrolling at the University of Florida, the University must assume a major responsibility in training the staffs of these junior colleges and furnishing guidance and leadership in the formulation of junior college programs.

Factors other than new legislation are causing an increased demand for teacher education services. The complexities of modern life are creating a demand throughout the nation for teachers with more advanced scholarship and professional training. Pressure groups of various kinds, striving to exert influence on our schools, make it imperative to include on our program for teacher training serious consideration of the relation between the ideal of democracy and our system of public education. The people of Florida have both the right and the obligation to share in the task of interpreting this ideal in the light of modern conditions, through the agency of the public schools of the State.

The State of Florida has never provided sufficient teacher education facilities to staff the public schools of the State. Each year boards of public instruction have been compelled to import from without the State hundreds of teachers who have little knowledge of Florida and the specific educational needs of the children they teach. Many of these teachers are recruited through commercial agencies and from advertising in newspapers. Florida can never develop its public school system to its highest point of efficiency as long as it depends so heavily upon mail-order teachers. The University of Florida must assume a larger responsibility in training the teachers and educational leadership of the State in order to correct this condition.

An adequate program of teacher education and graduate training for developing professional leadership involves the following services: (1) a laboratory school for experimentation, demonstration, and student teaching; (2) a comprehensive pre-service training program for undergraduate students, including a program of off-campus training; (3) an in-service, on-the-job training program for teachers, administrators, and supervisors who are advancing their training beyond the pre-service level; (4) an enriched graduate program leading toward the masters' and doctors' degrees; (5) a comprehensive research program for advancing the science of education; (6) a larger field service program in order to make the services of the University staff directly available for consultative and research service in solving specific educational problems; (7) counselling and placement services for student guidance and for assisting local school officials with personnel problems. The College of Education is now operating a year-round program of work conferences for superintendents, supervisors, principals, and teachers who come to the University periodically for help on specific educational problems. Approximately 330 principals and 60 superintendents meet periodically throughout the year at the University for three-day work conferences.

As soon as housing facilities are provided for women, the winter term enrollment in the College of Education, including undergraduate and graduate students, will exceed 800. The graduate enrollment alone of those majoring in

Education exceeded 800 students during the summer term of 1948. More graduate students are majoring in Education than in any other division of the University. Approximately 100 students are already embarked upon the sixth year of graduate training which leads toward the doctorate. Research facilities are woefully inadequate for these advanced post-graduate students.

In addition, the College of Education provides service facilities for industrial arts, business education, and professional courses for agricultural education and physical education students.

Building Needs.—The College of Education is now crowded into the P. K. Yonge Laboratory School. The Laboratory School should be a physical unit by itself even though it is administered by the College of Education. A separate building should be made available nearby for the College of Education, and a second building should be provided to house industrial arts education. These will require 60,000 square feet.

The College of Engineering

Teaching and research are closely coordinated in the College of Engineering, which includes the Engineering and Industrial Experiment Station.

In the prewar period the entire staff of the College consisted of 24 members, all paid from State funds, working with meager equipment, much of which was contributed by industry. The staff has now increased to over 200, a large number of whom are not paid from State appropriations. The equipment in the laboratories has increased to a great extent through contributions from the Federal Government and various industrial organizations, although the present limitations of space handicap its usefulness and proper maintenance.

The College recognizes that a Florida student receiving his education in the State will more than likely remain here to work and will be trained to meet the needs peculiar to the region; whereas those leaving the State for training too often do not return. Continued plans for expansion are projected to provide effective staff and equipment to train the youth of the State in technology, and to provide the research necessary for promoting the economic and industrial welfare of Florida through the utilization of the State's natural resources and in the creation of new industries.

The expansion of the activities of the College will include those fields which are of value to engineering and to Florida's continued industrial growth. Research activities will be supplemented by new courses at both the undergraduate and graduate levels. It is pertinent to emphasize that the research and teaching activities should progress together as a unit.

In the aeronautical field, research on supersonic flow and air traffic control will permit experts in those fields to give courses covering that area.

Chemical engineering research will be expanded to cover the processing of the three basic raw materials of the State: food products from agriculture, wood products from the forests, and non-metallic minerals. Specialized courses in these fields will be taught at the graduate level leading to the Ph.D degree as well as to the master's degree.

The Civil Engineering department will expand its offerings in both the Public Health and general options. Research in improved sanitary facilities will increase the demand by both industry and civic organizations for trained engineers in this field. The tremendous growth of population and its mobility points to the need for more studies and courses in city planning and the improvement of the highway systems.

The Electrical Engineering department plans to expand its activities in those fields in which it has gained national recognition. Application of the studies on atmospheric disturbances should be found in better weather forecasting, in improved air line communications, and in radio and television communication. Particular emphasis will be given by this Department to advanced graduate courses.

Industrial Engineering bridges the gap between business administration and engineering. Typical research studies in this Department include a survey of the existing and potential industries for the State based on available natural resources, a study of the effect of climatic conditions on industrial efficiency, and improved industrial safety practices. Students trained by experts in these fields are in demand by the industries of the State. Another responsibility of this Department is the operation of the Co-operative Plan whereby students in teams work part time for industry to supplement their classroom studies and in effect are "earning while learning."

The Mechanics and Mechanical Engineering Departments plan to increase their offerings and activities in the fields of hydraulics, air conditioning, and mechanization of industry. Owing to Florida's flat topography the problems of hydraulics are highly specialized, and the need for training in that field is quite apparent. The present rate of beach destruction through erosion makes the need for research in this field of paramount importance. While air conditioning refers to all-year control of temperature, the emphasis in this State will necessarily be placed on improved refrigeration and cooling processes.

Building Needs.—The greatest need of this College at the present time appears to be for adequate housing of the valuable equipment which has been built and obtained. The fire hazard in present quarters is great, and a fire can undo the work of years. Plans for a new Engineering and Industries Building have been prepared, and it is estimated that this new building with furnishing will cost approximately four million dollars. This will provide a building which can adequately house under one roof, in a closely integrated group, all the teaching and research activities in Aeronautical, Chemical, Civil, Electrical, Industrial, and Mechanical engineering. To provide this space 220,150 square feet are needed. The released space will help to care for some of the needs of the Social Sciences and the Humanities in the College of Arts and Sciences.

The Division of Music

Prior to the coming of coeducation, the University had noted a great upsurge of interest in various phases of art and music. To meet this development of interest among the men students, the University had planned for, and the Legislature had appropriated funds for, an expanded program in music and related fields, not only for those wishing to specialize in music but also to serve the avocational interests of hundreds of students majoring in

other fields. With the advent of women students, these department are proving even more popular; and their enrollments have been increasing faster than we have been able to provide staff and space.

A quarter of a century of public school music, accompanied by the contributions of radio and screen, has given our people a hearty appetite for music and a musical literacy. Music of worth is no longer the exclusive privilege of the few. It now belongs to all our people. Music has become a highly productive tool in commerce, industry, and in the medical field. This maturing of music in concept and breadth has brought a new responsibility to higher education. The demand for public school music teachers grows each year. Radio and the moving picture industries are realizing their need for thoroughly trained music staffs and are turning to established schools for personnel. Civic and community music is growing by leaps and bounds, encompassing both adult and youth educational and cultural programs on a year-round basis. Churches are giving music a more important role in their services and are budgeting substantial increases in expenditures for it. Industry wants more and more workers in the music field. Social service agencies and hospitals, particularly those devoted to psychiatric and rehabilitation services, are asking for skilled music therapists.

If the University of Florida is to assume its responsibilities in the training of the youth of the State, music will be an integral part of its program and the life of its campus. Bands, orchestras, and choruses of quality are not built out of the avocational musician material alone. They require talented, skilled musicians in the key chairs at least. The University cannot hope to attract talented, earnest, young musicians without the establishment of a School of Music.

Building Needs.—The proposed program in Music, together with the dramatics section of the Speech Department, will need speech and radio studios, drama rehearsal rooms, a little theater seating 700, music practice rooms, music teaching studios, music rehearsal rooms, music listening rooms, classrooms, a music auditorium seating 400, and offices. Because of the nature of the program, sound proofing and other special facilities will be needed in these rooms. To meet these needs 65,000 square feet are required.

The University Auditorium

The present auditorium seats 1,800, which is not sufficient to seat even our freshman class. The new gymnasium could be used for large commencements, or perhaps for concerts and lectures, but since the building was not designed primarily as an auditorium, its use for that purpose will not be entirely satisfactory and will interfere with its proper function. A university auditorium is needed which can seat from 3,500 to 5,000 for concerts, lectures, smaller commencements, meetings, and similar occasions. This will require an expenditure of approximately $2,000,000 for building and equipment.

It is proposed that the present auditorium be converted into a war memorial chapel, which can supplement the new, larger auditorium and can be used for smaller concerts and lectures. It can also supply the office and classroom space needed by the Department of Religion. In the reconstruction into a chapel, the serious fire hazard which now exists in the building will be remedied.

The present exits are narrow and blocked, and are not adequate in size or appropriately arranged to empty the building in an emergency.

The School of Forestry

Florida is the second largest state in area east of the Mississippi River and 70 per cent of its area is in forest lands. But these lands are not being used efficiently, and unless an improvement is made, Florida may soon become an importing state in lumber and wood products. Because of the importance of forestry to Florida and the Southeast, the School of Forestry will be expanded to meet the increasing need for both instruction and research in forestry and its related problems. Florida is the only region in the Southeast in which a Forestry School is located where the slash-pine and long-leaf pine grow naturally. This has obvious implications for the development of a College of Forestry designed to serve the entire slash-pine, long-leaf pine area.

It is proposed to set up departments in Forest Management and Administration, Silviculture, Forest Utilization, and Game and Wild Life Management. New areas to be covered are Forest Law, Park and City Forestry, Lumber Marketing, Naval Stores, Wood Pulp and Plastics, Wood Preservation and Seasoning, Game Fish Propagation, Game Production, and Recreational Forestry.

It is also proposed that the teaching and research program in Forestry, which is so important to the economy of Florida, be embodied in a College of Forestry.

Building Needs.—The plans for new buildings for the Agriculture group contemplate some space for the School of Forestry. Forestry is now a school in the College of Agriculture, but the University cannot discharge its responsibility in this field without an expanded staff, both in instruction and research, and adequate facilities for these functions. A building especially designed for teaching and research in a College of Forestry will eventually be required.

The College of Law

The overall objective is to establish the College of Law as one of the acknowledged centers, if not the acknowledged center, of legal thought and activity in this region. It is hoped that ultimately this area will expand to include the Southeastern and Gulf states and also the more adjacent Latin-American countries. The present status of the College and the hoped-for developments toward the overall objective may be discussed under six headings: Student Personnel; Curriculum; Faculty Personnel; Library Facilities; Intra-University Relations; Extra-University Relations.

The registration for the 1948 fall term is 501 as compared with 520 at the beginning of the 1947 session. This would seem to indicate that the school has passed its peak enrollment and is leveling off at approximately 500 students.

At the present time the bachelor's degree is required for admission except in two instances: (1) The so-called "combined course" offered in conjunction with the University of Florida and Florida State University whereby a student in certain departments of those schools is admitted to this College for his fourth year of college work and is granted his bachelor's degree upon

satisfactory completion of his first year of work in the College of Law. (2) Veterans who are admitted after having satisfactorily completed at least one half of the required work leading to the bachelor's degree in an approved college or university. During the past year 71 students failed to maintain the average required to continue in the school. Of these, 47 students entered under the veteran's exception.

It is expected that within the next biennium, admission standards will be raised to require the bachelor's degree of all applicants except veterans. Veterans will be urged to complete their degree requirements before entering the College of Law.

The value and efficacy of any specific courses or specific curriculum as requirements for admission to the College of Law is doubtful. However, it is planned that during the ensuing year a faculty committee investigate and make recommendations concerning pre-legal work desirable for prospective applicants.

Curriculum.—It is planned to undertake, during the fall and spring terms of this year, a complete reconsideration of the curriculum. The desired objectives are threefold: (1) Sound grounding in legal techniques, such as legal research, case analysis, statutory construction, and the drafting of documents; (2) detailed and critical study of Florida law in the regular courses; and (3) individual research by students under faculty supervision.

To attain the first of these objectives, it will be necessary to reorganize the first-year curriculum to a considerable extent in order to emphasize certain techniques which are now touched on lightly, if at all, during the year. Some revision of the first-term curriculum has already been made, and further changes may be made in the curriculum to be offered to students entering in the spring term. Teaching methods will also have to be revised to stress techniques. Teaching materials will have to be written inasmuch as the existing materials are not designed to stress particular, legal techniques.

The second objective will be to require the faculty to prepare their own teaching materials since existing materials do not give sufficient emphasis to Florida law or to alternative methods of handling a particular problem.

To attain the third curriculum objective, it will be necessary to reduce the time required for our present courses in order to make additional time for individual research. Again it will be necessary to rewrite teaching materials and to reconsider teaching methods. As the case method of instruction is too time consuming after the first year to be used exclusively, a considerable amount of text should be introduced into the teaching materials in order that the students may obtain more readily the essential, informational content of a course. Where a particular problem cannot be satisfactorily handled by text material, the case method of instruction will be used.

With a rewriting of teaching materials and reconsideration of teaching methods, it should be possible to impart a sound grounding in legal techniques during the first year of student work. The second year of student work will be devoted primarily to obtaining additional information in particular fields and in using the techniques acquired in the first year. The third year will be devoted partially to a continuation of the informational courses and

partially, perhaps as much as 50 per cent of the student's time, to individual research under the supervision of various members of the faculty. This research will be practical legal research on problems which come up in the law office. This type of program will better prepare the student for the transfer from Law School to law office.

The revised curriculum will be substantially completed by the end of the 1951-53 biennium. If this schedule is met, the third biennium, 1953-55, can be devoted to developing a program of graduate law study.

Graduate Law Study.—Since the graduate study in law is primarily of interest to men who are planning to go into the teaching profession, it seems inadvisable to offer graduate work until we are in a position, by virtue of our faculty and library facilities, to meet the demands of such a program. The envisioned program for the curriculum leading to the LL.B. degree will go far towards calling the College of Law to the favorable attention of its sister institutions. The requirements of an adequate library for graduate study are discussed in connection with library facilities.

Faculty Personnel.—There are now 13 full-time members on the faculty as compared with 9 full-time members and 4 part-time members during the 1948 spring term. In order to implement the new curriculum it will be necessary at least to double the size of the faculty. The minimum ratio of faculty to students required to operate the envisioned curriculum is one to twenty. For 500 students we need at least 25 faculty. At this ratio it will be necessary to supplement the full-time faculty members by research assistants. A more desirable ratio would be one member of the faculty for every 15 students. Ten qualified men will be added to the faculty between now and the end of 1949-51 biennium, bringing the faculty to full strength during the 1951-53 biennium.

Qualifications.—The College desires staff members who will win and retain the respect of the students, their faculty colleagues, and the members of the legal profession, and who also are interested in the type of program being developed. Specifically, those employed should be able classroom teachers, who, in addition, are interested in individual work with the students, have had several years of experience in practice, and are interested in *practical* legal scholarship. Practical legal scholarship means scholarship in the best sense, and scholarship directed to the needs of students and the practicing legal profession, in contrast to the type of legal writing, now so prevalent, which seems to be directed primarily towards other members of the law-teaching profession with the view to personal advancement of the writer in the eyes of his colleagues.

It is necessary that the teaching load of each faculty member shall not exceed six hours of class work per week, in order that he may have sufficient time to supervise individual students and to prepare the revisions of his teaching materials.

Library Facilities.—The renovation of the College of Law Building leaves the library as our most pressing problem insofar as physical facilities are concerned. At the present time there is no reading room, and space for student study in the library stacks is woefully inadequate. This situation will be remedied with the completion of the new wing to the College, construction of which will start this fall (1948).

Books.—Duplicate sets of reports, periodicals, and established treatises must be provided if the library is to fill satisfactorily the needs of the present student body. Looking forward to the offering of graduate work within the next few years, a detailed program of book purchases which offers proper source material in graduate work should be instituted immediately. This program should be worked out within the University Library.

Intra-University Relations.—It is hoped that mutually beneficial arrangements can be made with other departments of the University whereby members of the law faculty can contribute to their programs and, in turn, receive the benefit of their specialized knowledge and skills.

Extra-University Relations.—During the next few years a widely expanded program of activities outside the University is envisioned.

Law Review.—The *Law Review* is now in its second year and has already proved itself. It is already reaching well over 50 per cent of the members of the State Bar. It is likely that within a year the *Law Review* will be issued quarterly rather than three times a year.

Practice Courts.—A series of practice courts at which members of the bench and the bar of the State will sit as judges will be developed. These courts will have cases at both the trial and appellate level.

Practice Legislatures.—The possibility of setting up a practice legislature for training in parliamentary law and in the legislative process will be considered. Perhaps members of the Legislature and State officials who have frequent dealings with the Legislature will cooperate with this program.

Circulation of Student Memoranda.—The anticipated curriculum revision requiring substantial individual research of third-year students will furnish a body of research work which will be of considerable value to members of the practicing profession. Rather than having this material lie unused in the files of the Law School, it is expected that much of it will prove of sufficient value to warrant its being mimeographed and circulated to members of the legal profession who wish to receive it. After the individual research program is well under way, a monthly, or even a fortnightly, mailing of student material to the practicing profession might prove feasible.

Faculty Aid in Law Revisions.—When the faculty has attained full size and the student research work is under way, members of the faculty should be made available (by an adjustment of teaching loads) for work with law revision commissions or legislative committees investigating particular fields of law in which members of our faculty have special competence. Teams of students working under a particular faculty member could do much investigatory work and collecting of facts. It should be emphasized that any such program would be undertaken only at the request of the Commission or Committee charged with the problem, and that the College would not initiate the investigation.

Building Needs.—The College of Law Building has been remodeled and refurbished in the summer of 1948. An addition is to be constructed during 1948-49, which will partially alleviate the crowded conditions. The most urgent need, at the moment, is for additions to the library collection and to the staff.

The School of Pharmacy

The program of this School includes: (1) the preparation of young men and women for the successful practice of pharmacy in drug stores, in hospital pharmacies, in the Armed Forces, in the laboratories of the pharmaceutical, chemical, biological, and cosmetic industries, and as analysts and inspectors of food, drug, and cosmetic products; (2) graduate work leading to the degrees of Master of Science in Pharmacy and Doctor of Philosophy. That this program has been highly successful is demonstrated by the fact that all graduates have passed the licensing examinations of the Florida State Board of Pharmacy, and also by the number of advanced graduates who are now in top positions in colleges of pharmacy throughout the nation, as well as those in leading research positions in the large pharmaceutical companies of the nation.

The relationship between the School and the pharmacists of the State is most significant. They financially aided its establishment in 1923. Since 1940 the Florida State Board of Pharmacy has assisted the University in supporting in the School a Bureau of Professional Relations which has attained national recognition.

Historically this has been a school in the College of Arts and Sciences. It is recommended that it be set up as a College of Pharmacy. The offerings will be expanded to include new courses in Formulas, Pharmaceutical Manufacturing, and Hospital Pharmacy. The research program, already highly and significantly developed, will continue to receive prominent attention, provided additional staff becomes available.

Building Needs.—The School is now housed in unduly crowded quarters on the fourth floor of the Chemistry-Pharmacy Building. A building is needed with 33,000 square feet, properly equipped with the variety of laboratories required for adequate training in Pharmacy.

Military Science

The University of Florida over a period of many years has maintained an outstanding Reserve Officers' Training Corps and through this medium has made substantial contributions to the national security.

The Military Department, like all other components of the University, has had to utilize to the maximum its available facilities in order to accomplish its assigned mission. Since the war the old military stables have been modified to provide four classrooms, a supply room, garage, storage for motor equipment, and office space. Prior to these alterations, military classes were held on the campus wherever a free classroom could be found. The military property custodian for the storage and issuance of military property has available only the basement of the auditorium. This space is most inadequate and leads to certain unavoidable inefficiency. The arsenal near Headquarters ROTC (the old stable building) is not large enough to provide for the small arms required for the large corps of cadets nor is the security of these arms of that degree desired by the Armed Forces. The issuance therefrom of large numbers of rifles for drill is inescapably accompanied by confusion. The only small caliber rifle range available provides but sixteen firing points, a number most inadequate to provide firing for the corps. This range is of temporary

construction outdoors and does not provide an opportunity for night firing. In order to make room for men's dormitories, this range must be moved probably after the 1948-49 session; as a result, money expended in its maintenance is in large part wasted. The development of winning rifle teams and of the desired popularity of rifle firing can be accomplished only when firing can be made attractive, comfortable, and readily available. An indoor range is most essential.

The present ROTC Headquarters can be modified and expanded, at not too great expense, to provide office space and classrooms adequate to any foreseen needs of the Corps of Cadets. This building cannot be enlarged to provide storerooms, arsenal for storage and issuance of small arms, and rifle ranges. Another building to provide adequately for the last-named facilities could be erected to the east of the ROTC headquarters.

It would be ideal, however, could there be built a new complete Armory in the southeast corner of the present drill field. It should be of size adequate to provide office space, classrooms, storerooms, arsenals for storage and issuance of small arms, rifle ranges, and open space sufficient for the assembly of several hundred students and for the display and demonstration of such equipment as could not properly be displayed outside. The additional building for storage and rifle ranges proposed in the preceding paragraph might well be designed eventually to become a portion of such a new Armory.

The cost of a well-designed armory adequate for future needs of the University will be great. It is to be hoped that the Federal Government will in whole or in part bear the cost of such a building. The State of Florida might well direct its plans toward paying a set portion of this cost or of matching such Federal funds as may be proffered.

The College of Physical Education, Health and Athletics

The program for this College, which has been in operation only two years, must now include plans to meet the needs of women students. The College functions include intercollegiate athletics, required physical education, the professional curriculum, intramural activities, health education, and student health. A service and training program in health, recreation, and athletics is designed for every student in the University. In the required program every student participates in some kind of directed activity. Those who are handicapped are given special diagnosis, and corrective activities are prescribed.

The intramural program is designed to provide recreational and physical activity in competitive sports for all students in the University. At some time during the year nearly 90 per cent of the student body engages in this program. The professional program offers curriculums for the preparation of teachers of Physical Education, Health and Recreation. The University Infirmary, under the direction of this college, has the responsibility for the health of the student body. The staff and facilities needed by this College must increase with the enrollment in the University.

Building Needs.—In the spring of 1949 the new gymnasium will be ready for use. It will provide adequate space for the men students whom the Uni-

versity will enroll during the next decade, but the University has no adequate facilities for gymnasium space for women students. It is estimated that a women's gymnasium will cost $900,000. The playing fields for college sports, intramural sports, and required physical education are also inadequate for women students. An appropriate program of women's physical education requires playing fields, tennis courts, and a swimming pool, as well as a gymnasium.

The men's facilities need to be improved by placing a roof over the existing swimming pool and by additions to the existing playing fields.

The University College

The University College is the basic unit for the entire University. All students spend their first two years enrolled in the University College, taking courses which are designed to prepare them for citizenship in its broadest definition, and which prepare them for admission to the upper division of their choice, such as the College of Arts and Sciences, or the various professional schools.

The work and departments of this college are closely coordinated with the general areas and departments of the upper division. The College is commissioned to:

1. Administer the pre-professional work of all freshmen and sophomores, because one unit can do this more economically and efficiently than can six or eight small units—that is, one in each of the several colleges.
2. Arrange the two-year program so that students who change professional objectives can do so with minimal loss to themselves. Students are encouraged to use the program for guidance purposes.
3. Provide a basic core of general education subjects needed alike by all responsible citizens. The program offers the student courses in Reading, Speaking, and Writing; American Institutions; the Physical Sciences; the Biological Sciences; Mathematics; Logic and Introductory psychology; and the Humanities, (Literature, Art, Philosophy, and Music).
4. Provide freshmen and sophomores with the best teachers of the University.

The courses in this College are being continually revaluated and improved. For example, expansion of clinical work in reading and writing is projected. In the preparation of students for their life work, nothing is more vital than reading and writing their own language. Failure to reach their objectives is usually due to their inability to read understandingly and write intelligently.

The program of student educational guidance is being expanded to insure the most efficient service to all students. Every effort is being made to give individualized guidance and instruction in order to avoid the pitfalls of mass education. This will require additional staff.

Building Needs.—For its work the University College needs classrooms, large lecture rooms, a science lecture and demonstration room, music lecture rooms, art galleries, and writing laboratories. The various units of the University College are closely coordinated with corresponding departments of the College of Arts and Sciences and the proposed College of Architecture and Allied Arts. Staff members frequently carry dual appointments and all carry dual assignments in the University College and the upper division colleges.

The special needs of the University College for space have been considered in developing the plans for the upper division colleges. For example: the

lecture-demonstration room needed by C-2 (Physical Sciences) would be provided in the Physics Building, and thus be available for use by the Physics Department also.

The laboratory facilities needed by C-6 (Biological Sciences) have been planned for Science Hall so that they can also be used by and coordinated with the Zoology Department. The art galleries and music listening rooms needed by C-5 (The Humanities) have been planned for the College of Fine Arts and would thus receive dual use. Three of the comprehensive courses assemble their class sections once a week into lecture groups of 400 to 500. To accommodate these lectures an auditorium must be available twelve to fifteen periods a week. The little theater and the music auditorium described above can serve this need.

The Graduate School

The graduate offerings of any department are given under the auspices of the Graduate School. It is presided over by a dean who is advised by the Graduate Council. In the fall of 1948 there are 1,000 students enrolled in the Graduate School. The demand is so great for college teachers, for research staff, for specialists, and for secondary school teachers with advanced degrees that this enrollment may well double in the next two or three years. Over the last ten years the Graduate School has ranked fourth among the colleges at the University of Florida in the number of degrees granted. Despite this increase in enrollment, there is still greater demand for specialists in the State.

Masters' degrees are now offered in 43 areas, and the doctorate is offered in 11 areas. As the staff of various departments can be augmented and strengthened, additional offerings will be made which will serve more doctoral candidates. However, these additional students cannot be accommodated until the staff is available with time assigned in their teaching loads to direct the research and study of the graduate students. For this unit no building or equipment is needed which is not provided for in the plans for the various colleges and departments, but the development of a strong graduate program requires greater library resources than we now have.

The University Libraries

A plan for the development of the University of Florida Libraries during the next six years should reflect the expanded objectives of the University as an instrument of instruction and research. Attendant upon the growth and expansion of the University and upon the consequent changes within the Libraries themselves, the program for library service will be guided by the following aims: (1) the development of a scholarly research collection in response to increased emphasis in the University on graduate work and research; (2) the reorganization of library collections and services made necessary by the erection of new Library units and the development of new departmental and college libraries; (3) the inclusion of new activities such as the administration of the University's audio-visual aid equipment; and (4) the expansion and improvement of services now offered to care for the increased enrollment.

In developing this program we plan to use as an objective the standards prescribed by *Classification and Pay Plans for Libraries in Institutions of*

Higher Education (Volume III—"Universities") published in 1948 by the American Library Association. For a student body of 10,000, according to this set of standards, the Library, as a minimum, should:

(1) Provide a collection of 516,000 volumes

(2) Spend $192,000 a year for salaries

(3) Spend $104,000 a year for books and periodicals for resident University instruction and research.

It is to be noted that the above figures do not include the library programs for the General Extension Division and the P. K. Yonge Laboratory School. It should also be noted that the above figures represent only minimum standards.

As libraries and divisional reading rooms are provided upon the completion of the additions to the University Library and of new buildings for the various colleges, they will be staffed by librarians with suitable training and appropriate subject background. In some cases this will mean replacing non-professional employes with professional ones. With the development of an expanded graduate school, the staff will need librarians with the requisites in professional training and scholarship for giving reference aid to research, and the cataloging and handling of specialized and technical materials.

The problem of space which is currently so acute will be solved when the present building plans are carried out. With the completion of the wing now under construction and of the second or reading room unit, there should be space enough in the main library for both readers and books for at least ten years. Adequate space for the libraries in Law, Chemistry, Agriculture, and Engineering will be provided upon completion of buildings or additions for the respective colleges. Further plans include recommendations for provision in the new College of Education Building for an expanded Education Library, and for provision of better housing for the Biological Sciences Library. Since branch libraries are expensive to maintain, and since their value is qualified by the general inconvenience which they cause, additional branches will be created only after careful study.

So far as books and related library materials are concerned, the aim is to build a collection which will support all areas of the University's instructional and research program. For Florida and the West Indies we hope to assemble a collection of materials to which scholars throughout the State and nation will be attracted. Early in 1948 the University departments of instruction and the Library prepared a list of books and materials needed in connection with the teaching and research program. The list totaled something over $500,000. This amount is a large sum, but it must be considered that we are called upon to do in ten years what many universities have taken decades to accomplish. The list mentioned above will be a buying guide for several years. The plan for the development of the library collection envisions the expenditure for the next six years of a minimum of $104,000 per year for books and periodicals.

By means of various types of photographic processes, the Library will be able to add to its collection many valuable materials which it could not hope to secure in the original. We hope to obtain microfilms of all the important

manuscripts pertaining to Florida, which exist in Libraries on this continent and in Europe, as well as microfilms of the files of representative newspapers of the State.

Building Needs.—The Library buildings now under construction will serve the University's needs for several years. There remains the necessity of providing metal stacks for books, and tables and chairs for students to use while studying.

The General Extension Division

The State Universities of Florida, through the General Extension Division, are helping to meet those needs of the people which come with maturity, experience, and the impact of a changing environment for which their formal education did not sufficiently prepare them.

In conducting the program, the General Extension Division endeavors to help people become more proficient and more productive; to stimulate public opinion for enlightened participation in government; to improve understanding of human relationships for effective social action; and to encourage personal growth and development.

The areas in which programs of adult education have been successfully carried out follow, with a brief résumé of the types of programs carried on and some recommendations for the future:

Education for Social Progress.—The following topics are typical of the various programs carried on by this Department: A series of discussion conferences on problems of youth and family life education; extension classes and workshops in guidance and counselling; family life institutes; parent-teacher leadership short courses; and short courses in current developments in the treatment and prevention of juvenile delinquency.

This area must be subsidized almost wholly by the State. People interested in social problems invariably are contributing time, energy, and personal funds to community improvement. Money should be provided to secure the services of visiting consultant-specialists for short courses or institutes, especially in home and family relations and in social conditions and problems.

Citizenship and Government.—This area is concerned with the 30,000 aliens of the State and an Americanization education program for them. It aids the American Legion in conducting its state oratorical contests for high-school students. It carries on an in-service educational program for public employees, which includes short courses for city managers, water and sewage plant operators, municipal finance officers, wildlife officers, and others.

It is urgent that funds be provided to secure visiting specialists in additional state-wide annual short courses for public employees, and to prepare a series of special home study courses.

Business and Professional Extension Education.—Florida business enterprises need help in modern methods which the Extension Division can give them. These businessmen and their employees want courses which are immediately practical. The short course, with student discussion and performance, is the most successful method for instructing these groups.

During the current year, some of the programs offered were: short courses in retail selling; extension courses for bankers; correspondence courses for automobile dealers who wished to prepare for license to sell automobile insurance; consultant services to business organizations in the use of visual aids in training programs; a post-graduate course for dentists; and a safety course for motor vehicle fleet supervisors.

While honoraria for visiting instructors in business and professional short courses should be paid from fees, funds must be provided for special operational and promotional costs of short courses for professional groups and short courses for business groups.

Technical and Industrial Education.—Isolation from the industrial centers of the nation has made it impossible for many Floridians in building, supply, sales, and services to keep up to date in the use of new materials and processes through observation or work experience. Consequently, too much work has been lost to local people. A specialist in technical-industrial education should be provided together with sufficient funds to conduct state-wide and regional short courses.

Teacher Training.—An extension in-service teacher training program to help improve the quality of teaching in the public schools is taking into the field all faculty and material resources which can be spared from residence instruction at both Universities. This program represents an all-out effort; yet the Division has met only about 50 per cent of the requests for in-service teacher training. Additional members should be added to the College of Education staff to meet this need for extension classes and the workshop program. The General Extension Division should have one additional specialist to assist in the organization and administration of teachers' workshops and graduate extension class work.

Correspondence Study Courses.—In addition to college and high school credit work, the Department must furnish a large number of noncredit adult education courses on the high school level for individual study, and it must also produce a great variety of study guides to be used by extension classes and discussion groups.

To provide college credit work, more assistance must be made available through the faculties of the various colleges of the Universities. To rewrite, augment, and service high-school courses, the Department must be provided, either by appointments to the staffs of the laboratory schools or to its own staff, with instructors equivalent to one English teacher, one distributive training teacher, one social sciences teacher, one mathematics teacher, one commercial teacher, and one home economics teacher. The General Extension Division must have as quickly as possible three specialists in the production of materials and noncredit courses for adults.

Visual Instruction.—Widespread and growing interest in the use of audio-visual aids requires efficient and economical operation of the State's lending program and collections. Duplication of materials and services should be avoided. Provision for necessary expansion should be made. The only state-owned audio-visual aids lending library is operated by the General Extension Division. In addition to the training films and other visual aids regularly pur-

chased, it is necessary to add at least 2,000 new films and other materials to the collection. A special appropriation is required to purchase these materials.

Research in the use of mass media and audience reactions may well be left to others; however, an additional specialist to work in the training and service program should be added to the Extension staff.

Information and Library Service.—To take care of the overwhelming number of requests from individuals for information and service, the supply of Extension Library books, basic reference materials of all kinds, and teaching aids must be increased without delay. To permit this Department to function more effectively, a reference librarian and bibliographer to offer informational services and a librarian to be in charge of the circulation of materials are needed.

To handle a marked increase in demands from communities, schools, and churches for library consultant service, an additional library field specialist should be added to the staff. The Lecture Bureau should be re-activated and expanded into the General Extension Division on Lecture, Artist, and Consultant Booking Service. An experienced programmer and booker will be required.

Cultural-Avocational.—The cultural-avocational area in University Adult Education has been neglected too long in Florida, not through choice, but through necessity. A comprehensive plan has been worked out, including (1) community activities for group instruction in music, theater, recreation, art and architecture, film classics, creative writing, radio, and library; and (2) community events for mass instruction through art-form festivals, socio-drama, and historical pageants.

An instructor in voice is being provided by the University of Florida Division of Music to begin work with church choirs in small communities, leading to county-wide music festivals. In addition, we must inaugurate an arts and crafts program for adults as part of the cultural-avocational work, stressing the use of native materials. Arts and crafts for adults will give many older Floridians and newcomers not only an opportunity for self-expression through pleasant leisure pastime, but also a chance to supplement their incomes through sale of their work.

Relying upon help from the faculties of the two State Universities, the General Extension Division will begin this work. In addition to this help, the Division must have one organizer-specialist in community recreation. Socio-drama and historical pagentry should also be undertaken as splendid means of adult education. It is therefore recommended that an organizer-specialist in socio-drama and historical pagentry be provided. In addition one organizer-specialist will be needed in community art and architecture, and one in community theater and school dramatics.

Community Development.—Universities recognize a responsibility for helping communities organize and train leaders for self-analysis and self-improvement. It will encourage businessmen, clubwomen, and others to evaluate local natural and human resources, and to plan for their best development as community assets. Two specialists—one in community organization and leadership training and one in resource-use—will be required for this work.

Investigation and Research.—The determination of public needs in University Extension, the evaluation of work accomplished, and the interpretation of results to the public are becoming increasingly important. The size of the Division's program, the variety of activities, and the extent of funds to be spent on University Extension adult education all indicate that the constitutional department of investigation and research should be activated and staffed; one specialist will be needed to head this work.

Building Needs.—Neither the City of Gainesville nor the University of Florida can properly house the large groups of adults who come to our campus for short courses. The General Extension Division needs a building for university adult education. In this building should be a library, especially designed for this kind of education; audio-visual facilities; exhibition space, research and lounge areas; conference and committee rooms; offices; discussion rooms and large classrooms.

For the limited time the adult is a student, school and home should be under the same roof. The learning situation—because so much must be compressed into so little time—should be as nearly adequate as possible for quick adjustment and unification of the group. In the building which houses the above-mentioned facilities, provision should be made for dormitories and dining hall accommodations. It would be possible to amortize in part the construction cost of this building by the rentals collected on the dormitory rooms. This would follow the pattern established twenty years ago by the University of Minnesota and other great state universities in making their facilities available to leaders in the ministry, banking, business, parent-teachers association, civil officials, and many other groups. This building would require 90,000 square feet.

The College of Medicine, Dentistry and Nursing

There is a great need for medical education in the State of Florida in order to give adequate opportunity to the youth of Florida to study medicine and to provide better medical services for the people in the State and of the nation. All medical schools have many more applicants than they can accommodate. It is likely to become more and more difficult for students to gain entrance into medical schools outside their state of residence. It is natural for a state-supported medical school to give preference to the applicants from the state in which it is located over applicants from other states. Equality of opportunity for Florida youth to study medicine cannot be attained unless the State eventually provides medical education. There is an equally great need for opportunities for the youth of Florida to study dentistry.

The U. S. Public Health Service reports that present facilities for medical personnel will supply only 80 per cent of the needs of the nation. To eliminate the present shortage it will be necessary to train, during the next ten years, 15,000 more doctors, 5,000 more dentists, 40,000 more nurses, and several thousand more laboratory technicians. The establishment of the additional hospital facilities planned in Florida by Federal, State, and private agencies will make the shortage of medical personnel particularly acute in this area.

A recent study made by the U. S. Public Health Service, entitled "A Survey of Needs and Educational Facilities for Nurses in Florida and a Proposed Plan for a University School of Nursing," clearly sets forth the indisputable need

for increasing nursing educational facilities in Florida. This study points to the deficit in trained personnel which exists now and which will be greater in 1952 at the proposed completion of the State's program of hospital expansion. The prime need is to train personnel at the top levels to staff and improve the programs of nurse training in present nurse education facilities of the State. The report recommends a curriculum of four calendar years combining university and hospital training and leading to a baccalaureate degree. And it urges that 100 to 200 superior young women and men should be admitted to the program each year.

George St. J. Perrott in "Education for the Health Services" says: "In any consideration of the relationships between a medical school (or a dental or nursing school) and the quality of medical care in the community, the opportunities for state-aided institutions would seem to be especially clear. Judgment relating to the value of, or need for, public supported professional education must, therefore, evaluate the potential ability of the schools to enhance the general standards of health care in the surrounding regions and in the State as a whole."

The first two years in schools of dentistry are essentially identical to the first two years in schools of medicine. Many of the basic medical science courses are also included in nurses' training programs which lead to degrees. Therefore, many economies can be achieved by the establishment of a unit of the University of Florida designed to prepare personnel for the health services. In a recent survey of medical education as it affects the State of Florida, made by Dr. William T. Sanger, President of the Medical College of Virginia, it was estimated that the facilities for a reasonably complete medical school with associated teaching hospital and other necessary facilities would cost from $9,000,000 to $10,000,000, and that its operation would cost annually about $1,000,000 in addition to fees from students and patients. However, it would not cost nearly this sum to start the medical education program.

What should be the size of the combined medical, dental, and nursing school? Among the largest medical schools in the country are those operated by Columbia University (600 medical and nursing students), and the University of Minnesota (350). The typical medical school admits about 75 students a year and has a total enrollment for the four-year program of about 250. The typical dental school admits about 60 students per year and has a total enrollment of 160. The nurse education survey reported above recommended at least 100 nurse candidates be admitted each year. The size of school needed in Florida should depend on the number of Florida youth who are qualified for and wish to enter the health service professions.

At the University of Florida in the spring of 1948, there were 68 upper-class students who were preparing for and seeking admission to medical schools. There were 15 pre-dental students and many others who were completing programs which would qualify them for medical or dental school, but they gave their vocational objective as "undecided." Any Florida youth who desires preparation for the health services knows he must go out of the State for his professional training, and he knows that admission to out-of-state schools is difficult, since those schools give preference to their own residents. He

knows further that if he attends a state-supported school, his out-of-state fees may be almost as large as those in non-tax-supported institutions. These fees are in excess of $500 for a normal school year and do not include personal living expenses, etc. If more opportunities were available, more students at the University of Florida would have chosen the health service professions.

The above figures are only for the University of Florida. They do not include Florida State University and the several non-tax-supported institutions in the State who are also offering pre-professional education for the health service. For many years the University of Florida has enrolled about one third of all students attending college in Florida. As a rough approximation, the above figures might be increased threefold to give us an estimate of the minimum statewide demand under present conditions of no medical or dental school in the State.

Medical and dental schools consist of two parts—the two pre-clinical years teaching basic medical science to both medical and dental students, and the two clinical years using hospital and out-patient facilities to supplement the usual laboratory and classroom work. If the University of Florida were to establish a professional school for the health services with a total enrollment of 250 medical students, 150 dental students, and 200 candidates in nursing, it would be able to admit each year about 75 medical, 45 dental, and 75 nursing students. It would be difficult to do effective teaching and provide adequate facilities for larger numbers in one school.

The annual per-student cost of providing the pre-clinical instruction in basic medical sciences is not so great as it is for the last two years, which are primarily clinical and bedside instruction. It is difficult to allocate the costs in existing medical schools between these two divisions. The allocation is not too important since a medical school must have both kinds of facilities. During the period of establishment of a medical school, the cost in the pre-clinical years would be relatively higher than later, when the full program is in operation. The financial reports from medical and dental schools in the East and South indicate the following figures are reasonable averages, and they are used as estimates for what such education would cost in Florida.

Average Annual Cost of Professional Education for Health Services

	Per Student	Number of Students	Total Annual Cost
Medical	$3000	250	$ 750,000
Dental	1200	150	180,000
Nursing	500	200	100,000
Total			$1,030,000

The establishment of a medical college is costly. The State of Florida should be prepared to give adequate support and this should be assured. This support must be given in addition to other needs of the University. In no case is a recommendation made that the medical college be established at the sacrifice of other phases of the University program. At the same time, the need for the medical school is great and support for the general University program and the medical school should be forthcoming.

The Inter-American Institute

Since 1930, when the Institute was founded, students from nearly every Latin-American country have attended the University. The Institute has

arranged for their coming, counselled them during their stay, and utilized their knowledge and abilities in radio broadcasts and in speeches on Latin-American subjects. The Latin-American students benefit by studying Business Administration, Agriculture, Engineering, Architecture, or any of the many offerings found at the University of Florida. They acquire a familiarity with the people and institutions of the United States, and they get an insight into the scientific, political, and social development of this country.

The faculty of the University has developed curriculum in Latin-American area studies for the benefit of our own students. Instead of a major in a limited field, such as literature or history, the student may elect a group major in Latin-American studies in the Colleges of Arts and Sciences, Business Administration, and Education. An adequate understanding of the differing geographical areas, the economics, the civilizations, and the people of Latin-America requires the cooperation of experts in the various disciplines and sciences. Our students benefit further by association with the Latin-American students who live and study on our campus.

The influence of the Inter-American Institute can be greatly expanded on the campus. But it should not be limited to that. It can be a significant force for the development of understanding, exchange of ideas, promotion of business and commerce, and scientific progress. It must reach the adults of the State and the nation. This can be done in part through the services of the General Extension Division. It can be furthered by holding institutes and conferences to which scholars, political and business leaders, and experts in various areas would be invited. Adult education is an important part of the University's program in Latin-American affairs.

To promote this program of the Institute, we propose to erect on the campus an Inter-American House. The design, which has been developed, is one of great beauty and dignity; and it will immediately draw attention and lend prestige to the activities of the Institute. It will serve as a dormitory for about eighty students, half of whom will be from Latin America. It will have guest rooms for Latin-American scholars visiting our campus for conferences or lectures. It will provide space for a reference library and a general reading room for Latin-American materials.

Another important function of the Inter-American House will be to supply a meeting place for the institutes and conferences to be held. On the first floor of the building, which is planned in Spanish Colonial style, there will be rooms representing Mexico, Central America, the Antilles, Greater Colombia, the Plata region, and the Andean republics. Each of these rooms will be decorated and furnished in representative style to help impart the spirit of Latin-America. This is a project that is of importance to Florida and to the nation and it should be supported from State funds. Because of the urgent needs of basic units in the University which, of necessity, must take priority, it is hoped that the funds for the Inter-American House can be obtained from private individuals and grants from foundation funds.

Florida is the gateway to Latin America, and this is a step in the development of cooperation and understanding between "good neighbors."

The Student Personnel Program

A student personnel program for the University of Florida must be integrated with the major educational objectives of the institution. In order to provide maximum services to the University, the program should have two major aims:

(1) It should provide leadership for an educational program, exclusive of class activities, which promotes a higher quality of individual and group living. This total living pattern should be planned so that each student may have ample opportunities to develop his personal life in order to realize his full potentialities as a citizen in the college community, in the State of Florida, and in the American democracy. It is not expected that the student personnel program would fully plan such an educational program, but it must provide the central leadership so that these opportunities may be provided for the student body of the University.

(2) It should assist in building an environment outside the classroom which facilitates academic progress. Unless the student personnel program provides assistance in the major objectives of the University in the academic programs, it fails to fulfill its obligations to the University and to the State.

In order to develop more fully a plan for the student personnel program during the coming six years, specific objectives have been established. These objectives are not intended to be all-inclusive, nor are they intended fully to inform the reader about the numerous activities within the student personnel program. They may, however, provide a framework so that the personnel program may be more readily discerned. The specific objectives are:

(1) To develop a program which is sensitive to the needs of an expanding student body. This program must be equipped to obtain an overall view of the needs of individual students and groups of students as these needs are evidenced in the student body. It must be based upon at least two methods of observation: (a) personal observations by skilled staff members, and (b) careful research which obtains and interprets facts about student life.

(2) To help small groups of students plan and carry out programs of social living which satisfy basic desires of the individual to be accepted and understood by others and which encourage his growth and development. Although large social activities may be planned and may contribute to social life among students, research shows that it is within small groups (these small groups may well be a part of a very large social group) that individual needs are best met. These small groups offer maximum possibilities for students to find help in achieving adjustment to University life. An aspect of this program of social living is the orientation of new students to University life. This total personnel program might best be sponsored within living groups in the dormitories and fraternities. It should provide opportunities for each student to be well known by a trained personnel worker. This provides the student with an opportunity to seek help with his personal problems from a trained and sympathetic person.

(3) To foster student self-government in all its aspects. This objective may well develop into a major need at the University of Florida as the pres-

sures of an expanded and increasingly heterogeneous student body present a number of problems. The system of student government which is now in operation at the University has worked so well that it deserves major attention in the student personnel program. It should be studied carefully and should be strengthened, and the personnel program should work closely with it.

(4) To provide clinical and specialized services for students who need aid in overcoming handicaps of physical disabilities, speech or hearing disorders, mental or emotional disorders, and to provide help for those students who have particularly difficult problems of adjustment or who require help in vocational planning. These clinical and specialized services are available now in some measure. They require extension and integration with other objectives of the personnel program.

Their development would help to make the facilities of the University available to persons who now fail to enter as freshmen and to those who drop out before conclusion of a full program of studies but who have the capabilities for college work. Many of these persons could become successful graduates of the University and make a significant contribution to society if they could secure special help in overcoming their problems.

(5) To aid in further development of the faculty advisement program through cooperation with faculty advisers who want specialized help for their students and through the development of an in-service education program for advisers, if they so desire.

(6) To extend and expand student aid facilities. The need for scholarships, grants, loans, and part-time employment will increase markedly unless the present trend of increasing costs is reversed. Student aid ought to be closely integrated with other student personnel services. It ought to be administered by an office which understands as much as possible the needs and desires of students.

It should be recognized that increased student aid provides no permanent answer to the problem of lack of educational opportunities because of cost barriers. If the University is to be available to all capable young men and women, ways must be found to reduce costs. Student aid can provide services for needy students, but if it attempts to solve the problems of a general increase in costs of education, it must inevitably fail.

(7) To provide aid in locating suitable employment for graduates and for students who terminate their courses before graduation. Many graduates are now receiving valuable help in this respect from the colleges, schools, and departments from which they graduate. Nongraduates are apparently receiving less help. A University Placement Office would not centralize placement activities. Such centralization would deprive students of the essential services which separate University units now perform. Rather, such a central placement office should give help to the separate units of the University in placing their students. It should be planned so that each department, school, or college retains its initiative in contacting prospective employers. That such an office could be initiated has been proved by experience at other universities.

Building Needs.—The University now has permanent dormitories for 1,100 men—these are now housing 1,800 men by overcrowding through the use of

double-decker beds. In addition, temporary dormitories have been erected which house 1,152 men on the campus. Three Flavet Villages have been provided, accommodating 624 veterans and their families.

Two permanent dormitories for women have been authorized for construction, to be started in the fall of 1948. They are to house about 300 girls. Four dormitories for men have been authorized and we hope to have them ready by the fall of 1949—they will house about 700 men. These six dormitories are to cost about $5,000,000 and they will be partially, but not sufficiently, self-liquidating. The contribution of only $1,000,000 made by the State will require a higher rental charge to students than should be charged at any state university.

An enrollment of 10,000 nonveterans by 1958 will probably consist of 7,000 men and 3,000 women. We should provide dormitories for at least 4,000 men and 2,000 women. Our capacity by September of 1949 will be nearly 1,800 men (counting normal capacity) and 300 women. We should launch immediately upon an extension of our dormitory construction program to provide additional dormitories on the campus. The program by the end of the Six-Year Plan should be to house 4,000 additional students, and additional units should be started immediately at a cost of $10,000,000. This whole program will cost $20,000,000. The State's contribution to this partially self-liquidating project should be sufficient to make possible reasonable rentals for rooms in all dormitories at the University of Florida.

Coordinated with the need for dormitories is the need for additional eating facilities. A dining hall will be required in the women's area on the campus. The first unit, which should be designed to accommodate at least 600, will cost $240,000. As the expansion of dormitories proceeds, eating facilities to care for 1,000 additional students must be provided. This will cost approximately $400,000.

The original section of Florida Union was built in 1935 when the University had 2,500 students. It is crowded and its facilities are completely inadequate for the present demands made upon it. A new Student Union Building located centrally in the expanding campus plan is a necessity for the full development of our student personnel program and for the morale of the University community. This building would serve as the headquarters for student government, the honor court, all student publications, and campus organizations. It would also provide recreational facilities for students and guest rooms for parents, visiting lecturers, and other guests of the University. The State should contribute as its share of the cost of such a building at least $750,000.

Campus Plan

The University of Florida campus was laid out many years ago on an intersecting grid of streets. The problem of automobile traffic, the integration of related functions, the student pedestrian traffic between buildings, and the provision of space for buildings requested above, as well as buildings which will be needed in the more distant future, has caused us to study the long-range needs of the University and develop a campus land-use plan to meet its needs. This land-use plan was started by a faculty committee made up

primarily of specialists from the School of Architecture. The planning got beyond the stages of committee work and required the services of a professional planner.

The areas have been designated for the group of Science buildings; for the Agricultural group of buildings; the Engineering group; the Humanities; the Fine Arts; Business Administration; women's dormitories; women's sororities; men's dormitories; men's fraternities; the Auditorium; and athletics and recreation.

The approximate location of each of these buildings within their respective areas has been agreed upon. The specific plans for several of these buildings have already been developed and plans for the others are proceeding. As each of these specific plans is developed, the actual location of the building is also determined. A model of the campus plan has been constructed for use in further study of the details of the plan.

Central Heating Plant

These additional buildings, spread over a much larger area of the campus than is now used, will require new equipment for and rehabilitation of the Central Heating Plant, which will cost about $200,000. It will also require an extension of the campus utilities system and connections, such as storm sewers, sanitary sewers, steam lines, telephone lines, power lines, streets, sidewalks, and landscaping.

Rather than provide utility connections in a haphazard way, a system should be planned in advance that will assure adequate service. The connections to the buildings already under construction or authorized for construction are urgently needed. About $300,000 will be required to extend and develop the campus utilities system, and $250,000 will be required for other campus development, including landscaping.

The University Maintenance Department

The Maintenance Department has temporary buildings which must be replaced, and a warehouse building is seriously needed. Such a building for the Maintenance Department will cost about $250,000.

Planning

All of the buildings listed in the Six-Year Plan will, of course, require architectural services in connection therewith. The need for many of these projected buildings is so urgent that the preliminary architectural studies, which often require up to eight months for completion, must necessarily proceed concurrently with the overall integration of the academic program. In some instances it may be necessary to carry the preliminary studies and specifications to the stage where professional cost estimates can be prepared in order to determine the limitations of a specified group. For the purpose of preparing preliminary architectural studies, there should be appropriated during the first biennium of the Six-Year Plan the sum of $150,000.

Summary of Building Needs

Coordinating and integrating the activities of the various colleges of the University so that they may function at a satisfactory level of performance

will require all the buildings and improvements listed in Part I of the following table. The construction of the buildings listed in Part I will bring the University of Florida up to the average of the fifty land-grant colleges and state universities, on the basis of square feet available per student enrolled. The buildings listed in Part II of this table must be constructed to bring the University up to the average of the greater universities. Part III of the table lists the buildings necessary for adequate housing, feeding, and recreational facilities for a student body of 10,000. Not all the funds required for the construction of the items listed in Part III must come from the State, as some of the projects can be built on a self-liquidating basis. Part IV of the table includes facilities which will be needed in the future. The State can supply some of the facilities listed. Others can come from private donations and public subscriptions.

The estimated costs indicated below are based on building costs as of July 1, 1948. Any change in these prices, upward or downward, from that base will require a corresponding revision in estimates.

PART I

To bring the University to the average of 50 land-grant colleges and universities on the basis of square feet available per student enrolled*

Agricultural Units (1) (including Agricultural Engineering, the Experiment Station, and Forestry)	$ 4,200,000
Agricultural Units (2) (including off-campus buildings, the Livestock Judging Pavilion, etc.)	500,000
Engineering Units	4,200,000
Rehabilitation of Science Hall and Benton Hall	450,000
Physics Building (addition to and rehabilitation of the Horticulture Building)	1,000,000
Business Administration Building	1,000,000
Education and Industrial Arts Education Building	1,180,000
Architecture and the Arts Units (including Architecture, Art, Music, Speech, and Dramatics)	2,750,000
Extension of Utilities and Campus Development	560,000
Women's Gymnasium	900,000
Development of Athletic Areas (1)	150,000
Planning	150,000
Library Equipment and Stacks	70,000
	$17,110,000

* And also Unit A of additional dormitories and eating facilities. See Part III.

PART II

To bring the space available per student enrolled in line with greater universities, this additional space is needed:

Agricultural Units (3) (including all other off campus buildings)	$ 500,000
University Auditorium to seat from 3,500 to 5,000	2,000,000
Pharmacy Building	790,000
Biological Sciences Building	215,000
Home Arts Building	580,000
General Extension Building, including dormitories	1,300,000
Maintenance Building and Shop	250,000
Central Heating Plant—rehabilitation and replacement of equipment	200,000
Enclosing Swimming Pool and rehabilitation of Old Gym	350,000
Development of Athletic Areas (2)	150,000

Rehabilitation of the Agriculture Building and of Language and Peabody Halls, and Engineering Building	950,000
Final Addition to Law Building	500,000
	$ 7,285,000

PART III

Construction necessary to furnish adequate housing, feeding and recreational facilities for 10,000 students

Unit A

Dormitories for 2,000 ($10,000,000)		
Eating facilities—Women's Area (600) ($240,000)	State's Share	$ 8,000,000

Unit B

Dormitories for 2,000 ($10,000,000)		
Eating facilities—Men's Area (1,000) ($400,000)	State's Share	$ 8,000,000
Student Union Building (new)—State's Share		750,000
		$16,750,000

PART IV

Construction to be provided after the State can meet the needs presented in the first three parts of this table

Medical, Dental and Nursing College and Hospital*	$7,000,000 to 10,000,000
Inter-American Building ($500,000)	By donations
Remodeling of present Auditorium into a ($350,000) Chapel as a War Memorial	Public Subscriptions

* Depending on location.

Conclusion

The State of Florida has a great future. It has the second largest area of any state east of the Mississippi River. Much of its land is undeveloped and unused. Its industry and business is expanding rapidly. More trained people are needed to pace this expansion and development. But technical training alone is not enough. Prior to World War II, the Germans probably had the best technical training of any people. But something was lacking when they were so naive politically and socially as to let a man like Hitler mislead them. We must give to all the best education possible for them to meet their responsibilities to their families, State and nation.

To accomplish this objective, we have developed a Six-Year Plan for the University of Florida which will require, in addition to the buildings and equipment listed above, 400 more staff members on the professional level, 280 additions to the nonacademic staff, a total of 300 graduate assistants, and 260 student assistants. Florida is a great State, and it must have a great University. It deserves and needs the program we have outlined.

APPENDIX

TABLE I

A. REGULAR SESSION ENROLLMENT FOR THE BIENNIUM

COLLEGES AND SCHOOLS	1946-47 ENROLLMENT			1947-48 ENROLLMENT		
	Men	Women	Total	Men	Women	Total
College of Agriculture	234	3	237	347	2	349
School of Architecture and Allied Arts	118	1	119	196	2	198
College of Arts and Sciences	337	17	354	536	61	597
College of Business Administration	337	2	339	595	8	603
College of Education	143	13	156	234	173	407
College of Engineering	254	2	256	427	.....	427
School of Forestry	47	.....	47	94	.....	94
Graduate School	292	43	335	600	219	819
College of Law	403	17	420	590	13	603
School of Pharmacy	65	9	74	127	15	142
College of Physical Education, Health and Athletics	14	.....	14	33	.....	33
University College	5,457	61	5,518	5,900	372	6,272
*Less Duplicates	488	8	496	713	44	757
Net Total Enrollment	7,213	160	7,373	8,966	821	9,787

* Persons registered in one college or school the first semester and another the second semester.

B. SUMMER SESSION ENROLLMENT FOR THE BIENNIUM

COLLEGES AND SCHOOLS	1946 SUMMER SESSION			1947 SUMMER SESSION		
	Men	Women	Total	Men	Women	Total
College of Agriculture	96	1	97	180	2	182
School of Architecture and Allied Arts	52	.....	52	84	.....	84
College of Arts and Sciences	162	8	170	306	22	328
College of Business Administration	130	2	132	353	6	359
College of Education	72	151	223	132	272	404
College of Engineering	73	1	74	191	.....	191
School of Forestry	21	.....	21	61	.....	61
Graduate School	253	173	426	510	364	874
College of Law	227	11	238	360	21	381
School of Pharmacy	17	1	18	59	5	64
College of Physical Education, Health, and Athletics	.....	.....	.....	19	.....	19
University College	1,985	86	2,071	2,337	212	2,549
Unclassified	11	26	37	40	175	215
*Less Duplicates	50	4	54	146	16	162
Net Total Enrollment	3,050	456	3,506	4,486	1,063	5,549

* Persons registered in one college or school the first term and another the second term.

TABLE II

A. ENROLLMENT OF VETERANS BY COLLEGE AND SCHOOL REGULAR SESSIONS OF THE BIENNIUM

COLLEGES AND SCHOOLS	1946-47			1947-48		
	Students Enrolled	Veterans Enrolled	Percent Veterans	Students Enrolled	Veterans Enrolled	Percent Veterans
College of Agriculture	237	208	87.7	347	315	90.7
School of Architecture and Allied Arts	119	98	82.3	198	180	90.9
College of Arts and Sciences	354	285	80.5	597	422	70.7
College of Business Administration	339	288	84.9	603	522	86.6
College of Education	156	116	74.3	407	172	42.3
College of Engineering	256	238	92.9	427	387	90.6
School of Forestry	47	46	97.8	94	87	92.5
Graduate School	335	207	61.7	819	384	46.9
College of Law	420	376	89.5	603	543	90.0
School of Pharmacy	74	61	82.4	142	117	82.4
College of Physical Education, Health, and Athletics	14	12	85.7	33	33	100.0
University College	5,518	4,210	76.2	6,272	3,774	60.2
*Less Duplicates	496	417	.....	757	597	.....
Net Total Enrollment	7,373	6,145	83.3	9,787	6,339	64.7

* Persons registered in one college or school the first semester and another the second semester.

B. ENROLLMENT OF VETERANS BY COLLEGE AND SCHOOL SUMMER SESSIONS OF THE BIENNIUM

COLLEGES AND SCHOOLS	1946 SUMMER SESSION			1947 SUMMER SESSION		
	Students Enrolled	Veterans Enrolled	Percent Veterans	Students Enrolled	Veterans Enrolled	Percent Veterans
College of Agriculture	96	88	91.7	182	172	94.5
School of Architecture and Allied Arts	52	42	80.8	84	77	91.7
College of Arts and Sciences	170	128	75.3	328	277	84.5
College of Business Administration	132	111	84.1	369	326	88.3
College of Education	223	41	18.4	404	82	20.3
College of Engineering	74	63	85.1	191	182	95.3
School of Forestry	21	20	95.2	61	59	96.7
Graduate School	426	166	38.9	874	323	36.9
College of Law	238	211	88.7	381	346	90.8
School of Pharmacy	18	16	88.9	64	56	87.5
College of Physical Education, Health, and Athletics	.....	.....	.....	19	19	100.0
University College	2,071	1,627	78.6	2,549	1,978	77.6
Unclassified	37	24	64.9	215	21	9.7
*Less Duplicates	54	33	.....	162	133	.....
Net Total Enrollment	3,506	2,504	71.4	5,715	3,918	68.6

* Persons registered in one college or school the first term and another the second term.

TABLE III

DIPLOMAS, CERTIFICATES, AND DEGREES CONFERRED SINCE 1905

	†Number of Diplomas and Certificates	Baccalaureate	Professional	Masters'	Doctors'	Honorary Degrees
1905–1938*	1,730	5,054	53	467	23	21
1938–39	446	408	.....	22	2	2
SS 1939	122	166	.....	47	.....	.....
1939–40	457	437	.....	22	1	.....
SS 1940	83	170	.....	41	3	.....
1940–41	452	488	2	33	4	2
SS 1941	71	187	.....	41	1	.....
1941–42	381	386	1	22	4	2
SS 1942	116	140	.....	17	2	.....
1942–43	170	337	.....	15	4	.....
SS 1943	33	110	.....	27	1	.....
1943–44	39	102	.....	11	.....	3
SS 1944	16	69	.....	24	.....	.....
1944–45	35	54	1	15	1	1
SS 1945	27	89	.....	29	2	.....
1945–46	205	136	.....	13	3	2
SS 1946	294	112	.....	39	.....	.....
1946–47	740	334	.....	38	1	1
SS 1947	389	280	.....	61	2	.....
1947–48	883	799	1	71	.....	5
Total	6,689	9,858	58	1,055	54	35

* For distribution by years see the Biennial Report for the biennium ending June 30, 1938.

† In the column headed "Diplomas and Certificates" is grouped the number of all awards made upon the completion of curricula of fewer than four years' duration.

TABLE IV

ENROLLMENT IN THE UNIVERSITY OF FLORIDA FROM 1905 TO 1948

Regular Session	Number Enrolled	Summer Term	Number* Enrolled	Total
1905-06	135			135
1906-07	102			102
1907-08	103			103
1908-09	103			103
1909-10	186			186
1910-11	241			241
1911-12	302			302
1912-13	321	1913	140	461
1913-14	361	1914	269	630
1914-15	395	1915	402	797
1915-16	447	1916	539	986
1916-17	460	1917	434	894
1917-18	421	1918	434	855
1918-19	554	1919	612	1,166
1919-20	664	1920	743	1,407
1920-21	823	1921	783	1,606
1921-22	1,002	1922	895	1,897
1922-23	1,183	1923	1,028	2,211
1923-24	1,347	1924	944	2,291
1924-25	1,488	1925	987	2,475
1925-26	1,860	1926	908	2,768
1926-27	1,968	1927	1,269	3,237
1927-28	2,073	1928	1,686	3,759
1928-29	2,270	1929	1,613	3,883
1929-30	2,257	1930	1,480	3,737
1930-31	2,388	1931	1,530	3,918
1931-32	2,558	1932	1,746	4,304
1932-33	2,628	1933	1,086	3,714
1933-34	2,371	1934	1,310	3,681
1934-35	2,848	1935	1,602	4,450
1935-36	2,983	1936	1,706	4,689
1936-37	3,069	1937	2,136	5,205
1937-38	3,278	1938	2,631	5,909
1938-39	3,438	1939	2,591	6,029
1939-40	3,456	1940	2,805	6,261
1940-41	3,438	1941	2,622	6,060
1941-42	3,239	1942	2,625‡	5,864
1942-43†	2,710	1943	1,032	3,742
1943-44†	691	1944	1,042	1,733
1944-45	938	1945	1,023	1,961
1945-46	3,216	1946	3,506	6,722
1946-47	7,373	1947	5,711	13,084
1947-48	9,787	1948	6,278	16,065

* These figures include the enrollment in the demonstration school, except for the Summer Sessions of 1933 and after.

† The figures given are for civilian enrollment only. In addition to enrollments shown in the table during the period from March, 1943, to December, 1944, 2,961 trainees were given from 3 to 5 months' instruction for the Army Air Forces and 1,495 trainees were given from 3 to 15 months' instruction under the Army Specialized Training Program.

‡ Includes 379 students registered in the September, 1942, inter-session.

TABLE V

A COMPARISON OF ENROLLMENTS OF A PRE-WAR AND POST-WAR ACADEMIC YEAR AND SUMMER SESSION

	Students Enrolled 1939-40	Students Enrolled 1947-48	Percent Increase	Students Enrolled SS 1939	Students Enrolled SS 1947	Percent Increase
College of Agriculture	155	349	225	72	182	253
School of Architecture and Allied Arts	51	198	388	.....	84	.....
College of Arts and Sciences	300	597	199	271	328	121
College of Business Administration	255	603	236	195	369	189
College of Education	99	407	411	1,329	404	†Decrease
College of Engineering	179	427	238	24	191	795
School of Forestry	24	94	391	.....	61	.....
Graduate School	196	819	417	499	874	175
College of Law	168	603	359	72	381	529
School of Pharmacy	43	142	330	5	64	1,280
College of Physical Education, Health, and Athletics	.....	33	.....	.....	19	.....
University College	2,103	6,272	298	701	2,549	363
School of Trade and Industrial Education	.....	.....	.....	532	.....	.....
Unclassified	.....	.....	.....	.....	215	.....
*Less Duplicates	117	757	.....	564	162	.....
Totals	3,456	9,787	283	2,595	5,715	220

* Students registered in one school or college the first semester or term and another the second.

† 1939 was the third summer of the University College—students who had previously enrolled under the old program were permitted to continue—actually over 1000 of the 1,329 were lower division students if classified by credits earned.

TABLE VI

UNIVERSITY OF FLORIDA
FULL-TIME PROFESSIONAL STAFF

	1946-47			1947-48		
Agriculture:						
College of Agriculture		39			50	
Experiment Station—						
Main Station	65			53		
Branch Stations	77	142		89	142	
Extension Service—						
Main Station	27			29		
Tallahassee	9			11		
County Agents and Assistant County Agents	90			92		
Home Demonstration Agents and Assistant Home Demonstration Agents	61	187		62	194	
School of Forestry		8			9	
Total			350*			367†
Architecture and Allied Arts, School of			15			27
Arts and Sciences, College of			109			139
Business Administration, College of			39			50
Education:						
College of Education		20			39	
P. K. Yonge Laboratory School		28	48		33	72
Engineering:						
College of Engineering		35			66	
Engineering and Industrial Experiment Station		52			41	
Total			75**			98††
General Extension Division			7			17
Law, College of			9			12
Library			15			25
Military Science and Tactics, Division of			12			17
Music, Division of			3			5
Physical Education, Health, and Athletics, College of:						
Instructional Division		16			22	
Coaching Staff		5			7	
Medical Staff		4	25		4	33
Pharmacy, School of			4			8
University College			68			75
GRAND TOTAL			774***			940†††

* Excluding 26 duplicates.
** Excluding 12 duplicates.
*** Excluding 43 duplicates.

† Excluding 28 duplicates.
†† Excluding 9 duplicates.
††† Excluding 42 duplicates.

TABLE VII

STATE APPROPRIATION FOR BUILDINGS

	1945–46	1946–47	1947–48	1948–49	Total
Veterans Housing (Flavet I)*	$ 250,000.00	$	$	$	$ 250,000.00
76 Additional Housing Units (Flavet II)	50,000.00				50,000.00
Purchase of Surplus Building Supplies	20,000.00		30,000.00		50,000.00
Housing and Classroom Facilities	367,500.00	925,000.00			1,292,500.00
Store and Post Office		6,000.00			6,000.00
Auxiliary Sewage Treatment Plant	35,000.00				35,000.00
Gymnasium and Auditorium	50,000.00	1,631,000.00			1,681,000.00
Cafeteria and Equipment	10,000.00	881,000.00			891,000.00
Sewage Disposal Plant	5,000.00	293,000.00	129,150.00		427,150.00
Athletic Improvements	105,875.00	23,125.00			129,000.00
Revision of Utilities		852,800.00			852,800.00
Purchase of 90 Acres of Land		197,372.00			197,372.00
Lease Arlington Hotel		24,000.00			24,000.00
Cost of Use 30 Houses 3 Years		50,000.00			50,000.00
Livestock Pavilion		50,000.00			50,000.00
Maintenance Building Plans		5,250.00			5,250.00
Horticultural Building Plans		8,050.00			8,050.00
Engineering Building Plans		70,000.00			70,000.00
Agriculture Building Plans		70,000.00			70,000.00
Agricultural Engineering Building Plans		6,300.00			6,300.00
Horticultural Laboratory		3,500.00			3,500.00
Addition to Infirmary		325,000.00			325,000.00
Library Addition			800,000.00	615,000.00	1,415,000.00
Addition to Chemistry Building		775,000.00			775,000.00
Furnishing Chemistry Building		100,000.00			100,000.00
Furnishing Infirmary		45,000.00			45,000.00
University of Florida Dormitories				†1,000,000.00	1,000,000.00
Classrooms and Administration Buildings				1,373,000.00	1,373,000.00
Rehabilitation Law Building			175,000.00	170,000.00	345,000.00
	$ 893,375.00	$6,341,397.00	$1,134,150.00	$3,158,000.00	$11,526,922.00

* $204,594.26 reimbursed by Federal Government.

† Includes $300,000.00 transferred from Operating Fund.

TABLE VII (Con't)

AGRICULTURAL EXPERIMENT STATION BUILDING FUND

	1946-47	1947-48	1948-49	Total
Poultry Disease Laboratory	$ 5,900.00	$.....	$.....	$ 5,900.00
Fibre Laboratory, Everglades Station	18,000.00	.....	.....	18,000.00
Vegetable Processing Laboratory, Main Station	46,000.00	.....	.....	46,000.00
Vegetable Crop Laboratory	27,500.00	.....	.....	27,500.00
Warehouses, Everglades Station	9,000.00	.....	.....	9,000.00
Dwelling Units, Everglades	29,000.00	.....	.....	29,000.00
Office and Living Quarters, North Florida Station	23,000.00	.....	.....	23,000.00
Greenhouse, Main Station	12,500.00	.....	.....	12,500.00
Laboratory Addition, Everglades	130,000.00	.....	.....	130,000.00
Machinery Shelter, Potato Laboratory	2,000.00	.....	.....	2,000.00
Completion Dairy Products Laboratory, Main Station	86,315.00	.....	.....	86,315.00
Storage and Implement Shelter Vegetable Crops Laboratory	3,180.00	.....	.....	3,180.00
Laboratory Addition, Celery Laboratory*	11,800.00	.....	.....	11,800.00
Staff Housing, North Florida Station	46,500.00	.....	.....	46,500.00
Laboratory Addition, Sub-Tropical Station	16,300.00	.....	.....	16,300.00
Laboratory and Housing, Range Cattle Station	55,000.00	.....	.....	55,000.00
West Florida Experiment Station	50,000.00	.....	.....	50,000.00
Office and Administration Building, Citrus Station	50,000.00	.....	.....	50,000.00
Warehouses, Sub-Tropical Station	3,166.00	.....	.....	3,166.00
Purchase of Equipment, Vegetable Processing Laboratory	.....	13,700.00	.....	13,700.00
Purchase of Equipment, Dairy Processing Laboratory	.....	23,000.00	.....	23,000.00
Dairy Unit, Gainesville	.....	.....	211,000.00	211,000.00
	$ 625,161.00	$ 36,700.00	$ 211,000.00	$ 872,861.00

FEDERAL FUNDS FOR BUILDING

	1945-46	1946-47	1947-48	Total
Flavet I*	$ 204,594.26	$.....	$.....	$ 204,594.26
Flavet II	.....	257,042.00	.....	257,042.00
Flavet III	.....	875,000.00	468,188.00	1,343,188.00
Temporary Offices and Classrooms (Lake City Buildings)	.....	270,320.15	228,075.31	498,395.46
	$ 204,594.26	$1,402,362.15	$ 696,263.31	$2,303,219.72

* Reimbursement of State Funds.

OTHER BUILDING FUNDS

	1945-46	1946-47	1948-49	Total
Released from Earnings from Radio Station WRUF	$.....	$.....	$ 101,041.69	$ 101,041.69
General Education Board Fund for Experiment Station, Soils Laboratory	.....	.....	50,000.00	50,000.00
	$.....	$.....	$ 151,041.69	$ 151,041.69

TABLE VIII

GIFTS AND GRANTS

A. Gifts and Grants for Research

American Camellia Society	$ 3,300.00	
Calumet & Hela Consolidated Copper Company (for Citrus Station)	4,000.00	
Calumet & Hela Consolidated Copper Company (for Everglades Station)	1,500.00	
Group of twelve companies interested in livestock research having to do with investigations of the interrelationships of phosphorus with nitrogen, potash and other mineral elements upon the nutritive quality of pastures, forage and feed for livestock. (for Main and Range Cattle Stations)	3,000.00	
Julius Hyman & Company (for Vegetable Crops Laboratory)	1,000.00	
Julius Hyman & Company (for Sub-Tropical Station)	1,000.00	
International Minerals & Chemical Corporation (for Main Station)	1,500.00	
International Minerals & Chemical Company (for Everglades Station)	1,500.00	
Pacific Coast Borax Company (for Everglades Station)	500.00	
Shark Industries (for Main Station)	350.00	
United States Golf Association (for Everglades Station)	300.00	
United States Phosphoric Products of the Tennessee Corp. (for Main Station)	1,500.00	
Tennessee Coal, Iron, and Railroad Company (for Everglades Station)	1,500.00	
Nutrition Foundation, Inc. (for Main Station)	2,500.00	
Swift & Company (for Main Station)	20,000.00	
Alfred P. Sloan Foundation (for Project in Applied Economics)	23,116.64	
National Bureau of Standards(Research in Engineering and Industrial Experiment Station)	235,265.97	
Stapling Machines Company (E. & I. E. S.)	13,500.00	
Florida Phosphate Industries (E. & I. E. S.)	18,720.00	
Research Corporation of New York (E. & I. E. S.)	8,500.00	
Army Air Forces (E. & I. E. S.)	87,089.40	
Signal Corps (E. & I. E. S.)	58,357.00	
Florida Citrus Commission (E. & I. E. S.)	5,099.98	
Insect Wire Screening Bureau (E. & I. E. S.)	2,000.00	
Limerock Association (E. & I. E. S.)	5,000.00	
Invex Company (E. & I. E. S.)	100.35	
Canada Dry Bottling Co. (E. & I. E. S.)	7,833.31	
U. S. Forest Service (E. & I. E. S.)	2,788.96	
Gilbert Seed Co. (E. & I. E. S.)	336.00	
Simpson Nursery (E. & I. E. S.)	1,350.00	
State Road Department (E. & I. E. S.)	4,166.65	
Metermen's Association (E. & I. E. S.)	555.00	
Miscellaneous Contributions for Engineering Research	883.75	
Office of Naval Research (College of Arts and Sciences)	20,000.00	
U. S. Public Health Service (College of Arts and Sciences)	6,800.00	$ 544,912.66

B. Gifts and Grants for Fellowships

Number	Donor		
3	Wallace and Tiernan Research Fellowships (Sanitary Engineering)	$ 3,650.00	
1	Florida Federation of Garden Clubs (H. Harold Hume Fellowships)	500.00	
1	Florida Citrus Exchange Fellowship in Cooperative Marketing	1,000.00	
1	Naval Stores Research Fellowship	1,020.00*	
1	The William S. Merrell Company, Cincinnati (Pharmacy Foundation Fellowships)	760.00	
2	Velsicol Corporation for Insecticide Fellowship	4,036.56	
1	Dow Chemical Corporation (Chemical Fellowship)	1,550.00	
1	American Sumatra Company and the Max Weedles Tobacco Co. (Tobacco Research Fellowships)	2,500.00	
6	University of Florida Graduate Fellowships	10,800.00*	25,816.56

* State Funds—University of Florida Budget.

TABLE VIII (Con't)

C. Gifts and Grants for Scholarships

Number	Donor		
2	Borden Company Foundation (Agricultural)		$ 1,800.00
1	Borden Company Foundation (Pharmacy)		1,500.00
3	Womens Auxiliary of the American Legion		825.00
30	Sears Roebuck Co.		2,700.00
1	State Bankers' Association (Future Farmers)		50.00
2	Melbourne Lions Club		400.00
4	W. Atlee Burpee Company		900.00
10	Lovetts Table and Food Supply		3,205.85
4	A. D. and James E. Davis (Davis Brothers)		750.00
3	Mrs. Alfred I. duPont		900.00
2	Miami Beach P.T.A.		475.00
1	Florida Association of Small Loan Companies		150.00
1	Melbourne Lions Club		400.00
5	Colonial Dames of America		998.50
1	The Government of Egypt		320.00
1	The Government of India		350.00
2	Miami Beach Civic League		700.00
1	Dow Chemical Corporation		220.00
1	William P. Turnipseed (Ocala)		225.00
2	American Association for Pharmaceutical Education		300.00
3	United States Sugar Corporation—		
	(a) Duncan U. Fletcher	$ 520.70	
	(b) James D. Westcott	985.00	1,505.70
1	Edward W. Ball		318.00
1	Horne Foundation		150.00
1	Jesse A. Cox		400.00
	STATE—		
111	State House of Representatives		19,223.74
88	State Senatorial		17,100.89
91	"Lewis" Teaching Scholarships (Florida Legislature)		35,999.74
138	"Lewis" Summer School Scholarships		10,350.00
167	Vocational Rehabilitation (State)		15,669.19
5	State Council for the Blind		4,158.10
30	University of Florida Graduate Scholarships		34,000.00*
1	Rehabilitation Scholarship (Maine)		236.05
2	Deaf and Blind (State of Florida)		625.00
42	Inter-American (University of Florida)		2,663.80*
13	American Legion (State of Florida)		3,235.90
5	Children of Deceased War Veterans		1,315.00
	ENDOWMENT		
4	Confederate Memorial		500.00
11	Albert W. Gilchrist		738.04
6	Arthur Ellis Hamm		331.07
13	Charles E. Tuft Memorial		1,610.00
46	John and Fannie Ruge Memorial		9,455.00
5	Loring Memorial		300.00
1	Cecil Wilcox Memorial		90.00
5	David Levy Yulee Memorial		330.43
	COUNTY		
1	Duval County Scholarship		550.00
2	Lake County Registration		110.00
2	Pinellas County Agricultural		500.00
1	Manatee County Agricultural		175.00

* State Funds—University of Florida Budget.

TABLE VIII (Cont'd)

C. Gifts and Grants for Scholarships (Con't)

Number	Donor		
	REAL ESTATE		
1	Anne T. Morris	240.00	
1	O. L. Schulstad	240.00	
1	Levie D. Smith	240.00	
1	J. E. Hollenbeck	240.00	
1	Winter Haven Board of Realtors	240.00	
3	The Keyes Company	720.00	
1	Greater Daytona Beach Board of Realtors	240.00	
1	Bradenton Board of Realtors	240.00	
3	Jacksonville Board of Realtors	720.00	
1	George C. Roughgarden	240.00	
3	Orlando Board of Realtors	720.00	
2	Lakeland Board of Realtors	480.00	
3	Jay Hearin	720.00	
5	Tampa Board of Realtors	1,200.00	
3	St. Petersburg Board of Realtors	720.00	
2	West Palm Beach Board of Realtors	480.00	
	INDIVIDUAL		
	Two hundred shares of stock from E. I. duPont de Nemours and Co. from Mrs. Alfred I. duPont for a memorial scholarship fund in honor of her husband and to be known as the Alfred I. duPont Scholarship Fund	32,000.00	$ 218,490.00

* State Funds—University of Florida Budget.

D. Miscellaneous Gifts and Grants

General Education Board (Grant for Spectographic Laboratory)	$ 50,000.00	
General Education Board (Grant for University Library and development of research on the graduate level)	30,000.00	
General Electric Company (One Electron Microscope)	10,000.00	
Florida Power and Light Company (One cylinder Worthington 25 h.p. Diesel Engine)	1,000.00	
Westinghouse Electric Company (Instruments)	200.00	
General Electric Company (Electrical engineering equipment)	15,000.00	
Wallace Tiernan Company (Sanitary Laboratory equipment)	600.00	
Ivy Smith Company (Sanitary Laboratory equipment)	400.00	
International Nickel Company (Metals Testing Equipment)	150.00	
Western Electric Company (Communication Equipment)	3,500.00	
War Assets Administration and other government agencies	934,236.80*	
Mr. T. C. Montgomery (five Santa Gertrudis yearlings)	350.00	
Jewish Community Council of Jacksonville (for Judaica Collection)	300.00	$1,045,736.80

* Estimated.

E. Gifts of Undetermined Value

Mrs. Hasse O. Enwall and Mr. Hayford O. Enwall—700 books from the library of Dr. Hasse O. Enwall—value unknown.

Mrs. S. R. McDaniell—470 books from the library of Major W. L. Floyd—value unknown.

Mrs. Wallace Neff—valuable collection of manuscripts, letters, etc., relating to early development of Florida and Civil War Period, belonging to her father, Senator David Levy Yulee, Florida's first Senator—value unknown.

Mrs. Wallace Neff—portraits of Senator and Mrs. David Levy Yulee and of self—value unknown.

TABLE IX

STUDENT LOANS

July 1, 1946—June 30, 1947

Loan Fund	Number of Students	Principal	Loans Made
Tolbert	1,955	$ 14,518.05	$ 56,518.05
Humble Oil	25	30,004.50	3,775.00
Colonial Dames	18	1,220.36	913.75
Summer School Executive	98	1,639.61	2,025.50
	2,096	$ 19,346.94	$ 63,232.30

July 1, 1947—June 30, 1948

Sherrell	29	$ 1,360.45	$ 1,764.50
Ruge	60	8,249.00	11,735.50
Humble Oil	23	30,012.66	3,675.00
Verne E. Minich	2	1,013.50	400.00
Colonial Dames	18	1,277.91	1,445.00
Kappa Delta Pi	1	546.25	300.00
Tolbert	2,987	22,033.10	83,174.22
William K. Jackson	.....	256.50	.....
Rudolph Weaver	.....	500.00	.....
Florida Association of Architects	.....	794.94	.....
A. A. Murphree	.....	510.00	.....
John J. Tigert	.....	500.00	.....
Joseph Weil	.....	500.00	.....
Southern Railway	.....	2,968.23	.....
East Florida Seminary	.....	954.44	.....
Alfred M. Kohn	1	750.00	250.00
Summer School Miscellaneous	.....	394.36	.....
	3,121	$ 72,650.44	$ 102,744.22
GRAND TOTAL	5,217	$ 91,997.38	$ 165,976.52

TABLE X

RECAPITULATION

A. Gifts and Grants

A. Gifts and Grants for Research	$ 511,912.66
B. Gifts and Grants for Fellowships	25,816.56
C. Gifts and Grants for Scholarships	218,490.00
D. Miscellaneous	1,045,736.80
	$ 1,834,956.02
LESS State Funds Budgeted for Fellowships and Scholarships in University of Florida Budget	48,483.80
TOTAL GIFTS AND GRANTS	$ 1,786,472.22

B. Scholarships, Fellowships, Loans and Student Employment

Number Receiving Aid				
905	Scholarships	$218,490.00		$218,490.00
	Less State Budgeted Funds	36,663.80	$ 181,826.20	
17	Fellowships	$25,816.56		25,816.56
	Less State Budgeted Funds	11,820.00	13,996.56	
922	New Funds from Miscellaneous Sources		$ 195,822.76	
	TOTAL for Scholarships and Fellowships			$244,306.56
5,217	Loans			$ 165,976.52
3,235	Student Employment			1,611,000.00

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1944-1948

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FLORIDA STATE UNIVERSITY

PRESIDENT'S REPORT

FOR BIENNIUM

Ending June 30, 1948

BOARD OF CONTROL

J. Thomas Gurney, *Chairman* ..... Orlando
Thomas W. Bryant ..... Lakeland
N. B. Jordan ..... Quincy
J. Henson Markham ..... Jacksonville
Hollis Rinehart ..... Miami
W. F. Powers ..... *Secretary*

STATE BOARD OF EDUCATION

Fuller Warren, *Chairman* ..... Governor
R. A. Gray ..... Secretary of State
J. Edwin Larson ..... State Treasurer
Richard Ervin ..... Attorney General
Thomas D. Bailey, *Secretary* ..... State Superintendent of Public Instruction

THE EXECUTIVE COUNCIL

Doak Sheridan Campbell, M.A., Ph.D. ..... President, 1941
William Hudson Rogers, M.A., Ph.D. ..... Acting Dean of the College of Arts and Sciences, 1922
Ralph Lee Eyman, Ed.D. ..... Dean of the School of Education, 1928
Margaret Rector Sandels, M.A., Ph.D. ..... Dean of the School of Home Economics, 1922
Karl Otto Kuersteiner, M.M., Ph.D. ..... Dean of the School of Music, 1944
Milton W. Carothers, M.A., Ed.D. ..... Dean of Graduate School, 1943
J. Broward Culpepper, M.S., Ed.D. ..... Dean of Student Welfare, 1946
Louis Shores, M.S., Ph.D. ..... Dean, School of Library Training and Service, 1946
Coyle E. Moore, M.S., Ph.D. ..... Chairman of Division of Applied Social Sciences, 1928
William Hugh Stickler, M.S., Ed.D. ..... Chairman of General Education, 1947
Elizabeth Gordon Andrews, Ph.D. ..... Director of Personnel, 1929
Charles Pinckney Hogarth, M.A., Ph.D. ..... Registrar, 1947
Otis McBride, Ph.D. ..... Dean of Men, 1946
Mary Katherine Warren, M.A. ..... Dean of Women, 1935
Roderick Kirkpatrick Shaw, B.S. ..... Business Manager, 1942
Mark H. DeGraff, M.A., Ph.D. ..... Director, Test Service Bureau, 1925
John Newton Baker, M.A. ..... Director of Public Relations, 1948

TABLE OF CONTENTS

President's Report, Florida State University 5

Report of the Dean, College of Arts and Sciences 13

Report of the Dean, School of Education 16

Report of the Dean, School of Home Economics 19

Report of the Dean, School of Library Training and Service 22

Report of the Dean, School of Music 27

Report of the Dean, Graduate School 30

Report of the Chairman, Division of Applied Social Sciences 32

Report of the Chairman of General Education 39

Report of the Dean of Student Welfare 44

Report of the Dean of Men 47

Report of the Dean of Women 49

Report of the Director of Personnel 52

Report of the Head Dietitian 54

Report of the Head Physician 56

Report of the Librarian 57

Report of State Home Demonstration Agent 63

Report of the Registrar 70

Report of the Business Manager 75

Statements of 1946-47 77

Statements of 1947-48 110

PRESIDENT'S REPORT

of the

FLORIDA STATE UNIVERSITY

TALLAHASSEE, FLORIDA, NOVEMBER 1, 1948

To the Honorable Board of Control,
Institutions of Higher Learning,
State of Florida.

GENTLEMEN:

I have the honor to submit a report of the operations of the Florida State University for the biennial period ending July 1, 1948, together with certain information covering the first half of the current fiscal year. It is hoped that this information may be helpful to the Board in making its plans for submission of budgets to the Legislature for the 1949-51 biennium. This report includes statements from the various major subdivisions and departments of the University prepared by the deans and the heads of those departments.

The period covered by this report is without doubt the most significant biennium in the history of the institution since the passage of the Buckman Act by the Legislature of 1905. The Legislature of 1947 enacted laws which amended the Buckman Act and defined the University System of Florida. It set forth a program of co-education which became effective in the summer of 1947. Since that time, many significant developments have taken place which have profoundly affected the institution and which are of great significance to the citizens of the state.

EDUCATIONAL PROGRAM

The scope of the educational program of the University has been expanded and improved in order to take care of the needs of the greatly increased number of students who have sought admission and the adaptations made necessary by the admission of men students. A number of departments have been enlarged, but no new schools or divisions have been added. Primary attention has been given to the quality of the educational program on the assumption that the people of Florida desire the highest quality of work in whatever fields of study our institutions may provide instruction. Basic to this concept is the development of a faculty of high quality. During the period covered by this report, the number of faculty members has been more than doubled. The process of securing suitable personnel under conditions of salary and high competition by other higher institutions throughout the nation made this an undertaking of the first magnitude.

We have been extremely fortunate in the quality of the persons added to our staff. The Deans and the President have devoted a very great amount of time to correspondence and personal interviews in order that both academic and personal qualifications of prospective staff members might be thoroughly studied. The re-

sults have been most gratifying. We have lost a few excellent faculty members because we were not able to compete with larger institutions in regard to salary and living conditions. We consider the retention of a strong faculty a matter of major concern, and we are doing everything possible to maintain our position at this point.

Special effort has been made to relate the educational program to the needs of the state of Florida. Gratifying results have been obtained both through extension services and through the regular classes on the campus.

The Graduate School has experienced a substantial and gratifying growth. Although our graduate program is conservative in the interest of the highest possible academic standards, our enrollments of substantial numbers of qualified graduate students have been highly satisfactory.

PHYSICAL PLANT

The Board of Control has been informed from time to time through the years of the fact that the physical plant of the Institution has never been adequate for the needs of the students who have been enrolled. There have always been pressures for additional classrooms and library and laboratory space, as well as for living quarters and dining hall space. The only time the Institution has ever approached the point of having an adequate physical plant was about 1939 when a considerable construction program was effected. However, rapid enrollments immediately following that period continued so that by 1942 the pressures for more space were again intense and urgent.

The growth of the Institution has moved forward at a steady rate of increase year by year for the past 25 years. This growth was accelerated when the institution became the Florida State University in 1947. The addition of veterans admitted under the provisions of the G. I. Bill of Rights accounted for significant increases in 1947-48. However, the enrollment of male students coming directly from the high schools has kept pace with the enrollments of G. I. students. At the time of the writing of this report, only 22 per cent of the students in the University are G. I. students.

Although there has been significant increase in the amount of floor space added to the University during the past biennium, the physical plant still falls far short of even the recommended minimum for first class institutions of higher learning. Out of a total of $37,700,000.00 expended for public construction by the state of Florida during the past biennium, only $4,800,000 were expended for construction at the Florida State University. This amount of construction is out of proportion to the needs of the Institution as expressed in its increased enrollments and in comparison with construction in other of the state agencies and institutions. We are grateful for all of the construction that has been provided by the state, but we are obligated to call to the attention of the Board the fact that greatly increased construction will be necessary if the University is to provide anything like satisfactory facilities of education for its students.

Acting under instructions of the Board of Control and in cooperation with the Florida Improvement Commission, the firm of Bail, Horton and Associates was

employed to develop a Master Plan for the future development of the University. Jean Labatut, noted French designer and architect, was employed by the planning architects as consultant for this program. The Master Plan Proposals have been completed and are presented herewith to the Board of Control for its consideration as a guide to the future development of all construction for the University. The Board has before it requests for construction amounting to $11,100,000 as is shown in the following list:

Library	$1,000,000
Demonstration School	750,000
Home Economics	750,000
Biological Sciences	800,000
Geology	700,000
Arts	750,000
Commerce	700,000
Social Work, etc.	750,000
Auditorium	1,000,000
Physical Education, Men	700,000
Hospital, Men and Women	1,000,000
Stadium and Playing Field	250,000
Student Alumni Addition	400,000
Men's Housing	1,000,000
Women's Housing	400,000
Repairs and Improvements	100,000
Land Acquisition	50,000
	$11,100,000

This proposed program of construction does not consist of buildings that are merely desirable or that it would be nice to have on our campus. It represents minimum needs for this University if it is to serve the youth of Florida. Plans should be developed at the earliest possible date to begin construction on a long time program which will complete most of the proposed buildings within the next 4 to 6 years.

Buildings having to do with non-academic functions of the University can be provided in large measure through some self-liquidating plan of financing. However, it will be necessary for the State to make outright appropriations for the construction of buildings that are strictly educational in nature. The Master Plan calls for considerable modification of the pattern of architecture which has previously prevailed on the campus. If such plans are adopted, the unit cost of buildings will be considerably reduced from what they would be if the present pattern of architecture were to be continued.

COORDINATION OF HIGHER EDUCATION

Florida began early in its statehood an effort to provide a system of higher education for the youth of the state that would give the maximum service and at the same time be achieved at a reasonable expense to the taxpayers. Prior to

1905, co-education was the prevailing pattern. The pattern devised in the Buckman Act of 1905 consisted of two institutions for white students, one for men and one for women. It was assumed that each would offer a comprehensive program designed to meet the needs of its students. It was further assumed that there would be a minimum of overlapping of function, duplication of effort, and unwholesome rivalry, and that there would be a maximum of wholesome cooperation between the two institutions.

Some years ago it became evident that sooner or later the older pattern of co-education would be re-adopted in both of the white institutions of higher education. As a culmination of this developing trend in public opinion, a University System with full provision for the co-ordination of its activities was proposed to the 1947 Legislature. The concept of a University System was clearly stated and indicated in the legislative act; however, the responsibility for effective coordination of the higher education program was left with the Board of Control.

Consistent with the spirit of the legislation passed in 1947, the Florida State University conceives its program for the next decade to comprehend the following broad sphere of activity:

Undergraduate and graduate work in Schools or Colleges in fields which had already been developed in Florida State University or its predecessors will be continued and will be expanded wherever conditions require. These broad fields are as follows:

1. *The College of Arts and Sciences.* This college contains 30 academic departments usually found in first class institutions of higher education. It is a non-technical and non-vocational school which provides for the general education of all of its students and for such undergraduate and graduate specialization in subject fields as is usually found in the better colleges. It acts as a service institution to all of the professional schools on the campus and provides such sequences of courses as these professional schools may need.

2. *The School of Education.* This professional school has existed since the passage of the Buckman Act, first as a normal school and later as a School of Education. It contains, in addition to the Education Department, four related departments. Throughout its history it has been the chief source of supply for public school teachers in the state, and as such, it has developed both undergraduate and graduate programs which cover practically all phases of the education of teachers and leaders for the public school system.

In view of the conditions of teacher supply and demand in the state, it is apparent to all that the resources of all higher institutions in the state, both public and private, will be necessary in order to maintain an adequate teaching force in the public schools of Florida.

3. *Physical Education.* This division of the work of the University is administratively a part of the School of Education. It serves the double purpose of providing general education in the field of Health and Physical Welfare for all of the students of the University, both men and women,

and providing both undergraduate and graduate curricula which lead toward specialization in the field of Physical Education, Recreation and Health.

4. *The School of Home Economics.* Under the division of activities provided by the Buckman Act, the work of Home Economics has been developed on the campus for more than forty years. It was first introduced as a Department and later was developed into a full scale School of Home Economics with six Departments. This Institution has been the sole state-supported source of supply for teachers of Home Economics, Home Demonstration Agents, Dietitians, Nutritionists, and other specialists within the state. It has developed both an undergraduate and a graduate program in all of the important fields and thus fulfills the conditions of both a technical and a professional School.

5. *The School of Music.* Music has been and continues to be one of the most important areas of human interest to be developed at the University. For more than a half century, special emphasis has been given to music, and the School has received the highest of recognition throughout the nation for the quality of its work. It has been for many years a member of the National Association of Schools of Music, and has met all of its standards for professional Schools of Music. The program has been provided so as to be as nearly as possible within the reach of all of the citizens of the state. It is both a cultural and professional and technical school and has developed extensive undergraduate and graduate programs of study. It provides vocational opportunities for large numbers of students who become professional musicians or who go into the field of music teaching. At the same time, it contributes to the cultural life of the entire student body and, therefore, to the state.

6. *The Division of Applied Social Sciences.* Many important Departments and Divisions of the University began as small Departments within one of the several Schools of the University. As they grew in size of student body and faculty and in the scope of the curricula, such Departments have been expanded from time to time. Within recent years a number of Departments in the general field of the Social Sciences have been expanded and have been administratively operated as a group designated as the Applied Social Studies. These Departments are as follows:

a. *Social Work.* This School began as a part of the Department of Sociology and for many years devoted itself to a limited program of training for social workers. However, as the demands for specially trained social workers in the state grew, the Department was enlarged until at the present time it provides both an undergraduate and a graduate program for the special training of accredited social workers.

b. *Public Administration.* This function was formerly performed by the Department of Political Science. However, the demands grew and the program broadened in response to public demand to the point

where it was necessary to set it apart as a separate professional division of the University. It provides at both undergraduate and graduate levels a program of teaching, of consultant services, and of research in all the important divisions of the field of Public Administration.

c. *Commerce.* This important Division of the University began as a part of the Department of Economics and Commerce. Some years ago it reached the point where the work in Commerce had grown to such an extent that plans had to be made to separate it from the academic Department in the College of Arts and Sciences. At the present time, it constitutes one of the largest Divisions at the University and provides professional and technical studies on both the undergraduate and graduate level.

d. *Journalism.* This Department was developed earlier as a part of the Department of English in the College of Arts and Sciences. However, it has expanded through the years and has developed more and more in the direction of a separate Division or School of Journalism. It was separated from the College of Arts and Sciences and set up as a separate Department when the Division of the Applied Social Sciences was created.

e. *Hotel and Restaurant Administration.* This important function for the state of Florida, while only activated in a separate department in recent years, has been provided in part for a considerable number of years but without specific designation. In response to demands throughout the state, the Department was given active status two years ago and is now providing both graduate and undergraduate training for students whose major interest lies in this field.

7. *The School of Library Training and Service.* The training of librarians for the public schools of the state and for public, private, and college libraries has been a function of this institution for many years. Formerly the work was done as a division of the College of Arts and Sciences and was under the immediate direction of the Librarian. However, the needs for trained librarians expanded so rapidly a few years ago that a full scale program of undergraduate and graduate training for Librarianship was instituted in the School of Library Training and Service. This Division is a comprehensive division of the University and includes not only training for librarians for all types of libraries, materials supervisors and specialists, and personnel for publishing businesses, but also the general overview of all materials of instruction. One of its most important departments is the Department of Audio-Visual Materials, which includes motion pictures, radio, recording and photographic instruction.

In the spirit of the Act which defines the Universities, it is assumed that each University will continue in so far as it is practicable, the Schools, Colleges, and Departments that were in operation at the time the Act was passed. It is further assumed that no further new School or Division will be created until such study has been made as will clearly define not only the need for the new School or Division but also its best location in one or the other Universities.

COOPERATIVE ACTION

There is no reason why there should not be the closest of cooperation between our two Universities with respect to programs of an individual student. That is to say that it ought to be easy for any student to take a part of his work in one institution and a part in the other with full recognition and easy transfer accorded by both institutions. Similar cooperative work on larger problems should be in process continuously. This can only be done by developing inter-institutional channels for work that will make it easy for the faculties to work together rather than to be in a position of competition with each other.

Florida State University is anxious to cooperate in developing machinery and procedures which will facilitate cooperation, increase efficiency in both Universities, and reduce to a minimum the number of questions which cannot be settled with mutual satisfaction. These items on which agreement cannot easily be reached can then be submitted to the Board of Control with justifications for separate recommendations when such may seem necessary.

EXTENSION SERVICES

The General Extension Division utilizes the resources of the University of Florida and the Florida State University which are administered through its central staff. Extra compensation for such services was formerly allowed faculty members. Amounts of such fees were limited by Board action. Later, such fees were discontinued. The work of the General Extension Division should be carefully reviewed in the light of the development of the University System. Specific plans involving coordinate action by both universities should be developed. Joint action by representatives of both institutions should be provided so that programs and policies may be properly developed.

FINANCES

A proposed budget for the biennium 1949-51 is presented for consideration of the Board and, through it, for consideration of the Legislature. This budget has been made with great care, and after its initial production it has been reviewed many times with a view to effecting any possible savings by any legitimate means. The proposed budget is based upon an anticipated enrollment of 6,000 students which, in my opinion, is a conservative estimate of what may be the enrollment before the end of the biennium. The history of our budget making has shown that we have always been conservative in estimates and that our estimates of enrollment have always been exceeded.

I point out particularly the fact that this budget calls for a larger proportion of the total budget to be drawn from state appropriated funds than has been customary. This is due very largely to the fact that our anticipated income from incidental fees is proportionately smaller than usual. This is accounted for principally by the fact that only 22 per cent of our enrollment at the present time consists of veterans whose fees are paid by the Veterans Administration. Consequently, our incidental funds derived from various students fees, including veterans' tuitions, constitute only a small proportion of the budget.

This budget can be justified at every point if we are to consider the legitimate needs of the young people who will attend the University during the next biennium. Any reduction from this proposed budget, therefore, would be accompanied by a corresponding reduction in either the amount or the quality of the services which we can render.

In conclusion, may I extend to the Board of Control my sincere thanks and appreciation for the many courtesies extended me during the period covered by this report. You have been most helpful in expediting official matters that required your action, and you have indicated at all times a deep and abiding interest in the welfare of the young people of our state and through them, the future welfare of the state as a whole.

Respectfully yours,

DOAK S. CAMPBELL

President

REPORT OF THE DEAN OF THE COLLEGE OF ARTS AND SCIENCES

To the President:

The biennium just past has been one of great change in the operation of The Florida State University. The change wrought by legislative action was threefold: the institution was transformed from a college to a university; the institution became coeducational; and the enrollment increased fifty per cent. This necessitated a doubling of the faculty and a large increase in course offerings, to take care of the demands and obligations of our new status. The College of Arts and Sciences contributed its share in promoting these great changes.

Coincidental with the beginning of the new biennium, the new plan for General Education was put into operation. Five areas of study were set up as follows: Communication through Language, Health and Personal Adjustment, the Social Sciences, the Humanities, and the Natural Sciences. Courses required of all students in these five areas totalled seventy hours. Two plans were set up by which students might complete the requirements of General Education. The first plan included integrated courses in four of these five areas; the second plan allowed the substitution of specific courses for the integrated courses in the respective areas. A combination of the two plans constituted a possible third plan. It is interesting to note that of the one hundred and five instructors who took part in the teaching of the courses in General Education, one hundred and one were in the College of Arts and Sciences. This fact gives an idea of the services rendered by the College of Arts and Sciences to the University as a whole.

During the biennium a large number of curricular additions were made. The Art Department began using the Ringling Art Museum at Sarasota as a laboratory for its work. The Chemistry Department increased the scope of its offerings to conform more nearly to the requirements of the American Chemical Society. The Department of Economics, under its new Head, Dr. Shover, developed new courses to meet the demands of the new institution. In the English Department a new major was set up in American Studies, under the directorship of Dr. William Randel. The Modern Language Department expanded and introduced Russian as a new offering. The Psychology Department advanced in its clinical program and made some progress in the development of a guidance program that will prove to be of great service to the state. New courses were established in the Department of Physics, especially in the direction of electronics. The Department of Speech became greatly enlarged in personnel and established a program for speech correction. A number of interdepartmental majors were introduced, and others are being planned. A very important contribution in the new organization was the establishment of a pre-engineering curriculum designed to take care of those students who wish to take their first two years of work at this institution and complete their work for the engineering degree at a neighboring engineering university.

Great strides were made in the development of a graduate program at The Florida State University, and in this the College of Arts and Sciences made its contribution. Programs for a Doctoral degree were submitted to the President by the

Departments of English and Modern Languages. It is hoped that these two programs will very soon be approved and put into operation. The two departments concerned are fully equipped to carry out the obligations of the program. Many other departments have established graduate programs leading to the Master's degree, and a general interest throughout the whole Division has been manifested in the building of a strong graduate program in the College of Arts and Sciences.

Members of the faculty of the College of Arts and Sciences have made, during the biennium, many contributions to the advancement of learning. These include papers read before learned societies and conventions, other papers, articles published in professional magazines, books, and research. Many members of the Division have had leave of absence in order to study towards self-improvement, and several members have in this biennium attained their Doctoral degrees. Pending the establishment in the University of a research council, the College of Arts and Sciences has appointed a committee on research, which will act as a sort of planning committee for the Division in the promotion of a research council.

There have been many additions to the faculty during the biennium. Three departments have attained new heads: Dr. Shover of the Department of Economics; Dr. Dorman, who returned to the Department of Classics, having resigned from her long tenure as Dean of Women; and Dr. C. W. Edney, who has become Head of the Department of Speech upon the retirement of Mrs. Buford. Many additions were made in the various departments, from the professional rank to the instructor rank.

The educational program in the College of Arts and Sciences has kept pace with the over-all University growth. The Department of Geography has taken a leading part in the Florida Resources Use Education project. Under the leadership of Mr. Becker this has proved to be one of the finest services rendered by the University to the state. The Psychological Clinic, under the leadership of Dr. Waskom, has continued to make fine progress and to do splendid work. The Speech Clinic, operated by Miss Elizabeth Thomson and taken over by Dr. Tolhurst, has come to be one of the important University functions. A new Department of Geology has been set up under the guidance of Dr. Richard Jordan. This department has great promise for service to the state.

The needs of the College of Arts and Sciences in its relation to the University as a whole are many. There is need for great expansion in classroom space, in order to remove the extremely overcrowded conditions that now exist. The science laboratories are vastly overcrowded, and there is need for a doubling of the space now devoted to those purposes. There is need for a large increase in the office space for the personnel of the College of Arts and Sciences. Members of the faculty are crowded into rooms—sometimes as many as fifteen desks in one room—and this does not make for the greatest efficiency in teaching. There is need for equipment. There is need for expansion of the audio-visual program not only in the College of Arts and Sciences but throughout the University. There is need for a much larger budgetary allotment for travel expense for the personnel of the College of Arts and Sciences for the reason that it is of benefit both to the University and to the instructor that members of the staff should attend conventions and meetings at various points in the country.

At the very beginning of the biennium the University was shocked by the sudden death of Dr. Guy L. Diffenbaugh, Dean of the College of Arts and Sciences. His death was a great loss to the University as a whole. During the biennium three members of the College of Arts and Sciences have retired after periods of long service to the institution: Miss Lucy Lester and Dr. Margie Burks from the Department of Modern Languages, and Mrs. Mary Buford from the head of the Department of Speech.

In concluding this report I wish to record my appreciation to the President of the University and to the Board of Control for their continued interest and support in the conduct and operation of the College of Arts and Sciences.

Respectfully submitted,

W. H. Rogers,

Acting Dean

REPORT OF THE DEAN OF THE SCHOOL OF EDUCATION

To the President:

Enrollment in the School of Education has been increasing during the past biennium. There was an approximate enrollment of eight hundred and fifty in the School of Education for the year, 1947-1948. No doubt, the enrollment will reach one thousand or more during the coming year. All of this has been stimulated by the fact that the past legislature greatly increased the amount of teacher unit allotments to the counties. As a result of this act, teacher salaries have been increased to the point where it is beginning to be attractive financially to enter the teaching profession. Teachers who left the profession during the War are now beginning to leave industry and return to teaching.

The internship program of the University is expanding rapidly. During the year 1947-48, there were 215 students interned by the University. The internship program calls for the cooperation of all departments. Departmental specialists are assisting in the giving of special methods courses and in the supervision of interns, and they participate in the seminar when the students return to the campus from practice work in the field. Plans are under way for devoting considerable study to our internship program and expanding the participation of subject matter specialists in the program. There is a need especially in improving supervision in the field and for improving the three weeks' seminar in which the students participate when they return to the campus the latter part of the quarter.

During the past biennium, a slight reorganization has taken place in the Extension Department of the State Universities. It is now the obligation of the universities to furnish the major portion of the staff for carrying on the work of the General Extension Division. This University has been unable to assume its full obligation in furnishing staff for extension work. It is necessary to expand considerably the staff of the University to take care of our share of extension responsibilities.

The county workshop program has expanded considerably during the past two years. This summer, our University sponsored nine county workshops. One of these workshops was a tri-county workshop including three counties. Even though these workshops are conducted in the summer only, there is a large responsibility on the part of the University for pre-servicing and post-servicing them. This is carried on throughout the major portion of the academic year preceding and following the workshop. This has drawn heavily on the School of Education staff. It becomes necessary to increase considerably our staff if we are to continue to carry our share of responsibility for this service to the counties, and this should be continued. Enrollment in these summer workshops may be expected to average between 1500 and 2,000 students as it has done this summer.

This University has assumed a large responsibility for cooperating with the State Department of Education in assisting supervisors in our State with their problems of improving instruction. We conduct a seminar each summer for leaders in Education in our state wherein specific problems in supervision and in-

struction are studied and plans formulated for improvement of the schools. This group may be expected to average approximately four hundred people each summer. Adequate provision must be made in the budget so that we may render this service.

There has been great growth in the Graduate Program in this University as will be shown in the report of the Graduate Dean to you. The School of Education begins a program of Graduate Work in September, leading to the doctor's degree. We have a number of people beginning their work for the degree at that time. The Board of Control is to be complimented for its action in setting up this program. The reaction on the part of graduate students in this University has been highly favorable to this development. There are many students who expect to begin work on their doctors' degrees in the Summer of 1949. This program is basic to the development of educational leadership in our State.

Perhaps the most critical need of this University at the present time is that of adequate plant facilities for carrying on its program. The School of Education will never be able to carry on the kind of teacher training program that ought to be provided by this University until it has an adequate Demonstration School Plant. The school is used for demonstration teaching and observation work. It should also house the bureau of clinical services. A wholly inadequate Demonstration School plant at the present time does not offer facilities for clinical services and will not house a complete program. Very limited space bars adequate observation and therefore greatly impairs our program of teacher training. For several years, plans have been made by the School of Education for the development of a program of Education for the handicapped. This program is being established in cooperation with the bureau of clinical services under the direction of Dr. Hugh Waskom. Within the past year, special teachers have already been added in the fields of hearing, speech, and education of the partially sighted. Our program previously included work with the mentally retarded. Under the Act of the recent legislature, there has been great demand on the part of public schools for teachers of the handicapped. In the near future this should begin to furnish talent to the public schools for these areas of special education of the handicapped.

With the coming of coeducation to the University, it became necessary to establish immediately a Department of Physical Education for Men. This department has been established under the direction of an outstanding leader in the field of recreation, safety and physical education. It is our purpose to prepare leaders in recreation, safety, and physical education for not only the public schools but for the communities of our State. We believe that this program goes beyond the needs of the school-age children and should be a year-round service in the communities of our State. There is a need for a strong graduate program in this area of education for both men and women. This University is making plans to meet this need.

There is considerable need for expansion of our total program of health education at this university. A full professor and Head of the Department should be chosen at the earliest possible date. The undergraduate major should be strengthened and a strong graduate program provided. Our schools are in need of teachers

trained in the field. Health agencies in this area are also in need of trained workers. Our state's program in this matter has been greatly stimulated by action of our last legislation and the interest taken in this work by our governor and his cabinet. There is a great need for increasing salaries for teachers in this University.

Very truly yours,

R. L. EYMAN, *Dean*

School of Education

REPORT OF THE DEAN OF THE SCHOOL OF HOME ECONOMICS

To the President:

During the biennium just closing, the School of Home Economics has been able to strengthen its offerings considerably and to expand its activities in a few areas. These improvements were made possible by the improved financial situation resulting from an increase in our salary scale and a more nearly adequate allowance for the purchase of equipment and supplies. We have, however, still been in competition for personnel with institutions able to offer more advantages in salary or conditions of work. The total supply of Home Economists with the qualifications which we need is less than the demand and as a consequence we are experiencing difficulties in filling positions needed for development of our program. During the war years, with the extreme shortages of staff and the temporary character of many of our appointments, we found it necessary to delete a number of courses from our offerings. These have to a considerable extent now been replaced in the schedule and we hope with continued improvement in size and quality of our staff to be in position to develop the advanced and graduate courses which suffered most.

ORGANIZATION OF THE SCHOOL

Organization of Departments in Subject Matter and Professional Areas:

With the fall of 1947 permission was given by the President to raise the full departmental status the sub-departments which had been created in the previous biennium. The departments so organized and now actively functioning are: 1. the department of clothing and textiles, 2. the department of food and nutrition, 3. the department of home and family life, which includes such areas as family economics, family relationships, household administration and child development, 4. the department of home economics education, and 5. the department of institution administration. The concept of home economics as a broad field of education has been retained in curricula of the various departments of the school through the requirement of a core of courses in the various subject matter areas, which provide basic knowledge and skills for the homemaker or the individual in every day living. An interdepartmental major in general home economics allows the student with no professional aims to build on and enlarge this core of subjects into a well-rounded sequence important for one's every day living.

Departmentalization has served the important function of placing upon the individual department head a larger proportion of the responsibility for selection of staff, development of curricula and course offerings and wise use of funds budgeted to that department. This type of organization is found in the larger and more progressive divisions of home economics, and gives recognition to the fact that within the general field of home economics there are well defined areas which require staff trained in different disciplines and laboratories and equipment of specialized character.

Graduate Programs:

Over the past twenty-five years the School of Home Economics has been concerned with graduate programs leading to the Master of Science Degree. Students have majored in various areas but probably the larger number have been in the areas of food and nutrition, home economics education and home and family life. During the past year the Board of Control has authorized the offering of the Degree of Doctor of Philosophy in Home Economics. At the present time, sequences

have been approved by the Graduate Council for majors in food and nutrition and in child development, as these were areas where graduate courses had long been offered and where senior staff members had been responsible for graduate programs over a period of years. Majors in home economics education, in textiles and probably in several other areas will be submitted shortly to the Graduate Committee for approval as staff and facilities for work are now being provided.

At the present time several graduate students already holding the Master's Degree have outlined sequences looking toward the Doctor's Degree, and a number of graduate students holding graduate assistantships are at work in the various departments.

Nursing Education:

A small group of students are registered in the School of Home Economics in the curriculum leading to the Bachelor of Science in Nursing. During the current biennium, a number of graduate nurses recently released from the armed services have been in residence pursuing work toward the degree. The continued interest of this small group in collegiate education emphasizes the need for appointment of a Professor of Nursing Education to maintain contact with the professional nursing groups in the state, and to offer professional guidance and professional courses to these young women.

Contribution of Home Economics to General Education:

The last few years have seen greatly increased recognition of the importance to the general student of education for home and family life—the importance of good nutrition to all, the need for planning in the areas of human relationships, and the recognition of the part which sound financial management plays in successful family living. The School of Home Economics contributes to one of the required areas of general education through participation in the integrated course, Health and Personal Adjustment, and through the offering of a number of elective courses in the fields of nutrition and home and family life. These courses have been well received and are elected by an increasing proportion of the student body.

Extension and Correspondence Courses:

Two years ago the responsibility for conduct of extension and correspondence courses was placed directly upon the regular staff of the institutions of higher learning. The School of Home Economics has carried throughout this period, correspondence courses in the fields of nutrition, child development, family economics, textiles and housing. Extension courses for the benefit of teachers in service were instituted during the current year and plans are being developed for expansion of this service in cooperation with the general extension division.

Research Activities:

During the war years research activities were decreased or discontinued, because of shortages in staff and lack of equipment. Now, however, a revival of such programs is under way. Basic facilities for research in textiles are being developed and the Professor of Textiles has at least one project already under way. Studies in nutrition have been initiated cooperatively with the State Board of Health and a small project in the area of consumption economics has been undertaken in cooperation with the Citrus Commission.

ACTIVITIES OF STAFF

During the present biennium, members of the staff have continued active participation in educational organizations of the state and the nation. The senior

professor of home and family life has served as chairman of the Division of Family Relationships of the American Home Economics Association and has represented the Association at various meetings of related groups. Two members of the staff have appeared on the programs of national professional organizations. In both instances the papers so presented have been published subsequently in the official journals of the organizations. Several faculty members have served on committees of state organizations or have appeared as speakers on their programs.

NEEDS OF THE SCHOOL

Physical Plant:

Development of courses and curricula and provision of facilities for many types of professional outlets have been and still are greatly handicapped by the inadequacies of our physical plant and equipment. During the past biennium, we were able to secure some two additional classrooms and an equal number of offices. Fresh paint throughout our classrooms and laboratories raised our morale. Fundamentally, however, the inadequacies remain and we beg that consideration be given our present need for a building planned for our needs and large enough to house the departments now existing and needed in the education of our students. These statements with regard to our physical plant may seem unnecessarily repetitious as I have included some statement concerning our needs in my reports since 1932. I trust, however, that you will understand that my restatement of these needs is the result of our continued desire to provide for Florida students and Florida families the best modern facilities for teaching and research.

Staff:

During the current biennium we have made great strides in bringing our staff up to strength in number and in quality. There still, however, is a shortage of trained personnel and we are having to compete with institutions which still are in more favored conditions than we with regard to salaries and conditions of work. Several key positions for senior staff members are still vacant and increases in total staff are needed to take care of the increased registrations and expanded programs.

The research activities of selected staff members need to be encouraged and broadened. Such activities are important in the development of a School of Home Economics (1) in order that advanced students may have contact with such work and experience in its prosecution, and (2) in order that problems peculiar to our population and climate may be studied in the hope of increasing the health and well-being of our homes. We will need improvement in our physical facilities and release of the time of senior staff members if our research program is to be enlarged and increased in importance.

After years of discouraging shortages of staff and inadequacies in plant and equipment, we are again moving forward. Many shortages and deficiencies remain, but we look toward the future with confidence and with sincere appreciation of your constant efforts in our behalf. We pledge to you and to the State our continued efforts to provide a program worthy of your continued support.

Respectfully submitted,

MARGARET R. SANDELS, Dean
School of Home Economics

SCHOOL OF LIBRARY TRAINING AND SERVICE

To the President of the University:

I have the honor to present this report of the School of Library Training and Service.

The School of Library Training and Service opened its doors on the West Campus, June 16, 1947, to a record enrollment of Florida teachers and supervisors, as well as regular University students totalling 105. In addition, the School housed and directed a work conference and a bulletin production project which enrolled another 80 Florida teachers and educational workers and attracted educational leaders from other parts of the country as far west as Oregon and as far east as New York.

During the school year 1947-48, the School enrolled 33 majors—young people from freshmen through senior status—who will be the future librarians of Florida. Another 50 students enrolled in Library Service courses as minors, as elementary education majors who will bring to the elementary schools of Florida better acquaintance with instructional materials, and as undergraduate students who desired a better knowledge of library use.

In addition, the School carried instruction out into the State during the year to 439 teachers at eleven places—Jacksonville, Gainesville, Tampa, Plant City, Winter Haven and Sebring in the fall; Ft. Lauderdale, Live Oak and Madison in the winter; Pensacola in the spring. Two regular teachers were detailed in the fall, one in the winter, and part time of one teacher in the spring. The teachers conducted the classes exactly as they are conducted at Tallahassee, and thus enabled these students to build on these courses a full program of instruction by continuing in Tallahassee in the summer of 1948. The instruction was offered through the General Extension Division.

Other highlights in the School's first year that stand out are these:

1. *Bulletin Production*

As a result of the summer bulletin group, under the direction of Miss Sara Krentzman and Dr. Charles F. Hoban, Jr., there was produced the 118 page Bulletin No. 22B in the State Department of Education series, entitled the *Audio-Visual Way*. This Bulletin has proved helpful not only to the educators of Florida but has already attracted national attention.

2. *Southern Work Conference of Library Leaders*

In the spring of 1947, the Division of Library Training and Service, predecessor of the School, was host to the regional Library Leadership Work Conference attended by library leaders in twelve states. Miss Krentzman served as director of this conference, which was sponsored jointly by the State Department of Education and the Southern Association of Colleges and Secondary Schools. A report of the conference was published by the Florida State Department of Education and distributed widely throughout the entire nation.

3. *Curriculum Library*

The Curriculum Library was reorganized and placed in Building 442 on the West Campus. In its first year it served Florida educators in every part of the State, supplied by mail professional books and periodicals, courses of study from the various states and cities, and a variety of professional information. These services contributed greatly to the county workshops and pre-school and post-school conferences throughout the state. Miss Marjorie Philyaw served as director.

4. *Audio-Visual Laboratory*

The Audio-Visual Laboratory for instructional purposes was established and a full program of courses developed to contribute to the professional education of librarians, teachers, supervisors and materials specialists. In cooperation with the Faculty Committee on Audio-Visual Service of the University, of which the Dean is a member, a campus-wide audio-visual service was inaugurated. Films and other audio-visual materials were secured and serviced for the biology, social science, physical education, and the general education programs. This work was organized and developed under Dr. Hoban's direction.

5. *Professional Library Service Library*

A Library Service collection of professional library materials has been organized on the West Campus and is now being developed systematically. This includes, in addition to library service, demonstration collections of materials for children and young people. This collection has been developed under the direction of Miss Philyaw, Miss Gregory, Miss Krentzman, and Mr. Clapp.

6. *Conferences for In-Service Education in Library Service*

A. Audio-Visual workshop, on campus of Florida State University, July 7-24, 1947. Attended by over 80 librarians, principals, teachers, and supervisors from Florida schools. Directed by Miss Krentzman, with Amo DeBernardis, Supervisor of Audio-Visual Education, Portland, Oregon, as consultant.

B. Annual Leadership Training Conference. The School of Library Training and Service contributed staff and materials to this conference.

7. *Instruction in Library Use*

Supplementing the library orientation given freshmen by the University Library and the library guidance given all students in classes, the School offered during its first year, Library Service 255, Introduction to Libraries, carrying three hours credit, and open to freshmen and sophmores. The course was developed and given twice by Mr. Clapp.

8. *Graduate Course on Library Use*

At the direction of the Graduate Council, Mr. Clapp and the Dean worked with a faculty committee representing every school on the campus to develop a one-hour course for graduate students on library use in research. Course 500 will be offered for the first time in the fall of 1948.

9. *New Curriculum*

In line with the major national reform in library education, which is seeing the replacement of the conventional B. S. in L. S. by a Master's for the first year of graduate work, the School has developed a three-year professional program, from the Junior through the Master's year, that should fit especially well Florida's educational needs in Library Service. Briefly, the three-year program is this:

Junior year

Library materials, 9 credits (courses 361-2) (361 is required of all elementary education majors)

Library functions, 9 credits (courses 371-2)

Related academic field, 18 credits, or more

Education and Psychology, 12 credits, or more

Senior year

Library materials, 10 credits (courses 461-2, 466) (466 is basic course in Audio-Visual Materials)

Library functions, 8 credits (475, 485)

Related academic field, 18 credits

Internship, 15 credits

Master's year

Research bibliography, 3 credits

School, Public or College Library specialization, 4 credits, or more

Thesis or Individual Directed study, up to 9 credits

Related courses, 12 or more credits

In addition, a program for clerical and semi-professional library workers is planned for the first two years. It will be planned to supplement the integrated areas, so that a student finding it necessary to leave college after the first two years will be equipped with a semi-skilled vocation.

10. *Quarters*

Attached is a plan of the West Campus buildings utilized by the School. These former Army Air Force temporary buildings have proved highly useful. Badly needed is the wing to connect Buildings 441-442, to provide more space for materials and group activities.

11. *Soltas*

Under Mr. Clapp's guidance, the Library Service majors organized the Soltas Club, the name being a combination of the initials of School of Library Training and Service. One picnic and several informal parties were held by the group. A publication, Soltas, was initiated by the students.

12. *Advisory Service*

Miss Krentzman devoted hundreds of hours during the year in advisory service to Florida schools. As Library Consultant to the State Department of Education, she provides the School with rich and unusual opportunities to relate education to practice. The extension courses, internship, innumerable county contacts through workshops, visits and correspondence, all under Miss Krentzman's direction, have enabled the School to a very high degree to participate in the State's educational activities.

13. *Public Relations*

During its first year the School received considerable notice in the press and in professional journals. Reprint of an article which appeared in the "Library Journal" is attached. Another article appeared in the "Florida School Director." "The Jacksonville Times-Union" editorialized the inauguration of the audio-visual program and numerous articles appeared in the "Democrat" and in other Florida papers. The Dean was invited to address the New England Library Association, the state meetings of the Florida Library Association, and the School Library Section of the Florida Education Association, as well as numerous countywide educational meetings, to interpret the School's program. Miss Krentzman spoke to numerous groups, including the State Parent-Teacher Association, the Intermediate Teachers Association of the Florida Education Association, the School Library Section of the Florida Education Association, and the National Organization of State School Library Supervisors.
In greater detail, here is a record of the School's beginnings:

The academic year 1946-47 was a period of transition for professional library education. The School of Library Training and Service opened its doors on the West Campus of Florida State University June 16, 1947. It succeeded the Division of Library Training and Service, which, since September, 1946, had been operating as an independent department on the top floor of the University Library. The Division had been preceded by a Department which had operated for a number of years under the Library of Florida State College for Women. Building on the solid foundation of the Department developed under the leadership of Miss Louise Richardson, the College Librarian, the curriculum was expanded to provide more fully for the State's schools, public and college library needs.

The undersigned was appointed director of the Division, on a part-time basis. Miss Sara M. Krentzman, who had served as instructor and as Consultant in the State Department of Education, was appointed assistant to the Director and Assistant Professor. Miss Agnes Gregory and Miss Elizabeth McLaughlin, who had previously served on the faculty of the Department, continued in the Division.

During the winter quarter Miss McLaughlin died. Her loss was deeply felt by all of her colleagues in the College, and especially by those of us in the Library Service family.

Miss Krentzman and Miss Gregory added Miss McLaughlin's teaching load to their own for the remainder of the winter quarter. The Division was fortunate

to secure the services for the spring quarter of 1947 of Miss Emily Wilson, Librarian of the Readers' Digest, Pleasantville, New York.

In June, 1947, the Division became the School of Library Training and Service, the Director became the Dean, and the Assistant to the Director became the Assistant to the Dean.

Conclusion

To all the members of the faculty I am deeply grateful for kind and understanding support during a difficult first year. Miss Krentzman, Miss Gregory and Mr. Clapp, especially, deserve the highest commendation for their service to the school, to the University, and to the State.

Finally, I cannot close this first report without thanking my colleagues on the Council of Academic Deans, who have been a source of constant information and inspiration, and of expressing my gratitude to you for the sympathetic understanding you have had of the difficulties of a new school's first year's operations.

Respectfully submitted,

LOUIS SHORES, Dean

School of Library Training and Service

Exhibits

a. *Quarters. Plans*

b. *Bulletin, Presenting Course Offerings*

c. *Library Journal Article*

REPORT OF THE DEAN OF THE SCHOOL OF MUSIC

To the President of Florida State University:

Music Building: This report of the 1946-48 biennium offers evidence of progress in education through music which should be a source of pride to the citizens of this State. After two score years as a well established school of music there is being built at this institution a music plant which will not only be a strong incentive to the future musical achievements of Floridians but will also do honor as well to a national ideal in the American culture.

The new music building at Florida State University, even before completion, has already excited the admiration of critics over the length and breadth of the United States. The merit of the edifice lies in its high plane of functional architecture, recognizing as it does the needs of a university level program of music study. Not only will the field of music at this institution profit by such a building, but the university at large will be relieved, at many points, of interferences which have been brought about in the past by the use of space inappropriate for musical functions.

Graduate Study: The second major development during the biennium was the establishment of music study toward master's degrees in the Graduate School. The need for such study is significant. Degrees are now being given for the following areas:

Master of Music in Applied Music (Piano, Violin, Organ, Viola, and Violoncello)

Master of Music in Composition

Master of Music Education

The doctorate in music was established in the second year of the biennium. Study at this level will be limited to high quality candidates. Even at this early date a satisfying interest in this program has been exemplified. Curricula have been set up which lead to the following degrees:

Doctor of Philosophy in Music Education

Doctor of Education in Music Education

Coeducation: The advent of coeducation has been reflected in the School of Music by a substantial increase of students. The number of men music majors has already approached fifty per cent of the number of young women enrolled. Interest among men for musical activity has been indicated by their enrollment in the various music courses including music organizations. Three new groups were accordingly founded—the University Chorus, the Marching Band, and the Male Chorus.

Late in the biennium a men's music club was formed. This organization will function in both professional and social ways. In the fall quarter of 1947 the

Music Club which was a well established organization for the young women of this campus became affiliated as Beta Alpha Chapter of the professional women's musical fraternity Sigma Alpha Iota.

Curriculum: The curriculum of the School of Music has been constantly studied by the faculty. Numerous achievements have been made. Two important innovations were the establishment of an internship program at the University Demonstration School for Music Education seniors and the addition of a literature emphasis, including seminars and examinations, to the study of applied music majors at the junior and senior levels.

Faculty: Faculty morale has been excellent. In spite of faculty additions each year it was not possible to fulfill completely the need for music instruction. In almost every instance, however, the needs of university students were met, but certain classes of special students, whose instruction has value to the institution and the State, could not be taken care of.

Musical figures of national importance who have visited the campus for several days or more included:

Thaddeus P. Giddings, music educator
John Kirkpatrick, pianist
Henry Cowell, composer

Stimulation of faculty as well as the student body through such visits is deemed to be highly valuable. In the future it is hoped that this type of influence will be considerably increased.

Music Camp: The Florida State University Music Camp has increased in effectiveness each year of the biennium. In 1946 a choral division was added. In 1947 an orchestral division completed the offering. Thus, high school students may seek specialized training in band, chorus, and orchestra along with re-creative activity in physical education. This project renders valuable service not only to future college age students but to music supervisors from all over the State. Fourteen full recitals were given by students and faculty during the five weeks' Music Camp session.

During the biennium the enrollment in the Music Camp increased over fifty per cent.

Artist Series: By the chairman of the university Artist Series Committee it should be recorded that the Artist Series offerings were increased in number and quality. Although the financial support to concerts and lectures has been more reluctant throughout the country during the last two years, a more favorable support to the series here has been in evidence. This support provided for expansion. The past two Artist Series seasons included:

1946-47

*La Mari, Danseuse
*Stanley Fletcher, Pianist
*Barter Theatre of Virginia
*New York Civic Opera Company
E. Powers Biggs, Organist
Jan Peerce, Tenor
Eve Curie, Lecturer
Austin West, Lecturer

Summer, 1947

John Jacob Niles, Folk Song Singer
Barry Lynn, Dancer
Barbara Troxell, Soprano, and
Paul Matthen, Baritone
John Temple Graves, Lecturer

1947-48

James Melton, Tenor
Fritz Kreisler, Composer-Violinist
*Barter Theatre of Virginia
*Baltimore Symphony Orchestra
Rhythms of Spain, Dance Group
Carl Van Doren, Lecturer
Archduke Otto of Austria, Lecturer

Summer, 1948

Metropolitan Vocal Group
Earle Spicer, Baritone
Luther Gable, Lecturer
Rolf Kaltenborn, Lecturer

* Indicates two performances

Prospect: The expanding development of music in Florida is making increased demands for university trained students. The public school music area is unusually prominent in this expansion. It will be necessary to emphasize the university program in this field if the State's needs are to be met. Musicology and composition as the more sophisticated phases of the music program are demanding more attention by faculty and students. More musical performances at a higher plane both in the solo and ensemble fields are required in order for this institution to keep pace with the highly developed music schools of the nation.

As space becomes available in the new music building a more significant program of education in music will be a reality at Florida State University.

Respectfully submitted,

K. O. KUERSTEINER, *Dean*

REPORT OF THE DEAN OF THE GRADUATE SCHOOL

September 1, 1948

To the President:

During the biennium which has just closed the Graduate School has made the most encouraging progress in its history.

The Graduate program is functioning satisfactorily under the direction of the Graduate Council which was established during the previous biennium. The Council has been greatly interested in the development of graduate studies, and the members have given generously of their time and thought in an attempt to give it wise direction. The Council met six times during the year 1946-47, and twenty-six times during the year 1947-48. Most of these meetings were of at least 2 hours duration. In accordance with the recommendation of the Faculty Senate in its proposals for a new Faculty Constitution, the Graduate Council membership has been enlarged and for the year 1948-49 includes nineteen persons.

On June 9, 1947, Dr. M. R. Hinson was relieved at his own request from the responsibilities of the Graduate School Office on account of his health. Prior to that time Dr. Hinson had laid the groundwork for much of the progress which is being reported now for the biennium.

A large amount of the time of the Graduate Council has been spent in studying the regulations and policies of the Graduate School and in making changes which seemed appropriate. Among these changes may be mentioned a simplification of the procedures for approval of prospecti and for handling petitions for extension of time, providing for provisional graduate standing status for all students until the completion of 15 quarter hours of work at Florida State University, the adoption of more flexible regulations regarding the distribution of credits between major and minor departments, the requiring of Graduate Record Examinations as part of the guidance of graduate students, systematizing the procedure for consideration of proposals for graduate courses, authorizing a limited amount of graduate credit for off-campus work, offering Saturday classes for local and commuting teachers, requiring the approval of faculty members to teach graduate courses and to direct graduate work, requiring a written comprehensive examination as well as the traditional oral examination, providing for a course in methods of research (or equivalent competency) for all graduate students, providing for a non-credit course in English Composition at the graduate level (or equivalent competency) for all graduate students, the establishment of a policy governing graduate work by F. S. U. faculty members, and the establishment of a mimeographed Graduate News Letter at irregular intervals for the information of faculty members involved in graduate work.

At the suggestion of the Dean of the Graduate School of Florida State University a clearer statement of reciprocal relations between the University of Florida and Florida State University has been approved by the Graduate Council in each institution. The most significant new policy involved is that which permits not more than 9 quarter hours of work at either institution to count toward the 3 quarters of residence required by the other institution.

During the biennium the following departments which had heretofore offered no graduate courses or only a minor began the offering of a graduate major: Economics, Commerce, Mathematics, Music, Physics, Physical Education. The following new departments began the offering of a graduate major: Art Education, Health Education, Library Science. The Department of Restaurant and Hotel Management and the Department of Speech inaugurated graduate minors.

There has been a very great expansion of the Graduate course offerings during the biennium. The Graduate Bulletin published in the Spring of 1946 listed 184 courses (exclusive of Directed Individual Study and Thesis) open exclusively to graduate students; the Graduate Bulletin printed in the Spring of 1948 listed 397.

Graduate enrollment in the regular term increased from 29 in the fall quarter of 1946-47 to 77 during the same quarter of 1947-48 and to 150 during the spring quarter of 1947-48. The figures for the previous biennium showed 21 graduate students for 1944-45 and 16 for 1945-46.

Reports for the two terms of the summer session for 1944 showed 37 and 28, for 1945, 83 and 67. For the biennium just closed these figures were: for 1946, 124 and 80, for 1947, 334 and 183. The figures for 1948 summer session will show that this percentage of growth has been maintained.

During the biennium the Master of Music and the Master of Music Education were added. The degree of Master of Science in Commerce was authorized. The Board of Control authorized the Graduate School to inaugurate Doctoral Programs in Home Economics, Education and Music during the next biennium.

The great increase in graduate enrollment has come largely in the field of Teacher Education and in the summer quarters. Particular attention should be given during the next biennium to the stimulation of graduate work in the fall, winter and spring quarters and among groups other than that of in-service teachers.

The Graduate Council is making every effort to stimulate research and publication, believing these to be important in the development of a graduate program.

In its re-examination of policies and regulations during the past year, the Graduate Council has made every effort to recognize the several types of graduate programs for which there seem to be legitimate demands. At the same time the Council is determined to maintain the high standards for graduate work which have always prevailed in this institution.

Respectfully submitted,

M. W. Carothers,

Dean of the Graduate School

REPORT OF THE CHAIRMAN OF THE DIVISION OF APPLIED SOCIAL SCIENCES

To the President:

Though the Division of Applied Social Sciences, which comprises the Departments of Commerce, Journalism, Public Administration, Restaurant and Hotel Management, and Social Work, is a new administrative unit in the University, the functions and services that it performs are not new. Formerly Commerce was a part of the Department of Economics and Commerce, Journalism a part of the Department of English and Journalism, and Public Administration a part of the Department of Political Science in the College of Arts and Sciences. Social Work was a separate department in the College of Arts and Sciences before it was transferred to this division. Restaurant and Hotel Management is new only in the sense that it represents a new grouping of courses and an enlargement of functions that have formerly been performed by a number of departments of the University.

The Division of Applied Social Sciences is the third largest unit of the University, being exceeded in student enrollment by the College of Arts and Sciences and the School of Education (see Registrar's Report). The several departments of the Division cooperate with and perform services for governmental and community agencies and institutions in the fields of public administration, social welfare, housing, crime and delinquency, taxation, and the like (see reports of departmental activity below).

The Departments of Commerce and Social Work are housed in the temporary buildings on the West Campus. The Department of Restaurant and Hotel Management makes use of the feeding facilities on both the East and West Campus for some of its laboratory work, but its offices and class rooms are on the West Campus. Public Administration and Journalism are located in the History Building on the East Campus. Permanent housing providing adequate offices, class rooms and laboratory facilities for the Division should be provided on the East Campus as soon as possible so that the work of the Division may be carried on more effectively. This will necessitate the construction of new buildings.

The teaching staffs of the several departments need to be increased so that we can take care of our present offerings and, at the same time, expand offerings to meet the diverse needs of our students on both the undergraduate and graduate levels. In making additions to our faculty we have to compete with the various professional fields of business, journalism, social work, and hotel management. The result is that we find ourselves sorely pressed to secure well-trained staff members as salaries in these professional fields are higher than those at this University.

Since many of the course offerings within the Division are new and the enrollment heavy, we need a larger allocation of library funds so that our reference materials may be brought up to minimum standards. In 1947-48 we had only $600 for the purchase of library books which was most inadequate. As little equipment was purchased during the war years, we find ourselves with the dual problem of replacing worn-out and outmoded equipment and adding new equip-

ment to meet the needs of larger student enrollment. During the next biennium we will be able to remedy the situations as, if, and when funds are made available for these purposes.

The work of the Division has been hampered by some of the problems mentioned above. However, the morale of the staff is quite high with the result that good service has been rendered to the state, both on and off the campus. Moreover, this service can and will be improved during the next biennium by providing us with better facilities with which to work.

The proposed budget for the biennium of 1949-51 which will be submitted later will cover these items.

I am giving below a brief summary of the work and the needs of each department of the Division.

Department of Commerce:

In 1946-47 in the Florida State College for Women, students majoring in Commerce constituted the large majority of the majors in the Department of Economics and Commerce then in the College of Arts and Sciences. Thirteen per cent of the women in the Florida State College for Women were Commerce majors and twenty-three per cent of the men enrolled in the Tallahassee Branch of the University of Florida had indicated Commerce as their major field of study. The offerings during the year were largely in accounting and secretarial science. A student had little opportunity to receive highly specialized business training.

At the time the College became The Florida State University, Commerce and the professional business type subjects were removed from the College of Arts and Sciences and set up in a Department of Commerce within the Division of Applied Social Sciences.

During the 1947-48 academic year, approximately one-sixth of the students in the University indicated Commerce as their major field of study. Over thirty-five per cent of the men were Commerce majors. The overwhelming demand for business instruction has overtaxed seriously the ability of the Commerce faculty to provide instruction of satisfactory quality. Most of the faculty have had overloads in terms of both class hours and student hours and have been forced to offer too great a variety of subjects.

During 1947-48, Commerce has been housed entirely in three buildings on the West Campus. In times of severe cold weather, it has been impossible to heat these buildings adequately, and the offices in them have been very uncomfortable in the summer. The roofs have leaked with resulting damage to equipment and personal libraries.

Attempts have been made recently to add subjects to the curricula in accounting, secretarial science, and business-teacher training. Courses in new fields such as insurance and business management have been approved. Need has been evidenced for offerings in other fields such as advertising, personnel administration, business statistics and research, marketing and salesmanship, and retailing.

Until 1947-48, little equipment had been purchased for the Department in many years—a rather large expenditure should now be made to modernize our instructional equipment. Since most of our offerings are new and the enrollment large, we need a larger allocation of University library funds so that we may bring our reference materials up to a minimum standard.

We have been and during 1948-49 shall continue to be much understaffed. We have been asked by the General Extension Division to participate in the extension programs, to revise old correspondence courses, and to set up new correspondence courses. The local Chamber of Commerce requested that we set up a special short sales training program which the Chamber would sponsor. The local life underwriter's association has asked that we set up the Chartered Life Underwriters educational program for the group. We have had opportunity to aid on several business research studies. We have been asked by groups of high school business teachers to set up Saturday classes for them in Tallahassee, Tampa, and elsewhere. Such activities have been absolute impossibilities and will continue so during at least one more year or until our faculty is greatly enlarged. As soon as possible it will be necessary for us approximately to double our faculty. It should be pointed out that the securing of qualified faculty for the various areas of business instruction differs greatly from those areas in which secondary school and college instruction provide the only major vocational outlet for the individual's services. We have to compete with business and industry where salaries are relatively high for the services of many of our instructors.

Department of Journalism:

The Department of Journalism has grown tremendously in student enrollment during the past two years. The total student load has doubled, there being just over 400 students enrolled in the Spring Quarter of 1947-48.

The Department has, likewise, expanded its offerings considerably during the past two years. New undergraduate courses have been added in several phases of professional writing, in radio, and in the social aspects of communications media. The Department has also been assigned work in the general education program of the University. A full graduate major program has been instituted.

The work of the Department has received gratifying recognition from the American Association of Teachers of Journalism and other professional and accrediting bodies in the field of journalism.

Department of Public Administration:

During that portion of the biennium in which Public Administration has been a separate department within the Division of Applied Social Sciences, it has engaged in the following activities:

Research Projects Undertaken at the Request of State or Local Officials

A. Projects Completed

1. The Governor as Chief Executive: A comparison of Florida's Governor with the Governors of Other States. (Prepared for Governor Caldwell).

2. An Analysis of Florida's Major State Taxes. (Prepared for use in a booklet on state taxes published by the Institute of Government and the State Auditing Department for members of the State Legislature).

3. Comparison of the pay schedules of specified positions under the Merit System of Florida with the pay schedules of similar positions in private industry. (Prepared for the Florida Merit Council).

B. Projects in Course

1. Comparison of salary schedules of the state and local governments of Florida, of the federal government in the Florida area, and of all major private industries in Florida for positions involving auditing or accounting work. (Requested by the State Auditing Department).

2. Analysis of new tax sources available to the State of Florida, without a constitutional amendment, and estimate of revenue that would accrue from each new tax source. (Requested by the Joint House-Senate Survey Committee of the Florida Legislature).

3. Estimate of receipts by the State of Florida from existing revenue sources for the year 1948-49, and for the succeeding biennium 1949-51. (Requested by the Joint House-Senate Survey Committee of the Florida Legislature).

4. General advice and assistance to the Joint House-Senate Tax Survey Committee, in compiling, collating, and supplementing the findings of the Committee, and in preparing its final report. (Requested by the Joint House-Senate Survey Committee of the Florida Legislature).

5. Housing survey in area between Call and Tennessee Street in Tallahassee, in cooperation with the Department of Social Work and the Florida A & M College. (Requested by the Tallahassee Chamber of Commerce).

6. Organization of an in-service training program of governmental accounting for state and local officials in cooperation with the Department of Commerce of Florida State University. (Requested by the State Auditing Department and various Employees of the State Government).

Curriculum Development

During the ten month period the curriculum in Public Administration has been greatly broadened and refined. Twenty new courses have been added, and, as a result, students may now major in public administration on both the undergraduate and graduate levels. Notable among the new courses is a fifteen quarter hour internship program under which a student may work full-time in an office at the State Capitol under academic supervision.

A total of 15 major students interned in the following state offices: Attorney General, Budget Director, Merit Council, Secretary of State, and Treasurer. The work performed by these students covered a wide variety of tasks including, in one instance, the preparation of a work flow chart and explanatory material for one

of the departments of the state government. This flow chart and material is being prepared in pamphlet form for the use of present and future employees of the above department.

Future Needs

The future needs of the Department will be presented in the Budget Request, and will be supported by specific plans. These plans are being formulated in terms of two broad objectives. One is to help train young men and women for service in the state, or the local governments of Florida, or in the national government, and to encourage capable and public spirited men and women to enter the public service. The other objective is to assist state and local officials to meet problems which confront them from time to time and for which they have neither the time nor the research staff and facilities required. However, such assistance will be made available only upon the request of the public officials concerned. No effort will be made by the Department, or any members of its staff, to prevail upon public officials to accept its services, or to promote any particular point of view. Nor will the Department associate itself with any political faction. Its sole function will be to render honest, factual and impartial research and consultative services to public officials when and if such services are desired.

Department of Restaurant and Hotel Management:

A four year course of study is offered for those students who are interested in basic careers in the hotel and restaurant industries. Students may major in restaurant and hotel management at the undergraduate level and minor at the graduate level. Broad use has been made of existing facilities on the campus in relation to the courses offered. An internship program is offered during the Winter Quarter of the senior year at which time majors in the department will work in selected and approved restaurants and hotels under academic supervision.

To serve the needs of the industries within the state a short course program has been inaugurated. The first course was on *Food Handling and Sanitation* and was held on the University Campus on December 7-8, 1947. A second short course was held July 13-15, 1948 on *Merchandising Quality Food.* A number of short courses on and off the campus will be given during the coming biennium to serve the needs of the restaurant and hotel industry. The department will cooperate with the American Bottlers of Carbonated Beverages in putting on their short course at the University in February 1949.

The Department of Restaurant and Hotel Management is formulating and compiling pertinent information regarding the establishing of a model restaurant to be used as a laboratory for majors. In connection with the restaurant, consideration is being given to additional space for an experimental kitchen in which the research for the restaurant industry could be carried on.

It is the wish of this department to continue to use existing facilities with even greater use being made of some departments as expansion seems inevitable. A closer cooperation and working together of those departments related to this one will result in a higher degree of achievement in the objective sent forth earlier in this summary.

Department of Social Work:

During the biennium the Department of Social Work has expanded its services both on and off the campus. The undergraduate program which has long been considered one of the best in the country has been strengthened. For a number of years the students who have taken our undergraduate program have constituted the primary source of supply of personnel for the social welfare services of the state.

A one-year program of graduate professional training has just been inaugurated which leads to the Graduate Professional Certificate. This program will be expanded into a two-year program and the professional degree (M.S.S.W.) will be conferred upon its completion. Provision for this type of education and training is necessary since it is not provided elsewhere in the state nor in any other state in the lower southeast.

The Department of Social Work functions on the undergraduate and graduate levels not only in the professional training of students for social work and public welfare but also as a service department for other divisions of the University. Large numbers of students specializing in other fields take our courses in order to supplement and complement their major program.

Our services to various groups in social work and allied fields throughout the state constitute a major function. During 1947-48 members of the departmental staff engaged in the following off-campus activities:

1. Conducted four institutes in social case work at Tampa, Saint Augustine, Quincy, and Orlando in cooperation with the Florida Federation of Social Workers.

2. Participated in a three-day short course for parole and probation officers given under the auspices of the Florida Parole and Probation Association at Sanford.

3. Participated in a conference institute for staff members conducted by the Florida Parole Commission at Tallahassee.

4. Conducted a study of the juvenile courts for the Florida Children's Commission.

5. Conducted Family Life Institutes at Quincy, Tallahassee, Live Oak, Jacksonville, Orlando, Tampa, Saint Petersburg, Port St. Joe, Fort Lauderdale, Hollywood, and Bradenton in cooperation with the local P. T. A.

6. Advised with the local Ministerial Associations at Orlando and Tallahassee in setting up programs of family life and character education through the home, the church, the school, and the community.

7. Cooperated with the Leon County Health Unit and the State Board of Health in setting up and operating the Leon County Mental Hygiene Clinic.

8. Participated in the programs of the regional social work conferences on Family Life and Social Work at Live Oak and DeFuniak Springs.

9. Conducted extension classes and correspondence courses in cooperation with the General Extension Division.

10. Members of the staff have been active in the various state, regional, and national professional associations and have been rewarded with high office, thereby bringing prestige to the University and to the State.

The demand for off-campus services by the department will increase. In 1947-48 we received many more requests for off-campus services than our staff could take care of. As we function in an expanding area of service, it is necessary for us to have additional staff in order to meet the legitimate requests for our services by our constituency. A state university must be an agency of service to all the people—on and off the campus.

Tallahassee, Florida

September 1, 1948

Respectfully submitted,

COYLE E. MOORE, *Chairman*

Division of Applied Social Sciences

REPORT OF THE CHAIRMAN OF GENERAL EDUCATION

To The President:

In his biennial report for 1944-1946 the late Dean G. L. Diffenbaugh of the College of Arts and Sciences wrote, "Like almost all institutions of higher learning Florida State College for Women (now Florida State University) is deeply concerned with the question of General Education." During the past biennium this interest in General Education has continued and deepened. We believe that significant progress has been and is being made in this area.

During the first year of the biennium much work was done by the University faculty in re-examining the General Education program and in advancing plans for its improvement. These studies reached fruition in the spring of 1947 at which time the Faculty Senate adopted far reaching agreements with regard to the University's program for General Education. Among these agreements was the recommendation that a person be employed to give over-all leadership to the program.

The Chairman of General Education joined the faculty of the University on September 1, 1947. It is the responsibility of this officer to coordinate the General Education program and to assume leadership in improving it. At the present time he is without line authority. It must be pointed out, therefore, that these changes and improvements reported herein are the outcomes of cooperative effort on the part of the Florida State University faculty and particularly upon that part of the faculty which is most directly concerned with General Education.

Early in the fall of 1947 a Council on General Education was activated to serve as the policy-making body for the General Education program. Inasmuch as every student in every school and college of Florida State University has contact with the General Education program, it was reasoned that every academic Dean and Director should serve as a member of the Council on General Education. Accordingly, all eight of the Academic Deans and Directors are members of this body. In addition, the nine chairmen of the basic integrated courses are members as are also the Dean of Student Welfare, the Director of the Test Service Bureau, the Chairman of the Curriculum Committee, and the Chairman of General Education. The last named individual acts as chairman of the Council. During the year 1947-1948 the Council on General Education held 17 meetings. Much of the improvement which has occurred in the General Education program is attributable to the leadership and splendid cooperative work of the Council.

Heretofore the leaders of the various integrated courses in the General Education program have, with few exceptions, served on a year to year basis. It was felt that this rapid turn over was not conducive to the long term interest of the courses, that the leaders should have time to formulate, develop and implement programs over a period of years. In the light of this reasoning a change was made in policy which assures each General Education chairman that his appointment will be effective until September 1, 1950. Prior to this date the problem of tenure for chairmen will be reconsidered by the Council of Deans and Directors and a longtime policy established.

The chairmen of the integrated General Education courses met twenty times during the past year. These meetings dealt chiefly with the mechanics of handling the courses and with means whereby the courses might be improved. Matters of policy, as indicated earlier, are handled by the Council on General Education.

Under a placard entitled "Suggested Faculty Readings in General Education" a shelf of books was maintained in a conspicuous spot in the University library throughout the academic year. The use made of these books was gratifying.

In order to bring materials of General Education interest to the faculty the General Education office duplicated and distributed to the entire teaching staff six pertinent magazine articles dealing with various phases of this subject. Response to these articles was good.

In a field which is expanding as rapidly as General Education it is important that we keep informed as to practices in other leading institutions. To that end the Chairman of General Education visited a number of leading midwestern universities in the fall of 1947. In the spring of 1948 he attended and participated in the General Education discussions sponsored by the Department of Higher Education of the National Education Association in Chicago. In addition, the Chairman of English Composition attended the National Conference of Teachers of English in San Francisco. A representative of the Test Service Bureau attended a three-week Workshop on Measurement and Evaluation at Michigan State College. The Chairman of Oral English attended a Workshop on Communications also at Michigan State College. Many excellent suggestions for our own General Education program have come out of these conferences and excellent contacts have been established. It is hoped that participation in activities of these types may be continued in the future.

The Council on General Education felt it would be desirable to obtain the services of a long-time consultant for the General Education program at Florida State University. This individual will maintain contact with us over a period of years while the program is developing. As an "outsider" he will look at us objectively from time to time, criticize our work and offer suggestions for the further improvement of our program. The person selected for this important responsibility is Dean Earl J. McGrath, Dean of the College of Arts and Sciences at the State University of Iowa, and one of the nation's leading authorities in the field of General Education. During the past year Dean McGrath has visited our campus three times. During his first visit he ascertained the nature of our program and became acquainted with our personnel. At the time of his second visit in April a full day seminar was held on the topic "General Education at Florida State University." Also numerous group conferences were held. During his third visit in June Dean McGrath made important contributions to the General Education Workshop, about which more will be said later. Dean McGrath's services have been highly valuable to our program. We expect to maintain a working contact with him for some years to come.

Early in its deliberations the Council on General Education saw the need for the development of a set of university-wide objectives for the General Education program to which a large majority of the faculty would subscribe. It was

felt first of all that such a set of objectives was needed in order that the faculty might clarify its own thinking regarding the purposes of General Education in this institution. Secondly, these objectives were needed in order that we might explain to our students, our patrons, and the general public just what we expect to accomplish in our General Education program. Third, it was evident that we must know what our objectives are if any significant evaluation is to be undertaken. Over a six-months period the Council on General Education, working cooperatively with the University faculty, developed a "Statement of Objectives for the General Education Program at Florida State University." These objectives were approved by the Faculty Senate in March, 1948. Hence we now have definite goals toward which we propose to move. These objectives will, of necessity, have to be re-examined and revised from time to time in the light of changing situations.

Although the General Education work for the biennium was chiefly organizational and developmental, two pieces of research were carried out. In the first, a student-faculty committee sought to determine "What FSU Students Think of General Education." The other study concerned itself with the characteristics of "The Students We Teach in the General Education Program at Florida State University." The findings of these researches have been made available to the general faculty.

Adequate counseling services are imperative to the successful operation of a program of General Education. The Council on General Education, therefore, has concerned itself with the University's counseling program. We are gratified at the prospect of a vastly improved counseling program during the next biennium. Improved counseling is almost certain to reflect itself in an improved and more effective General Education program.

During the biennium a number of materials were produced for publication. Several articles were prepared and printed in professional journals. During the summer of 1948 the book *Basic Mathematics for General Education* by Professors Trimble, Bolser, and Wade came off the press. More materials concerning the General Education program at Florida State University are now in the process of preparation for publication.

In order that incoming students may know something about the General Education program at this institution an attractive picture booklet entitled "General Education at Florida State University" was prepared and distributed to all prospective Freshmen and transfer students. In addition to students, the booklet was distributed to our own faculty, to the high school principals of Florida, and to several hundred colleges and universities throughout the United States. Response in general has been excellent. This booklet should help to orient the new student into his General Education work at Florida State University. We believe that the publication and distribution of a similar booklet should be continued each year in the future.

The General Education activities for the biennium were climaxed in the General Education Workshop which was held during the first session of the 1948 summer quarter (six weeks). Altogether more than fifty persons participated

actively in the Workshop, some on a full-time basis, some on a half-time basis, and others with a reduced load which made part time participation possible. The work was organized in such a way that a large part of it consisted of activity in the particular area of interest while another part dealt with general problems pertaining to the whole area of General Education. Thirty different speakers were heard in the general meetings. Some were educational experts. Others were lay people of the state who have demonstrated a profound interest in educational matters. Still others were members of our own instructional staff. Large numbers of small group conferences were held in each of the General Education areas. In these area meetings course objectives were re-examined and re-formulated, curricula were built, syllabi were revised, articles were prepared for publication, teaching materials were assembled and audio-visual materials were previewed and selected. The Workshop participants rated the experience "very profitable." We have reason to believe that when the results of the Workshop experiences are put into classroom operation at the beginning of the next biennium we shall see vast improvement in our over-all General Education undertaking.

The improvements which have been achieved in the General Education program during the past biennium have been made possible by the excellent quality of the staff which has brought them about. The instructors in the General Education program have backgrounds of training and academic rank comparable to the University faculty as a whole. Only through excellence of staff can the General Education program hope to move forward and adequately discharge its responsibilities to the University.

Much work remains to be done in the General Education program. Better audio-visual services, more adequate counseling, an adequate speech clinic, an adequate reading clinic, and an adequate writing clinic are greatly needed. The whole place of introductory, departmental courses in the General Education program must be studied objectively. The problems of evaluating the outcomes of General Education in this institution are practically untouched. Better working relationships with the high schools of the State are needed. In-service training for our staff in each of the various areas is needed. Advanced General Education courses at the upper class level should be developed. Provisions should be made for more effective use of lay people in our program. General Education programs in other leading institutions need to be visited and evaluated with regard to their usefulness in our institution. The services of our long time consultant must be continued. The General Education booklet for incoming students must be revised and improved for more effective use. The experiences of our General Education Workshop need to be expanded into book form for two reasons: (1) such a procedure will be challenging to our own faculty and help us to sharpen our own concepts regarding General Education and (2) such a book will help us discharge whatever responsibility we may have to the profession in this rapidly developing field of General Education. Perhaps additional Workshop experiences are indicated for the future. Finally, now that our General Education program has begun to take form it behooves us to determine the organizational pattern under which we shall wish to operate for an indefinite time to come. This is one of the most profound problems facing us at this time. These are some of the problems we face

in General Education. They are problems some or most of which we hope to attack during the coming biennium.

It would be ungracious of me to close this report without expressing my profound gratitude to the Florida State University faculty, the President of the University, and the State Board of Control who, cooperatively, have made possible the improvements achieved in the General Education program during the past biennium and who lend courage to face the problems of the future.

Respectfully submitted,

W. Hugh Stickler

Chairman, General Education

REPORT OF THE DEAN OF STUDENT WELFARE

To the President:

Early in the beginning of coeducation at Florida State University the President stated that the institution could best meet its obligations to its students and to the State through two courses of action. The first, he indicated, should be the continuing of high academic standards at the University. The second course of action suggested by the President was that every effort be made to expand the personnel and guidance services of the institution to students so that they would understand more fully and profit most by the educational opportunities which exist at Florida State University. By knowing the opportunities and offerings of the University and by knowing their own capacities and abilities, it is believed that the students will make wise decisions as they move forward in attaining an education. Further, if students are to receive greatest benefits at the University, it is important that the environment outside the classroom shall be the best possible for encouraging students to profit from the educational opportunities here.

As a means of coordinating these various guidance and service activities, the office of the Dean of Student Welfare was created July 1, 1947. It is the responsibility of this office to coordinate the activities of the various service offices of the University so that all are working with greatest efficiency for the best interests of students. Existing overlappages and unnecessary duplication of effort in the various offices are to be eliminated, and where needed services are lacking these are to be initiated as quickly as possible. A beginning has been made in carrying through these goals under the new administrative arrangement, and the reports of the various service officers in the area of Student Welfare indicate the progress which has been and is being made toward serving students more adequately.

Counseling and guidance services at Florida State University have been arranged administratively into four areas. They are:

1. *Personal and Social Counseling:* Personal and social counseling is carried forward through the offices of the Dean of Men and the Dean of Women. A competent staff of residence counselors trained in personnel work live in the University residence halls and counsel with students as needed.

2. *Health Counseling:* A broad preventive health program is being rapidly developed at the University. The program includes in its scope physical examinations for students annually; obtaining medical histories from family physicians; examinations of seniors prior to graduation; appraisal of the health status of absentees; a plan for the successful care of emergency and accident cases; clinical provisions for students having problems of a physical, emotional, or mental nature; plans for making the school plant more hygienic; notification of instructors and administrative officers of disabilities of students; nutritional studies, and consultations; and other similar activities. Various interested departments of the University are cooperating under the leadership of the Head Physician to put this program into effect.

3. *Educational Counseling:* It is recognized that students need assistance in helping them to be informed concerning academic requirements and to decide on courses which they will elect. The Faculty members who have special interest in counseling students and who have given careful study to the best means of giving academic help to students have been designated as counselors. Students are given an ample opportunity to confer with these faculty members and with administrative officers in making academic decisions.

4. *Vocational Guidance:* Vocational counseling services are provided students during their years at the institution. Every effort is made to give the young men and young women information so that they may choose wisely in preparation for their life's work. Ample opportunities are afforded students for them to receive information regarding the various professions and vocations. Through the years the University has had an enviable record of successfully placing its graduates. The Placement Office is extended as a service to all graduates of the institution.

If this four-way program is to succeed, it must necessarily be conceived as an integrated whole, each area contributing to the most successful adjustment of the student and following through by referral to other areas in the counseling program when there is need for this by the student. Since coordination of these various activities is so important, a Coordinator of Counseling and Guidance has been named as of August 1, 1948. This officer has had special training in counseling and personnel work, and she will work to integrate more completely the counseling program at the University.

Along with the reorganization of the administration of the University it has been found wise and necessary by students and faculty to reorganize student government. During the course of the past year representatives, both men and women, from the student body have worked with representatives from the faculty in drawing up principles for the new pattern of self-government. At an early date in the new year it is expected that the students will draft and adopt a constitution based upon the principles of government which were agreed upon last year.

Special study has been made of student activity funds. The present plan of distribution of funds among the various student activities has been reviewed, and a joint committee of faculty and students have developed budgetary policies whereby students may benefit more from the expenditures of these funds. During the course of the next year all budgetary procedures carried forward by students representing the student body will be in accord with policies adopted by the officers of the University Student Government and approved by the Executive Council of the University.

The form of student government and the plan of financing student activities have been evolved democratically, with students having the major part in all of the planning. For this reason it is believed that the student body will receive enthusiastically the principles, policies, and procedures as they have been developed and that the result will be a representative form of student government so import-

ant in helping students to understand more completely the broad principles of democracy.

Detailed reports by the Registrar, Dietitian, the Dean of Men, Dean of Women, Director of Student Health Services and Director of Vocational Guidance and Placement follow this report.

Respectfully submitted,

J. Broward Culpepper

Dean of Student Welfare

REPORT OF THE DEAN OF MEN

Responsibilities. The office of the Dean of Men is primarily concerned with the welfare of the men students, with doing anything possible to assist each member of the men's student body in leading a wholesome, full, well-regulated life while attending the institution, and in feeling at home while here. The Dean of Men is directly concerned with the participation of the men students in the University, clubs and organizations brought into existence, and the functioning of those already in existence. This office supervises the planning of social events. Counseling of personal and social nature is carried on by the Dean of Men and his staff.

Counseling. During the first year of coeducation in this institution the Dean of Men and the Assistant Dean of Men carried on the counseling program with the helpful cooperation of the other administrative officers of the Tallahassee Branch of the University of Florida. Last year four counselors, all adequately trained in counseling procedures, were added to the staff. Each counselor lives in the residence area of the group for which he is responsible, counseling those men concerning any problems they may have. His field is primarily social and personal counseling. It is impossible to block out certain areas of problems entirely, because students' minds do not work that way. If a student has some academic difficulty, the counselor will gladly discuss any problems he brings up, referring him to his educational counselor or academic dean for help.

The Counselor's procedure follows somewhat this pattern:

An initial interview with each student in his group.
A follow-up interview at a later date.
Occasional informal interviews at any time desired by the student.
An interview with each student who has failed one or more subjects.
An analysis of these failures and the general causes involved, by the counselors and the entire staff of the Dean of Men.
The counselor, since he lives in the area of his counselees, will have opportunity to observe the general health of his group and to serve as liaison officer between the infirmary and the student body.

In practically every phase of university life this office works in close and friendly cooperation with the office of the Dean of Women. Freshmen Orientation is carried out jointly by the two offices. The counselors designate one monitor for each residence hall. The students so designated work under the authority of the Dean of Men and the counselors, and as their representatives strive to keep wholesome study conditions in the residence halls.

Social Guidance. Through the Social Director, this office supervises the planning of dances, parties, week-end functions, such as Sandspur and Homecoming, and other social events. This again is done in cooperation with the office of the Dean of Women.

Student Government. During the first year of coeducation the men came under a separate administration called the Tallahassee Branch of the University

of Florida, as coeducation had not been established by the Florida State Legislature. Under this organization an entirely separate student government plan was worked out with a constitution which did not involve the women students in any way.

During the past year much reorganization has taken place in merging the governments of the two student bodies. Most of the organization has been taken care of, though the constitution is yet to be written. At present the men students have their government, but it is in cooperation with the women students as a part of the University Government Association.

During the past year eight local fraternity groups were organized, each group having chosen a specific fraternity to petition. The colonies functioned well, playing a very wholesome and important part in the reorganization of the student body. Seven of these groups at the close of the Winter Quarter were given charters and recognized by the University and the respective fraternity headquarters as national fraternities.

Respectfully submitted,

OTIS MCBRIDE

Dean of Men

REPORT OF THE DEAN OF WOMEN

The responsibilities of the Dean of Women in general fall into four divisions: The personal-social counseling of women students; the planning of the social program for women; the directing of the organizational life of women; and the supervision of women's residence halls. It is the purpose of all members of the staff of the Dean of Women to plan and coordinate their work so that the personal needs of the students are met to the maximum degree. Each staff member contributes her share in personalizing the services rendered the women students in their university home.

Personal-Social Counseling. During the past two years we have placed at the head of each of the women's residence halls a counselor with a master's degree in personnel, trained in psychology and counseling techniques. Florida State University through the past ten years has led the way among southern institutions in establishing in the residence halls a professional program of guidance now recognized as one of the best in the country. Counselors in residence are in a particularly strategic place for observing student behavior and discovering problems in their incipient stage.

Under the direction of the Assistant Dean of Women a program of orientation is planned for freshman women which includes a non-credit course extending over the first two quarters and consisting of weekly lectures on subjects important to the adjustment of freshmen to university life. She is, also, responsible for selecting and training the Junior student counselors who live in the freshman halls and work closely with them.

Although academic guidance is not a specific function of the staff of the Dean of Women, the Assistant Dean investigates all cases of excessive absences of women students from classes as reported by the faculty, and she attempts through conferences to achieve a better understanding on the part of the students of their academic responsibilities. These conferences frequently bring to light serious student problems in all areas of adjustment which are referred to the proper counseling agency for guidance.

It is our hope that within the next biennium the salaries of all resident counselors can be raised to the same level as those of the teaching staff of equal training, and that they will be put on a twelve-months basis to allow time for necessary research and study, which will result in an improved counseling service for students. In order to reduce the case load for counselors to one hundred and fifty students, two full-time counselors should be employed in the four large women's residence halls, Landis, Gilchrist, Reynolds, and Jennie Murphree. Funds should be provided for the employment of graduate internes in all residences. A psychiatrist or clinical psychologist should be employed to provide expert counseling for serious cases of student maladjustment.

Social Program. The social program for women students is designed and executed as an integral part of the personal-social counseling program. In its educational aspect, through the various formal and informal affairs planned by the counselor and social directors with the students within each hall, they re-

ceive careful training and practice in the amenities and acquire social poise and competence.

A second phase of the social program which includes dances, supper parties, games, and other forms of more active recreation has been expanded during the past two years to afford greater opportunity for the young women to meet men students and to entertain them within their University homes. Students are encouraged to take part in these activities for their enjoyment and to assist them in overcoming personality deficiencies, such as timidity and inability to associate easily with young men.

Another aspect of our social program attempts to develop aesthetic tastes. Every hall has a music library of classical records selected by a student committee. Books of quality are added each year to the hall libraries. On the walls of the dormitory parlors are prints of fine paintings. In these ways students become familiar with examples of creative art which we hope they will learn to appreciate and enjoy as an important phase of daily living.

Women's Government. Student participation in government is a tradition at Florida State University because it is basic to learning the fundamentals of civic responsibility. Hall officers under the guidance of resident counselors deal with problems of hall morale, interpret to fellow students the standards of the University, and handle cases of minor law infraction. House councils are encouraged to adopt remedial rather than punitive measures in enforcing law. Greater responsibility is placed on the students as they develop in self-discipline and self-government.

Panhellenic: The fourteen national women's sororities on the campus are governed by a well organized and efficient panhellenic council composed of representatives from all groups. The Dean of Women is the advisor of Panhellenic. During the present biennium the quota of our sororities was raised to permit an average chapter of sixty members. Two new national groups have been invited to colonize at the University. Sorority membership will, therefore, be more readily available to those university women desiring this type of social experience.

Housing. At the present time approximately 2,400 women students are housed on the campus at Florida State University; 2,200 in University owned and operated residence halls, and 250 in sorority houses. This capacity was reached during the current biennium as a result of building Cawthon Hall, a modern residence for women housing 265 students. Cawthon Hall is unique in that it is built under one roof in two distinct units accommodating approximately 130 students in each. This feature meets the economic pressure for large buildings and at the same time provides small administrative units which more closely resemble the conditions of a home.

During the summer of 1947 Gilchrist Hall was completely repainted, the parlors redecorated and refurnished, and some new furniture purchased for student rooms. New beds and mattresses are now on order for Gilchrist. At the present time plans are under way for making major repairs and repainting all but one floor of Jennie Murphree, for reconstructing and redecorating the social

area of Reynolds, and for repainting the fourth floor and fifth floor and redecorating the social areas of Landis.

For the past several years the enrollment of women students has exceeded the capacity of the residence halls. In order to accommodate all applying for admission, students have been housed as "temporary assignments" in recreation rooms, candy kitchens, and laundries in the residence halls, and have been allowed to secure rooms in Tallahassee. The "temporary assignments" were not cleared until the beginning of the third quarter during the 1947-48 academic year, which means that many students attended college for two quarters under severe handicaps. It is conducive neither to good health nor to good academic performance for students to be crowded in their living arrangements. Room accommodations off campus have been expensive and at times undesirable. It is difficult for the University to exercise control over women students living in rooming houses not under the jurisdiction of the University. It seems unwise for the University to appear to sanction practices which are not for the best interest of students. Therefore, it is hoped that additional residence hall space may be provided in the near future.

Respectfully submitted,

KATHERINE WARREN

Dean of Women

VOCATIONAL GUIDANCE AND PLACEMENT

REPORT OF THE DIRECTOR OF PERSONNEL AND PLACEMENT

The past biennium has seen a phenomenal growth and change in organization in Florida State University which has had its effect upon all departments. The Office of Vocational Guidance and Placement has been no exception.

In spite of the handicap, this office has managed to maintain its services on a fairly even keel, although the records to be maintained and the placement, employment, and loans have greatly increased with the influx of more than four thousand students, coeducation, and the financial needs of nearly a thousand G. I.'s.

Vocational Guidance is a major activity in this office, and vocational tests, forums, and vocational counseling are provided in all the major fields for men and women. A series of twenty-six forums with prominent speakers of experience in the given fields have been given and were very well attended throughout these two years. Bibliographies and an indexed file of pamphlets giving information about vocations have been enlarged to include occupations for men. With cooperation from the Library, further information has been provided for inquiring students.

Loans and scholarships are handled by a committee on Student Help appointed by the President, of which the Director is Chairman. During the past two years the loan and gift funds at our disposal have been considerably increased through gifts and bequests. These were received at an opportune time, when the G. I.'s were in need of temporary loans to carry them until they began receiving government checks. Something over $50,000 has been lent in small sums of $10 to $100 for this purpose. This is in addition to many regular loans and scholarships to other students.

Student employment has, also, been increased both on and off campus, rising from 367 in the first year of the biennium to 858 in the second. The demand for part-time jobs for men is still in excess of the opportunities, but in cooperation with the Chamber of Commerce and the State Employment Agency, it is hoped that more part-time jobs may be provided.

Placement has, also, been a growing function of this office. Three hundred and sixty-six (366) graduates of the Class of 1946 were registered, and 345, or 94 per cent, of this group were placed. Of the 431 graduates of the Class of 1947, 392, or 91 per cent, were placed. At the date this is written, figures are not yet available for the Class of 1948, but so far 528 graduates have been registered, with approximately 75 summer school graduates still to be registered. The demand for teachers still continues to be in excess of the supply. Ninety-nine (99) per cent of the teachers in the Class of 1946 were placed, and 96 per cent in the Class of 1947. We received 653 requests for teachers for the school term of 1946-47, and 573 requests for the school term of 1947-48. Up to the present time we have had approximately 500 calls for teachers for the coming year. By November, from all indications, the number of requests for teachers will exceed the

number reported for last year. Of the 528 graduates in the Class of 1948 who are enrolled in the active placement file, 218 are interested in teaching, and 256 desire positions in other fields.

Every encouragement is being given to students to enter the teaching profession where there is such pressing need for well qualified personnel. The growing demand for college men and women in industry and other professions where larger salaries and opportunities for advancement are available are tempting to young people with ambition.

With the increase in numbers of students we face new needs. One of the most pressing is the need for an additional member of the staff for Vocational Guidance. While we do not believe that a man necessarily gives better Vocational Guidance to men, we do feel that a better balance would be secured by the addition of a man to the staff. As a corollary to this is the need for additional office space. Our office workers are now overcrowded, and we have no office for an additional staff member; neither do we have any place for employers to meet prospective employees for conferences. Our reception space was cut down by two-thirds to make room for the Records Office so that we are very much cramped for space for a student waiting room where it may be possible to have writing space for making out applications, and table space for studying vocational materials. This means that for adequate space we should have at least three additional rooms: (1) Vocational Guidance Assistant's office; (2) Secretary's office; (3) Employers Conference Room; as well as a more adequate waiting room.

We hope these needs for space will be kept in mind as new buildings release space in the Westcott Building, so that the students' need for vocational guidance may be adequately met and so that visitors may be offered comfortable quarters for conferences with students seeking employment.

Respectfully submitted,

ELIZABETH G. ANDREWS

Director of Personnel

DINING ROOM SERVICES

REPORT OF THE HEAD DIETITIAN

During the past biennium the Dining Hall, along with other University facilities has been called upon to meet the needs of greatly increased enrollment. In October, 1946, a cafeteria was opened on the West Campus to meet the needs of the Tallahassee Branch of the University of Florida. The former Army General Mess Hall was acquired; with the help of the Florida Improvement Commission, suitable equipment was installed. The cafeteria is still in operation, and will be used while the students on the West Campus have need for it.

In the fall of 1947 the East Campus Dining Hall found it necessary to change its services from waitress service to self service throughout all rooms. Two factors entered into the decision, namely, the lack of a sufficient number of students seeking part-time work in the Dining Hall, and, secondly, to give greater seating capacity by extending serving periods. The change has proven to be a good one from the standpoint of use of time and use of facilities. Considerable flexibility in procedures has been achieved by the change to self service.

The biennium has seen greatly increased costs of food, labor, and supplies. The Dining Hall, along with consumers generally, has had to contend with the high cost of living. Some wholesale prices of staple foods stand now at an all-time high figure. With an index figure of 78.6 in 1940-41, early 1948 wholesale prices stand at 147.8.

While the problems incident to expansion and high costs have been many, 1946-48 has also brought some good things. Many of our experienced, well trained employees, gone during the war years, are back with us again. We again have a full number of well qualified, competent dietitians on our professional staff; our Dining Hall building on the East Campus is again well equipped, and in good repair. From September 20, 1947, through May, 1948, we served 1,380,-779 meals in the East Campus Dining Hall, plus 176,986 meals in the West Campus Cafeteria. In addition, we catered to many social functions, served many special group meals, furnished food supplies to the University Infirmary, and provided corrective diet service to several students.

As a concomitant to its main objective, the Dining Hall provides six administrative dietetic internships yearly to properly qualified college graduates. The biennium has seen these internships take on graduate standing in the Department of Commerce, Division of Applied Social Sciences. The development of these internships, begun in 1928 with one student, has been a most satisfactory one. The internship is approved by the American Dietic Association and is inspected by that Association every two years. The graduates of the course have held excellent positions in college, hospital, industrial, school lunch, and commercial food services over the country at large. Seventy young women, graduates of 27 different colleges, have completed the Dining Hall's internship.

Plans for the future development of the department must necessarily wait on plans for total campus development. Two recommendations seem to be in

order at this time: first, the removal of the maintenance shops from the ground floor of the West Dining Hall, and, second, some move in the direction of centralization of management of all food service units, not connected with classroom teaching. The valuable space now occupied by the shops should be cleared and turned over to the Department of Restaurant and Hotel Management for its model restaurant. This space is centrally located on the campus for a restaurant to serve the University community; with proper planning, the space will lend itself to rebuilding into an attractive and efficient restaurant. The second recommendation should be given consideration as a means of effecting savings by centralizing all food purchases and issuing all food supplies from a central warehouse. Then, too, as the campus grows, and more food service units are put into operation it would seem wise to have some uniformity of labor practices, wage scales, selling prices, size of servings, and policies of operation in order that all operations be geared to high service rather than to a competitive situation.

Providing food service for any large group of people is a complex undertaking. On a University campus the students' health, much of their pleasure, and some of their social life is closely tied to the food services available to them. Florida State University is fortunate in having an attractive, well located Dining Hall building, well staffed, and ready to provide a variety of services to the student at reasonable cost.

Respectfully submitted,

ANNA M. TRACY

Head Dietitian

STUDENT HEALTH SERVICES
REPORT OF THE HEAD PHYSICIAN

During the past year Florida State University has made every effort to look after the health needs of the student body. This has necessitated the maintenance and operation of separate facilities for men and women students. The needs of the women students have been met by regular clinics, consultations, and hospitalization in the eighty-five bed hospital unit located on the East Campus. For the purpose of providing adequate services for the men students an arrangement was worked out with Tallahassee Memorial Hospital to provide clinic facilities and, when necessary, hospital beds in the City Hospital near the West Campus.

During the school year 1947-48 a total number of 26,726 patients were seen in both East and West Campus units combined. Of this number, 2,482 patients were admitted to the East Campus hospital, and 148 were admitted to the City Hospital on West Campus. This tremendous volume of patients was handled, for the most part, in regularly scheduled clinics in the mornings, afternoons, and evenings. Although it is the usual practice in most universities to provide only day time medical clinics, it has been thought advisable to include a clinic in the late evening at this University, and this clinic was well attended last year.

The staff of the hospital units was composed of three physicians, nine full-time nurses, one part-time nurse, and two scholarship nurses, one laboratory technician, one kitchen supervisor, one secretary, one office student assistant, eight maids, two cooks, and one janitor.

The women students have received fairly adequate attention in the past. In the case of the men, however, there were some difficulties encountered, chiefly with respect to admissions. It has been felt that the practice of admitting our students to the City Hospital was not the most desirable way of taking care of them in cases of acute illness. It is proposed, therefore, that effective September, 1948, a separate building in the City Hospital be leased from that hospital by the University and that this building be operated and staffed entirely by the Student Health Services. This will require the employment of three additional nurses, but the financial advantage between the University and the City Hospital regarding the physical unit itself will be in favor of the University, and it is felt that this new arrangement will be far more satisfactory from the standpoint of administration of the Student Health program on the West Campus.

Aside from the management of the obvious physical illnesses and diseases which are usually handled by the University Hospitals, it will in the future be the intention and aim of the Student Health Services to cooperate to the fullest extent with the various other agencies of the University which are related to the health program. This is intended specifically to include the various counseling programs, the Health Education program, the dietetics program, and the athletic program. It is believed that only through such extensive cooperation can the University Health Service provide the greatest benefits to the students.

Respectfully submitted,

THOMAS J. BROOKS, JR., M.D.

Head Physician

REPORT OF THE LIBRARIAN

August 14, 1948

To the President:

I submit the following report for the library, including the library on West Campus, for the biennium July 1, 1946, through June 30, 1948.

Our fiscal period of 1946-1948 brought revolutionary changes to our campus, both in the status and the character of the institution. The library has felt heavily the impact of these changes. In the fall of 1946 it was necessary to open a branch library as a part of what was then theTallahassee Branch of the University of Florida, operated by the Florida State College for Women. This branch later became a part of the West Campus of Florida State University. In May, 1947, our school suddenly, by legislative act, became not a university of tomorrow but a university *today* with a thousand problems which had to be met *and solved* immediately. The library, of course, fell heir to a major share of the problems of the transition.

SIZE AND GROWTH

Books and documents. The total number of books in the library on June 30, 1948, was 119,801, exclusive of state and federal documents. Documents totaled 45,777. During the biennium there was a net gain of 12,372 volumes.

Periodicals and newspapers. The number of periodicals received was 831 titles, of which 202 were gifts. New titles added to our magazine list totaled 226. Among the 90 newspapers received are the microfilm edition of *The New York Times* and 71 gifts, chiefly from publishers in Florida.

Pamphlets and pictures. The active pamphlet collection on June 30, 1948, numbered 21,893. Of these 4,207 were added during the biennium. The picture collection, which is used more and more each year, contains 31,600 pictures mounted and filed. Records for the past two years show 3,356 pictures added to the collection and 2,918 pictures circulated.

Maps. During the biennium approximately 4,885 maps were added, bringing the total number of maps to 24,385.

Gifts. Several departments of the university, alumnae, members of the faculty, a number of Florida publishers, and other friends have given numerous pamphlets, pictures, photostats, books, newspapers and magazines. Among the gifts received the following are especially notable: Several hundred Army Maps from Colonel A. G. Matthews; several old catalogs of the West Florida Seminary from Mrs. W. M. McIntosh; the new Universal Jewish Encyclopedia from the Jewish Chautauqua Society; from Dr. C. F. Huth a set of *Die Grosse Politik der Europaischen Kabinnette;* from Judge J. B. Whitfield photostats of several old Florida newspapers; and from Mrs. D. A. Avant a number of photostats of Confederate newspapers and letters dated 1862 to 1869.

The Carnegie Endowment for International Peace, the Rockefeller Foundation, the Smithsonian Institute, and other organizations have continued to give noteworthy publications to the library. Especial mention should be made of the many important government publications received from our United States Congressman, Mr. Bob Sikes. The library welcomes this opportunity to express again its gratitude for all gifts received.

USE OF THE LIBRARY

In our library statistics can be only indicative of the use made of the library, for students have access to stacks, reference books, and bound periodicals. Figures for this biennium show a tremendous increase in the use of the library, much of this increase being due to our doubled enrollment.

Circulation. For the fiscal years 1946-1948 the circulation of books totaled 405,970, an increase of 72,890 over the previous biennium. Of these 252,970 were used from books reserved for special class assignments.

Attendance and questions. Persons using the reference rooms and periodical room during the biennium numbered 355,423, which number is almost double that of 182,965 for 1944-1946. To anyone familiar with our completely inadequate space this increased use of the library means extremely crowded conditions, unfavorable to the best work of both students and staff.

Questions answered which required the help of trained staff totaled 20,294. In addition to these, 52,190 "location questions" were answered.

EXPANSION WITHOUT ENLARGEMENT

Making space where there was none became one of the major operations of this biennium. The library building could not be enlarged yet the imperative need of expansion of services left us no option. Space to meet these pressing needs had to be found within our present structure. With the removal of the library training department from the library to quarters on the West Campus space became available for the Map Division, and the Art Reference Division. By remodelling several classrooms in the south wing a spacious documents room, connected by stairway with the reference room, has been provided.

A small storage room on the main floor was made into a sort of checking room for mail and an office for the periodicals librarian. An unattractive corner in the storeroom had to be utilized for processing books for the catalog department, which long ago outgrew its quarters.

With such a large staff as ours a staff room became a necessity. The poorly lighted, poorly ventilated room heretofore used as a mending room was repainted and is now in process of becoming a staff room.

The librarian's office, which through the years had gradually become a general workroom, was moved so as to give space for the order department, desks for the assistant librarian, the circulation librarian, and the secretary to the librarian. The cubicle adjacent to this room became the librarian's office.

NEEDS AND RECOMMENDATIONS

With no thought of a university in mind, the needs of the library were stressed in the librarian's report for 1944-1946. Language offers no satisfactory medium for describing our present acute growing pains and for emphasizing the crisis in which the library finds itself. Our needs as a college library have faded into the very different and much greater needs of a university library.

Staff. Although some additions to the staff were made during the biennium, there is still a real need for highly trained staff. There is an equal need for untrained staff to do routine work, and for more clerical staff. To meet the continually increasing demands on the library additional staff are a necessity. Our services must be adequate at the university level.

Building. Our present building was outgrown ten years ago, so there is little use in elaborating on the details of its shortcomings. In every way the building continues to be a handicap to good library service. The real solution to this problem is a new building, planned for future growth and for modern library services of a university. On this matter details in full have been submitted to the University Planning Committee.

But buildings do not appear overnight and our present building must be used until another is available. Temporary relief during these years of waiting must be urged. Among the immediate needs are more space for the cataloging department, the order department, and for the receiving and shipping of books and binding. In fact, all departments and the stacks are congested to the bursting point. A study room for students is another urgent need. This would release seating space, now at such a premium, for those needing to use library resources.

Equipment. With a new building goes equipment, of course. Some of the needs noted in previous reports have been met. Among these were map cases, a few vertical files, one reading machine for microfilms, some desks, posture chairs, and typewriters. There is still need for more files for pamphlets, pictures and indexes, more desks, posture chairs and typewriters.

Microfilm and microcards, the newest development in reproducing rare materials, should be purchased, along with reading machines for both, if we are to build a strong university library. Much research material is available only in these forms and we cannot delay building up resources of this type.

Budget. An itemized budget has been submitted separately, but it must be pointed out here that funds for library materials of all sorts must be provided in order to meet insistent current demands and demands which inevitably come with emphasis on graduate work. Expansion and increase of services, facilities and materials for students and research workers are fundamental needs which cannot longer be pushed into the background.

Salaries. In regard to salaries much has been done toward making library salaries approximate those of the teaching faculty. The continuing rise in living costs and the dearth of housing accommodations make it difficult to get new staff members of the high caliber we prefer. It is heartening to know that the Board

of Control and the President, mindful of the advantages in getting and keeping superior staff, are working effectively on this problem.

DEPARTMENTS OF THE LIBRARY

Summaries which follow are made from reports of the heads of departments. These reports have been submitted to the President.

Reference. A long advocated reorganization was effected in 1947 by setting up subdivisions for art services, federal documents, and maps. In spite of discouraging delays in renovation, alterations, lighting, ventilation and in the procurement of necessary equipment progress has been made in meeting new reference needs.

The reference book collection grows steadily both in quantity and quality. Figures in this report show quantitative improvement. The quality of additions can be indicated by such titles as *Colonial Records of Pennsylvania, Pennsylvania Archives, London Bibliography of the Social Sciences,* Michaud's *Biographie Universelle,* Prezzolini's *Repertorio Bibliographico . . . ,* and Eitner's *Biographisch-Bibliographisches Quellen-Lexikon der Musicker und Musikgelehrten.* We are now subscribing to *Dictionnaire de Biographie Francaise . . . ,* Cabeen's *A Critical Bibliography of French Literature, Current Geographical Publications,* and Kosch's *Deutscher Literatur-Lexikon.*

In developing our collection, future emphasis on research acquisitions seems inevitable. As to just what trend these acquisitions will take, much depends on requests of departments and conferences with professors as to their needs. The scarcity of many basic research books and periodical titles will increase the immediate use of microfilm. Certainly our microfilm resources will have to be built up as research demands justify this course.

Our library has subscribed to such journals and official publications of the United Nations and its affiliated bodies as are available to the public. Being developed is a good working collection of publications of all main councils and commissions of the body, and for those of the World Health Organization, UNESCO, Food and Agriculture Organization, International Bank and International Monetary Fund.

Our Map Department is a reality. Map cases have arrived, a map librarian has been employed and thousands of maps are assembled and arranged for classification and cataloging. In the collection are many old Florida Maps, U. S. Bureau of Public Roads *Transportation Maps* complete, and the first series of the *Crown Collection of Photographs of Maps of America* by A. B. Hulbert.

The Art Reference Division has started auspiciously with a trained head, a good basic book collection, a large and growing picture collection and working space for present needs.

Circulation. With our enrollment practically doubled since June 1946 large increases in the circulation of books were not unexpected. The small increase in

staff for this department has helped to ease the load somewhat, but longer library hours and larger numbers of faculty and students have more than absorbed the time of the two additional staff. Pressure for service at the circulation desk has been heavy.

Catalog department. The few statistics below give in a small way the work done by the catalogers. Other activities are touched upon elsewhere, but no report can convey fully the volume of work done in any catalog department.

Volumes cataloged	12,869
Volumes withdrawn	497
Volumes re-cataloged	1,145
Catalog cards made	37,812

Staff turnover in this department has been more serious than in other departments, especially the clerical staff. It is difficult to keep capable people when our salaries are so much lower than salaries in other state offices in Tallahassee. However, with the addition of one clerical person and one professional cataloger the work has progressed. Some equipment has been added but it is still inadequate. Quarters of the department are so distressingly small that work is done under trying physical conditions.

Periodicals department. Statistics for this division are an all-time high. The highest recorded attendance for any one day was 1,161. Figures in no way indicate the vast amount of time spent with students and the minutiae of service rendered by the department. Records show that 226 titles were added to our subscription list, bringing the total to 831. Bound volumes totaled 18,776, of which 1,599 were added during the biennium.

The generosity of the more than 70 publishers of Florida newspapers who sent their papers to the library contributed to our assets and to the happiness of students. With six out-of-state papers and one British paper added to our paid subscription list, our file of papers makes a more creditable showing. The current *New York Times* on microfilm is available and files of it on film have been purchased for 1939-1947.

STAFF AND STAFF ACTIVITIES

It is a pleasure to report fewer resignations of professional staff during the past two years. Substantial increases in salaries have contributed to staff stability and given some relief in living conditions.

Three new professional staff were employed the first year of the biennium and five the second year. Three of these have done most of their work in the West Campus branch, the others at the main library. A step forward was taken when three subject specialists were employed for maps, documents, and art. Although their work has just begun, we are already getting satisfactory dividends from these specialized services.

Activities of the staff, other than usual work, show that the staff has continued to equip themselves to render better service and to participate in undertakings

which promote interest in and good will toward the university. Several staff members have added to their professional equipment by taking courses in German and Spanish. Others have continued to work in the field of biography, travel, audio-visual materials, bibliography and international relations.

In the Spring of 1948 members of the reference staff cooperated with the Political Science Department in giving to one of its classes a series of talks on the library's resources in political science. The assistant librarian gave talks on manuscripts to the English class studying Chaucer. The librarian gave several informal talks on books to groups in the residence halls, as well as to two organizations in the city.

The Reference Librarian served on the university committee to develop a course in research bibliography of graduate students. The Librarian and Assistant Librarian were invited to work with the committee on freshman composition in an effort to include in its manual some instruction in the use of the library. Heads of departments have participated in seminars concerned with the university's program of General Education and they have given bibliographical help to the committee which drew up plans for educational counseling.

Two useful lists have been compiled by the documents librarian: document materials on the Everglades, and *Documents for High School Libraries.* Copies of the latter were distributed to the high school libraries of Florida by the State Department of Public Instruction. The final draft of the humanities section of the Southern Association's *Classified List of Reference Books for College Libraries* was completed by the Reference Librarian.

In closing this report I wish to express my appreciation to the Board of Control, to the President of the University, and to the Library Committee for their active interest, sympathetic understanding, encouragement, and support. To the departments of the university which have been considerate, patient, and helpful I wish to extend our thanks. My associates on the library staff I commend for their marvelous weltanschauung which has manifested itself in their versatility, quality of spirit, devotion to duty, unfailing loyalty, and superior work.

Respectfully submitted,

LOUISE RICHARDSON

Librarian

REPORT OF STATE HOME DEMONSTRATION AGENT

Florida State University cooperates with the Agricultural Extension Service of the University of Florida in maintaining Home Demonstration Work. For thirty-five years the State University has recognized Home Demonstration Work as its Extension Department and administrative officers and faculty members have given their cooperation and support to this state-wide educational program. The Florida State University provides space for the State headquarters offices and a budget which finances certain specified personnel and operating expenses.

A detailed report of results accomplished and progress made in Home Demonstration Work is included in the report submitted by the Director of the Agricultural Extension Service to the Board of Control. This report therefore is limited to a summary of a few of the achievements in order to supply background information for an understanding of Home Demonstration Work. The report covers specifically those activities made possible by the budget provided through the Florida State University for the department of Home Demonstration-Extension.

Organization of the Work: The State Home Demonstration Agent is responsible for coordinating the entire program and for administering the jointly-sponsored program under the guidance of the Director of Extension and the President of the Florida State University. Forty-five county Home Demonstration Agents; 12 assistant County Home Demonstration Agents; 11 Negro Home Demonstration Agents; 6 specialists and 4 district Home Demonstration Agents work under the direction of the State Home Demonstration Agent as of July 1, 1948. Two additional Specialists will be employed October 1. Four new counties have made appropriations as available October 1, 1948.

The total of 78 Home Demonstration Workers is an increase of 16 over the last biennium made possible largely by increased interest of the people of the state and willingness of the county appropriating Boards of the State, to support the work financially. Two new specialists have been added. The Health Improvement Specialist is employed cooperatively by the Home Demonstration Office, Agricultural Extension Service and two other State agencies, the Board of Health and the State Improvement Commission. The food preservation and nutrition specialist are financed from Florida State University budget and the Extension Service.

The removal of the state office of Home Demonstration Work in September 1947 from its long-established location in the Science Building to a site on the West Campus (formerly Dale Mabry Field) has greatly affected the functioning of the State Office. Present office quarters have not been improved physically as are necessary to make efficient work possible and clerical personnel will not accept employment so far from down-town with the financial inducements now offered them and the unavoidable transportation difficulties. Eight changes and replacements have been ncessary in clerical staff alone during the biennium.

The location so far from regular campus activities has prevented full enjoyment of the advantages of the customary close association with other University

faculty personnel. The contacts always enjoyed with students cannot be as general although special efforts to overcome all these factors have been made. Advantages of additional space available have been appreciated.

The program for pre-service training of both undergraduates and graduates in field work, considered necessary to provide suitably trained personnel, has been expanded and proved its value. Eight graduates of college courses in Home Economics have been given a total of 71 months practical training in counties, working while there under experienced Home Demonstration Agents. Two of that number are now employed as County Home Demonstration Agents or Assistants in the State. The State Home Demonstration Agent directs this training program.

Home Demonstration workers are responsible for state-wide educational programs for adults and for girls between the ages of ten and twenty years. Both programs are based on family and community needs and are closely integrated. At the close of the biennium 8,858 women were enrolled in 319 white and Negro organized Home Demonstration clubs which meet at least once each month following a definite program of action which the women had planned, with the advice and the aid of the Home Demonstration Agents. Because the stated objective of Home Demonstration Work according to the basic law supporting the program is to "diffuse practical information among people—and encourage application of same" training in specific skills related to improved home making is included in all programs. Development of leadership ability and vision comes to the women and girls voluntarily enrolled as demonstrators through assuming responsibilities for needed home and community improvement programs. They acquire justifiable pride as they realize the value of their achievements in their family and to the state.

The value of this program of adult education in Florida can be measured to some extent in tangible results but its special significance lies in the fact that more than ten thousand Florida women, white and Negro, have associated themselves voluntarily in Home Demonstration Work for the one purpose of becoming more capable homemakers and therefore more useful citizens of Florida.

The work with girls is known as 4-H Work and is directed also by Home Demonstration personnel. A total of 10,475 Florida girls are enrolled in organized 4-H clubs at the close of 1947, an enrollment increased by 900 over the number enrolled at the close of 1945. Because the first work with Florida girls was done by Home Demonstration Agents with the Tomato Club girls in 1912, the thirty-six years of experience have provided opportunity to evaluate some of the results of the 4-H program and to note the creditable accounting rendered by the girls themselves for the investment made in their training by the State of Florida. Former club girls now grown and with children of their own enrolled as 4-H members have stated they have recognized such values in their own lives and wish the same opportunities for their daughters. The greater proportion of 4-H girls enrolled become homemakers and so make speedy application as adults of the practical knowledge they have been taught in 4-H programs.

4-H girls following professions other than homemaking are filling responsible positions in the state in such occupations as dietitians, stylists, nurses, home demonstration agents, teachers in public schools and colleges, office management, school lunch supervisors and directors of recreation and physical education.

Home Demonstration Work serves all families desiring the help available to them through this program of education. The 11 Negro Home Demonstration Agents report an enrollment in 1947 of 2661 girls and 1978 women in 106 organized clubs for women and 145 clubs for 4-H girls.

The scope of service rendered to non-farm families has been expanded considerably in the past four years. Additional assistant Home Demonstration Agents have been employed in Dade, Duval, Gadsden, Escambia, Orange, Polk and Marion counties in order to meet this growing demand for assistance. Others are needed if needed work is to be done. At the close of 1947 reports show direct help had been given by county Home Demonstration Agents to 25,693 non-farm families in addition to assistance to 25,620 farm families. The numbers of urban or non-farm families served in 1946 were even greater because of wartime demands.

Development of a system of trained volunteer leaders capable of extending useful information to their neighbors and applying it to the benefit of the community, continued to be an important objective of Home Demonstration Work. Specialists and District Agents train the County Home Demonstration Agents in subject matter needed and in techniques of organization for leadership training. Such leadership training is then given to the women and girls volunteering for community service in various phases of work in which they have achieved excellence and have acquired an appreciation of high standards. 3203 women and 797 older girls are serving as volunteer Local Leaders and thereby greatly multiply the effectiveness and service of the resources of the county and state office of Home Demonstration Work.

The organization of Home Demonstration Clubs and County and State Councils for both women and girls has provided means of cooperative action to bring about improvements needed and has furthered wholesome community spirit. The membership of the clubs determine the type and kind of program needed and work together to develop practical programs.

Cordial relationships with many other state agencies have made possible many expanded programs which could not have been achieved without such mutual understanding and friendly joint effort.

Personnel: At no time in the history of Home Demonstration Work has such difficulty been experienced in securing suitable personnel to fill county and state positions. Enrollment of students in Home Economics courses in colleges of this state and elsewhere has not increased in proportion to the growing number of positions available in various fields requiring home economics training. Salaries for Home Demonstration Agents have not been increased in the same ratio as that for Home Economics teachers in the public schools and in other fields, which has been a great handicap to Home Demonstration Work. The high cost and limited availability of automobiles has made many young women who were

interested in Home Demonstration Work accept positions in other fields not requiring the purchase of a car. Marriage always claims a high proportion of the younger women and reduces the tenure of county workers. Persons with long years of service have availed themselves of the much appreciated provisions of the Teachers' Retirement Act. Home Demonstration Agents retired during the biennium, include Miss Isabelle S. Thursby, Food Conservation Specialist in the State Office.

With the scarcity of qualified workers in Florida it has been necessary to secure some personnel from other states which has the advantage of bringing varied resources into the program. But in spite of her ability, the new worker must be given additional time to know the resources and needs of Florida communities and thereby slows down the program to some extent.

Consequently this biennium has seen an unusually large turn-over in personnel and the results of the two years' work need to be considered in relation to such changes. Twenty-seven replacements were necessary in twenty-six counties due to marriage, retirement or transfers as compared to twenty-two such replacements made in the previous biennium.

High standards for training and experience have been maintained generally at the expense of leaving positions unfilled. The present staff is applying itself sincerely and is proving its ability to give creditable service to the people.

The importance of the pre-service training provided for in the budget of Home Demonstration Work at the Florida State University is increasingly evident. It is expected that plans for granting academic credit for work done according to an approved plan in the counties under faculty direction will be made effective in the new biennium.

Recognizing that many students enrolled in college home economics courses are not well-informed about opportunities in Home Demonstration Wofk for professional service, a plan was set up during the current year to select students in their junior year of college for assignments to a county for a period of 2 1-2 months, where the Home Demonstration Assistant would become acquainted with the requirements of the program and whereby Home Demonstration supervisors could learn more of the aptitude of the trainees for such employment. As a result of this training for this one year some first-hand information has been secured which can guide both faculty, administrators and students in needed or desirable curriculum adjustments. Reports have been secured from all such trainees and from the Home Demonstration Agents under whom they trained, on work done, recommendations, strengths and weaknesses, and in other pertinent matters.

Training of Home Demonstration Agents in service has received considerable attention. Two four-day training courses on 4-H work was given to all Home Demonstration Agents attending the State Short Courses of 1947 and 1948. All county and state workers attended the two annual conferences of Extension workers held at the University of Florida under the Director of Extension and the State Home Demonstration Agent to determine policies and programs to be followed during the biennium.

Twenty-three county Home Demonstration Agents attended two 3-week courses for graduate credit, held at the University of Florida for both men and women Extension workers.

All members of the State Staff attended special national or regional Workshops especially planned for Extension personnel. The change of both state institutions to provide coeducational training has brought some questions regarding training of Home Demonstration Agents which will need further study in the interests of using to best advantage the resources of the two universities to bring about better family living in Florida homes in which both men and women must be concerned.

State Short Course for 4-H Girls: Thirty-six years ago, in 1912, the first State Short Course was held for Florida Tomato Club girls on the Florida State University campus. Nine young girls attended and lived in the dormitory for a week, each one sharing the room of some college student. In 1947 and 1948 the annual State Short Courses were held with a total attendance of 866 4-H girls, 63 local leaders, 21 Short Course faculty, and all the county Home Demonstration Agents. All facilities of the campus were made available to the Short Course held in the interim between spring and summer quarters. The opportunity to live on the campus and to enjoy its facilities and beauties, has made "Go to College" hopes seem possible to hundreds of girls. Many girls gain their inspiration for a college education as a result of their days on the campus. The certificates of attendance and worthy activities awarded each 4-H girl by the President of Florida State University, is an honor treasured in homes in all parts of the State. 4-H work has provided many girls with the means of earning at least a part of the money needed for their education both in high school and in college.

4-H girls must earn the privilege of attending the State Short Course by worthy achievements in their year-round program of 4-H work carried on as demonstrations in their own homes and communities under guidance of their Home Demonstration Agents.

The State Short Course gives training in useful skills and leadership in addition to its recognition of 4-H achievement, so helping 4-H girls learn how they can give more useful service to their families and friends. Many fine women in rural and city homes in all sections of Florida today gladly pay their tribute of appreciation for the permanent values they have found in the 4-H training they had as girls. The inspiration and help gained from attending the State Short Course is mentioned often by these women and by the active 4-H members as they return to their counties.

The eventful visit to the capital of the State brings a greater pride in Florida to all the 4-H girls and their leaders and a better understanding of their duties as useful, informed citizens. The Short Course program includes special educational tours of historic Tallahassee and nearby places closely associated with the life and history of Florida people.

The environment of the beautiful campus of the Florida State University and the social programs included contribute definitely to the development of cultural, gracious young women which is the real goal of 4-H Club work.

The theme of the program of the 1948 Short Course was "Creating Better Homes Today for a More Responsible Citizenship Tomorrow."

College 4-H Club: The present College 4-H Club now on the campus of Florida State University, has grown each year since its organization 21 years ago when the State Home Demonstration Agent met with the former 4-H girls then in college to discuss the desirability of forming a campus organization. Members of this organization meet regularly with an advisor named from the State Office and worked toward securing the greatest possible benefits from their college experiences. Members of the College 4-H Club are encouraged to participate in varied campus activities and so develop their leadership qualities, and gain the most from college life for themselves. The club has a clubroom in the Student Alumni Building. 19 former 4-H girls have graduated from the Florida State University this biennium. The Club has a membership of more than fifty girls each year.

College 4-H girls assist with the Annual State Short Courses, thereby serving as an inspiration and example of achievement to the younger girls and at the same time receiving practical and valuable training for themselves in organization procedures.

Scholarship Loan Fund of the State Council of Home Demonstration Work: The women of the State Council of Home Demonstration Work provide a Scholarship Loan Fund available to former 4-H girls now enrolled at Florida State University and have loaned a total of $3,195.00 to twenty girls in the twenty years since this scholarship fund was established. The women also provide funds to further activities of the College 4-H Club as recommended by the State Home Demonstration Agent.

State-wide Understanding of University Program: This interest stimulated among the thousands of Home Demonstration women of the State in activities on this campus has a direct value to the University in that it creates in countless homes and communities a better understanding of the opportunities available here. From the suggestions of these women also come many useful ideas which are brought to the University authorities by Home Demonstration personnel to strengthen or improve its services to Florida people and to develop good will and understanding. A report on such needs as related to the program of the University for expanded services to Florida people was filed with the President by the members of the State Staff of Home Demonstration Work.

Specific Achievement: A complete statistical report on results of the program is on file in the State Office. This report of the Director of Extension filed with the State Board of Control gives a summary on the results of work accomplished in the various phases of the program of Home Demonstration Work, namely Food for the Family, Housing and Home Improvement, Clothing and Household Textiles, Health and Consumer Education, Home Improvement, Community Activities and Home Industries.

Reports received by County Home Demonstration Agents for women and girls enrolled state they sold Home Industries products to the value of $2,119,-

459.99 during the biennium. This report alone would indicate assistance given through Home Demonstration Work has proved its economic value to Florida families in addition to the values which cannot be tabulated, but which are of greatest importance in all efforts for improved home and family life in Florida.

Respectfully submitted,

MARY E. KEOWN

State Home Demonstration Agent

REPORT OF THE REGISTRAR

This biennium has been a very challenging one for the Office of the Registrar. The many problems have been complex, but they have been met and solved in a most rewarding way. Many other improvements are planned, and the office will render even greater service in the future.

The major development of the first year of the biennium was the establishment of the Tallahassee Branch of the University of Florida with Dr. Coyle Moore as Registrar. It was an exceedingly difficult job to follow the policies of the University of Florida and at the same time have the work done at the Florida State College for Women. However, this was done to the satisfaction of the officials at both institutions.

The second year of the biennium presented the Registrar's office with the responsibility of merging the office of the Registrar of the Tallahassee Branch of the University of Florida with the Registrar's office of the Florida State College for Women and at the same time of changing from a college for women to a coeducational university. All official records of the Tallahassee Branch of the University of Florida had to be completed, and photostatic copies had to be sent to the University of Florida. At the same time all of these records had to be evaluated in keeping with the policies at the Florida State University and made ready for the opening of the second year of the biennium.

The new status of this institution brought with it many other necessary adjustments. All policies and procedures had to be evaluated, and most of them underwent some change. All official publications had to be revised. International Business Machines were obtained, and the transition from some of the older methods to this new technique required much time and education of all concerned. Handling of the relations of the veterans with the Veterans Administration was entirely new to the office. Many involved problems with explosive potentialities were met and solved to the satisfaction of the veterans and the Veterans Administration. The "veteran problem", as forecast by many people prior to the time that the veterans arrived on the campuses, fortunately has not materialized at Florida State University. We have found the veterans to be more purposive but otherwise just like other students. Just as the veterans have been cooperative and grateful for the services rendered by this office, so have the non-veterans.

Accurate work completed on time is an objective of this office. However, some of the work has not met this standard. The Registrar's office tried to do too much with too little. This was recognized later in the biennium and corrected as well as it could be within budgetary limitations.

Insufficient working space and insufficient equipment have, also, been handicaps during the biennium. Recently two rooms on the third floor of Westcott have been opened to assist in the space problem. Room 309, Westcott, provides the space for admissions, evaluations, and publications. The work on classification and veterans is done in Room 314 of Westcott. In addition, Room 314 is the office of the Assistant Registrar and his secretary. The International Business Machines work takes place in Room 315 of Westcott. The main office of

the Registrar is located on the second floor of Westcott. Here the work of registration, scheduling, transcripts, permanent record cards, graduation requirements, reports, and other work is carried on by the Registrar and his staff. Although without the rooms on the third floor of Westcott it would be impossible to carry on the work of this office, it is a distinct handicap to carry on the work of the Registrar's office on two floors. Recently some equipment has been obtained which helps in carrying forward the work of the office.

The major cause for the additional work in the Registrar's office is the unprecedented growth in the size of the student body. The total enrollment for the biennium previous to this one, of the regularly enrolled students at the college level, was 7,362; whereas, for this biennium the total enrollment was 12,217. This shows an increase of 66 per cent. The tables which follow give full information regarding the details of enrollment.

Respectfully submitted,

CHARLES P. HOGARTH

Registrar

Table I

ENROLLMENT BY DIVISIONS

	1946–47 Regular Term	1947–48 Regular Term
Graduate School	29	77
College of Arts and Sciences	1586	1860
School of Education	716	894
School of Home Economics	269	306
School of Music	104	131
School of Library Training & Service	——	34
Division of Applied Social Sciences	——	760
	2704*	4062

Table II

ENROLLMENT BY CLASSES

	1946–47 Regular Term	1947–48 Regular Term
Graduate Students	29	77
Senior Class	382	473
Junior Class	483	629
Sophomore Class	631	1215
Freshman Class	1132	1606
Specials	47	62
	2704	4062

Table III

ENROLLMENT FOR SUMMER SCHOOLS

	First Term	Second Term	Total
Summer School—1946	989	619	1608
Summer School—1947	1802	1228	3030

*This summary does not include 813 men students of the Tallahassee Branch of the University of Florida for whom instruction, room, and board were provided by Florida State College for Women.

Table IV

ENROLLMENT BY COUNTIES

County	1946 Summer School	1946–47 Regular Term	1947 Summer School	1947–48 Regular Term	County	1946 Summer School	1946–47 Regular Term	1947 Summer School	1947–48 Regular Term
Alachua	16	87	26	72	Lee	16	22	26	33
Baker	4	3	2	.....	Leon	177	226	352	538
Bay	58	30	93	94	Levy	10	7	6	8
Bradford	3	12	6	11	Liberty	10	3	22	21
Brevard	10	28	10	34	Madison	14	13	22	45
Broward	13	52	29	79	Manatee	7	46	23	54
Calhoun	14	10	29	36	Marion	16	46	20	45
Charlotte	8	11	9	8	Martin	9	7	9	11
Citrus	6	9	8	8	Monroe	13	11	17	23
Clay	2	1	5	8	Nassau	4	11	5	11
Collier	3	4	5	5	Okaloosa	23	21	34	38
Columbia	9	9	6	24	Okeechobee	5	4	12	13
Dade	44	300	71	292	Orange	30	120	40	158
DeSoto	5	8	12	9	Osceola	7	23	13	26
Dixie	2	4	7	9	Palm Beach	28	86	55	133
Duval	46	243	103	343	Pasco	17	15	11	16
Escambia	67	96	130	158	Pinellas	39	108	101	153
Flagler		4	3	7	Polk	37	139	45	164
Franklin	8	9	15	27	Putnam	12	18	13	25
Gadsden	37	50	71	120	Santa Rosa	14	28	32	30
Gilchrist	2	3	1	2	Sarasota	10	25	29	47
Glades	3	5	3	2	Seminole	4	27	12	17
Gulf	9	10	20	22	St. Johns	7	30	15	40
Hamilton	5	11	8	14	St. Lucie	5	15	9	20
Hardee	3	9	14	11	Sumter	1	11	5	17
Hendry	4	6	6	8	Suwannee	12	21	15	22
Hernando	2	16	10	14	Taylor	19	20	30	42
Highlands	6	22	12	26	Union	2	8	7	3
Hillsborough	86	229	118	303	Volusia	24	65	29	93
Holmes	35	19	37	26	Wakulla	8	2	21	19
Indian River	23	15	13	27	Walton	13	13	43	39
Jackson	36	44	66	98	Washington	16	21	48	41
Jefferson	22	30	37	47					
Lafayette	5	7	7	6	TOTALS	1215	2642	2137	3954
Lake	10	34	24	59					

Table V

ENROLLMENT BY STATES

State	1946 Summer School	1946–47 Regular Term	1947 Summer School	1947–48 Regular Term	State	1946 Summer School	1946–47 Regular Term	1947 Summer School	1947–48 Regular Term
Alabama	5	10	5	7	New Jersey	.....	3	.....	3
Arkansas	.....	1	.....	.....	New York	.....	3	1	3
Canal Zone	.....	1	1	.....	N. Carolina	2	2	1	2
Colorado	1	.....	.....	1	New Mexico	1	.....	.....	.....
Connecticut	.....	1	.....	.....	Ohio	1	.....	3	8
Georgia	20	16	39	25	Pennsylvania	.....	1	.....	.....
Greece	.....	.....	.....	1	Puerto Rico	1	.....	1	.....
Illinois	.....	.....	.....	1	S. Carolina	2	3	2	2
Indiana	.....	1	1	.....	Rhode Island	.....	.....	.....	1
Iowa	.....	1	.....	.....	Tennessee	1	3	5	3
Kansas	.....	.....	.....	1	Texas	.....	3	2	1
Kentucky	1	1	2	6	Vermont	.....	1	.....	.....
Louisiana	.....	2	.....	.....	Virginia	1	4	.....	3
Maryland	.....	.....	2	1	Wash., D. C.	1	1	.....	1
Mass.	.....	.....	.....	1	Washington	.....	.....	.....	1
Michigan	.....	.....	.....	1	W. Virginia	.....	.....	.....	1
Mississippi	2	2	3	.....					
Missouri	.....	1	.....	.....	TOTAL	39	61	68	75
N. Hampshire	.....	.....	.....	1					

Table VI

DEGREES CONFERRED

Divisions & Degrees	1946 Summer School		1946–47 Regular Term			1947 Summer School		1947–48 Regular Term		
	July	Aug.	Dec.	Mar.	June	July	Aug.	Dec.	Mar.	June
GRADUATE DIVISION										
Master of Arts	1	2	1	1	2	3	11	1	1	3
Master of Science	1	4	.....	1	1	.....	1	.....	1	3
Master of Music	.....	.....	.....	.....	1	1	.....	.....	.....	.....
COLLEGE OF ARTS AND SCIENCE										
Bachelor of Arts	.....	1	9	6	95	8	9	3	5	83
Bach. of Sciences	3	3	5	6	55	5	4	6	9	49
Bach. of Sci. in Commerce	3	3	3	4	34	1	.....	.....	.....	.....
SCHOOL OF EDUCATION										
Bach. of Arts in Ed.	7	20	2	8	44	9	20	6	18	61
Bach. of Sci. in Ed.	3	3	1	3	32	2	5	4	4	41
SCHOOL OF HOME ECONOMICS										
Bach. of Sci. in Home Ec.	2	6	1	1	17	.....	5	2	5	40
Bach. of Sci. in Nsg.	.....	.....	.....	.....	1	4	.....	.....	.....	2
SCHOOL OF MUSIC										
B.M. in Pub. Sch. Music	.....	1	.....	2	4	.....	.....	.....	.....	.....
Bach. of M. Ed.	.....	.....	.....	.....	.....	1	.....	.....	1	8
Bach. of Music in Piano	.....	.....	.....	.....	1	.....	.....	1	.....	.....
Bach. of Music in Voice	.....	.....	.....	.....	3	.....	.....	.....	.....	.....
SCHOOL OF LIB. T. & S.										
Bach. of Arts	.....	.....	.....	.....	.....	.....	.....	.....	.....	3
DIV. OF APPL. SOC. SCI.										
Bach. of Sci. in Comm.	.....	.....	.....	.....	.....	.....	1	4	4	43
Bach. of Science	.....	.....	.....	.....	.....	.....	.....	3	2	17
Bach. of Arts	.....	.....	.....	.....	.....	.....	.....	3	.....	11
TOTALS	20	43	22	32	290	34	56	33	50	364

REPORT OF THE BUSINESS MANAGER

To the President:

I have the honor to submit herewith a report covering the operation of the Business Department for the biennium ending June 30, 1948.

The report is summarized and includes balance sheets covering each year with supporting schedules of all funds of the University, including auxiliary activities and student accounts.

The report is set up according to the general plan for institutional accounting, as recommended by the National Committee on Standard Reports for Institutions of Higher Learning.

This biennium has brought about the greatest changes in the history of this institution. In September 1946, the Tallahassee Branch of the University of Florida was established and put into operation under the administration of the Florida State College for Women. Two separate business offices were therefore necessary during the first year of the biennium. When Florida State College for Women became Florida State University in May 1947, the Business Office of the Tallahassee Branch of the University of Florida was continued until the end of the fiscal year when it was combined with the Business Office on the East Campus.

The enrollment of men required much expansion of facilities, including the remodeling of Army warehouses into dormitories, classrooms, and apartments for both students and faculty. The frame buildings which were converted, and which are in operation on the West Campus, have greatly increased maintenance costs because of the poor condition of the buildings and the increased expense of heating small units.

With classrooms and dormitories on both campuses, it was necessary to provide transportation for students and faculty. Ten busses were procured to operate a transportation system, part of which run seventeen hours a day.

The growth of the University necessarily required a large increase in faculty and staff. The State of Florida purchased the Mabry Heights Army housing development just west of the East Campus. Apartments were also prepared for faculty and staff on the West Campus. The Business Office now has the responsibility of managing a rental program which includes 101 units in Mabry Heights, 62 units on West Campus, and 11 dwelling houses on or immediately adjacent to the East Campus, all of which are to accommodate faculty and staff personnel. Thirty of the Mabry Heights units are still occupied by families who were tenants when the University acquired the property. The availability of this housing for faculty and staff, at low rental, has been extremely helpful to all departments of the University in their efforts to secure competent additions to the teaching personnel.

Construction during the biennium includes:

(1) Completion of the addition to the History Building,

(2) Completion of Sara Landrum Cawthon Hall (women's dormitory),

(3) Completion of reconversion of facilities on the West Campus which now house nearly 1500 students, 60 faculty families, and 50 classrooms, including the entire divisions of Applied Social Sciences, Library Science and Training, Men's Physical Education, and some additional classes,

(4) The beginning of construction of the North Wing of the Women's Physical Education Building which will be completed and in use in the early part of 1949,

(5) The beginning of construction of the Music Building which will be completed by the Summer of 1949.

Auxiliary activities under the Business Office have been greatly expanded to handle the additional volume of work now necessary.

(a) Equipment in the Soda Shop has been increased and modernized.

(b) New bottling and washing equipment and a new boiler have been installed at the University Dairy.

(c) Valuable laundry equipment was purchased as war surplus at a saving of $30,000.00. The laundry is now serving 4000 students in the space which was designed to serve 1500 students.

(d) The Bookstore has tripled its sales volume without additions to its equipment or space.

The increase in the student body and the expansion of the entire program of the University has produced critical shortages of space for all departments. The University Bookstore, the Business Office, the Purchasing and Receiving Department, the Laundry, and the Maintenance Departments are all handicapped and operating under crowded conditions in inadequate offices and shops.

The increase in the size of the institution has made many changes necessary in the methods and procedures to bring about efficiency in handling the increased volume of business. An encumbrance budget control system was installed in July 1947. Purchasing and Receiving Department procedures and stock control were improved greatly during the same year. More efficient handling of invoices has made it possible for the University to pay its obligations promptly and to discount many invoices.

Every effort will be made toward continued improvement in methods of operation and efficiency in all the activities under the direction of the Business Manager.

Respectfully submitted,

R. K. Shaw

Business Manager

Exhibit A

FLORIDA STATE COLLEGE FOR WOMEN

BALANCE SHEET

June 30, 1947

ASSETS

FUNDS UNDER CONTROL OF STATE:			
Incidental Fund: (Schedule A)			
Cash		$ 63,437.65	
State Auxiliary Fund: (Schedule B)			
Cash	$ 68,940.31		
Bonds	51,357.18		
Advance to Revolving Fund	25,000.00	145,297.49	
Westcott Estate Fund: (Schedule A)			
Cash		11,722.23	
Seminary Interest Fund: (Schedule A)			
Cash	$ 5,952.97		
Bonds	66,250.00	72,202.97	
Fire Replacement Fund: (Schedule A)			
Cash		259.00	
Total Funds Under Control of State			$ 292,919.34
FUNDS UNDER CONTROL OF BOARD OF CONTROL:			
College Auxiliary Fund: (Schedule C)			
Cash in Banks	$ 47,217.95		
Bonds	100,000.00		
Advance to Revolving Fund	42,811.03		
Notes Receivable-Loan Accounts	14,889.52	$ 204,918.50	
P.W.A. Funds: (Schedule D)			
Cash in Banks		43,927.60	
Gilchrist Fund: (Schedule E)			
Cash	$ 293.90		
Bonds	10,000.00	10,293.90	
James D. Westcott Estate: (Schedule E)			
Cash	$ 19,526.86		
Bonds	24,000.00		
Real Estate	105,500.00	149,026.86	
Total Funds Under Control of Board of Control			408,166.86
FUNDS UNDER CONTROL OF COLLEGE:			
Revolving Fund:			
Due from other Funds		$ 68,480.00	
Due to other Funds		67,811.03	
Total Funds under Control of College			668.97
PLANT FUND: (Schedule F)			
Land		$ 143,355.84	
Buildings		4,899,107.03	
Improvements		438,583.64	
Equipment		1,021,413.30	
Cash		76,688.19	
Bonds		140,320.00	
Total Plant Funds			6,719,468.00
Total Assets			$7,421,223.17

*Red

Exhibit A

FLORIDA STATE COLLEGE FOR WOMEN

BALANCE SHEET

June 30, 1947

LIABILITIES

FUNDS UNDER CONTROL OF STATE:			
Incidental Fund:			
Surplus		$ 63,437.65	
State Auxiliary Fund:			
Surplus		145,297.49	
Westcott Estate Fund:			
Surplus		11,722.23	
Seminary Interest Fund:			
Surplus		72,202.97	
Fire Replacement Fund:			
Surplus		259.00	
Total Funds Under Control of State			$ 292,919.34
FUNDS UNDER CONTROL OF BOARD OF CONTROL:			
College Auxiliary Fund:			
College Bank Deposits	$ 24,423.23		
Accounts Payable	26,493.60		
Surplus	154,001.67	204,918.50	
P.W.A. Funds:			
Infirmary Deficit	$ 1,139.30*		
Landis Hall Surplus	3,116.12		
Dining Hall Surplus	41,950.78	43,927.60	
Gilchrist Fund:			
Surplus		10,293.90	
James D. Westcott Estate:			
Surplus		149,026.86	
Total Funds Under Control of Board of Control			408,166.86
FUNDS UNDER CONTROL OF COLLEGE:			
Revolving Fund:			
Bank Overdraft		$ 668.97	
Total Funds Under Control of College			668.97
PLANT FUND:			
Revenue Certificate		$ 399,000.00	
Investment in Plant		6,320,468.00	
Total Plant Funds			6,719,468.00
Total Liabilities			$7,421,223.17

Exhibit B

FLORIDA STATE COLLEGE FOR WOMEN

BALANCE SHEET

June 30, 1947

ASSETS

CURRENT FUNDS:			
Cash:			
Cash Held by State	$149,541.84		
Cash Held by Board of Control	44,976.37		
Total Cash		$ 194,518.21	
Bonds:			
Bonds Held by College	$ 2,127.50		
Total Bonds		2,127.50	
Advances to other Funds		68,480.00	
Total Current Funds			$ 265,125.71
LOAN FUNDS:			
Cash Held by Board of Control		$ 9,942.41	
Bonds Held by State		30,000.00	
Notes Receivable		14,889.52	
Total Loan Funds			$ 54,831.93
ENDOWMENT FUNDS:			
Cash Held by State		$ 770.32	
Cash Held by Board of Control		19,820.76	
Bonds Held by State		115,479.68	
Bonds Held by Board of Control		34,000.00	
Real Estate Owned		105,500.00	
Total Endowment Funds			$ 275,570.76
PLANT FUND:			
Cash Held by Board of Control		$ 76,688.19	
Bonds Held by Board of Control		140,320.00	
Land		143,355.84	
Buildings		4,899,107.03	
Improvements		438,583.64	
Equipment		1,021,413.30	
Total Plant Funds			$6,719,468.00
AGENCY FUNDS:			
Cash Held by Board of Control		$ 36,226.77	
Bonds Held by State		70,000.00	
Total Agency Funds			$ 106,226.77
Total Assets			$7,421,223.17

Exhibit B

FLORIDA STATE COLLEGE FOR WOMEN

BALANCE SHEET

June 30, 1947

LIABILITIES

CURRENT FUNDS:		
Reserved for Incidental Fund	$ 63,437.65	
Reserved for State Auxiliary Fund	95,297.49	
Reserved for Westcott Estate Fund	11,722.23	
Reserved for Seminary Interest Fund	5,952.97	
Reserved for Replacement Fund	259.00	
Reserved for College Auxiliary Fund	43,859.80	
Reserved for P.W.A. Funds	43,927.60	
Overdraft	668.97	
Total Current Funds		$ 265,125.71
LOAN FUNDS:		
Reserved for Loans	$ 54,831.93	
Total Loan Funds		$ 54,831.93
ENDOWMENT FUNDS:		
Seminary Fund	$ 66,250.00	
Estate of James D. Westcott	149,026.86	
Albert W. Gilchrist Fund	10,293.90	
Dudley Beaumont Memorial	50,000.00	
Total Endowment Funds		$ 275,570.76
PLANT FUND:		
Revenue Certificates	$ 399,000.00	
Investment in Plant	6,320,468.00	
Total Plant Funds		$6,719,468.00
AGENCY FUNDS:		
Balance of Cash Deposit	$ 24,423.23	
Balance of Student Activity Fee	81,803.54	
Total Agency Funds		$ 106,226.77
Total Liabilities		$7,421,223.17

Schedule A

STATE FUNDS

CURRENT RECEIPTS AND DISBURSEMENTS

For the Year Ended June 30, 1947

	Balance 7-1-46	Appropriation or Collections	Total	Disbursements Salaries	Disbursements Expense	Disbursements Total	Appropriations Reverted 6-30-47	Balance 6-30-47
Salaries	$ 10,062.31	$ 664,031.00	$ 674,093.31	$674,019.16	$	$ 674,019.16	$ 74.15	$
Necessary and Regular Expense	135.00	135,315.00	135,450.00		134,889.35	134,889.35	560.65	
Home Demonstration Extension Salaries	3,419.00	13,728.00	17,147.00	10,668.76		10,668.76	6,478.24	
Home Demonstration Extension Expense	2,082.99	5,600.00	7,682.99		4,332.36	4,332.36	3,350.63	
Chair of Americanism And Southern History		2,500.00	2,500.00	2,500.00		2,500.00		
Contingent Salaries	30,000.00	7,079.00	37,079.00	37,015.74		37,015.74	63.26	
Contingent Expense		22,921.00	22,921.00				22,921.00	
Emergency Salaries		85,000.00	85,000.00	63,821.77		63,821.77	21,178.23	
Emergency Expense		45,459.00	45,459.00	42,306.22		42,306.22	3,152.78	
Emergency Special — Expense		64,200.00	64,200.00		16,239.71	16,239.71	47,960.29	
Replacement Fund	3,582.03	259.00	3,841.03		3,582.03 (1)	3,582.03		259.00
Incidental Fund	47,179.49	250,650.87	297,830.36	122,882.97	111,509.74	234,392.71		63,437.65
Westcott Estate Fund	14,325.96	15,685.00	30,010.96	18,288.73		18,288.73		11,722.23
Interest, Seminary Fund	70,238.22	1,964.75	72,202.97					72,202.97
Total	$181,025.00	$1,314,392.62	$1,495,417.62	$971,503.35	$270,553.19	$1,242,056.54	$105,739.23	$147,621.85

(1) Transferred to Building Funds by Executive Order 4-7-47

Schedule A-1

STATE FUND
CURRENT DISBURSEMENTS FOR ADMINISTRATIVE AND GENERAL EXPENSE

For the Year Ended June 30, 1947

	Total	Pres. Contg. Expense	Salaries and Wages	Office Expense	Travel	Operation and Repairs	Equipment
ADMINISTRATIVE OFFICES:							
Presidents Office	$14,284.09	$1,771.98	$11,170.00	$630.41	$711.70	$.....	$.....
Graduate Division	944.63	.....	908.75	35.88	.....	.....	.....
Alumnae-Publicity Office	8,446.30	.....	5,501.39	2,944.91	.....	.....	.....
Registrars Office	24,419.50	.....	18,948.96	5,349.87	120.67	.....	.....
Dean of Students Office	14,414.02	.....	13,483.64	808.65	121.73	.....	.....
Personnel Director's Office	14,070.83	.....	13,079.03	941.80	50.00	.....	.....
Business Manager's Office	44,591.59	.....	37,707.53	6,739.25	144.81	.....	.....
Post Office	2,269.80	.....	2,269.80	.....	.....	.....	.....
GENERAL PUBLICATIONS:							
Catalogues and Regular Bulletins	5,997.36	.....	.....	.....	.....	5,997.36	.....
Miscellaneous Advertising	3,087.49	.....	.....	.....	.....	3,087.49	.....
General Expense:							
Furniture for Classrooms	5,057.89	.....	.....	.....	.....	.....	5,057.89
Furniture for Executive Offices	1,988.74	.....	.....	.....	.....	.....	1,988.74
Testing Supplies	1,090.11	.....	.....	.....	.....	1,090.11	.....
Commencement Expense	2,020.89	.....	.....	.....	.....	2,020.89	.....
Multigraph Work—All Departments	2,263.15	.....	.....	.....	.....	2,263.15	.....
Telegrams	928.64	.....	.....	.....	.....	928.64	.....
Telephones	3,177.84	.....	.....	.....	.....	3,177.84	.....
Workmen's Compensation	712.27	.....	.....	.....	.....	712.27	.....
Faculty Committee Expense	85.70	.....	.....	.....	.....	85.70	.....
House Rent for President	1,633.31	.....	.....	.....	.....	1,633.31	.....
Inca Museum	423.21	.....	423.21	.....	.....	.....	.....
I. B. M. Machine Room	6,008.88	.....	4,376.86	.....	.....	1,632.02	.....
TOTAL	$157,916.24	$1,771.98	$107,869.17	$17,450.77	$1,148.91	$22,628.78	$7,046.63

Schedule A-2

CURRENT DISBURSEMENTS BY OBJECT FOR COLLEGE OF ARTS AND SCIENCES

For the Year Ended June 30, 1947

	Total	Salaries & Wages	Office Expense	Travel	Operation & Repairs	Equipment
INSTRUCTIONAL AND DEPARTMENTAL RESEARCH:						
Administration	$ 2,260.90	$ 2,130.00	$ 91.35	$ 39.55	$.....	$.....
All Departments	629.95	72.73	.....	557.22	.....	.....
Art	20,865.21	19,807.60	.....	.....	419.63	637.98
Bacteriology and Botany	21,904.53	19,330.02	.....	.....	520.34	2,054.17
Chemistry	33,154.88	25,884.80	.....	.....	6,665.77	604.31
Classics	5,724.48	5,681.93	.....	.....	8.69	33.86
Economics and Commerce	23,196.03	22,219.56	.....	.....	564.83	411.64
English, Speech, Journalism and Humanities	86,459.69	85,630.17	.....	.....	514.00	315.52
History, Geography, Political Science & Social Studies	48,947.27	48,054.77	.....	.....	449.93	442.57
Mathematics	9,706.79	9,624.10	.....	.....	82.69	.....
Modern Languages	47,316.35	46,566.21	.....	.....	750.14	.....
Philosophy and Religion	11,579.47	11,553.64	.....	.....	25.83	.....
Physics and Physical Science	16,299.96	13,697.00	.....	.....	579.55	2,023.41
Psychology and Psychological Clinic	29,402.13	28,341.90	.....	.....	434.38	625.85
Social Work	8,258.25	7,405.12	.....	716.98	136.15	.....
Sociology and Social Work	13,457.82	13,027.27	.....	.....	256.45	174.10
Zoology and Physiology	23,143.31	22,105.26	.....	.....	879.58	158.47
Graduate Fellowships	1,500.00	1,500.00	.....	.....	.....	.....
	$403,807.02	$382,632.08	$ 91.35	$ 1,313.75	$ 12,287.96	$ 7,481.88

Schedule A-3

CURRENT DISBURSEMENTS BY OBJECT FOR SCHOOL OF EDUCATION

For the Year Ended June 30, 1947

	Total	Salaries and Wages	Office Expense	Travel	Operations and Repairs	Equipment
INSTRUCTIONAL AND DEPARTMENT RESEARCH:						
Administration	$ 2,251.71	$ 1,890.00	$ 233.93	$ 127.78	$.....	$.....
Education	39,215.91	37,581.12	.....	1,634.79	.....	.....
Demonstration School	71,104.53	64,925.83	.....	.....	3,289.00	2,889.70
Industrial Arts	14,673.09	12,479.27	.....	.....	1,344.81	849.01
Physical Education & Health Education	49,679.09	37,802.81	194.36	.....	9,288.74	2,393.18
Workshop & Curriculum Laboratory	3,989.32	3,455.21	331.43	68.48	134.20	.....
Kindergarten	418.34	.....	.....	.....	418.34	.....
Nursery School	6,050.74	.....	.....	.....	6,050.74	.....
Graduate Fellowships	1,400.00	1,400.00	.....	.....	.....	.....
TOTAL	$188,782.73	$159,534.24	$ 759.72	$ 1,831.05	$ 20,525.83	$ 6,131.89

Schedule A-4

CURRENT DISBURSEMENTS BY OBJECT FOR SCHOOL OF HOME ECONOMICS

For the Year Ended June 30, 1947

	Total	Salaries and Wages	Office Expense	Travel	Operation & Repair	Equipment
INSTRUCTIONAL AND DEPARTMENTAL RESEARCH:						
Administration	$ 2,738.39	$ 2,099.52	$ 244.15	$ 394.72	$.....	$.....
All Departments	374.73	127.28	.....	247.45	.....	.....
Food and Nutrition	16,596.49	13,572.13	.....	.....	3,024.36	.....
Clothing and Textiles	12,125.02	10,241.70	.....	.....	1,883.32	.....
Home and Family Life	14,698.00	11,888.99	.....	.....	1,907.74	901.27
Home Economics Education	6,837.33	6,584.56	.....	.....	252.77	.....
Institution Administration	1,269.70	1,269.70	.....	.....	.....	.....
	$ 54,639.66	$ 45,783.88	$ 244.15	$ 642.17	$ 7,068.19	$ 901.27

Schedule A-5

CURRENT DISBURSEMENTS BY OBJECT FOR SCHOOL OF MUSIC

For the Year Ended June 30, 1947

	Total	Salaries and Wages	Office Expense	Travel	Operation & Repair	Equipment
INSTRUCTION AND DEPARTMENTAL RESEARCH:						
Administration	$ 2,305.58	$ 1,891.60	$ 279.76	$ 134.22	$.....	$.....
All Departments	71,320.28	71,133.24	.....	187.04	.....	.....
Music	1,405.15	.....	.....	.....	1,405.15	.....
Band	1,004.14	.....	.....	.....	1,004.14	.....
Choir	198.78	.....	.....	.....	198.78	.....
Glee Club	73.45	.....	.....	.....	73.45	.....
New Equipment and Pianos	1,315.10	.....	.....	.....	.....	1,315.10
Orchestra	78.58	.....	.....	.....	78.58	.....
Public School Music	79.38	.....	.....	.....	79.38	.....
Repairs to Instruments	140.15	.....	.....	.....	140.15	.....
Tuning and Repair of Pianos	1,016.00	.....	.....	.....	1,016.00	.....
Tuning and Repair of Organs	1,342.00	.....	.....	.....	1,342.00	.....
	$ 80,278.59	$ 73,024.84	$ 279.76	$ 321.26	$ 5,337.63	$ 1,315.10

Schedule A-6

CURRENT DISBURSEMENTS BY OBJECT FOR LIBRARY & LIBRARY TRAINING & SERVICE

For the Year Ended June 30, 1947

	Total	Salaries and Wages	Office Expense	Travel	Operations & Repairs	Equipment
College Library	$ 46,652.14	$ 46,652.14	$.....	$.....	$.....	$.....
Books-General	11,558.75	.....	.....	.....	.....	11,558.75
Magazines	2,300.01	.....	.....	.....	2,300.01	.....
Binding	2,395.61	.....	.....	.....	2,395.61	.....
Magazines-Back Files	740.03	.....	.....	.....	740.03	.....
Library Cards and Supplies	1,107.51	.....	.....	.....	873.25	234.26
Division of Library Training and Service	12,529.06	12,144.55	.....	.....	.....	384.51
	$ 77,283.11	$ 58,796.69	$.....	$.....	$ 6,308.90	$ 12,177.52

Schedule A-7

CURRENT DISBURSEMENTS BY OBJECT FOR HOME DEMONSTRATION EXTENSION

For the Year Ended June 30, 1947

	Total	Salaries and Wages	Office Expense	Travel	Operations and Repairs	Equipment
Home Demonstration Extension	$ 15,010.72	$ 10,678.36	.....	$ 1,568.60	$ 2,763.76	.....
TOTAL	$ 15,010.72	$ 10,678.36	.....	$ 1,568.60	$ 2,763.76	.....

CURRENT DISBURSEMENTS BY OBJECT FOR DIVISION OF EDUCATIONAL RESEARCH AND SERVICE

For the Year Ended June 30, 1947

	Total	Salaries and Wages	Office Expense	Travel	Operations and Repairs	Equipment
Division of Educational Research and Service	$ 7,989.75	$ 7,260.00	.....	$ 382.63	$ 347.12	.....
TOTAL	$ 7,989.75	$ 7,260.00	.....	$ 382.63	$ 347.12	.....

Schedule A-8

CURRENT DISBURSEMENTS BY OBJECT FOR OPERATION AND MAINTENANCE OF PHYSICAL PLANT

For the Year Ended June 30, 1947

	Total	Salaries and Wages	Operations and Repairs	Equipment	Buildings	Land
OPERATION:						
Fuel	$ 15,905.42	$.....	$ 15,905.42	$.....	$.....	$.....
Gas	280.73	.....	280.73	.....	.....	.....
Electricity	10,736.52	.....	10,736.52	.....	.....	.....
Water	3,009.47	.....	3,009.47	.....	.....	.....
Janitors	35,371.85	.....	35,111.85	260.00	.....	.....
Miscellaneous Supplies	2,593.84	.....	1,968.45	625.39	.....	.....
MAINTENANCE:						
Resident Engineer	3,690.00	3,690.00	.....	.....	.....	.....
Heating and Plumbing	28,527.82	2,726.37	25,801.45	.....	.....	.....
Carpenters	28,840.39	15,707.12	13,133.27	.....	.....	.....
Electricians	14,626.81	9,507.93	5,118.88	.....	.....	.....
Painters	25,914.54	20,856.54	5,058.00	.....	.....	.....
Mechanics	23,861.52	19,938.50	3,923.02	.....	.....	.....
Policemen	6,452.13	.....	6,452.13	.....	.....	.....
Buildings	.....	.....	.....	.....	.....	.....
Permanent Equipment for Maintenance Depts.	626.48	.....	.....	626.48	.....	.....
Supply Store	3,046.29	3,046.29	.....	.....	.....	.....
Bus Drivers	12,777.22	8,145.12	4,632.10	.....	.....	.....
GROUNDS:						
Gardeners	8,745.78	.....	8,745.78	.....	.....	.....
Campus Laborers	27,759.88	.....	27,759.88	.....	.....	.....
Laborers and General Helpers	.....	.....	.....	.....	.....	.....
TOTAL	$252,766.69	$ 83,617.87	$167,636.95	$ 1,511.87	$.....	$.....

Schedule A-8 Continued

STATE FUNDS
TOTAL CURRENT RECEIPTS AND DISBURSEMENTS
For the Year Ended June 30, 1947

	Total	President's Contingent Expense	Salaries and Wages	Office Expense	Travel	Operations and Repairs	Equipment
Grand Total Disbursement by Object.....	$1,238,474.51	$ 1,771.98	$929,197.13	$ 18,825.75	$ 7,208.37	$244,905.12	$ 36,566.16

Schedule B

STATE AUXILIARY FUND
CURRENT RECEIPTS AND DISBURSEMENTS

For the Year Ended June 30, 1947

	Balance 7-1-46	Receipts	Total	Disbursements	Trans. to Incidental Fund	Total	Balance 6-30-47
Bookstore	$ 70,501.63	$137,634.33	$208,135.96	$148,198.26	$ 10,000.00	$158,198.26	$ 49,937.70
Demonstration School Lunch Room	707.23	16,119.20	16,826.43	14,136.86	.....	14,136.86	2,689.57
Duplicating Department	6,901.54	12,502.58	19,404.12	11,196.11	.....	11,196.11	8,208.01
Farm and Dairy	8,916.52*	72,784.70	63,868.18	71,785.96	.....	71,785.96	7,917.78*
Gifts and Bequests	56,142.93	735.00	56,877.93	87.00	.....	87.00	56,790.93
Post Office	3,420.40	4,111.35	7,531.75	2,940.83	.....	2,940.83	4,590.92
Laundry	57,955.12	89,173.21	147,128.33	78,106.40	10,000.00	88,106.40	59,021.93
Rental Property	.....	17,551.37	17,551.37	10,491.81	.....	10,491.81	7,059.56
Residence Halls — Women	145,836.10*	154,909.39	9,073.29	118,286.10	.....	118,286.10	109,212.81*
Supply Store	3,410.02	26,882.88	30,292.90	40,399.51	.....	40,399.51	10,106.61*
Interest Account	10,822.33	.....	10,822.33	.....	.....	.....	10,822.33
Physical Education Fees	38,000.00	.....	38,000.00	.....	.....	.....	38,000.00
Special Repair and Trucks	35,413.74	.....	35,413.74	.....	.....	.....	35,413.74
TOTAL	$128,522.32	$532,404.01	$660,926.33	$495,628.84	$ 20,000.00	$515,628.84	$145,297.49

*Deficit

Schedule B-1

STATE AUXILIARY FUND
SUMMARY OF OPERATIONS
For the Year Ended June 30, 1947

	Total	Bookstore	Demonstration School Lunch Room	Duplicating Department	Farm and Dairy	Laundry	Women's Residence Halls
Balance 7-1-46	$128,522.32	$ 70,501.63	$ 707.23	$ 6,901.54	$ 8,916.52*	$ 57,955.12	$145,836.10*
Receipts	532,404.01	137,634.33	16,119.20	12,502.58	72,784.70	89,173.21	154,909.39
TOTAL	$660,926.33	$208,135.96	$ 16,826.43	$ 19,404.12	$ 63,868.18	$147,128.33	$ 9,073.29
Salaries	$174,579.94	$ 15,304.49	$ 2,678.18	$ 5,377.89	$ 19,472.31	$ 59,104.17	$ 66,045.47
Wages	5,287.88	.....	.....	.....	60.00	.....	5,227.88
Telephone & Telegraph	2,139.55	68.04	.....	38.00	126.24	57.30	1,849.97
Repairs & Alterations	15,595.07	15.72	.....	343.54	2,967.20	1,180.44	11,088.17
Office Expense	3,797.40	2,388.02	.....	.....	.....	.....	1,299.08
Goods for Resale	176,038.68	128,735.42	7,014.05	.....	.....	.....	.....
Laundry	1,452.83	9.56	.....	.....	331.43	.....	1,111.84
Miscellaneous	3,277.56	1,022.47	.....	214.32	460.65	305.90	1,274.22
Feed	35,519.01	.....	.....	.....	35,519.01	.....	.....
Seed	1,167.91	.....	.....	.....	1,167.91	.....	.....
Fertilizer	2,509.43	.....	.....	.....	2,509.43	.....	.....
Electricity	12,603.55	.....	.....	.....	517.27	619.79	11,466.49
Operating Supplies	29,280.44	.....	4,444.63	2,486.65	4,687.43	7,540.06	3,305.61
Fuel	5,583.78	.....	.....	.....	.....	.....	5,583.78
Equipment	18,927.63	290.61	.....	2,735.71	3,967.08	9,298.74	2,616.34
Building & Equipment	1,298.54	.....	.....	.....	.....	.....	1,298.54
Excise Tax	363.93	363.93	.....	.....	.....	.....	.....
Gifts & Bequests	87.00	.....	.....	.....	.....	.....	.....
Janitors Supplies	6,118.71	.....	.....	.....	.....	.....	6,118.71
Trans. to Incidental	20,000.00	10,000.00	.....	.....	.....	10,000.00	.....
TOTAL	$515,628.84	$158,198.26	$ 14,136.86	$ 11,196.11	$ 71,785.96	$ 88,106.40	$118,286.10
Balance	$145,297.49	$ 49,937.70	$ 2,689.57	$ 8,208.01	$ 7,917.78*	$ 59,021.93	$109,212.81*

*Deficit

STATE AUXILIARY FUND
SUMMARY OF OPERATIONS
For the Year Ended June 30, 1947

	Rental Property	Supply Store	Gifts and Bequests	Post Office	Phyical Education Fees	Interest Account	Special Repair & Trucks
Balance 7-1-46	$.....	$ 3,410.02	$ 56,142.93	$ 3,420.40	$ 38,000.00	$ 10,822.33	$ 35,413.74
Receipts	17,551.37	26,882.88	735.00	4,111.35	.....	.....	.....
TOTAL	$ 17,551.37	$ 30,292.90	$ 56,877.93	$ 7,531.75	$ 38,000.00	$ 10,822.33	$ 35,413.74
Salaries	$ 3,747.21	$.....	$.....	$ 2,850.22	$.....	$.....	$.....
Wages	.....	.....	.....	.....	.....	.....	.....
Telephone & Telegraph	.....	.....	.....	.....	.....	.....	.....
Repairs & Alterational	.....	.....	.....	.....	.....	.....	.....
Office Expense	.....	110.30	.....	.....	.....	.....	.....
Goods for Resale	.....	40,289.21	.....	.....	.....	.....	.....
Laundry	.....	.....	.....	.....	.....	.....	.....
Miscellaneous	.....	.....	.....	.....	.....	.....	.....
Feed	.....	.....	.....	.....	.....	.....	.....
Seed	.....	.....	.....	.....	.....	.....	.....
Fertilizer	.....	.....	.....	.....	.....	.....	.....
Electricity	.....	.....	.....	.....	.....	.....	.....
Operating Supplies	6,744.60	.....	.....	71.46	.....	.....	.....
Fuel	.....	.....	.....	.....	.....	.....	.....
Equipment	.....	.....	.....	19.15	.....	.....	.....
Building & Equipment	.....	.....	.....	.....	.....	.....	.....
Excise Tax	.....	.....	.....	.....	.....	.....	.....
Gifts & Bequests	.....	.....	87.00	.....	.....	.....	.....
Janitors Supplies	.....	.....	.....	.....	.....	.....	.....
Trans. to Incidental	.....	.....	.....	.....	.....	.....	.....
TOTAL	$ 10,491.81	$ 40,399.51	$ 87.00	$ 2,940.83	$.....	$.....	$.....
Balance	$ 7,059.56	$ 10,106.61*	$ 56,790.93	$ 4,590.92	$ 38,000.00	$ 10,822.33	$ 35,413.74

*Deficit

Schedule C

COLLEGE AUXILIARY FUND
CURRENT RECEIPTS AND DISBURSEMENTS

For the Year Ended June 30, 1947

	Balance 7-1-46	Receipts	Total	Disbursements	Balance 6-30-47
General Education Board	$ 3,169.75	$ 3,225.00	$ 6,394.75	$ 4,234.65	$ 2,160.10
Room Reservations	26,347.60	35,518.20	61,865.80	35,207.11	26,658.69
Scholarships	1,850.00	3,421.50	5,271.50	2,575.00	2,696.50
Loan Funds	53,472.09	1,359.84	54,831.93	.....	54,831.93
Soda Shop	20,116.40	45,963.90	66,080.30	59,918.22	6,162.08
Student Union	.....	3,732.90	3,732.90	4,483.27	750.37*
Camp Flastacowo	.....	5,146.70	5,146.70	6,542.82	1,396.12*
Student Alumnae Building	5,760.38	10,767.54	16,527.92	8,857.66	7,670.26
West Campus Cafeteria	.....	856.75	856.75	.....	856.75
Student Activity Fees	76,694.92	54,119.88	130,814.80	49,011.26	81,803.54
College Bank	14,492.22	345,521.02	360,013.24	335,590.01	24,423.23
Key Deposits	701.38	788.50	1,489.88	1,687.97	198.09*
TOTAL	$202,604.74	$510,421.73	$713,026.47	$508,107.97	$204,918.50

*Deficit

Schedule C-1

SCHOLARSHIPS
1946-47

	Balance 7-1-46	Additions	Gifts	Balance 6-30-47
Pan Hellenic	$ 125.00	$ 125.00	$ 125.00	$ 125.00
Kiwanis Club of Tallahassee	25.00	75.00	50.00	50.00
Borden Company	1,200.00	.....	.....	1,200.00
Joyce Anne Turner	400.00	.....	.....	400.00
DuPont	100.00	1,725.00	1,575.00	250.00
Teeter	.....	875.00	475.00	400.00
War Orphan	.....	500.00	300.00	200.00
Lee	.....	121.50	50.00	71.50
	$ 1,850.00	$ 3,421.50	$ 2,575.00	$ 2,696.50

Schedule C-2

COLLEGE AUXILIARY LOAN FUNDS

For the Year Ended June 30, 1947

	Balance 7-1-46	Additions	Interest	Total	Bad Accounts	Gifts	Balance 6-30-47	Notes Receivable	Cash
Alumnae	$ 4,426.53	$.....	$ 76.09	$ 4,502.62	$.....	$.....	$ 4,502.62	$ 2,927.83	$ 1,574.79
Anna E. Chaires	309.21	.....	.....	309.21	.....	.....	309.21	.....	309.21
College	9,054.89	.....	153.18	9,208.07	.....	.....	9,208.07	7,870.46	1,337.61
Miriam Terrell Compton	395.00	85.00	.....	480.00	.....	.....	480.00	.....	480.00
Augusta Conradi	418.45	.....	.16	418.61	.....	.....	418.61	70.00	348.61
Rose Denham	425.46	.....	25.64	451.10	.....	.....	451.10	120.64	330.46
Flastacowo	85.34	.....	.....	85.34	.....	.....	85.34	50.00	35.34
F. F. W. C. Section 2	95.00	.....	.....	95.00	.....	.....	95.00	95.00	.....
Freshman	390.76	.....	.....	390.76	.....	.....	390.76	390.76	.....
Theresa Green	102.00	.....	.....	102.00	.....	.....	102.00	100.00	2.00
Humble Oil	30,125.00	600.00	4.40	30,729.40	.....	.....	30,729.40	806.33	29,923.07
Jacksonville Woman's Club	1,000.00	.....	.....	1,000.00	.....	.....	1,000.00	.....	1,000.00
Kappa Delta Pi	86.56	.....	.....	86.56	.....	.....	86.56	60.99	25.57
Robert E. Lee	1,067.69	.....	4.37	1,072.06	.....	.....	1,072.06	494.59	577.47
Rowena Longmire	442.11	.....	.....	442.11	.....	.....	442.11	269.11	173.00
Mary Scoble Opperman	366.87	.....	.....	366.87	.....	.....	366.87	241.10	125.77
Omicron Nu Pi	102.81	.....	.....	102.81	.....	.....	102.81	57.61	45.20
Pan Hellenic—Fort Lauderdale	200.00	.....	.....	200.00	.....	.....	200.00	200.00	.....
Pan Hellenic—Lake Wales	612.47	.....	11.00	623.47	.....	.....	623.47	106.85	516.62
Pilot Club—Ocala	600.00	400.00	.....	1,000.00	.....	.....	1,000.00	400.00	600.00
School of Music	319.77	.....	.....	319.77	.....	.....	319.77	43.25	276.52
Special	452.67	.....	.....	452.67	.....	.....	452.67	10.00	442.67
George Washington	1,000.00	.....	.....	1,000.00	.....	.....	1,000.00	375.00	625.00
Edward Conradi	1,293.50	.....	.....	1,293.50	.....	.....	1,293.50	200.00	1,093.50
Louise Sears Beach	100.00	.....	.....	100.00	.....	.....	100.00	.....	100.00
TOTAL	$53,472.09	$ 1,085.00	$ 274.84	$54,831.93	$.....	$.....	$54,831.93	$14,889.52	$39,942.41

Schedule C-3

SODA SHOP
Statement of Receipts & Disbursements for the Period
July 1, 1946 to June 30, 1947

RECEIPTS:		
Surplus 7-1-46	$20,116.40	
Collections for Period	45,963.90	
Total Surplus and Receipts		$66,080.30
DISBURSEMENTS:		
Salaries	$13,606.86	
Telephone	46.35	
Electricity	24.21	
Repairs and Alterations	279.57	
Goods for Resale	34,425.06	
Operating and Janitors Supplies	461.02	
Laundry	235.71	
Equipment	813.19	
Miscellaneous	26.25	
Transfer to Incidental Fund Salaries	10,000.00	
		$59,918.22
SURPLUS 6-30-47		$ 6,162.08

Schedule C-4

STUDENT UNION
Statement of Receipts & Disbursements for the Period
July 1, 1946 to June 30, 1947

RECEIPTS:		
Collections for Period		$3,732.90
DISBURSEMENTS:		
Salaries	$3,488.41	
Expenses	994.86	
SURPLUS 6-30-47		$4,483.27
		750.37*

*Deficit

Schedule C-5

CAMP FLASTACOWO
Statement of Receipts & Disbursements for the Period
July 1, 1946 to June 30, 1947

RECEIPTS:		
Collections for Period		$ 5,146.70
DISBURSEMENTS:		
Salaries	$ 2,419.71	
Telephone	83.85	
Electricity	356.68	
Repairs and Alterations	1,516.16	
Janitors Supplies	24.26	
Operating Supplies	202.94	
Laundry	5.86	
Equipment	329.44	
Miscellaneous	1,603.92	$ 6,542.82
		$ 1,396.12*

*Deficit

Schedule C-6

STUDENT ALUMNAE BUILDING
Statement of Receipts & Disbursements for the Period
July 1, 1946 to June 30, 1947

RECEIPTS:		
Surplus 7-1-46	$ 5,760.38	
Collections for Period	10,767.54	
		$16,527.92
DISBURSEMENTS:		
Salaries	$ 6,398.76	
Telephones & Telegrams	142.77	
Electricity and Water	976.23	
Repairs and Alterations	76.25	
Office Supplies	9.55	
Operating Supplies	680.26	
Janitors Supplies	349.00	
Laundry	179.84	
Equipment	45.00	
		8,857.66
SURPLUS 6-30-47		$ 7,670.26

Schedule C-7

STUDENT ACTIVITY FEES

Statement of Receipts & Disbursements for the Period July 1, 1946 to June 30, 1947

	Balance 7-1-46	Receipts	Total	Disbursements	Balance 6-30-47
Artists Series	$ 2,028.32	$11,864.21	$ 13,892.53	$12,281.94	$ 1,610.59
Building and Equipment	2,258.06	309.98	2,568.04	592.16	1,975.88
Permanent Class Organizations	1,132.76	1,020.28	2,153.04	75.00	2,078.04
Class of 1948	489.51	126.61	616.12	128.63	487.49
Class of 1949	299.18	512.56	811.74	304.69	507.05
Class of 1950	.....	257.62	257.62	64.07	193.55
C. G. A.	1,247.40	1,083.34	2,330.74	1,461.02	869.72
Dance Fund	887.61	464.85	1,352.46	683.98	668.48
Distaff	1,779.38	2,128.78	3,908.16	2,672.67	1,235.49
Flambeau	2,092.92	7,025.56	9,118.48	5,098.32	4,020.16
Flastacowo	13,861.00	15,719.23	29,580.23	20,875.91	8,704.32
Sandspur	.....	996.25	996.25	550.98	445.27
Social Fund	1,425.25	1,862.97	3,288.22	1,532.78	1,755.44
W. R. A.	1,736.06	1,635.39	3,371.45	2,552.82	818.63
Reserve	47,310.25	4,433.48	51,743.73	.....	51,743.73
Budget Committee Reserve	147.22	4,678.77	4,825.99	136.29	4,689.70
TOTAL	$76,694.92	$54,119.88	$130,814.80	$49,011.26	$81,803.54

Schedule D

P. W. A. FUNDS
CURRENT RECEIPTS AND DISBURSEMENTS

For the Year Ended June 30, 1947

	Balance 7-1-46	Receipts	Total	Disbursements	Balance 6-30-47
Dining Hall	$172,827.87	$603,971.73	$776,799.60	$734,848.82	$41,950.78
Landis Hall	2,156.39	21,467.45	23,623.84	20,507.72	3,116.12
Infirmary	12,159.33	36,278.71	48,438.04	49,577.34	1,139.30*
Total P. W. A. Funds	$187,143.59	$661,717.89	$848,861.48	$804,933.88	$43,927.60

*Deficit

Schedule D-1

DINING HALL

Statement of Receipts & Disbursements for the Period July 1, 1946 to June 30, 1947

Bank Balance 7-1-46		$172,827.87	
Receipts for Year		603,971.73	
Total Balance and Receipts			$776,799.60
SALARIES:			
Total Salaries		$140,060.92	
EXPENSES:			
Telephone & Telegraph	$ 388.44		
Electricity, Gas & Water	9,073.21		
Repairs and Alterations	4,152.18		
Fuel	3,953.45		
Office Supplies	439.18		
Janitors Supplies	6,418.64		
Operating Supplies	6,397.96		
Laundry	6,024.24		
Miscellaneous	21,788.13		
Building	775.00		
Advance to TBUF Cafeteria	11,000.00		
Equipment	31,637.45		
Food	492,740.02	$594,787.90	
Total Disbursements			734,848.82
Bank Balance June 30, 1947			$ 41,950.78

Schedule D-2

LANDIS HALL

Statement of Receipts & Disbursements for the Period July 1, 1946 to June 30, 1947

RECEIPTS:		
Surplus 7-1-46	$ 2,156.39	
Collections	21,467.45	
		$ 23,623.84
DISBURSEMENTS:		
Salaries	$ 15,169.36	
Telegrams and Telephone	156.47	
Electricity, Gas and Water	2,699.69	
Repairs and Alterations	538.92	
Laundry	148.58	
Fuel	244.31	
Office Supplies	16.80	
Janitor's Cleaning Supplies	543.42	
Operating Supplies	990.17	
		20,507.72
SURPLUS 6-30-47		$ 3,116.12

Schedule D-3

INFIRMARY

Statement of Receipts & Disbursements for the Period July 1, 1946 to June 30, 1947

RECEIPTS:		
Surplus 7-1-46	$ 12,159.33	
Collections	36,278.71	
		$ 48,438.04
DISBURSEMENTS:		
Salaries	$ 40,677.14	
Telephone and Telegrams	267.88	
Electricity, Gas and Water	106.52	
Repairs and Alterations	211.79	
Office Supplies	67.72	
Medical Supplies	2,960.07	
Fuel	423.84	
Operating Supplies	2,581.05	
Equipment	868.97	
Laundry	1,389.38	
Miscellaneous	22.98	
		49,577.34
SURPLUS 6-30-47		$ 1,139.30*

*Deficit

Schedule E

ALBERT W. GILCHRIST FUND
CURRENT RECEIPTS AND DISBURSEMENTS

For the Year Ended June 30, 1947

	Balance 7-1-46	Receipts	Total	Disbursements	Balance 6-30-47
Cash	$ 213.40	$ 445.50	$ 658.90	$ 365.00	$ 293.90
Bonds	10,000.00	.....	10,000.00	.....	10,000.00
TOTAL	$ 10,213.40	$ 445.50	$ 10,658.90	$ 365.00	$ 10,293.90

WESTCOTT ESTATE FUND
CURRENT RECEIPTS AND DISBURSEMENTS

For the Year Ended June 30, 1947

	Balance 7-1-46	Receipts	Total	Disbursements	Balance 6-30-47
Cash	$ 11,757.76	$ 22,800.00	$ 34,557.76	$ 15,030.90	$ 19,526.86
Bonds	24,000.00	.....	24,000.00	.....	24,000.00
Real Estate	105,500.00	.....	105,500.00	.....	105,500.00
TOTAL	$141,257.76	$ 22,800.00	$164,057.76	$ 15,030.90	$149,026.86

Schedule F

PLANT FUND
ADDITIONS AND DEDUCTIONS

For the Year Ended June 30, 1947

	Balance 7-1-46	Additions	Total	Depreciation or Disbursements	Balance 6-30-47
Land	$ 141,355.84	$ 2,000.00	$ 143,355.84	$.....	$ 143,355.84
Buildings	4,003,141.45	895,965.58	4,899,107.03	.....	4,899,107.03
Improvements	371,966.11	66,617.53	438,583.64	.....	438,583.64
Equipment	984,747.42	90,424.48	1,075,171.90	53,758.60	1,021,413.30
Cash	49,951.27	55,047.02	104,998.29	28,310.10	76,688.19
Investments	140,320.00	.....	140,320.00	.....	140,320.00
TOTAL	$5,691,482.09	$1,110,054.61	$6,801,536.70	$ 82,068.70	$6,719,468.00

Exhibit C

TALLAHASSEE BRANCH—UNIVERSITY OF FLORIDA
BALANCE SHEET

June 30, 1947

ASSETS		
FUNDS UNDER CONTROL OF STATE:		
Incidental Fund: (Schedule G)		
Cash	$ 185.75	
Replacement Fund: (Schedule G)		
Cash	1,178.00	
Auxiliary Fund: (Schedule H)		
Cash	2,928.32	
Total Assets:		$ 4,292.07
LIABILITIES		
FUNDS UNDER CONTROL OF STATE:		
Incidental Fund:		
Surplus	$ 185.75	
Replacement Fund:		
Surplus	1,178.00	
Auxiliary Fund:		
Surplus	2,928.32	
Total Liabilities:		$ 4,292.07

Schedule A

STATE FUNDS
CURRENT RECEIPTS AND DISBURSEMENTS

For the Year Ended June 30, 1947

	Balance 7-1-46	Appropriation or Collections	Total	Disbursements			Appropriations Reverted	Balance
				Salaries	Expense	Total		
TBUF Incidental	$.....	$223,886.14	$223,886.14	$122,276.53	$101,423.86	$223,700.39	$.....	$ 185.75
TBUF Emergency Salaries	.....	59,104.53	59,104.53	59,046.27	.....	59,046.27	58.26	.....
TBUF Emergency Expense	.....	15,230.00	15,230.00	.....	15,224.83	15,224.83	5.17	.....
TBUF Replacement Fund	.....	1,178.00	1,178.00	.....	.....	.....	.....	1,178.00
TBUF Alterations and Improvements Dale Mabry Field	.....	425,000.00	425,000.00	.....	419,270.75	419,270.75	.....	5,729.25
TBUF Contingent Salaries	.....	15,000.00	15,000.00	14,997.21	.....	14,997.21	2.79	.....
TOTAL	$.....	$739,398.67	$739,398.67	$196,320.01	$535,919.44	$732,239.45	$ 66.22	$ 7,093.00

Schedule A-1

CURRENT DISBURSEMENTS BY OBJECT FOR ADMINISTRATION AND GENERAL EXPENSE

For the Year Ended June 30, 1947

	Total	Salaries	Expense
ADMINISTRATIVE OFFICES:			
General Administration	$ 29,532.25	$ 26,754.78	$ 2,777.47
Asst. Business Manager's Office	14,967.87	13,846.44	1,121.43
Maintenance Department	80,536.03	41,208.17	39,327.86
Post Office	3,449.00	3,418.95	30.05
Residence Facilities	15,060.17	10,740.69	4,319.48
Repayment of Loan	50,000.00	.....	50,000.00
Transfer to TBUF Auxiliary	5,789.92	.....	5,789.92
Transfer to Revolving Fund	10,000.00	.....	10,000.00
TOTAL	$209,335.24	$ 95,969.03	$113,366.21

Schedule A-2

CURRENT DISBURSEMENTS BY OBJECT FOR ADMINISTRATION AND GENERAL EXPENSE

For the Year Ended June 30, 1947

	Total	Salaries	Expense
ARTS & SCIENCES:			
Art	$ 3,061.73	3,061.73	
Botany & Bacteriology	4,929.59	4,929.59	
Chemistry	8,642.53	8,642.53	
Economics & Commerce	8,167.48	8,167.48	
English & Journalism	9,371.00	9,371.00	
History & Political Science	7,685.84	7,685.84	
Geography	2,671.98	2,671.98	
Humanities	114.25	114.25	
Mathematics	7,775.83	7,775.83	
Modern Languages	7,277.60	7,277.60	
Philosophy & Religion	333.00	333.00	
Physics	9,908.11	9,908.11	
Psychology	2,645.94	2,645.94	
Sociology	3,784.07	3,784.07	
Social Work	1,596.27	1,596.27	
Speech	3,159.75	3,159.75	
Zoology & Physiology	8,324.23	8,324.23	
Class Room Supplies	633.15		633.15
	$90,082.35	$89,449.20	$ 633.15
SCHOOL OF MUSIC	$ 2,496.70	$ 2,496.70	
	$ 2,496.70	$ 2,496.70	
LIBRARY	$ 4,971.39	$ 4,322.38	$ 649.01
	$ 4,971.39	$ 4,322.38	$ 649.01
SCHOOL OF EDUCATION:			
School of Education	$ 204.00	$ 204.00	$
Physical Education	5,879.02	3,878.70	2,000.32
	$ 6,083.02	$ 4,082.70	$ 2,000.32

Schedule B

STATE AUXILIARY FUND
CURRENT RECEIPTS AND DISBURSEMENTS

For the Year Ended June 30, 1947

	Balance 7-1-46	Appropriation or Collections	Total	Salaries	Expense	Total	Appropriations Reverted	Balance
T. B. U. F. Auxiliary	$.....	$137,028.51	$137,028.51	$ 29,369.38	$104,730.81	$134,100.19	$.....	$ 2,928.32
TOTAL	$.....	$137,028.51	$137,028.51	$ 29,369.38	$104,730.81	$134,100.19	$.....	$ 2,928.32

Schedule B-1

STATE AUXILIARY FUND
SUMMARY OF OPERATIONS

For the Year Ended June 30, 1947

	Total	Bookstore	Cafeteria	S.U. Lunch	Bowling Alley	Infirmary
Balance July 1, 1946						
Receipts from Operations	$137,229.89	$ 14,535.21	$102,774.81	$ 10,719.17	$ 583.95	$ 8,616.75
TOTAL	$137,229.89	$ 14,535.21	$102,774.81	$ 10,719.17	$ 583.95	$ 8,616.75
DISBURSEMENTS						
Salaries	$ 29,369.38	$ 2,924.34	$ 23,556.64	$ 2,305.40	$ 583.00	.....
Expense	24,051.93	11,106.68	.....	7,853.85	15.40	$ 5,076.00
Food and Supplies	80,880.26	.....	80,880.26	.....	.....	.....
TOTAL	$134,301.57	$ 14,031.02	$104,436.90	$ 10,159.25	$ 598.40	$ 5,076.00
BALANCE June 30, 1947	$ 2,928.32	$ 504.19	$ 1,662.09*	$ 559.92	$ 14.45*	$ 3,540.75

Exhibit A

FLORIDA STATE UNIVERSITY
BALANCE SHEET
June 30, 1948

ASSETS			
FUNDS UNDER CONTROL OF STATE:			
Appropriations: (Schedule A)			
Salaries		$ 129,097.83	
Necessary and Regular Expense		17,876.60	
Home Demonstration Extension Salaries		13,131.04	
Home Demonstration Extension Expenses		5,379.45	
Contingent Fund		59,936.28	
Incidental Fund: (Schedule A)			
Cash		351,316.59	
Westcott Estate Fund: (Schedule A)			
Cash		21,498.19	
Seminary Interest Fund: (Schedule A)			
Cash	$ 5,526.94		
Bonds	66,250.00	71,776.94	
Replacement Fund: (Schedule A)			
Cash		735.77	
State Auxiliary Fund: (Schedule B)			
Cash	$ 146,597.93		
Bonds	51,127.50		
Advance to Revolving Fund	5,000.00	202,725.43	
Total Funds Under Control of State			$ 873,474.12
FUNDS UNDER CONTROL OF BOARD OF CONTROL:			
College Auxiliary Fund: (Schedule C)			
Cash in Banks	$ 147,625.03		
Bonds	80,000.00		
Advance to Revolving Fund	5,000.00		
Notes Receivable, Loan Accounts	18,088.39	$ 250,713.42	
P.W.A. Funds: (Schedule D)			
Cash	$ 31,100.17		
		31,100.17	
Gilchrist Fund: (Schedule E)			
Cash	$ 239.42		
Bonds	10,000.00	10,239.42	
Estate of James D. Westcott: (Schedule E)			
Cash	$ 24,091.80		
Bonds	24,000.00		
Real Estate	105,500.00	153,591.80	
Total Funds Under Control of Board of Control			445,644.81
FUNDS UNDER CONTROL OF UNIVERSITY:			
Revolving Fund:			
Cash	$ 5,719.50		
Due from other Funds	9,280.50		
	$ 15,000.00		
Due to other Funds	15,000.00		
Cash Held by University Bank:		$ 35,920.16	
Total Funds under Control of University			35,920.16
Plant Fund: (Schedule F)			
Land		$ 143,355.84	
Buildings		6,035,586.00	
Improvements		456,958.11	
Equipment		1,177,087.67	
Cash		47,202.81	
Bonds		185,320.00	
Total Plant Fund			8,045,510.43
Total Assets			$9,400,549.52

Exhibit A Continued

FLORIDA STATE UNIVERSITY
BALANCE SHEET
June 30, 1948

LIABILITIES			
FUNDS UNDER CONTROL OF STATE:			
Appropriations:			
Salaries		$ 129,097.83	
Necessary and Regular Expense		17,876.60	
Home Demonstration Extension Salaries		13,131.04	
Home Demonstration Extension Expense		5,379.45	
Contingent Fund		59,936.28	
Incidental Fund:			
Surplus		351,316.59	
Westcott Estate Fund:			
Surplus		21,498.19	
Seminary Interest Fund:			
Surplus		71,776.94	
Replacement Fund:			
Surplus		735.77	
State Auxiliary Fund:			
Surplus		202,725.43	
Total Funds Under Control of State			$ 873,474.12
FUNDS UNDER CONTROL OF BOARD OF CONTROL:			
College Auxiliary Fund:			
Accounts Payable	$ 34,239.60		
Surplus	216,473.82		
		$ 250,713.42	
P.W.A. Funds:			
Infirmary Surplus	$ 5,848.79		
Landis Hall Surplus	2,792.20		
Dining Hall Surplus	22,459.18	31,100.17	
Gilchrist Fund:			
Surplus		10,239.42	
Estate of James D. Westcott:			
Rent Deposit	$ 1,900.00		
Surplus	151,691.80		
		153,591.80	
Total Funds Under Control of Board of Control			445,644.81
FUNDS UNDER CONTROL OF UNIVERSITY:			
Deposits in University Bank:		$ 35,920.16	
Total Funds Under Control of University			35,920.16
Plant Fund:			
Revenue Certificates		$ 385,000.00	
Investment in Plant		7,660,510.43	
Total Plant Fund			8,045,510.43
Total Liabilities			$9,400,549.52

Exhibit B

FLORIDA STATE UNIVERSITY
BALANCE SHEET
June 30, 1948
ASSETS

CURRENT FUNDS:			
Appropriations:			
Salaries	$ 129,097.83		
Necessary and Regular Expenses	17,876.60		
Home Demonstration Extension Salaries	13,131.04		
Home Demonstration Extension Expenses	5,379.45		
Contingent Fund	59,936.28		
Total Appropriations		$ 225,421.20	
Cash:			
Cash Held by State	$ 519,148.48		
Cash Held by Board of Control	87,155.43		
Total Cash		606,303.91	
Bonds:			
Bonds Held by University	$ 2,127.50		
Total Bonds		2,127.50	
Advance to Revolving Fund:			
Advance to Revolving Fund from State Auxiliary	$ 5,000.00		
Advance to Revolving Fund from College Auxiliary Fund	5,000.00		
Total Advance to Revolving Fund		10,000.00	
Total Current Funds			$ 843,852.61
LOAN FUNDS:			
Cash Held by Board of Control		$ 1,287.54	
Bonds Held by State		30,000.00	
Notes Receivable		18,088.39	
Total Loan Funds			49,375.93
ENDOWMENT FUNDS:			
Cash Held by State		$ 6,526.94	
Cash Held by Board of Control		24,331.22	
Bonds Held by State		115,250.00	
Bonds Held by Board of Control		34,000.00	
Real Estate Owned		105,500.00	
Total Endowment Fund			285,608.16
PLANT FUNDS:			
Cash Held by Board of Control		$ 47,202.81	
Bonds Held by Board of Control		185,320.00	
Land		143,355.84	
Buildings		6,035,586.00	
Improvements		456,958.11	
Equipment		1,177,087.67	
Total Plant Funds			8,045,510.43
AGENCY FUNDS:			
Cash Held by F. S. U.		$ 35,920.16	
Cash Held by Board of Control		90,282.23	
Bonds Held by State		50,000.00	
Total Agency Funds			$ 176,202.39
Total Assets			$9,400,549.52

FLORIDA STATE UNIVERSITY
BALANCE SHEET (Continued)
June 30, 1948
LIABILITIES

CURRENT FUNDS:		
Reserved for Appropriations	$ 225,421.20	
Reserved for Incidental Fund	351,316.59	
Reserved for State Auxiliary Fund	152,725.43	
Reserved for Westcott Estate Fund	21,498.19	
Reserved for Replacement Fund	735.77	
Reserved for P. W. A. Funds	31,100.17	
Reserved for College Auxiliary Fund	61,055.26	
Total Current Funds		$ 843,852.61
LOAN FUNDS:		
Reserved for Loans	$ 49,375.93	
Total Loan Funds		49,375.93
ENDOWMENT FUND:		
Seminary Fund	$ 71,776.94	
Estate of James D. Westcott	153,591.80	
Albert W. Gilchrist Fund	10,239.42	
Dudley Beaumont Memorial	50,000.00	
Total Endowment Fund		285,608.16
PLANT FUNDS:		
Revenue Certificates	$ 385,000.00	
Investment in Plant	7,660,510.43	
Total Plant Funds		8,045,510.43
AGENCY FUNDS:		
Balance of Cash Deposited in College Bank	$ 35,920.16	
Balance of Student Activity Fee	140,282.23	
Total Agency Funds		$ 176,202.39
Total Liabilities		$9,400,549.52

Schedule A

STATE FUNDS
CURRENT RECEIPTS AND DISBURSEMENTS

For the Year Ended June 30, 1948

	Balance 7-1-47	Appropriation or Collections	Total	Disbursements			Appropriations Reverted	Balance 6-30-48
				Salaries	Expense	Total		
State Salaries	$.....	$1,908,455.00	$1,908,455.00	$1,779,357.17	$.....	$1,779,357.17	$.....	$ 129,097.83
State Expense	.....	443,474.27	443,474.27	.....	425,597.67	425,597.67	.....	17,876.60
Home Demonstration Extension Salaries	.....	24,600.00	24,600.00	11,468.96	.....	11,468.96	.....	13,131.04
Home Demonstration Extension Expense	.....	9,800.00	9,800.00	.....	4,420.55	4,420.55	.....	5,379.45
Contingent Fund	.....	212,928.75	212,928.75	.....	152,992.47	152,992.47	.....	59,936.28
Incidental Fund	63,437.65	414,642.57	478,080.22	33,959.86	92,803.77	126,763.63	.....	351,316.59
Westcott Estate Fund	11,722.23	18,485.00	30,207.23	8,709.04	.....	8,709.04	.....	21,498.19
Seminary Interest Fund	72,202.97	2,057.50	74,260.47	2,483.53	.....	2,483.53	.....	71,776.94
Fire Replacement Fund	259.00	1,928.07	2,187.07	.....	1,451.30	1,451.30	.....	735.77
Americanism and Southern History Fund	.....	2,500.00	2,500.00	1,884.43	.....	1,884.43	615.57*	.....
	$ 147,621.85	$3,038,871.16	$3,186,493.01	$1,837,862.99	$ 677,265.76	$2,515,128.75	$ 615.57	$ 670,748.69

*Balance does not carry over. Appropriation is for one year only.

Schedule A-1

CURRENT DISBURSEMENTS BY OBJECT FOR ADMINISTRATION AND GENERAL EXPENSE

For the Year Ended June 30, 1948

	Total	Salaries and Wages	Expense	Travel	Equipment
ADMINISTRATIVE OFFICES:					
President's Office	$ 17,699.87	$ 14,127.79	$ 2,546.07	$ 1,026.01	$.....
Graduate Division Office	10,277.41	9,864.07	264.05	149.29	.....
Alumnae & Publicity Office	19,323.55	15,058.92	3,617.06	647.57	.....
Registrar's Office	72,332.73	49,747.58	22,351.62	233.53	.....
Dean of Student Welfare Off.	11,525.44	10,407.10	315.06	803.28	.....
Dean of Women's Office	15,895.79	15,108.70	595.81	191.28	.....
Dean of Men's Office	9,731.69	8,863.34	741.63	126.72	.....
Personnel Office	19,717.39	18,782.05	764.10	171.24	.....
Office of Personnel Records	5,886.06	4,283.98	1,127.05	475.03	.....
Business Office	83,765.39	72,003.45	11,472.39	289.55	.....
GENERAL EXPENSE:					
Post Office	18,602.04	10,456.54	8,131.35	.....	14.15
Information Desk	2,983.23	2,983.23	.....	.....	.....
Supply Store	3,998.34	3,998.34	.....	.....	.....
Inca Museum	24.00	24.00	.....	.....	.....
Intelligence Tests	955.76	.....	955.76	.....	.....
Testing Machines Sup. & Rent	1,219.75	.....	1,219.75	.....	.....
Catalogs and Bulletins	17,769.75	.....	17,769.75	.....	.....
Faculty Com. Study Groups	480.54	.....	480.54	.....	.....
Miscellaneous Advertising	2,155.23	.....	2,155.23	.....	.....
Commencement Expense	804.77	.....	804.77	.....	.....
Multigraph Work	4,828.36	.....	4,828.36	.....	.....
Telegrams	819.60	.....	819.60	.....	.....
Telephones	4,795.51	.....	4,795.51	.....	.....
Furniture for Classrooms	9,554.98	.....	.....	.....	9,554.98
Furn. & Machines for Exec. Offs.	14,926.47	.....	.....	.....	14,926.47
Workmen's Compensation	3,279.33	.....	3,279.33	.....	.....
House Rent for President	1,116.65	.....	1,116.65	.....	.....
Police Uniforms	905.70	.....	905.70	.....	.....
Transfer to Dining Hall	52,064.36	52,064.36	.....	.....	.....
Advance to Revolving Fund	5,000.00	.....	5,000.00	.....	.....
TOTAL	$412,439.69	$287,773.45	$ 96,057.14	$ 4,113.50	$ 24,495.60

Schedule A-2

CURRENT DISBURSEMENTS BY OBJECT FOR COLLEGE OF ARTS AND SCIENCES

For the Year Ended June 30, 1948

	Total	Salaries and Wages	Expense	Travel	Equipment
Dean's Office	$ 2,991.33	$ 2,800.00	$ 112.84	$ 78.49	$.....
All Departments	2,171.21	.....	.....	2,171.21	.....
Art	32,638.93	31,936.37	454.62	.....	247.94
Botany and Bacteriology	35,261.09	32,827.65	913.34	.....	1,520.10
Chemistry	128,383.58	47,230.08	11,187.86	.....	69,965.64
Classics	11,189.35	11,055.85	58.53	.....	74.97
Economics	28,228.21	28,082.32	92.47	.....	53.42
English and Speech	134,870.57	133,839.60	690.16	224.21	116.60
Geography	25,489.49	24,331.90	203.29	.....	954.30
History	46,080.83	45,611.26	69.64	.....	399.93
Mathematics	31,194.10	29,053.25	407.90	.....	1,732.95
Modern Languages	61,429.01	60,923.11	221.40	.....	284.50
Philosophy and Religion	19,304.10	19,236.79	43.91	.....	23.40
Physics	37,904.57	31,952.91	956.72	.....	4,994.94
Political Science	18,999.28	18,706.26	123.54	.....	169.48
Psychology	50,136.49	46,720.27	621.29	59.15	2,735.78
Sociology	25,465.81	25,109.50	135.98	.....	220.33
Zoology and Physiology	41,034.11	38,473.51	756.89	.....	1,803.71
Graduate Scholarships	945.05	945.05	.....	.....	.....
General Education Area Courses	1,888.20	.....	700.52	.....	1,187.68
TOTAL	$735,605.31	$628,835.68	$ 17,750.90	$ 2,533.06	$ 86,485.67

Schedule A-3

CURRENT DISBURSEMENTS BY OBJECT FOR SCHOOL OF EDUCATION

For the Year Ended June 30, 1948

	Total	Salaries and Wages	Expense	Travel	Equipment
Dean's Office	$ 1,132.99	$.....	$ 844.01	$ 288.98	$.....
Education	67,125.11	67,125.11	.....	.....	.....
Demonstration School	49,934.88	41,562.24	8,372.64	.....	.....
Art. Ed. & Constructive Design	23,036.50	18,803.68	2,599.98	.....	1,632.84
Physical Education—Women	79,282.91	60,006.52	9,383.90	.....	9,892.49
Physical Education—Men	39,743.36	25,973.08	1,440.36	.....	12,329.92
Workshops	5,206.87	4,737.99	75.55	393.33	.....
Special Education	800.00	800.00	.....	.....	.....
All Departments	442.18	.....	.....	442.18	.....
Kindergarten	364.56	.....	364.56	.....	.....
Nursery School	5,620.47	.....	5,620.47	.....	.....
Supervisor Student Teaching	1,840.12	.....	.....	1,840.12	.....
TOTAL	$274,529.95	$219,008.62	$ 28,701.47	$ 2,964.61	$ 23,855.25

Schedule A-4

CURRENT DISBURSEMENTS BY OBJECT FOR SCHOOL OF HOME ECONOMICS

For the Year Ended June 30, 1948

	Total	Salaries and Wages	Expense	Travel	Equipment
Dean's Office	$ 5,424.90	$ 4,887.52	$ 326.79	$ 210.59	$.....
Food and Nutrition	32,166.17	25,289.09	6,877.08	.....	.....
Clothing and Textiles	23,543.45	21,091.26	2,452.19	.....	.....
Home and Family Life	21,783.44	20,566.10	815.39	.....	401.95
Home Economics Education	8,862.92	8,380.30	110.28	.....	372.34
Institution Administration	7,645.77	7,503.69	142.08	.....	.....
Workshop in School Lunch Supvsn.	434.05	434.05	.....	.....	.....
All Departments	803.08	.....	.....	803.08	.....
Service Courses	178.38	.....	178.38	.....	.....
TOTAL	$100,842.16	$ 88,152.01	$ 10,902.19	$ 1,013.67	$ 774.29

Schedule A-5

CURRENT DISBURSEMENTS BY OBJECT FOR SCHOOL OF MUSIC

For the Year Ended June 30, 1948

	Total	Salaries and Wages	Expense	Travel	Equipment
Music Department	$123,260.51	$119,981.45	$ 1,540.81	$ 1,336.97	$ 401.28
Music Workshop	4,503.00	4,503.00	.....	.....	.....
Tuning and Repairing Pianos	2,597.43	.....	2,597.43	.....	.....
Tuning and Repairing Organs	765.00	.....	765.00	.....	.....
New Equipment and Pianos	9,598.73	.....	.....	.....	9,598.73
Public School Music	1,060.57	.....	1,060.57	.....	.....
Orchestra	1,552.52	.....	1,552.52	.....	.....
Repairs to Instruments	151.36	.....	151.36	.....	.....
Glee Club	250.51	.....	250.51	.....	.....
Band	7,749.27	.....	.....	.....	7,749.27
Choir	877.05	.....	877.05	.....	.....
TOTAL	$152,365.95	$124,484.45	$ 8,795.25	$ 1,336.97	$ 17,749.28

Schedule A-6

CURRENT DISBURSEMENTS BY OBJECT FOR SCHOOL OF LIBRARY TRAINING AND SERVICE

For the Year Ended June 30, 1948

	Total	Salaries and Wages	Expense	Travel	Equipment
Library Training and Service	$ 36,335.25	$ 33,123.28	$ 1,125.69	$ 658.00	$ 1,428.28
Books	1,612.25	.....	1,612.25	.....	.....
Publications	301.51	.....	301.51	.....	.....
Audio-Visual Equipment	550.42	.....	.....	.....	550.42
TOTAL	$ 38,799.43	$ 33,123.28	$ 3,039.45	$ 658.00	$ 1,978.70

CURRENT DISBURSEMENTS BY OBJECT FOR TEST SERVICE BUREAU

For the Year Ended June 30, 1948

	Total	Salaries and Wages	Expense	Travel	Equipment
Test Service Bureau	$ 967.50	$ 967.50	$.....	$.....	$.....
TOTAL	$ 967.50	$ 967.50	$.....	$.....	$.....

CURRENT DISBURSEMENTS BY OBJECT FOR INSTRUCTION — ALL SCHOOLS

For the Year Ended June 30, 1948

	Total	Salaries and Wages	Expense	Travel	Equipment
Student Assistants	$ 293.35	$ 293.35	$.....	$.....	$.....
TOTAL	$ 293.35	$ 293.35	$.....	$.....	$.....

Schedule A-7

CURRENT DISBURSEMENTS BY OBJECT FOR DIVISION OF EDUCATIONAL RESEARCH AND SERVICE

For the Year Ended June 30, 1948

	Total	Salaries and Wages	Expense	Travel	Equipment
Department of Educational Research and Service	$ 7,309.53	$ 6,892.46	$ 49.82	$ 367.25	$.....
TOTAL	$ 7,309.53	$ 6,892.46	$ 49.82	$ 367.25	.....

CURRENT DISBURSEMENTS BY OBJECT FOR HOME DEMONSTRATION EXTENSION

For the Year Ended June 30, 1948

Home Demonstration Extension	$ 15,315.15	$ 11,529.22	$ 1,919.52	$ 1,866.41	$.....
Operation of Mobile Canning Unit	84.75	.....	84.75	.....	.....
Printing	255.25	.....	255.25	.....	.....
Short Course	536.75	.....	536.75	.....	.....
TOTAL	$ 16,191.90	$ 11,529.22	$ 2,796.27	$ 1,866.41	$.....

CURRENT DISBURSEMENTS BY OBJECT FOR LIBRARY

For the Year Ended June 30, 1948

Library	$ 97,724.49	$ 89,442.38	$ 1,326.96	$ 84.00	$ 6,871.15
Books	17,171.18	.....	17,171.18	.....	.....
Magazines Subscriptions	3,879.82	.....	3,879.82	.....	.....
Binding	3,966.29	.....	3,966.29	.....	.....
Magazines—Back Files	1,210.37	.....	1,210.37	.....	.....
Library of Congress Cards	519.14	.....	519.14	.....	.....
TOTAL	$124,471.29	$ 89,442.38	$ 28,073.76	$ 84.00	$ 6,871.15

Schedule A-8

CURRENT DISBURSEMENTS BY OBJECT FOR DIVISION OF APPLIED SOCIAL SCIENCES

For the Year Ended June 30, 1948

	Total	Salaries and Wages	Expenses	Travel	Equipment
Director's Office	$ 4,238.26	$ 3,435.17	$ 548.53	$ 254.56	$.....
Commerce	36,141.66	30,990.20	1,053.99	.....	4,097.47
Journalism	11,420.11	10,820.22	265.63	.....	334.26
Social Work	27,960.63	26,622.94	280.14	1,030.11	27.44
Public Administration	9,612.51	8,972.25	561.27	.....	78.99
Restaurant and Hotel Management	6,301.78	5,591.23	195.87	405.61	109.07
TOTAL	$ 95,674.95	$ 86,432.01	$ 2,905.43	$ 1,690.28	$ 4,647.23

Schedule A-9

CURRENT DISBURSEMENTS BY OBJECT FOR OPERATION AND MAINTENANCE OF PHYSICAL PLANT

For the Year Ended June 30, 1948

	Total	Salaries and Wages	Expense	Travel	Equipment	Buildings
Resident Engineer's Department	$ 17,458.38	$ 17,458.38	$.....	$.....	$.....	$.....
Carpenter Department	16,487.65	21,080.77	4,593.12*	.....	.....	.....
Electrical Department	20,421.69	13,882.08	6,539.61	.....	.....	.....
Machinist Department	5,765.04	5,471.71	293.33	.....	.....	.....
Mechanics Department	39,457.97	17,087.96	22,370.01	.....	.....	.....
Paint Department	25,528.51	21,297.65	4,230.86	.....	.....	.....
Plumbing Department	9,966.59	13,979.75	4,013.16*	.....	.....	.....
Heating Plant	12,884.11	12,884.11	.....	.....	.....	.....
Garden and Grounds	74,868.08	68,776.95	6,091.13	.....	.....	.....
Police	13,012.16	13,012.16	.....	.....	.....	.....
Bus Drivers	20,256.51	20,256.51	.....	.....	.....	.....
Janitor Service	42,066.45	34,614.70	7,002.61	.....	449.14	.....
Summer Overhauling	1,125.85	1,125.85	.....	.....	.....	.....
Coal	68,283.19	.....	68,283.19	.....	.....	.....
Gas	945.31	.....	945.31	.....	.....	.....
Electricity	11,720.40	.....	11,720.40	.....	.....	.....
Water	7,791.73	.....	7,791.73	.....	.....	.....
Miscellaneous Supplies	843.77	.....	843.77	.....	.....	.....
Shop Equipment	367.38	.....	.....	.....	367.38	.....
Miscellaneous Equipment	2,123.71	.....	.....	.....	2,123.71	.....
Permanent Improvements	13,652.45	.....	.....	.....	13,652.45	.....
Repairs and Alterations	11,470.60	.....	11,470.60	.....	.....	.....
Fire Protection—West Campus	2,750.00	.....	2,750.00	.....	.....	.....
Supply Store	9,706.84*	.....	9,706.84*	.....	.....	.....
Purchase of Surplus Property	2,678.01	.....	2,678.01	.....	.....	.....
West Campus Maintenance	10,179.93	.....	10,179.93	.....	.....	.....
President's House	45,321.67	.....	.....	.....	.....	45,321.67
Improvement to Dale Mabry Field Housing	67,320.81	.....	.....	.....	.....	67,320.81
Purchase of Trucks and Buses	19,145.33	.....	.....	.....	.....	19,145.33
Fire Replacement	1,451.30	.....	1,451.30	.....	.....	.....
TOTAL	$ 555,637.74	$ 260,928.58	$146,328.67	$.....	$ 16,592.68	$131,787.81

*Deficit

Schedule A-9 (Continued)

STATE FUNDS
TOTAL CURRENT RECEIPTS AND DISBURSEMENTS

For the Year Ended June 30, 1948

	Total	Salaries and Wages	Expense	Travel	Equipment	Buildings
Grand Total Disbursements by Object.....	$2,515,128.75	$1,837,862.99	$345,400.35	$ 16,627.75	$183,449.85	$131,787.81

Schedule B

STATE AUXILIARY FUND
CURRENT RECEIPTS AND DISBURSEMENTS

For the Year Ended June 30, 1948

	Balance 7-1-47	Receipts	Total	Disbursements	Balance 6-30-48
Bookstore	$ 49,937.70	$240,657.09	$290,594.79	$230,316.14	$ 60,278.65
Demonstration School Lunch Room	2,689.57	12,686.97	15,376.54	13,917.30	1,459.24
Duplicating Department	8,208.01	17,141.67	25,349.68	18,786.77	6,562.91
Farm and Dairy	7,917.78*	97,503.71	89,585.93	106,268.56	16,682.63*
Laundry	59,021.93	106,455.64	165,477.57	89,784.78	75,692.79
Men's Residence Halls	.....	80,369.19	80,369.19	63,036.74	17,332.45
Women's Residence Halls	109,212.81*	185,563.71	76,350.90	150,190.85	73,839.95*
Rental Property	7,059.56	.....	7,059.56	850.45	6,209.11
Supply Store	10,106.61*	5,391.25	4,715.36*	815.12	5,530.48*
Special Repair and Truck	35,413.74	.....	35,413.74	14,512.40	20,901.34
Gifts and Bequests	56,790.93	367.50	57,158.43	229.68	56,928.75
Post Office	4,590.92	.....	4,590.92	.....	4,590.92
Interest Account	10,822.33	.....	10,822.33	.....	10,822.33
Physical Education Fees	38,000.00	.....	38,000.00	.....	38,000.00
TOTAL	$145,297.49	$746,136.73	$891,434.22	$688,708.79	$202,725.43

*Deficit

Schedule B-1

STATE AUXILIARY FUND
SUMMARY OF OPERATIONS

For the Year Ended June 30, 1948

	Bookstore	Demonstration School Lunch Room	Duplicating Department	Farm and Dairy	Laundry	Men's Residence Halls	Women's Residence Halls
Balance July 1, 1947	$ 49,937.70	$ 2,689.57	$ 8,208.01	$ 7,917.78*	$ 59,021.93	$.....	$109,212.81*
Receipts from Operations	240,657.09	12,686.97	17,141.67	97,503.71	106,455.64	80,369.19	185,563.71
TOTAL	$290,594.79	$ 15,376.54	$ 25,349.68	$ 89,585.93	$165,477.57	$ 80,369.19	$ 76,350.90
Salaries & Wages	$ 23,102.70	$ 2,946.71	$ 9,237.22	$ 23,681.69	$ 77,822.67	$ 42,537.65	$ 92,930.56
Telephone & Telegraph	141.83	.....	45.20	122.15	95.33	361.82	1,696.03
Repairs & Alterations	146.40	.....	217.06	1,226.29	1,149.22	3,295.22	14,815.61
Office Expense	101.62	.....	.....	.....	.....	414.04	868.03
Goods for Resale	205,673.15	10,234.63	7,929.04	8,236.69	.....	.....	.....
Laundry	24.75	735.96	.....	375.13	.....	196.86	1,415.90
Miscellaneous Expense	948.10	.....	49.96	324.69	217.31	232.80	3,069.50
Feed	.....	.....	.....	48,268.30	.....	.....	.....
Seed	.....	.....	.....	2,831.30	.....	.....	.....
Fertilizer	.....	.....	.....	4,536.00	.....	.....	.....
Electricity, Water & Gas	.....	.....	.....	501.52	671.64	6,446.93	12,917.30
Operating Supplies	.....	.....	.....	5,934.85	6,540.76	1,312.43	9,620.05
Gas and Oil	.....	.....	.....	1,102.51	.....	.....	.....
Coal and Fuel	.....	.....	.....	.....	914.00	7,350.67	3,419.68
Fire Replacement Expense	.....	.....	.....	.....	504.75	.....	.....
Equipment	177.59	.....	1,308.29	9,127.44	1,869.10	888.32	9,438.19
Buildings	.....	.....	.....	.....	.....	.....	.....
Amortization of Bond Premium	.....	.....	.....	.....	.....	.....	.....
TOTAL	$230,316.14	$ 13,917.30	$ 18,786.77	$106,268.56	$ 89,784.78	$ 63,036.74	$150,190.85
Balance June 30, 1948	$ 60,278.65	$ 1,459.24	$ 6,562.91	$ 16,682.63*	$ 75,692.79	$ 17,332.45	$ 73,839.95*

*Deficit

STATE AUXILIARY FUND
SUMMARY OF OPERATIONS (Continued)

For the Year Ended June 30, 1948

	Rental Property	Supply Store	Special Repair & Trucks	Gifts and Bequests	Post Office	Interest Accounts	Physical Education Fees
Balance July 1, 1947	$ 7,059.56	$ 10,106.61*	$ 35,413.74	$ 56,790.93	$ 4,590.92	$ 10,822.33	$ 38,000.00
Receipts from Operations	.....	5,391.25	.....	367.50	.....	.....	.....
TOTAL	$ 7,059.56	$ 4,715.36*	$ 35,413.74	$ 57,158.43	$ 4,590.92	$ 10,822.33	$ 38,000.00
Salaries & Wages	$ 594.33	$.....	$.....	$.....	$.....	$.....	$.....
Telephone & Telegraph	.....	.....	.....	.....	.....	.....	.....
Repairs & Alterations	.....	.....	.....	.....	.....	.....	.....
Office Expense	.....	.....	.....	.....	.....	.....	.....
Goods for Resale	.....	815.12	.....	.....	.....	.....	.....
Laundry	.....	.....	.....	.....	.....	.....	.....
Miscellaneous Expense	256.12	.....	.....	.....	.....	.....	.....
Feed	.....	.....	.....	.....	.....	.....	.....
Seed	.....	.....	.....	.....	.....	.....	.....
Fertilizer	.....	.....	.....	.....	.....	.....	.....
Electricity, Water & Gas	.....	.....	.....	.....	.....	.....	.....
Operating Supplies	.....	.....	.....	.....	.....	.....	.....
Gas and Oil	.....	.....	.....	.....	.....	.....	.....
Coal and Fuel	.....	.....	.....	.....	.....	.....	.....
Fire Replacement Expense	.....	.....	.....	.....	.....	.....	.....
Equipment	.....	.....	.....	.....	.....	.....	.....
Buildings	.....	.....	14,512.40	.....	.....	.....	.....
Amortization of Bond Premium	.....	.....	.....	229.68	.....	.....	.....
TOTAL	$ 850.45	$ 815.12	$ 14,512.40	$ 229.68	$.....	$.....	$.....
Balance June 30, 1948	$ 6,209.11	$ 5,530.48*	$ 20,901.34	$ 56,928.75	$ 4,590.92	$ 10,822.33	$ 38,000.00

*Deficit

Schedule C

COLLEGE AUXILIARY FUND
CURRENT RECEIPTS AND DISBURSEMENTS

For the Year Ended June 30, 1948

	Balance 7-1-47	Receipts	Total	Disbursements	Balance 6-30-48
General Education Board	$ 2,160.10	$ 1,500.00	$ 3,660.10	$ 2,160.10	$ 1,500.00
Room Reservations	26,658.69	.....	26,658.69	26,658.69 (1)	.....
Scholarships	2,696.50	3,509.97	6,206.47	4,001.50	2,204.97
Loan Funds	54,831.93	1,114.14	55,946.07	6,570.14 (2)	49,375.93
Soda Shop	6,162.08	44,553.37	50,715.45	45,333.98	5,381.47
Student Union	750.37*	23,659.00	22,908.63	23,713.51	804.88*
Camp Flastacowo	1,396.12*	8,889.70	7,493.58	5,937.04	1,556.54
Student Alumnae Building	7,670.26	19,618.37	27,288.63	13,127.93	14,160.70
West Campus Cafeteria	856.75	79,930.57	80,787.32	102,166.29	21,378.97*
Student Activity Fees	81,803.54	151,275.83	233,079.37	92,797.14	140,282.23
Breakage Deposits	.....	37,749.33	37,749.33	3,509.73	34,239.60
College Bank	24,423.23	154,353.27	178,776.50	178,776.50 (3)	.....
Key Deposits	198.09*	575.00	376.91	720.36	343.45*
Rental Accounts	.....	64,394.44	64,394.44	42,082.47	22,311.97
Interest on Investments	.....	2,227.31	2,227.31	.....	2,227.31
	$204,918.50	$593,350.30	$798,268.80	$547,555.38	$250,713.42

(1) Transferred to Residence Halls

(2)	Gifts	$1,603.94
	Bad Accounts	4,966.20
		$6,570.14

(3) Transferred to New Fund

*Deficit

Schedule C-1

SCHOLARSHIPS

	Balance 7-1-47	Additions	Gifts	Balance 6-30-48
Borden Home Economics Award.....	$1,200.00	$.....	$ 300.00	$ 900.00
DuPont Gift Scholarship.....	250.00	2,400.00	2,305.00	345.00
Freshman & Sophomore Scholarship..	.....	224.97	.....	224.97
Pan Hellenic Gift Fund.....	125.00	.....	125.00	.....
Kiwanis Club of Tallahassee.....	50.00	25.00	50.00	25.00
Leon High Pieriana Honor Society...	.....	100.00	.....	100.00
Teeter School Fund.....	400.00	.....	400.00	.....
Joyce Ann Turner Scholarship.....	400.00	.....	.....	400.00
War Orphan Scholarship.....	200.00	500.00	500.00	200.00
Lee Scholarship Fund.....	71.50	.....	71.50	.....
Marian Phillips Scholarship.....	.....	260.00	250.00	10.00
	$2,696.50	$3,509.97	$4,001.50	$2,204.97

Schedule C-2

LOAN FUNDS

	Balance 7-1-47	Additions	Interest	Total	Bad Accounts	Gifts	Balance 6-30-48	Accounts Receivable	Cash
Alumnae Loan Fund	$ 4,502.62	$.....	$ 78.77	$ 4,581.39	$ 662.26	$.....	$ 3,919.13	$ 3,042.75	$ 876.38
University Loan Fund	9,208.07	.....	219.10	9,427.17	2,981.07	.....	6,446.10	9,651.22	3,205.12*
Anna E. Chaires Loan Fund	309.21	.....	.....	309.21	.....	.....	309.21	.....	309.21
Miriam Terrell Compton Loan Fund	480.00	25.00	.....	505.00	.....	.....	505.00	.....	505.00
Augusta Conradi Loan Fund	418.61	.....	.....	418.61	50.00	.....	368.61	.....	368.61
Edward Conradi Loan Fund	1,293.50	215.00	6.43	1,514.93	.....	.....	1,514.93	76.43	1,438.50
Rose Denham Loan Fund	451.10	.....	2.92	454.02	.....	.....	454.02	.....	454.02
Flastacowo Loan Fund	85.34	.....	.....	85.34	50.00	.....	35.34	.....	35.34
Theresa Green Loan Fund	102.00	.....	14.11	116.11	.....	.....	116.11	54.11	62.00
Kappa Delta Pi Loan Fund	86.56	200.00	1.64	288.20	60.99	.....	227.21	100.00	127.21
Robert E. Lee Loan Fund	1,072.06	.....	11.74	1,083.80	145.00	.....	938.80	425.00	513.80
Leon High School D. C. T. Loan Fund	.....	200.00	.....	200.00	.....	.....	200.00	.....	200.00
Rowena Longmire Loan Fund	442.11	.....	31.37	473.48	140.66	.....	332.82	.....	332.82
Omicron Nu Pi Chapter Loan Fund	102.81	.....	.....	102.81	57.61	.....	45.20	.....	45.20
Mary Scoble Opperman Loan Fund	366.87	.....	7.79	374.66	147.75	50.00	176.91	60.00	116.91
Ft. Lauderdale Pan Hellenic Fund	200.00	66.66	1.60	268.26	.....	.....	268.26	198.36	69.90
Lake Wales Pan Hellenic Loan Fund	623.47	.....	14.80	638.27	6.85	.....	631.42	64.80	566.62
Pilot Club of Ocala Loan Fund	1,000.00	.....	.....	1,000.00	.....	.....	1,000.00	.....	1,000.00
School of Music Loan Fund	319.77	.....	.....	319.77	43.25	.....	276.52	.....	276.52
Special Loan Fund	452.67	.....	.....	452.67	10.00	.....	442.67	.....	442.67
George Washington Loan Fund	1,000.00	.....	.....	1,000.00	125.00	.....	875.00	250.00	625.00
Louise Sears Beach Loan Fund	100.00	.....	.....	100.00	.....	.....	100.00	.....	100.00
Jacksonville Woman's Club Loan	1,000.00	.....	.....	1,000.00	.....	500.00	500.00	300.00	200.00
F. F. W. C. Section 2 Loan Fund	95.00	.....	.....	95.00	95.00	.....	.....	.....	.....
Freshman Loan Fund	390.76	.....	.....	390.76	390.76	.....	.....	.....	.....
Humble Oil Loan Fund	30,729.40	.....	17.21	30,746.61	.....	1,053.94	29,692.67	3,865.72	25,826.95
	$54,831.93	$ 706.66	$ 407.48	$55,946.07	$ 4,966.20	$ 1,603.94	$49,375.93	$18,088.39	$31,287.54

*Deficit

Schedule C-3

SODA SHOP

Statement of Receipts and Disbursements for the Peirod

July 1, 1947 to June 30, 1948

RECEIPTS:			
Surplus 7-1-47		$ 6,162.08	
Collections for Period		44,553.37	
Total Surplus and Receipts			$50,715.45
DISBURSEMENTS:			
Salaries		$13,561.17	
Telephone		52.18	
Electricity		186.09	
Operating & Janitors Supplies		991.10	
Repairs & Alterations		19.66	
Laundry		233.29	
Miscellaneous		86.55	
Equipment		284.71	
Goods for Resale		29,919.23	
Total Disbursements			45,333.98
Surplus 7-1-48			$ 5,381.47
No Inventory Available 6-30-47			
Inventory 6-30-48	$ 895.34		

Schedule C-4

STUDENT UNION

Statement of Receipts and Disbursements for the Period

July 1, 1947 to June 30, 1948

RECEIPTS:			
Deficit brought Forward		$ 750.37*	
Collections for Period		23,659.00	
Total Deficit and Receipts			$22,908.63
DISBURSEMENTS:			
Salaries		$ 8,808.25	
Telephone		119.77	
Office Supplies		25.20	
Janitors Supplies		85.75	
Operating Supplies		606.21	
Electricity		1.50	
Coal		545.09	
Laundry		51.14	
Repairs & Alterations		121.10	
Rent		479.50	
Equipment		329.99	
Food and Merchandise		12,540.01	23,713.51
Deficit 6-30-48			$ 804.88*
Inventory 6-30-48	$ 429.14		
Inventory 7-1-47	269.97		
Increase in Inventory	$ 159.17		

*Deficit

Schedule C-5

CAMP FLASTACOWO

Statement of Receipts and Disbursements for the Period

July 1, 1947 to June 30, 1948

RECEIPTS:		
Deficit brought forward	$ 1,396.12*	
Collections for Period	8,889.70	
Total deficit and receipts		$ 7,493.58
DISBURSEMENTS:		
Salaries	$ 2,837.08	
Telephone	84.32	
Electricity	339.45	
Repairs and Alterations	492.92	
Janitors Supplies	70.63	
Operating Supplies	345.58	
Laundry	4.89	
Equipment	1,754.03	
Miscellaneous	8.14	
Total Disbursements		5,937.04
Surplus 6-30-48		$ 1,556.54

*Deficit

Schedule C-6

ALUMNAE BUILDING

Statement of Receipts and Disbursements for the Period

July 1, 1947 to June 30, 1948

RECEIPTS:		
Surplus 7-1-47	$ 7,670.26	
Collections for the period	19,618.37	
Total Surplus and Receipts		$27,288.63
DISBURSEMENTS:		
Salaries	9,117.19	
Telephone and Telegrams	134.53	
Electricity and Water	1,339.17	
Janitors Supplies	754.36	
Laundry and Dry Cleaning	226.62	
Operating Supplies	193.44	
Equipment	1,158.71	
Miscellaneous	89.64	
Repairs and Alterations	91.48	
Office Supplies	22.79	
Total Disbursements		13,127.93
Surplus 6-30-48		$14,160.70

Schedule C-7

WEST CAMPUS CAFETERIA

Statement of Receipts and Disbursements for the Period

July 1, 1947 to June 30, 1948

RECEIPTS:			
Surplus 7-1-47		$ 856.75	
Receipts for Period		79,930.57	
Total Receipts and Surplus			$80,787.32
DISBURSEMENTS:			
Salaries:			
Professional	$ 7,227.50		
Non-Professional	23,336.55	$30,564.05	
Janitors Supplies		847.19	
Operating Supplies		3,577.35	
Office Expense		107.20	
Laundry		139.90	
Ice		318.36	
Light & Power		2,165.25	
Repairs and Upkeep		689.70	
Miscellaneous		442.68	
Food		63,314.61	
Total Disbursements			102,166.29
Deficit 6-30-48			$21,378.97*

*Deficit

Schedule C-8

STUDENT ACTIVITY FEES

Statement of Receipts and Disbursements for the Period

July 1, 1947 to June 30, 1948

	Balance 7-1-47	Receipts	Total	Disbursements	Balance 6-30-48
Athletics	$.....	$ 47,521.21	$ 47,521.21	$ 42,658.86	$ 4,862.35
Flambeau	4,020.16	11,874.55	15,894.71	6,901.25	8,993.46
Band	.....	1,339.25	1,339.25	1,110.97	228.28
Orchestra	.....	573.17	573.17	367.47	205.70
Dramatics	445.27	1,499.36	1,944.63	574.80	1,369.83
Glee Club	.....	381.65	381.65	26.50	355.15
Chorus	.....	381.65	381.65	28.42	353.23
Artist Series	1,610.59	17,938.86	19,549.45	14,444.03	5,105.42
Tally-Ho	8,704.32	26,591.70	35,296.02	11,312.11	23,983.91
Handbook	.....	1,912.43	1,912.43	195.70	1,716.73
Distaff	1,235.49	4,125.28	5,360.77	2,515.95	2,844.82
Senior Class	487.49	898.66	1,386.15	360.83	1,025.32
Junior Class	507.05	618.45	1,125.50	408.09	717.41
Sophomore Class	193.55	381.65	575.20	6.58	568.62
Freshman	.....	334.07	334.07	98.41	235.66
U. G. A.	869.72	2,001.67	2,871.39	834.26	2,037.13
U. R. A.	818.63	5,766.78	6,585.41	3,053.99	3,531.42
Dance & Soc. Rec.	668.48	4,396.73	5,065.21	2,759.63	2,305.58
Social Fund	1,755.44	3,843.73	5,599.17	2,955.89	2,643.28
Bldg. & Equip.	1,975.88	9,593.32	11,569.20	.....	11,569.20
Reserve Bud. Com.	4,689.70	7,181.91	11,871.61	1,015.91	10,855.70
Music Camp Rec.	.....	1,318.20	1,318.20	1,088.64	229.56
Reserve	51,743.73	798.70	52,542.43	75.00	52,467.43
Perm. Class Org.	2,078.04	.....	2,078.04	3.85	2,074.19
Receipts—Undistributed	.....	2.85	2.85	.....	2.85
	$ 81,803.54	$151,275.83	$233,079.37	$ 92,797.14	$140,282.23

Schedule C-9

RENTAL ACCOUNTS

Statement of Receipts and Disbursements for the Period

July 1, 1947 to June 30, 1948

RECEIPTS:		
Collections:		
Mabry Heights	$45,695.69	
West Campus	15,565.75	
Dwellings	3,133.00	
Total Receipts		$64,394.44
DISBURSEMENTS:		
Mabry Heights	$34,576.63	
West Campus	7,505.84	
Dwellings	0.00	
		42,082.47
		$22,311.97

Schedule C-9-1

MABRY HEIGHTS

Statement of Receipts and Disbursements for the Period

July 1, 1947 to June 30, 1948

RECEIPTS:		
Collections		$45,695.69
DISBURSEMENTS:		
Salaries	$ 7,858.64	
Garbage Disposal	750.75	
Office Expense	30.77	
Telephone & Telegraph	52.50	
Power	606.04	
Miscellaneous Equipment	413.30	
Butane Gas for Resale	6,835.15	
Water and Fuel	40.52	
Operating Supplies	30.84	
Repairs to Buildings	17,853.63	
Repairs to Motor Equipment	1.35	
Pest Extermination	3.40	
Community Recreation	59.93	
Miscellaneous	39.81	
Total Disbursements		34,576.63
Surplus 6-30-48		$11,119.06

Schedule C-9-2

WEST CAMPUS RENTALS

Statement of Receipts and Disbursements for the Period

July 1, 1947 to June 30, 1948

RECEIPTS:		
Collections		$15,565.75
DISBURSEMENTS:		
Salaries	$ 1,932.18	
Coal	1,112.88	
Electricity	1,364.64	
Supplies	515.77	
Repairs	1,114.48	
Reserve for Alterations & Equipment	363.59	
Repairs and Alterations	1,102.30	
Total Disbursements		7,505.84
Surplus 6-30-48		$ 8,059.91

Schedule C-9-3

DWELLINGS — RENTALS

Statement of Receipts and Disbursements for the Period

July 1, 1947 to June 30, 1948

RECEIPTS:	$ 3,133.00
DISBURSEMENTS: None	
Surplus 6-30-48	$ 3,133.00

Schedule D

P. W. A. FUNDS
CURRENT RECEIPTS AND DISBURSEMENTS
For the Year Ended June 30, 1948

	Balance 7-1-47	Receipts	Total	Disbursements	Balance 6-30-48
Dining Hall	$ 41,950.78	$ 875,848.43	$ 917,799.21	$ 895,340.03	$ 22,459.18
Landis Hall	3,116.12	23,287.51	26,403.63	23,611.43	2,792.20
Infirmary	1,139.30*	76,688.01	75,548.71	69,699.92	5,848.79
TOTAL	$ 43,927.60	$ 975,823.95	$1,019,751.55	$ 988,651.38	$ 31,100.17

*Deficit

Schedule D-1

DINING HALL

Statement of Receipts and Disbursements for the Period

July 1, 1947 to June 30, 1948

Bank Balance 7-1-47		$ 41,950.78	
Receipts for year		875,848.43	
Total Balance forward & Receipts			$917,799.21
SALARIES:			
Dietitians	$ 21,098.96		
Clerical	13,144.78		
Non Professional	154,335.67		
Student Assistants	23,498.66		
Total Salaries		$212,078.07	
EXPENSES			
Telephone & Telegraph	$ 372.75		
Electricity, Gas & Water	10,289.90		
Repairs & Alterations	14,282.15		
Fuel	4,997.09		
Office Supplies	749.01		
Janitors Supplies	3,089.25		
Operating Supplies	15,211.28		
Laundry	6,556.27		
Miscellaneous	7,392.20		
Food Tickets from West Campus	52,005.06		
Reserve for Contingencies	64.32		
Total Expenses		115,009.28	
EQUIPMENT		2,031.36	
FOOD		566,221.32	
Total Disbursements			895,340.03
Bank Balance June 30, 1948			$ 22,459.18

Schedule D-2

LANDIS HALL

Statement of Receipts and Disbursements for the Period

July 1, 1947 to June 30, 1948

RECEIPTS:		
Bank Balance 7-1-47	$ 3,116.12	
Receipts for Period	23,287.51	
Total Balance Forward & Receipts		$26,403.63
DISBURSEMENTS:		
Salaries	$16,639.35	
Telephone & Telegraph	83.61	
Electricity, Gas & Water	2,820.30	
Repairs & Alterations	756.19	
Fuel	798.98	
Office Supplies	92.19	
Operating Supplies	1,326.34	
Janitors & Cleaning Supplies	663.73	
Laundry	326.06	
Equipment	89.35	
Miscellaneous	15.33	
Total Disbursements		$23,611.43
Bank Balance June 30, 1948		$ 2,792.20

Schedule D-3

INFIRMARY

Statement of Receipts and Disbursements for the Period

July 1, 1947 to June 30, 1948

RECEIPTS		
Bank Balance 7-1-47	$ 1,139.30*	
Receipts	76,688.01	
		$75,548.71
DISBURSEMENTS		
Salaries	$43,478.85	
Telephone & Telegraph	250.53	
Electricity, Gas and Water	318.74	
Repairs & Alterations	23.80	
Fuel	998.98	
Office Supplies	165.52	
Medical Supplies	3,052.47	
Janitors Cleaning Supplies	76.37	
Operating Supplies	2,462.31	
Laundry	1,472.89	
Equipment	1,505.38	
Miscellaneous	2,979.33	
Fee to Baptist Memorial Hospital	12,914.75	
Total Disbursements		69,699.92
Bank Balance 6-30-48		$ 5,848.79

*Deficit

Schedule E

ALBERT W. GILCHRIST FUND
FLORIDA STATE UNIVERSITY
Current Receipts and Disbursements
For the Year Ended June 30, 1948

	Balance 7-1-47	Receipts	Total	Disbursements	Balance 6-30-48
Cash	$ 293.90	$ 295.51	$ 589.41	$ 349.99	$ 239.42
Bonds	10,000.00	.....	10,000.00	.....	10,000.00
TOTAL	$ 10,293.90	$ 295.51	$ 10,589.41	$ 349.99	$ 10,239.42

WESTCOTT ESTATE FUND
FLORIDA STATE UNIVERSITY
Current Receipts and Disbursements
For the Year Ended June 30, 1948

	Balance 7-1-47	Receipts	Total	Disbursements	Balance 6-30-48
Cash	$ 19,526.86	$ 22,800.00	$ 42,326.86	$ 18,235.06	$ 24,091.80
Bonds	24,000.00	.....	24,000.00	.....	24,000.00
Real Estate	105,500.00	.....	105,500.00	.....	105,500.00
TOTAL	$149,026.86	$ 22,800.00	$171,826.86	$ 18,235.06	$153,591.80

Schedule F

PLANT FUND
ADDITIONS AND DEDUCTIONS

For the Year Ended June 30, 1948

	Balance 7-1-47	Additions	Total	Depreciation or Disbursements	Balance 6-30-48
Land	$ 143,355.84	$.....	$ 143,355.84	$.....	$ 143,355.84
Buildings	4,899,107.03	1,136,478.97	6,035,586.00	.....	6,035,586.00
Improvements	438,583.64	18,374.47	456,958.11	.....	456,958.11
Equipment	1,021,413.30	217,626.35	1,239,039.65	61,951.98	1,177,087.67
Cash	76,688.19	45,263.17	121,951.36	74,748.55	47,202.81
Investments	140,320.00	45,000.00	185,320.00	.....	185,320.00
	$6,719,468.00	$1,462,742.96	$8,182,210.96	$ 136,700.53	$8,045,510.43

BIENNIAL REPORT

of the

FLORIDA AGRICULTURAL AND MECHANICAL COLLEGE

WILLIAM H. GRAY, JR., *President*

JULY 1, 1946 TO JUNE 30, 1948

TALLAHASSEE, FLORIDA

TABLE OF CONTENTS

	Page
Report of The President	1
Reports of The Instructional Divisions	
Division of Agriculture	4
Division of Arts and Sciences	6
Division of Education	10
Division of Home Economics	13
Division of Mechanic Arts	15
Division of Nursing Education	17
Reports of The Personnel Divisions	
The Superintendent of The Hospital	20
The Librarian	23
The Registrar	27
The Dean of Men	33
The Dean of Women	35
Reports of The Fiscal Operations	
The Superintendent of Buildings and Grounds	38
The Business Manager	41

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REPORT OF THE PRESIDENT

To the Honorable Board of Control
State Institutions of Higher Learning of Florida
Tallahassee, Florida

HONORED SIRS:

We are pleased to submit this report on the program of Florida A. and M. College for the biennium of 1946-1948. This has been a period of unprecedented growth and development in the instructional, personnel, and fiscal phases of the college's work.

The faculty of the college has increased from ninety-five (95) to one hundred fifty-six (156). While the numerical growth seems large, more significant indications of the quality of work being done at the college may be revealed from the fact that at the beginning of this biennium, less than three per cent (3%) of the faculty held the doctorate degree and less than forty per cent (40%) held master's degrees; while nearly ten per cent (10%) of the present instructional corps has attained the doctorate degree and more than fifty per cent (50%) hold the master's degree, many of whom have done extensive advance training beyond this level.

Many evidences of sound and thorough advancements in the instructional work of the school may be noted in the reports of the various divisional heads. A new program for training teachers in early childhood education and a functional reorganization of the demonstration schools have been encouraging developments in the *Division of Education*. The first student to receive a master's degree from the newly created *Graduate Division* graduated in August 1947. Twelve (12) well-organized departments have been functioning in the *Division of Arts and Sciences*, many headed by scholars of repute. The *Home Economics Division* has organized its work into three departments to provide opportunities for students desiring training for business, as well as for those preparing to teach. The *Mechanic Arts Division* has played an important role in providing practical training for many veterans who returned during the period. Over one hundred fifty-eight (158) have graduated from the short terminal courses offered veterans in this area. While the *Agricultural Division* has been handicapped because of limited farm land and an insufficient supply of modern tools and machines, much good work has been done in the area of poultry husbandry, swine, and vocational agriculture training.

The *out-of-state scholarship* aid fund has provided assistance for many Negro students to obtain professional and graduate training in some of the country's leading colleges and universities.

A summary index of the overall instructional work may be reflected in the activities taking place in the college *library*. It is gratifying and significant to note that the reserve room circulation was 44,208—an increase of 20,218 over the previous period.

Workers in the personnel area of the program have done outstanding work for the college and the state. A postwar peak enrollment of 1658 students was reached in 1947-1948. Counselors and advisors have done well in directing the personality adjustments of veterans and non-veteran students during this transitional era. Leading students into the establishment of constructive and positive life goals has been a grave responsibility of both teachers and personnel workers.

The budget of the college was greatly increased for this biennium. The physical plant has been rehabilitated and an unprecedented building program has gone forward. Much progress has been made towards providing facilities that would sustain a balanced academic program. A partial list of the buildings erected or begun during this period is revealing of the extensive nature of this physical expansion:

Summary of Major Building Projects Begun or Completed

1. Renovation and enlargement of dining room
2. Diamond Hall (Girls Dormitory)
3. Library
4. Veterans' Units
   170 Housing Units for married veterans
   11 barracks removed and rebuilt for 250 single veterans
5. Repairs to Science Hall and Equipment
6. Renovation of old hospital for temporary use
7. Warehouse and Storage
8. Science Building, Physical Education Building, Student Union Building and Laundry Building Plans
9. Women's Dormitory 1947 (Unit One)
10. Women's Dormitory 1947 (Unit Two)
11. Veterans' Educational Faciilties
12. Engineer's Study—Utilities System
13. Central Heating Plant
14. Equipping Temporary Buildings
15. Utilities Revision, Drainage System, Lighting System
16. Surplus Properties Addition
17. Miscellaneous Repairs
18. Build and Pave Roadways
19. Temporary Gymnasium and ROTC Unit

Major Buildings and Projects Planned for and Immediately Needed

1. Hospital
2. Laundry
3. Science Classroom Building
4. Faculty Homes
5. Two Dormitories for Men
6. Dormitory for Women
7. Farm Land and Equipment
8. Home Economics-Student Activities Building
9. Physical Education Building

The progress and accomplishments recounted here reflect the fact that the Board of Control and other state agencies have been most considerate of the school throughout this period. The vigorous and conscientious leadership given the affairs of higher education in Florida by the State Board of Control during this biennium has had a most wholesome effect on the growth and developments cited here at Florida A. and M. College. It should be emphasized finally that an effort has been made to develop the work of the college on a sound basis and project its program in a way as to make the institution of maximum service to the citizenry of a great and growing state.

Respectfully submitted,
WILLIAM H. GRAY, JR., *President*

DIVISION OF AGRICULTURE

Dr. William H. Gray, Jr.
Florida A and M College
Tallahassee, Florida

MY DEAR DOCTOR GRAY:

I have the honour to submit, for your information and consideration, a report of the activities of the Division of Agriculture in respect to the biennium covering the period July 1, 1946, to June 30, 1948.

The record available on the work of the Division indicates that some progress has been made during the biennium under review, such as to justify the optimism which my predecessor expressed at the end of his last similar report. It is my feeling, however, that this properly represents initial progress, but our ultimate objective demands that more be achieved in order that we may fulfill adequately our function in a Land Grant Institution.

The following represents a summary of the major developments in the program of the Division:

SECTION I INSTRUCTION

The instructional program, which is organized to prepare majors in three curricula, viz, Agricultural Education, Animal Husbandry, and Horticulture, has been improved (1) by the acquisition of some equipment in several areas (2) by changes in the curricula tending to strengthen them and (3) by an increase of two in trained personnel.

The following figures show the breakdown of the enrollment according to instructional activities:

1. Regular college students with a major in Agriculture	216
2. New Farmers of America (Florida Association)	1825
3. 4-H Short Course	602
4. Extension Workers and Leaders	51
5. Vocational Agriculture Teachers in Service	64
6. Veteran Agriculture Teachers	54
Total	2812

This total represents an increase of 116 per cent over the preceding biennium, accounted for largely by the New Farmers of America and the 4-H Short course.

The college farm has been successfully used as a laboratory for the instructional program of this division.

The departments of Animal Husbandry and Dairy are operated at a handicap because of the limited size of farm land which could be used for grazing to sustain large herds for production purposes. Sufficient cows and pigs however have been maintained and successfully used for instructional and experimental programs.

Outstanding progress has been made in the Department of Poultry Husbandry where the operations have been more than doubled during the biennium. Outstanding poultry flocks have been maintained.

The Department of Horticulture is set up mainly for instruction, but the practical application is found in the various services rendered in connection with campus beautification, decorations inside buildings for special functions, general landscape gardening, and the provision of supplies therefor. Significant expansion in these services is proposed.

The most important progress which can be noted in the Department of the Farm and Vegetable Garden is in the increase of mechanized equipment. This has made possible an improved production program.

The Farm Shop now occupies the entire building of which it was formerly a part, and this has meant increased efficiency in the Department of Agricultural Engineering, particularly in the matter of facilitating repairs to the larger pieces of machinery.

Among the goals towards which attention will be vigorously directed are:

1. Increase in enrollment, particularly in the fields of Animal Husbandry and Horticulture.
2. Correlation of curriculum content with the needs of the state.
3. Improvements in facilities, including buildings, class rooms, and equipment.
4. Increase in trained personnel to make for greater efficiency in certain areas.

Respectfully submitted,
C. E. WALKER, *Dean of Agriculture*

DIVISION OF ARTS AND SCIENCES

Dr. William H. Gray, Jr., President
Florida A and M College
Tallahassee, Florida

DEAR DR. GRAY:

I have the honor to submit herewith the biennial report for the Division of Arts and Sciences for the biennium July 1, 1946 to June 30, 1948:

A partial reorganization of the administrative personnel of the college affected the Division at the end of the biennium. On June 1, 1948, Dean H. Manning Efferson was promoted to the position of Administrative Assistant, and the writer became Dean. It is therefore proper to acknowledge that to Dean Efferson goes all credit for the progress of the Division and the effectiveness of its work during the period.

The Division expresses its appreciation to the college administration for sympathetic understanding, cooperation and provision of material, personnel and financial resources for executing its program during this time.

The Division of Arts and Sciences has a two-fold purpose: (1) to provide areas in which students can obtain a liberal education and (2) to provide the general courses of study constituting the common learning needed in most of the departmental requirements of the institution. It functions through the following eleven departments, each of which is under the administrative oversight of a "Head":

1. Business Administration, 2. Biology, 3. Chemistry, 4. Drama and Fine Arts, 5. English, 6. Foreign Languages, 7. Health and Physical Education, 8. Mathematics, 9. Music, 10. Religious Education, 11. Social Sciences.

During the biennium, the Division enjoyed a period of growth in size of staff, in the number of constituent Departments and in the size of the student body. The staff increased from approximately forty members to fifty-nine. Departments of Drama and Fine Arts, and Religious Education were added; and a separation of the old Science Department into Departments of Biology and Chemistry increased the number of departments.

There was a noticeable growth in the number of students in the Division.

Comparison of the Enrollment in the Last Years of the Bienniums 1944-46 and 1946-48

	First Semester			*Second Semester*		
	Male	Female	Total	Male	Female	Total
1945-46	98	384	482	141	371	512
1947-48	468	344	812	443	301	744

It is of interest to note that there was a marked increase in the number of males registered in the Division during the past biennium. Many of these additional males were veterans studying under the G I Bill. It may also be noted that the number of males registered in this biennium exceeded the number of females registered. This is the first time such a condition has prevailed in many years.

In the absence of a classroom building the work of the Division was scattered in all buildings having classroom space. Two important physical improvements greatly facilitated the work of the division. A temporary building (Band Hall) reconstructed from former army barracks, was placed in use to provide a general practice room for the band and several individual practice rooms for instrumental students. Four good classrooms are also contained in it.

Science Hall was completely renovated and new laboratory desks and plumbing were installed. A spacious storeroom was also provided for the Chemistry Department.

There was a marked improvement in the academic work of the Division due to continued advanced study of present employees as well as replacement of some personnel by more highly trained personnel, and the employment of additional personnel having excellent training.

The old Science Department was divided into a Department of Chemistry with a head holding a Ph.D. degree, and a Department of Biology with an acting head holding the Ph.D. and M.D. degrees. The head of the new Religious Education Department—the first in a Negro state-supported institution—also holds the Ph.D. degree. The Drama and Fine Arts Department which was created, is headed by one of the foremost Negro playwrights of the country.

The instructional program has been strengthened by the addition of a curriculum in Business Administration and Accounting in the Department of Business. The Mathematics Department has developed a coordinated program in the freshman work. The Health and Physical Education Department has established a comprehensive intramural program. And the Music Department increased the

number of activities affording student participation by adding a band and Radio Ensemble.

The instructional program also was aided by the addition of several important pieces of much needed equipment. The Business Administration Department obtained two electric mimeograph machines, a ditto machine and additional typewriters. The Music Department obtained a concert grand piano and some needed practice pianos. The Biology Department obtained some needed optical equipment. All departments obtained some helpful minor equipment.

Several written contributions were prepared by members of the Division. Some appeared in national magazines. The Head of the Drama and Fine Arts Department compieted the manuscript for a book *"The Negro in the Western World Theatre."*

RECOMMENDATIONS

In retrospect it is evident that the program suffered some handicaps due to absence of several important facilities. The following are listed as some of the important needs which the Division hopes will be removed in the near future:

1. Increased staff in all areas, 2. Added library books in all areas, 3. Bound volumes of scientific magazines and journals, 4. Equipment for an extended intramural program, 5. Equipment for a program in corrective physical education for the handicapped, 6. Orchestral instruments, 7. Extended laboratory space and equipment, 8. Visual aids, film library and more projection equipment, 9. Business machines laboratory and equipment, 10. Biology museum specimen collection, 11. Music recordings library, 12. additional practice pianos, 13. Auditorium stage equipment, 14. Art collection (paintings, statuary), 15. Additional office space, and stenographic aid for staff members.

A special statement is needed on item 1 above. We need more staff members in order to make it possible to reduce the size of sections of many classes, especially those in English, Mathematics and the sciences which are required of freshman students. Effective work is done with great difficulty, if at all, in these areas when the sections of students are too large. The difficulty is magnified by the generally poor backgrounds which our students bring to us.

It is desirable also to mention the need of a larger science hall. We realize that this provision will require considerable capital outlay. Nevertheless, it is a basic barrier to improvement of certain

areas of our work. At present we do not have sufficient laboratory table or locker space for the students required to take the courses in sciences. None of the laboratories is large enough to accommodate the size of sections required to use them, and if the sections were reduced to the proper size for the laboratories, there would not be sufficient hours in the day to provide time for all the sections.

Laboratory provisions for Bacteriology, Physiology, Embryology, Histology, Physical Chemistry and Physiological Chemistry are woefully inadequate. These are important courses for science majors and pre-medical students. Our poor provisions are a definite handicap to the welfare of these particular students.

Notwithstanding handicaps, the Division has made several outstanding contributions which should be noted: We are recognized as a center for administering national tests. The Health and Physical Education Department conducts an annual Coaching Clinic, and the women's Physical Education Department has developed an outstanding Creative Dance Group. The Drama Department gave several outstanding dramatic performances here and elsewhere. The players were invited to perform before the annual convention of the American Teachers Association. The Music Department has developed an outstanding choir, men's glee club, and band. The choir gave a series of broadcasts on the Columbia Broadcasting System National hook-up. The Business Department conducted a survey of small businesses in Florida. The Social Science Department conducts an annual Family Relations Clinic. Staff members have rendered valuable services to the state as lecturers, consultants and special area advisers.

During the next biennium we hope to accomplish the following objectives:

1. Conduct several research activities.
2. Have staff members contribute articles to more magazines.
3. Improve the teaching activities in all departments.
4. Establish a little theatre on the campus and stimulate the little theatre movement in the state.
5. Develop more effective community relationships as a means of vitalizing our instruction program.
6. Establish the following new departments which are needed to extend our program:
   (a) Economics.
   (b) Physics
   (c) History and Political Science
7. Incorporate more resource-use materials in all classwork.

Respectfully submitted,
C. L. SPELLMAN, *Dean*

DIVISION OF EDUCATION

Dr. William H. Gray, Jr., President
Florida A. and M. College
Tallahassee, Florida

DEAR DR. GRAY:

It is a pleasure to have the honor to present herewith the report for the Division of Education covering the biennium which began July 1, 1946 and which closed on June 30, 1948.

The year 1946-47 can best be described as one of continued transition from wartime to normal peace time activities. The year 1947-48 was one of careful self scrutiny, to the end that our Divisional program might be placed on the highest possible level. The three departments of the Division—The Early Childhood Education, the Demonstration Elementary and High Schools and the Department of College Faculty in Education—have carefully thought out curricular revisions which have given us new and better educational tools. Significant appointments in each department have strengthened all faculties. Three members of the staff hold the coveted doctorate degree.

In the summer of 1948, Dr. G. T. Wiggins, Dean of the Division, resigned to take the position as Dean of the Graduate Division of Texas State University at Houston, Texas.

DEPARTMENT OF EARLY CHILDHOOD EDUCATION

This Department was formally organized in June 1948 and had its origin in the N. B. Young Nursery School. To head the newly created area of specialization, Dr. Regina Goff, a graduate of Columbia University was brought to the College.

Significant accomplishments in this Area are as indicated below:

1. The design of a program of studies in Early Childhood Education providing for the professional education of teachers for nursery schools, kindergartens and the primary grades of the elementary school, covering the educational program of children from the ages of two to eight years.
2. The expansion of the physical plant in 1947 of playroom space from two rooms to four.
3. Since 1947, the Nursery-Kindergarten School has served as an observation and participation center for student nurses. Also during this same period, the services of college instructors in Art and Music were integrated in the program for its enrichment.
4. The Department sponsored a workshop for in-service teachers and teachers-in-training during the summer 1948.

Recognition of the needs and recommendations listed below will greatly enhance the effectiveness of the Department.

1. One additional full time teacher for the nursery school.
2. More adequate housing of the nursery-kindergarten unit is imperative.
3. A greatly increased library collection.
4. Additional space and equipment for setting up a psychological testing center which would offer clinical services for children.
5. The establishment of an institute for parents.

DEMONSTRATION SCHOOLS

During the period covered by this report the Administration and the Division of Education gave study to the demonstration High School plant and site. Progress was made in 1947 when the High School classes that formerly met in Tucker, Science and the Mechanic Arts Buildings were scheduled at the Lucy Moten site. This centralization was made possible by the acquisition of a four class-room temporary army barracks structure. As a result of an overall study of the use of facilities, the present Principal is attempting to make more efficient use of the two buildings.

In the area of personnel, significant changes have taken place. The faculty of the High School has increased from six to twelve persons. In addition a full time Librarian and School Secretary have been added.

Many books, periodicals and magazines were added to the Library during the period.

Philosophy or Point of View:

One project, worthy of mention, participated in by members of this department was the work done in cooperation with the *Sloane Foundation*. The purpose of the Sloane Foundation was to assist teachers and teacher training institutions in recognizing and meeting the economic needs of pupils. The teachers assisted, specifically, in the preparation of materials that met the needs and interest of the local pupils.

Many professional staff meetings were called and a number of authorities visited the institution. In the meetings, special emphasis was placed on individual differences, supervised study, visual aids, objective measurements, and increased preparation of class-work by the teacher.

Needs and Plans for the Future

A. An Adequate Annual Budget

B. Physical Plant
   1. Permanent High School Building
   2. Redecoration of Present Plant
   3. Improved Playground Site
C. Equipment and Supplies
   1. Science Equipment
   2. Home Economics Equipment
   3. General Shop Equipment
   4. Audio-Visual Aids
   5. Instructional Supplies
D. Personnel
   1. Music Instructor
   2. Language-Speech Instructor
   3. School Clerk
E. Books, Periodicals, Magazines
   1. Adequate and Standard High School and Elementary School Collections.

COLLEGE FACULTY IN EDUCATION

The stimulating intellectual ferment referred to earlier is everywhere evident in the College Faculty in Education. Some of the significant projects either completed or in progress are as follows:

1. Greater breadth and richness given the work in Practice Teaching through a clearer delineation of functions and the institution of a seminar arrangement in which method and content teachers, as well as sponsor teachers and the coordinators, participate.
2. Reorganization of subject matter content in Elementary Method Courses in the light of emphasis found in new courses added in Early Childhood Department.
3. In recognition of the desirability for teachers of theory to serve in guidance capacities, consideration is now being given the matter of joint direction of Practice Teachers in the first three grades at Lucy Moten by the Early Childhood Department.
4. Inauguration of a more highly organized plan of acquainting students at the college with supply and demand in the professional market.
5. The establishment of an audio visual center which is serving all areas of the college.
6. The organization of a Divisional Forum designed to raise to the level of discussion current problems in the field of education.

Respectfully submitted,
MELVIN O. ALSTON, *Dean*
Division of Education

DIVISION OF HOME ECONOMICS

Dr. W. H. Gray, Jr., President
Florida A. and M. College
Tallahassee, Florida

SIR:

I have the honor to submit the report of the Home Economics Division for the biennium 1946-1948.

Revision of the curriculum and interest of students enrolled have resulted in the offering of three curricula in the Home Economics Division. They are:

1. Clothing and Textiles
2. Foods and Nutrition
3. Teacher Education

The enrollment of the division during the two years was as follows:

	1946-47	1947-48
First Semester	163	179
Second Semester	157	153

This is a decrease from previous years. We felt that with our limited facilities and teaching personnel we could do a much more effective job of instruction if the number of entrants were limited. Then, too, we were over-supplying the need for teachers of Home Economics in the state. During the biennium we graduated 71 students with a Teacher Education Major.

The outside of our physical plant (i.e. the Home Economics building and Home Management House) was improved in appearance with paint and such needed repairs as roofing and plastering. The Home Economics building is one of the oldest structures on our campus and presents a problem in constant repairs.

We were fortunate in getting some items of small equipment which have greatly facilitated laboratory practices. For the first time funds for instructional purposes were received for the teacher-training department. These were made possible through the assistance of the George-Barden Act.

The teaching personnel was increased by one teacher who was sorely needed in the area of Foods and Nutrition. Two teachers did advanced study in their field of specialization.

Certainly, the improvements made have resulted somewhat in an improved instructional program. The slight increase in teacher

personnel and decrease in student load which has somewhat eased the strain on limited teaching facilities helps us in developing a more functional program geared to community service and vocational efficiency.

Our needs are still great, and I would recommend that the following consideration be given the Home Economics Division if it is to achieve its objectives and make a contribution in the lives of our students:

1. Construction of a modern home economics building with adequate lecture room and laboratory facilities.
2. Purchase of modern furniture, furnishings and equipment which will more effectively help in training students for better home and family living; and for vocational efficiency.
3. Continue to up-grade staff by allowing leaves and financial aid for advanced study.

In conclusion, may we express our deep and sincere appreciation to you, Dr. Gray, for the cooperation you have given to make our program successful.

Respectfully submitted,
GENEVIEVE J. WHEELER
Acting Dean

GJW/arg

DIVISION OF MECHANIC ARTS

Dr. Wm. H. Gray, Jr., President
Florida A. and M. College
Tallahassee, Florida

MY DEAR DR. GRAY:

It is with pleasure that I submit this report covering the program of the Mechanic Arts Division for the biennium beginning July 1, 1946 and ending June 30, 1948.

During this biennium, the program fostered by this division has been directed toward meeting the needs of the students, primarily Veterans, for training in trade and technical subjects and for professional training of trade and industrial teachers.

ENROLLMENT

The average number of students enrolled per semester during the past two years has been 290. This makes it the second largest division of the college from the standpoint of enrollment. Approximately 158 students completed the one and two year Basic trade courses for which they were awarded Vocational Certificates and Diplomas. Many of them re-entered to work toward college graduation in the field of Industrial Education, while the majority entered employment in the occupational fields for which they had been trained. Presently, there are seventy-one students pursuing our advanced curricula in Industrial Education and Building Construction, while there are 215 receiving training in our Basic trade curriculum.

INSTRUCTION

While there is still room for a great deal of improvement, a marked degree of progress in the type and quality of instruction in this division can be noted. This is due primarily to your interest in helping us control the enrollment by only admitting the numbers to each department that our facilities and personnel can efficiently accommodate. There still exists a need for many types of instructional aids, such as visual aid equipment, in order that teaching may be enriched.

Although the instructors of this division are adequately qualified for the services now being rendered, they need the encouragement to further their professional training in the technical and industrial fields that will enable them to help direct the program on a higher technical level.

EQUIPMENT AND FACILITIES

During the past biennium, we received additional War Surplus Equipment that was greatly needed. We were also, through the

efforts of your office, able to add several thousand dollars worth of equipment to many of our shops. An Automatic Press costing nearly $5,000.00 was added to our Print Shop. This marked the first piece of automatic machinery ever to be installed in this department. We are grateful for your help in securing funds for these facilities. The total value of equipment in this division more than doubled during the biennium and now approximate $100,000.00.

Our major needs at present are as follows:

Auto Mechanics .....Hydraulic Lift and Testing Equipment
Radio .....Laboratory Testing Equipment
Printing .....Power Paper Cutter, Proof Press and Automatic Job Press
Carpentry .....Major repairs to existing equipment

A program is already underway to improve the Physical Plant. Our building trades classes are brick veneering the annex to the Mechanic Arts Building. This will improve the appearance and make this temporary structure a more permanent one.

NEW COURSES

In our efforts to work in cooperation with the State Department of Education, we have added four new courses in trade and industrial education to our curriculum. This will enable our graduates to more adequately meet the requirements of the State Department for trade and industrial teachers. In addition, we are offering additional teacher-training courses in the fields of industrial and distributive education. These are being given through our extension service and summer school program for in-service teachers.

The entire staff of the Mechanic Arts Division recognizes the need for a thorough study and revision of the curriculum in order that the program here might be projected on a higher technical level, yet practical enough to meet the needs of the people whom the college serves. Much groundwork has been laid for the development of a sound and serviceable program and we feel that this area of the college work will continue to expand.

Respectfully submitted,
M. S. THOMAS, *Dean*

DIVISION OF NURSING EDUCATION

Dr. William H. Gray, President
Florida A and M College
Tallahassee, Florida

DEAR DR. GRAY:

It is my pleasure to submit the following report of the activities of the Nursing Education Division for the biennium July 1, 1946 to June 30, 1948, and recommendations for the biennium beginning July 1, 1948.

The admission of freshman students in September 1946 was limited to ten due to the inadequate hospital facilities of the home school. However, in 1947 we were able to accept thirty-five new students because of the additional facilities that are now being used at our participating institution—The Duval Medical Center, Jacksonville, Florida.

Great strides have been made in the Nursing Education Division during this biennium due to the interest of the college in maintaining standards set by the Florida State Board of Nurse Examiners in its effort to provide better nursing service for the people of Florida.

PRECLINICAL PERIOD

The preclinical period has been extended to one calendar year in order that the student's fitness for nursing might be thoroughly studied. Psychometric tests are administered during this time and used for counseling and guidance.

HOSPITAL TRAINING

FLORIDA A AND M COLLEGE HOSPITAL—Students begin their clinical experience in the hospital at the beginning of the second year. Again, because of limited clinical facilities at the home hospital, students only receive their first and last experiences here. The first experience of one calendar year is most important because they must be thoroughly skilled in the basic procedures of nursing before leaving the campus for additional services. The last experiences as senior students give them an opportunity to become "rounded out" before completing the course of four calendar years.

The facilities of the hospital have been greatly improved during this biennium, but are still inadequate for training purposes. However, the State Board of Examiners of Nurses has been sympathetic because of the anticipated construction of a new hospital.

DUVAL MEDICAL CENTER—Florida A and M College entered a contract with the Duval Medical Center, Jacksonville, Florida, during the summer of 1946 and sent its first group of students there September 1946 for nine months' experience in obstetrics; pediatrics; and the special services of medicine and surgery, such as outpatient department, emergency room, and central supply room. Three weeks of experience in the Social Service Department are also included. This program is under the direct supervision of a clinical instructor who is a member of the Division of Nursing Education of Florida A and M College. With this participating hospital, the school of nursing now has access to 321 hospital beds (56 Florida A and M College Hospital and 265 Duval Medical Center).

We have been very fortunate in securing property and a house near the Duval Medical Center for a permanent student residence. Plans are under way for the house to be remodeled in order to render it habitable.

VETERANS ADMINISTRATION FACILITY—Today, greater emphasis is being placed on psychiatric nursing experience for student nurses, and is required by law as a prerequisite to legal registration in the State of Florida. Therefore, the students majoring in Nursing spend three months at the Veterans Hospital, Tuskegee, Alabama, studying and gaining experience in psychiatric nursing. It is hoped that within the next year, Florida A and M College will have developed its own program in psychiatry, using the facilities of the newly-constructed psychiatric wing at the Duval Medical Center, Jacksonville. This arrangement will enable us to keep the students in the State of Florida for the entire course in nursing, thereby utilizing the resources of the State.

PUBLIC HEALTH TRAINING

JACKSONVILLE—One of the new trends in nursing education is to integrate the social and health aspects of nursing in the basic curriculum. In keeping with this trend, the students of nursing, while studying in Jacksonville, spend one week at the City or County Health Department, and one week with the Visiting Nurses Association. Supervision is provided by the public health nurses of the agencies concerned. This affiliation was established January 1948. Opportunity is also provided for the students to refer patients in the hospital to the proper community health agencies and follow through on same.

TALLAHASSEE—February 3, 1949, marked the beginning of a two-months affiliation for senior students with the Leon County Health Department. This affiliation provides the student with a

more concentrated experience in community nursing and makes for a closer correlation of hospital and home nursing.

NURSERY SCHOOL

A plan was drawn up in January 1948 between the Division of Education and the Division of Nursing Education whereby nurse students get one month's experience in the nursery school on the campus in order that they may have an opportunity to observe and understand the physical, intellectual, emotional, and social development of the well child before pursuing courses dealing with the sick child. The students are under the direct supervision of the Director of the Nursery School.

RECOMMENDATIONS

More and more emphasis is being placed on health services for the citizens of Florida. In order to help meet some of these needs, the Division of Nursing Education has the responsibility for preparing good nurses as health workers, and giving the academic and technical background required for professional nurses.

It has already been stated that the anticipated hospital on the Campus will provide a laboratory suitable for the education of nurse students. Along with providing a suitable laboratory, goes the responsibility for enriching the educational program by increasing the faculty of the Division. Our immediate needs are two additional full-time instructors, one to teach public health nursing and Nursing Arts and to integrate public health in all the basic professional courses as well as supervise the field experiences of the student affiliating with the Health Department in Tallahassee. The other instructor is needed at our Jacksonville Unit to direct the program in psychiatric nursing by teaching the course and integrating the mental aspects of nursing in the other professional courses and supervising the clinical experience in psychiatry. She would also direct the public health program by supervising the field experiences in Jacksonville.

In conclusion, we should like to express our appreciation to the President for his genuine interest in promoting a richer program in Nursing Education at the College and to the faculty for cooperating with us in our efforts.

Respectfully submitted,
M. E. L. CARNEGIE, *Dean*
Division of Nursing Education

REPORT OF THE SUPERINTENDENT OF THE HOSPITAL

Dr. William H. Gray, Jr., President
Florida Agricultural and Mechanical College
Tallahassee, Florida

DEAR MR. GRAY:

I have the pleasure of submitting the following report on the activities of the Hospital for the biennium 1946-48 and objectives and recommendations for the period of 1948-50.

Increased Personnel—

There are at present forty full-time employees, nine part-time student employees and sixty-six student nurses who render service at the hospital.

During this biennium, the following significant additions were made to the staff:

1. The employment of a Superintendent, a full-time Director of Student Health, and a Dental Hygienist.
2. An increase from five to fifteen in our graduate nursing staff.
3. The employment of ten nurses' aides to insure adequate twenty-four hour coverage of all services.

Reorganization and Controls—

The above additions to our staff necessitated a complete reorganization and a reassignment of duties and responsibilities, a redefining of relationships and lines of authority and the establishment of policies in conformity with the most acceptablbe trends in hospital administration. In this connection, a booklet has been developed containing these policies, administrative standing orders and procedures.

This reorganization also involved the setting up of certain controls on the receipt and issue of various items of supplies and drugs and the maintenance of perpetual inventories. Also, included in this plan were a revised system for admitting patients and a method of accounting daily for special charges to patients. All of these changes have contributed considerably to increased efficiency in the management of the hospital and improved standards of patient care, which is our primary objective.

Free Outpatient Clinics—

In keeping with our efforts to extend the services of our hospital and Medical Staff to the community at large and to the residents of this entire service area, we have opened free clinics to all indigents in the Counties of Leon, Gadsden, Wakulla, Jefferson, Franklin and Liberty. Medical and Dental Clinics are held on Tuesdays from 9-11 a. m. and Surgical and Dental Clinics are held on Fridays from 3-5 p. m. Patients attending these clinics are required to be certified as indigent by the various welfare agencies. The doctors render their services free and those requiring hospitalization are given special reduced rates.

Membership Affiliations—

During 1948, we were registered by the American Medical Association. This registration represents a "token approval" which is the first step towards full approval by the American College of Surgeons and ultimate approval by A.M.A. for training interns. We also became members of the Florida Blue Cross Plan. All of these affiliations have required the adoption of improved standards of recording and reporting statistical data.

The Medical Staff—

During the past biennium there were eight physicians and dentists on our Active Medical Staff and seventeen on our Courtesy Staff. These groups have contributed their services unselfishly in the support of our free out-patient clinics and the care of indigent patients who were hospitalized. They have also contributed to general improvements in the hospital through constructive criticisms and recommendations.

Worthy of note in connection with our Medical Staff is a study which reflected an increased use of our hospital facilities on the part of a majority of the physicians.

Student Health Service—

Mention has already been made of the engagement of a registered physician as full-time Director of the Student Health Service. Also, a full-time graduate nurse has been assigned to the service with a commensurate increase in its efficiency.

Full cooperation has been received from the County and State Boards of Health. The Mobile X-Ray Unit is utilized at the beginning of each school year. Penicillin is provided by the Leon County Health Unit and statistics show a marked drop in the venereal disease rate among students and clinical patients.

Other activities of the Student Health Service have been extended to include periodic inspection of places serving food. cer-

tification of food handlers and the treatment of employees injured in the line of duty.

Physical Improvements—

Major items of physical improvement and the purchase of large items of equipment have been held in abeyance, pending the completion of our new hospital. However, there have been many minor improvements which have improved our present operations.

STATISTICAL SUMMARY 1946-48

Number of patients confined	2,287
Out-patient visits	4,916
Student Clinic visits	8,631
Major operations	255
Minor operations	101
Deliveries	167

Objectives and Recommendations:

All energies and efforts during the 1948-50 biennium are being directed towards developing the necessary improvements in hospital standards, in-service training of personnel, Medical Staff organization, improved and increased facilities, and a public relations program featuring expanded out-patient services which will enable this unit to make the transition to a new and modern 100 bed hospital with maximum efficiency.

We would like to take advantage of this opportunity to thank you, Dr. Gray, and other members of the Administrative and Instructional Staffs for their guidance and assistance to us in our efforts to develop an outstanding health program here at the college.

Respectfully submitted,
C. C. Weil, *Superintendent*
L. H. B. Foote, *Medical Director*

REPORT OF THE LIBRARIAN

Dr. William H. Gray, Jr., President
Florida A. and M. College
Tallahassee, Florida

DEAR DR. GRAY:

I have the honor to submit this report on the activities of the College Library for the biennium beginning July 1, 1946, and ending June 30, 1948.

REFERENCE DEPARTMENT

The Reference Department experienced a most satisfactory growth during the biennium 1946-1948. The instructional, advisory, bibliographical, educational, and research services performed by this Department to faculty members, students, and other clientele have been manifold.

Books. The book collection has been evaluated and we have built up many of the weaker sections. Most prominent of these is the language section. This collection now contains basic English, Portuguese, Russian, French, Spanish, and German dictionaries, and also the Oxford English dictionary. Over one hundred and fifty basic books have been added to the other sections. They range from handbooks, and yearbooks to many scholarly works in specific fields.

Documents. To supplement our holdings we have increased our list of valuable source material obtainable from the United States Government. We are regularly receiving on deposit more than one hundred publications from fifty-four Government agencies.

Inter-library Loan. As the College has grown immensely during the past two years both in enrollment and curricular offerings, we have found it necessary to borrow many volumes from some of the larger libraries. We have loaned material and have furnished information to the schools and public libraries of the state, and to many of our alumni. Our recent acquisition of the Union List of Serials will serve as a valuable guide to periodical holdings for inter-library loans.

We are receiving large numbers of pamphlets, pictures, circulars, and other ephemeral materials of great value to the reference service of the Library.

CIRCULATION AND RESERVE DEPARTMENTS

The Circulation Department has set up two special collections, namely, THE FLORIDA COLLECTION, and THE NEGRO COLLEC-

TION. More than one hundred new books have been added to these collections during this period. The Education, Political Science, English Literature, History and Useful Arts sections have been especially strengthened by the addition of recently published books in each field. The compilation of a staff manual was completed and indexed in 1947; this manual serves as a handbook of library policies for the library staff. A catalog of Reserve books was made in order to facilitate the use of books in this Department.

Eighty-four thousand eight hundred and forty-six books were circulated by the Circulation and Reserve Departments; of this number 40,638 books were drawn from the Circulation Department which indicated a decrease in general circulation as compared with the previous period. This decrease may be due to the fact that more students were given permission to use the stacks. There was no record to show the number of books used in the stacks and reshelved.

In the Reserve Room the circulation of Reserve books was 44,-208, an increase of 20,218 over the number reported for the previous period.

CATALOG DEPARTMENT

Because of the extremely crowded condition in the Carnegie Library Building, the Catalog Department was moved to its new home in Coleman Library in February, 1947. This change in location has enabled us to make considerable progress.

In addition to processing new materials a large amount of reclassification, and recataloging has been done. The addition of several hundred guide cards to our main catalog has done much to simplify the location of books and materials.

The Department continues to prepare classified lists for each member of the instructional faculty to keep them informed of new acquisitions in various areas.

Through June 30, 1948 there have been accessioned 19724 books for the College Library; 2213 books for the Elementary School Library; and 1065 books for the High School Library. This is a total increase of 2968 volumes reported for the biennium ending June 30, 1946.

PERIODICALS DEPARTMENT

The Library subscribes to 262 magazines, an increase of 42 since the last report. Fifty newspapers are currently received. During this biennium, 1946-1948, 246 magazines were sent to the bindery. This brings the total number of bound periodicals to 951 volumes.

Several items have been received on exchange, but until recently we have done little in the way of reciprocation. Now that we have a full-time Periodicals Library, we are regularly preparing and distributing exchange lists.

EXHIBITS

As a means of stimulating and encouraging readings for recreational and informational purposes on the part of our readers, several interesting displays and exhibits were planned and executed. A total of seventy displays and exhibits were made over this period with ten major displays being photographed. Some of the displays were centered around these titles: AMERICAN EDUCATION WEEK, NATIONAL BOOK WEEK, GREAT AMERICAN NEGROES, NATIONAL MUSIC WEEK, AMERICAN BROTHERHOOD WEEK, RELIGIOUS EMPHASIS WEEK, ONE WORLD, CONSERVATION OF NATURAL RESOURCES, and "FAMC" MAKES PROGRESS 1887-1948.

The practice of displaying books and other materials about artists and speakers appearing on the campus is carried out in order to develop within the students a greater appreciation for these persons. For the past two years our displays have featured such prominent individuals as Marian Anderson, Muriel Rahn, Dr. W. E. B. Dubois, and Dr. Doak Campbell.

PERSONNEL

Our present staff is composed of nine professionally trained librarians. A full-time librarian has also been employed for the Demonstration School Libraries, which enables our Cataloguer to devote more time to the preparation of books and other materials for the College Library.

With this increase in staff personnel we are now able to give more time to professional activities. Some members of the staff have served as consultants in campus workshops. Bibliographies were prepared for students and faculty members. Several members of the staff frequently gave book talks and reviews in the various civic organizations of the community. At present the staff is beginning the organization of our large collection of Government publications, and a reorganization of our vertical file collection.

THE BUILDING

Although our new building has been practically finished for several months, the delayed arrival of furniture and equipment made it necessary for us to continue our activities in the long since outgrown quarters of the Carnegie Library Building. However, the new year found us in our new building.

NEEDS

The great demand for trained librarians in the elementary and secondary schools of the State is making it imperative that we do something here at our institution in a permanent way to train persons to fill these positions. It is recommended that some serious thought be given to the possibility of securing the personnel, funds, and facilities necessary for initiating a School of Library Service here at Florida A. and M. College.

APPRECIATION

Whatever success we have experienced during the biennium for which this report is prepared, is due largely to your active, and continued interest in our program, along with the sympathetic understanding of our fine student body, and faculty, in our effort to render satisfactory services in spite of limited facilities, and overcrowded conditions.

Respectfully submitted,
J. LUTHER THOMAS,
Librarian

REPORT OF THE REGISTRAR

Dr. Wm. H. Gray, Jr., President
Florida A and M College
Tallahassee, Florida

DEAR DOCTOR GRAY:

I am pleased to submit herewith a summary of the activities of the Office of The Registrar for the biennium 1946-48.

On behalf of the entire staff of the office, I should like to state that we appreciate the privilege and opportunity which we have to serve the administration, faculty, student body, and general clientele of this institution of higher learning. The personnel of this office also wishes to express appreciation for the advantages afforded by the addition of another full-time worker to the staff and by the addition of new equipment and facilities. We sincerely hope that the work of this office will merit continued support.

ENROLLMENT

The largest increase in enrollment in the history of Florida A and M College was experienced during the biennium. This unprecedented number of students seeking education reached a peak of 1658 during the first semester of 1947-48. This enrollment flood created many problems in providing classrooms, laboratories, and housing facilities. In addition, the faculty has carried teaching loads and class sizes too great for satisfactory results. These burdens have been borne cheerfully, out of appreciation for the war service of the G.I.'s and especially in recognition of the good academic work of the G.I.'s.

ENROLLMENT STATISTICS

The college enrollment during the biennium was as follows:

TABLE I — ENROLLMENT OF COLLEGE CLASSES BY DIVISIONS — REGULAR SESSION

DIVISION	1946-1947						1947-1948					
	First Semester			*Second Semester*			*First Semester*			*Second Semester*		
	M	W	T	M	W	T	M	W	T	M	W	T
Agriculture	84	2	86	80	3	83	103	1	104	83	1	84
Arts and Sciences	319	267	586	317	289	606	469	347	816	443	301	744
Education	16	114	130	13	101	114	27	126	153	23	123	146
Home Economics	0	163	163	0	157	157	4	175	179	3	150	153
Mechanic Arts	333	59	392	318	52	370	292	44	336	257	34	291
Nursing Education	0	51	51	0	49	49	0	70	70	0	47	47
TOTAL	752	656	1408	728	651	1379	895	763	1658	809	656	1465

SUMMARY OF ENROLLMENT REGULAR SESSIONS

Years	First Semester	Second Semester
1946-1947	1408	1370
1947-1948	1659	1465

NOTE: Explanation of Terms used in Enrollment.

M - Men W - Women T - Total

TABLE II

ENROLLMENT OF COLLEGE CLASSES BY DIVISIONS
SUMMER SESSION

	Summer 1947			Summer 1948		
	ONE SESSION			ONE SESSION		
DIVISIONS	M	W	T	M	W	T
Agriculture	52	3	55	47	1	48
Arts and Sciences	171	127	298	169	141	310
Education	37	534	571	46	523	569
Home Economics	0	68	68	0	71	71
Mechanic Arts	245	17	262	152	15	167
Nursing Education	0	31	31	0	47	47
Graduate Division	35	98	133	25	45	70
Short Courses	38	0	38	62	59	121
TOTALS	578	878	1456	501	902	1403

SUMMARY OF SUMMER SCHOOL ENROLLMENT

Year	One Session
Summer 1947	1456
Summer 1948	1403

NOTE: Explanation of terms used in Enrollment.
M - Men W - Women T - Total

In view of the theoretical and practical importance of the campus laboratory school in giving students laboratory experience in directed teaching, observation and participation, experimentation, and also to serve as a model school for educators of the state, the college maintains the Demonstration high and elementary schools. The enrollment during the biennium for the Demonstration Schools is as follows:

TOTAL ENROLLMENT OF DEMONSTRATION SCHOOLS
REGULAR SESSION

	1946-1947		1947-1948	
School	*First Semester*	*Second Semester*	*First Semester*	*Second Semester*
High School	171	160	184	183
Elementary	207	200	195	195
Nursery	39	40	40	39
TOTALS	417	400	419	417

SUMMER SESSION

SCHOOL	Summer 1947 One Session	Summer 1948 One Session
High School	137	94
Elementary	143	146
Nursery	40	39
TOTALS	320	279

TOTAL ENROLLMENT OF COLLEGE AND DEMONSTRATION SCHOOLS

REGULAR SESSION

	1946-1947		1947-1948	
	First Semester	*Second Semester*	*First Semester*	*Second Semester*
College	1408	1370	1658	1465
Demonstration Schools	417	400	419	417
TOTALS	1825	1779	2077	1882

SUMMER SESSION

	1947 One Session	1948 One Session
College	1456	1403
Demonstration Schools	320	279
TOTALS	1776	1682

During the biennium, the college had the privilege and honor to confer the following number of degrees upon students completing their work satisfactorily in the divisions indicated:

NUMBER OF DEGREES CONFERRED DURING THE BIENNIUM

	Regular Sessions		Summer Sessions		Grand Total
	1946-47	1948-49	1947	1948	for Biennium
BACHELOR'S DEGREES					
Agriculture	9	7	12	3	31
Arts and Sciences	58	62	18	60	198
Education	17	25	142	144	328
Home Economics	22	25	10	14	71
Mechanic Arts	21	16	7	14	58
Nursing Education	5	8	1	4	18

MASTER'S DEGREES					
Education	0	0	1	0	1
TOTALS	132	143	191	239	705

SUMMARY OF DEGREES CONFERRED

Regular Session 1946-47	132
Regular Session 1947-48	143
Summer Session 1947	191
Summer Session 1948	239
TOTAL DEGREES CONFERRED FOR BIENNIUM	705

CERTIFICATES

The institution grants Certificates in specialized trade courses after a student has satisfactorily completed the requirement for such courses. The certificates issued during the biennium are listed below.

	Regular Sessions		Summer Sessions		Total for
	1946-47	1947-48	1947	1948	Biennium
Agriculture	0	1	0	0	1
Auto Mechanics	1	16	0	3	20
Barbering	19	15	11	0	45
Carpentry	0	6	0	1	7
Cosmetology	22	19	5	0	46
Dry Cleaning	0	0	3	1	4
Electricity	2	2	0	7	11
Masonry	2	4	2	5	13
Painting and Decorating	0	3	0	0	3
Plumbing and Heating	0	6	6	2	14
Printing	0	3	0	2	5
Radio	0	0	0	1	1
Sheet Metal and Roofing	0	1	0	0	1
Tailoring	0	0	1	9	10
TOTAL	46	76	28	31	181

RECOMMENDATIONS AND CONCLUSION

The office is utilizing its present resources to an extent that the maximal amount of service is given the college and its clientele. However, because of the increased enrollment within the institution and the increasing services demanded of the office, two additional full-time workers should be added to the staff. Also in order for

the office to render greater service, and the kind of service that a first class university should give, modern equipment and additional materials should be secured.

In conclusion, I should like to say that the office of the Registrar has been greatly benefited by your timely suggestions regarding procedures and policies. The personnel of the office also wishes to pay its respects to other individuals and departments who have given their cooperation in order to help put over the program desired here at the Florida A and M College.

Respectfully submitted,
E. M. THORPE, *Registrar*

REPORT OF THE DEAN OF MEN

Dr. William H. Gray, Jr.,
President, Florida A. and M. College
Tallahassee, Florida.

DEAR DR. GRAY:

It is with the greatest of pleasure that I submit the report of the Men's Department for the biennium July 1, 1946 to June 30, 1948.

ENROLLMENT

The ceasing of hostilities on all fronts accelerated the mass movement of the American G. I. back to college. Our male enrollment increased from 368 in 1946 to 850 in 1948.

HOUSING

The construction of nine temporary one-story barrack units in 1947 made it possible to house 200 hundred freshman students. The renovating of Jones Hall provided forty bachelor quarters for male faculty and male guests.

The College Veteran Housing Project was named Polkinghorne Village in memory of the late Captain James Polkinghorne, who lost his life in World War II.

VISITORS

The presence of various conferences, athletic events, artists and visitors on our campus has been informative and inspirational to our student body.

MILITARY SCIENCE

The Auxiliary Cadet Corp continues to function as the Military organization on the campus. The establishment of an ROTC Unit on the campus in September 1948 will be the stepping stone toward turning out young men as leaders for our military forces. All freshman and sophomore students who have not had any previous military training are eligible to join the Junior Unit.

PERSONNEL AND GUIDANCE

The House of Commons and Student proctors are being used in assisting the regular staff workers in counseling and guidance. An all-out effort is made to reach all students who are having difficulties in adjusting themselves to their environment.

Individual and group counseling are carried on in all areas by staff workers, proctors and consultants. A cumulative record of all male students is kept in the office of the Dean of Men.

RECOMMENDATIONS

1. Relocate the Office of The Dean of Men in a more centralized building.
2. Employment of a Full-Time Secretary.
3. Employment of Full-Time Dormitory Hostess in all dormitories
4. Employment of a Night-Watchman for Men's Dormitory area.
5. Construction of four Dormitories
    1. Freshman Dormitory
    2. Junior Dormitory
    3. Senior Dormitory
    4. Faculty Dormitory
6. Construction of Recreation Building
7. Renovating N. B. Young and Sampson Halls
8. Installation of adequate heating system in Freshman Lodge
9. Establishing of a general Counseling Center
10. Replacing old furniture in all dormitories
11. Construct and furnish study rooms in all dormitories
12. Construct and furnish faculty club

We of the Men's Department wish to express our sincere appreciation to Dr. Gray for his advice and suggestions; to the faculty and friends for their co-operation and sympathetic understanding of the problems arising in this area.

Respectfully submitted,

ULYSSES JONES, *Dean of Men*

REPORT OF THE DEAN OF WOMEN

Dr. William H. Gray, Jr.
President
Florida A and M College
Tallahassee, Florida

DEAR DR. GRAY:

It is a privilege to submit to you the following report for the Women's Department of the Personnel Division for the biennial period from July 1, 1946 to June 30, 1948.

OBJECTIVES

We have attempted to re-evaluate our services, to re-define our objectives, and in some areas reorganize our staff for a greater degree of efficiency. Our general objective is to make campus and dormitory life conducive to the growth and development of the whole student as she prepares for a career. We seek to give guidance and direction as she seeks self-sufficiency in solving her educational, financial, health, social and personal problems.

ENROLLMENT AND HOUSING

The total enrollment of boarding women slightly decreased during this period because of lack of adequate housing space. In the fall of 1946 it was necessary to return Sampson Hall (South Hall for Men) to the Men's Department. This left only Jackson Davis Hall in which seniors were housed, and McGuinn Hall (South Hall for Women) in which freshmen, sophomore and junior women were housed. Only sixty freshmen women could be accepted for the dormitory. In spite of this small number of freshmen, all rooms with normal capacity for two students were occupied by three, four, five and often six girls. All bath, recreational and lounge facilities were over-used. A large number of freshmen and sophomore girls had to live in the city in homes that were often undesirable. During the summer session in-service teachers were housed three in a room. With the construction of Diamond Hall and its occupancy by 143 seniors and juniors in November 1947, the housing situation was somewhat relieved. (Diamond Hall's normal capacity is 108 students.)

Two housing apartment buildings in Polkinghorne Village were converted into temporary single bedroom dormitories to accommodate new faculty women and former staff personnel who were housed two in a room in Melvin Lodge and Teachers Cottage.

STAFF PERSONNEL

In addition to the regular staff of Dean of Women, a hostess in each dormitory, a counselor for freshmen women, a counselor for seniors and off-campus women, a campus hostess and hostess for Clark Hall, Melvin Lodge and Teachers Cottage, the services of a full-time departmental secretary and a part-time hostess for the newly opened dormitories in Polkinghorne Village were secured.

GUIDANCE AND COUNSELLING

The residence hall guidance and counseling program was reorganized with the idea of providing improved counseling services for each woman student. The individual conference and group method are used. Each dormitory house council and the City Women's Council function as a means of sponsoring group activities and self government. The Women's Senate raised money and purchased necessary articles for teas, coffee hours, and receptions so that students might improve their social graces and social competency through a self-planned and self-sponsored social tea program in each dormitory. Efforts were made to visit girls living in the city in order for the staff to know more about their housing problems and social and personal problems that are encountered by off-campus students. A series of orientation forums for freshmen women are planned to help these students adjust to college life and to give them proper guidance. Other guidance activities include a personality and charm series. As the occasion arises we work cooperatively with academic deans and instructors in giving academic guidance to students.

NEEDS AND RECOMMENDATIONS

1. A trained faculty counselor for sophomore women and one for off-campus women. Trained resident hostesses and night matrons.
2. Melvin Lodge, Clark Hall and Teachers Cottage brick veneered and refloored with tile flooring.
3. Lounge furnishings and laundry equipment in all faculty women's units.
4. Recreational equipment and lounge furniture for four recreation rooms in women's dormitories; complete furnishings and equipment for kitchenettes and laundries.
5. A general repair and painting of McGuinn Hall, inside and outside, to improve condition resulting from 1946-47, 47-48 years of over-crowdedness, especially repair and replacement of bath facilities.
6. A student union building and swimming pool.
7. Establishment of a centralized guidance, counseling, and activity center for all students in addition to Residence Hall Guidance and Counseling program. The center to include:

A. Testing Bureau
B. Vocational Counseling (specialist)
C. Student Activity Co-ordination
D. Placement Bureau
E. Bureau of Student Employment
F. Central records for all students

8. Funds for more adequate facilities and materials for an extended and improved guidance program.
   A. Battery of Standardized Tests for all freshmen and new students (in addition to present academic placement)
      1. Personal inventories or questionaires tests
      2. Aptitude tests
      3. Vocational tests
      4. Emotional rating scales
      5. Intelligence tests
      6. Study skills tests
   B. Literature and professional magazines for counseling staff.
   C. Guidance film series.
   D. Secretarial help for residence hall counselors.

We appreciate the opportunity to work cooperatively with the President and members of the faculty in our attempt to improve housing and all other related personnel services for our women students. It is our sincere hope that each student whom we serve will develop a sense of responsibility for her share in making our college a greater institution, and in making her contribution to society worthwhile as a first class citizen should.

Respectfully submitted,
OLLIE BUTLER-MOORE
Dean of Women

REPORT OF THE SUPERINTENDENT OF BUILDINGS AND GROUNDS

President Wm. H. Gray, Jr.
Florida A and M College
Tallahassee, Florida

DEAR PRESIDENT GRAY:

I am pleased to present herewith our biennial report of the Division of Buildings and Grounds for the biennium beginning July 1, 1946 and ending June 30, 1948.

BUILDING MAINTENANCE

Demand for enrollment in the college this biennium was so strong that overcrowdedness was inevitable. At the same time the physical plant was undergoing an unparalleled expansion to alleviate this condition, but permanent buildings cannot be completed overnight. Consequently, there was a great demand on the Maintenance Department to convert and renovate in order to meet the needs of a bigger and more varied curriculum. The following are summary statements of major installations and renovations:

A. Science Building
   1. Complete installation of laboratory desks and tables and fume hoods.
   2. Replacement of window sashes and door locks.

B. Hospital
   1. Completion of the renovation and expansion of the Hospital.

C. Agricultural Building
   1. Conversion of first and second floors into eight (8) additional offices.
   2. Conversion of basement into three (3) classrooms, and laboratory with facilities for steam.

D. Lucy Moten Training School
   1. Conversion of basement into general assembly room with stage and a dressing room.
   2. Conversion of basement storage room into a library.

E. Tucker Hall
   1. Repairs to roof.
   2. Enlarging classrooms for the instruction of Beauty Culture and Barbering.

F. Renovation of 2 Housing Units into Teachers Dormitory.
   1. Conversion of units from apartments into dormitory style for teachers.
   2. Installation of gas heat in all rooms.

G. Athletic Field
   1. Construction of bleachers with a seating capacity of five thousand (5000).
   2. Construction of a 440 track with 220 straight-away.
   3. Drainage system for track and football field.

H. Lee Building
   1. Several rooms converted into offices.

I. E. B. Jones Hall
   1. Renovation and conversion into guest house and single faculty men's home.

The following buildings were rescreened:

Jones Hall, Hospital, the Home Economics Building, N. B. Young Hall, the Paige Management Home, Tucker Hall and Carnegie Library.

HEATING

Ninety-five per cent of all heating of water and buildings is done with coal by the hand-firing method. Since most of the heating units have long served below the point of satisfactory efficiency, an adequate supply of heat was impossible on cold days. However, this condition is being endured without loud complainings because our modern Central Heating Plant is replacing this old means and method of heating.

Cost of operation can be summarized as follows:

Firemen (Salaries for 2 yrs.)	$21,000.
Coal (2 years)	$32,000.
Maintenance repairs (2 years)	$10,000.

GROUNDS

This department has grown in personnel by fifty per cent. Much has been done toward leveling grounds, filling in holes, removing dead trees and planting shrubbery. New parking areas have been established to take care of the increasing number of cars on the campus. Roadways have been resurfaced and a few new roads built. There is also a daily service to carry the paper and rubbish from the buildings and grounds.

ELECTRICITY AND POWER

The demand for more power and electricity on the campus exceeded the capacity of the old distribution system by a ratio of

3 to 1. Blown out fuses and occasional burned out cables created the need for many emergency repairs in our distribution system.

This department supervised and installed the following:

1. Flourescent lighting in the offices of Lee Building, the Mechanic Arts Building and Tucker Hall.
2. Rewired completely Jones Hall and the stage of Lee Auditorium.
3. Installed electrical heating for housing units 801 and 802.
4. Rewired the Machine Shop.
5. Assisted in the completion of many offices and laboratories by the installation of electrical outlets.
6. Added to the comfort of many occupants of buildings through the installation of exhaust fans.

JANITORIAL SERVICES

New emphasis is being placed on the how of cleaning and the necessity that all parts of the buildings are kept clean. Close study has been given to the selection and training of janitors for a high type of service. We have found that careful scheduling of work—the emphasis being on the time element—has helped considerably in obtaining desired results. Our janitorial services have increased, resulting from the completion of new buildings.

TRANSPORTATION AND HAULING

The college trucks, cars, buses, and tractors which aggregate twenty-one in number are repaired and maintained by the Auto Department. The trucks do 95% of all local hauling for the college, and about 50% of long-distance hauling. The buses furnish 90% of the transportation for the following departments: (a) Athletic Department, (b) Drama, (c) Choir, (d) Band, and (e) the Glee Club.

The division is refraining from enumerating a long list of wants. The college is aware of our essential needs. Our experience has been that the administration has been wholeheartedly cooperative in providing our needs as rapidly and completely as budgetary conditions would permit. We are indeed grateful to the President and the Business Manager and to all others for the help you have given in bettering the division.

Respectfully submitted,
LEO B. PAUL
Superintendent of Bldgs. & Grounds

REPORT OF THE BUSINESS MANAGER

President W. H. Gray, Jr.,
Florida A. and M. College
Tallahassee, Florida.

MY DEAR PRESIDENT GRAY:

I have the privilege to submit herewith the financial report of the Florida A. and M. College for the biennium July 1, 1946, ending June 30, 1948.

This report will include State Appropriations, Incidental and Hospital Funds and Board of Control Funds listed as Auxiliary Enterprises which are used for educational purposes only and expended with the approval of the Board of Control.

An effort has been made to have this report follow the general plan of institutional accounting as recommended by the National Committee on Standard Reports for Institutions of Higher Learning.

Respectfully submitted,
J. R. E. LEE, JR., *Business Manager*

SCHEDULE A

Balance Sheet as of June 30, 1948

ASSETS

I. CURRENT FUND

(a) General:

Cash held by college	$	27,893.01
Cash in Treasury Fund		232,360.92
Cash in Building Funds		2,391.101.80
Petty Cash Fund		10,000.00
Total General Fund	$	2,661,355.73

II. ENDOWMENT AND OTHER NON-EDUCATIONAL FUNDS

(a) Endowment Fund

III. INVESTMENT IN PLANT

(a) Land (Exhibit F-1)	$	95,850.00
(b) Buildings (Exhibit F-2)		3,467,035.00

(c) Equipment (Exhibit F-3)		330,490.03
Total Investment in Plant	$	3,893,375.03
TOTAL ASSETS	$	6,554,730.76

LIABILITIES

I. (a) General:		
Bal. Aux., Custodian and Agency Funds	$	37,893.01
Balance Treasury Funds		232,360.92
Balance Building Funds		2,391,101.80
Total General Fund	$	2,661,355.73
II. ENDOWMENT AND OTHER NON-EDUCATIONAL FUNDS		
(a) Endowment Fund		
III. INVESTMENT IN PLANT		
(a) Bonds Payable	$	160,000.00
(b) From Appropriation		373,375.03
Total Investment in Plant	$	3,893,375.03
TOTAL LIABILITIES	$	6,554,730.76

SCHEDULE B

Statement of Income

FDUCATIONAL AND GENERAL

State and Federal:		
State Appropriation	$	1,804,880.00
Federal Appropriation		91,655.12
Total State and Federal	$	1,896,535.12
Student Fees:		
Tuition Fees		184,886.75
Laboratory Fees		9,666.77
Graduation Fees		3,856.00
Library Fees		16,040.61
Physical Education Fees		28,027.99
Music Fees		2,794.74
Hospital Fees		33,749.34
Nursery School		3,682.10

Practice School		8,302.25
Extension Fees		23,434.12
Total Student Fees	$	314,440.67
Total Educational and General	$	2,210,975.79
OTHER SOURCES		
Gift		40,000.00
AUXILIARY ENTERPRISES		
Residence Halls	$	49,079.98
Dining Hall		487,784.53
Laundry and Dry Cleaning		91,408.78
College Bookstore		64,943.85
College Cafeteria		108,300.12
Movie		6,032.38
Library Building Fund		45,657.36
Athletic Building Fund		47,158.49
Hospital Building Fund		28,157.20
Laundry Building Fund		50,000.00
Others		231.56
Total Auxiliary Funds	$	978,754.25
VETERAN HOUSING PROJECT		
General Receipts		34,233.59
NON-EDUCATIONAL		
Scholarships		1,400.00
CUSTODIAN OR AGENCY FUNDS		
Room Deposit	$	6,223.00
Key Deposit		1,256.00
Advance Registration		1,287.00
Athletic Contribution		2,210.53
Athletic Association		106,783.02
Entertainment		45,292.46
Florida A & M Scholarship		45,624.97
Withholding Tax		563.26
Western Union Agency		3,564.78
Uniform		2,907.02
Hollingsworth Loan		1,328.00
Gilmore Loan		14,886.99

South Hall for Women	45,126.85
South Hall for Men	32,069.25
Total Custodian or Agency Funds	309,123.13
GRAND TOTAL	$ 3,574,486.76

SCHEDULE B-1
CURRENT RECEIPTS BY SOURCE
For the Year 1946-1947 and 1947-1948

SOURCE	*General Receipts*	*Restricted Receipts*	*Total Receipts*
TOTAL	$864,831.04	$1,254,489.63	$2,119,320.67

SOURCE	*General Receipts*	*Restricted Receipts*	*Total Receipts*
I. Educational & General			
a) Student Fees	$270,372.07	$ 44,068.60	$ 314,440.67
b) State Appropriation:			
Regular Salaries		717,447.04	717,447.04
Emerg. Appr.-Salaries		20,844.60	20,844.60
Incidental Salaries		349,431.18	349,431.18
Contingent Salaries		53,120.94	53,120.94
45-46 Necessary & Reg. Expense	5,400.79		5,400.79
Necessary & Reg. Expense	372,850.03		372,850.03
Emerg. Appr.-Expense	24,755.40		24,755.40
Incidental Expense	144,573.69		144,572.69
45-46 Contingent Expense		6,924.12	6,924.12
46-47 Contingent Expense		10,000.00	10,000.00
47-48 Contingent Expense	46,879.06		46,879.06
Out-of-State Scholarship		22,638.92	22,638.92
Emerg. Appr.-Out-of-State Scholarship		24,912.41	24,912.41
Replacement		5,101.82	5,101.82
TOTAL	$864,831.04	$1,254,489.63	$2,119,320.67

II. Federal Appropriation			
Morrill Fund	$	$ 50,000.00	$ 50,000.00
Bankhead-Jones		41,655.12	41,655.12
TOTAL	$	$ 91,655.12	$ 91,655.12
TOTAL (ED. & GEN,)	$864,831.04	$1,346,144.75	$2,210.975.79
III. Other Sources			
Board of Education Grant		40,000.00	40,000.00
IV. Auxiliary Enterprises			
Residence Halls	$ 49,079.98	$	$ 49,079.98
Dining Hall	487,784.53		487,784.53
Laundry & Dry Cleaning	91,408.78		91,408.78
College Bookstore	64,943.85		64,943.85
College Cafeteria	108,300.12		108,300.12
Movie	6,032.38		6,032.38
Library Building Fund		45,657.36	45,657.36
Athletic Building Fund		47,158.49	47,158.49
Hospital Building Fund		28,157.20	28,157.20
Laundry Building Fund		50,000.00	50,000.00
Others	231.56		231.56
TOTAL (AUX. ENTER.)	$807,781.20	$ 170,973.05	$ 978,754.25
V. Veteran Housing Project			
General Receipts	$	$ 34,233.59	$ 34,233.59
TOTAL	$	$ 34,233.59	$ 34,233.59
VI. Non-Educational Scholarships			
The Mrs. Sarah Levy	$	$ 300.00	$ 300.00
The MacMillian Memorial		100.00	100.00
The Sears & Roebuck		1,000.00	1,000.00
TOTAL	$	$ 1,400.00	$ 1,400.00

VII. Custodian or Agency Funds			
Room Deposit	$	$ 6,223.00	$ 6,223.00
Key Deposit		1,256.00	1,256.00
Advance Registration	1,287.00		1,287.00
Athletic Contribution	2,210.53		2,210.53
Athletic Association	106,783.02		106,783.02
Entertainment	45,292.46		45,292.46
Florida A & M Scholarship		45,624.97	45,624.97
Withholding Tax		563.26	563.26
Western Union Agency		3,564.78	3,564.78
Uniform		2,907.02	2,807.02
Hollingsworth Loan		1,328.00	1,328.00
Gilmore Loan		14,886.99	14,886.99
South Hall for Women		45,126.85	45,126.85
South Hall for Men		32,069.25	32,069.25
TOTAL (CUST. OR AG. FUND	$155,573.01	$ 153,550.12	$ 309,123.13
COMBINED TOTALS	$1,828,185.25	$1,746,301.51	$3,574,486.76

STATEMENT OF EXPENSES

EDUCATIONAL AND GENERAL:	
General Administration	$ 213,857.76
Instructional	1,162,260.83
Library	46,100.69
Operation and Maintenance of Physical Plant	301,995.75
Out-of-State Scholarship	54,382.44
Total Educational and General	$1,780,622.47
AUXILIARY ENTERPRISES	
Residence Halls	$ 51,518.75
Dining Hall	507,649.89
Laundry and Dry Cleaning	90,044.40
College Bookstore	68,881.82
College Cafeteria	144,089.75

Movie	5,766.62
Library Building Fund	53,711.31
Athletic Building Fund	20.00
Hospital Building Fund	103.12
Others	915.64
Laundry Building Fund	—0—
Total Auxiliary Enterprises	$ 922,701.30

CUSTODIAN AND AGENCY FUNDS

Room Deposit	$ 9,963.75
Key Deposit	1,889.00
Advance Registration	54.00
Athletic Contribution	1,653.25
Athletic Association	111,467.79
Entertainment	50,421.48
Florida A. & M. College Scholarships	45,567.17
Withholding Tax	419.80
Western Union Agency	3,263.21
Uniform	4,081.17
Hollingsworth Loan	1,178.00
Gilmore Loan	6,708.70
South Hall for Women	43,923.29
South Hall for Men	31,664.02
Total Custodian and Agency Funds	$ 312,254.63

NON-EDUCATIONAL

Scholarships	$ 1,400.00
GRAND TOTAL	$3,016,978.40

SUMMARY OF CURRENT SURPLUS

Balance on Hand July 1, 1946	$ 131,986.49
Excess of Receipts Over Disbursements	2,529,369.24
Balance on Hand June 30, 1948	$2,661,355.73

CONSISTING OF:

Treasury Surplus	$ 232,360.92
Auxiliary Enterprises	37,893.01
Building Funds	2,391,101.80
Total	$2,661,355.73

BUILDING FUNDS

For the Period July 1, 1946 Through June 30, 1948

CODE NO.	FUND	Appropriation 1946-1947	Appropriation 1947-1948	Disbursements	Balance 1946-1947	Balance 1947-1948
20-540	Engin'g Study of Utilities Systems	$ 10,000.00	$	$ 7,500.00	$ 2,500.00	$
20-345	Student Activities Building	125,000.00		4,365.25	120,634.75	
20-530	Physical Education Building	125,000.00		9,900.00	115,100.00	
20-544	New Laundry	60,000.00		1,483.63	58,516.37	
20-481	Central Heating Plant	445,000.00		77.50	444,922.50	
20-481	Central Heating Plant		429,000.00	283,679.98		145,320.02
20-340	Vets Housing Proj. & I. C. Eng. Fee	85,000.00		84,512.76		487.24
20-484	Equip. Dorm. Nearing Completion		12,000.00	11,988.95		11.05
20-351	Advance Planning Expense		43,833.62	33,482.62		10,351.00
20-482	Equipping Library		50,000.00	8,445.66		41,554.34
20-348	Library	333,000.00		280,754.17		52,245.83
20-483	Equipping Temporary Buildings		30,000.00	19,698.56		10,301.44
20-343	Science Hall Repairs	10,000.00		9,806.56		193.44
20-541	Science Building Plans	14,000.00		11,250.00	2,750.00	
20-485	Utilities Revision		100,000.00	12,200.53		87,799.47
20-634	Physical Education Building		890,000.00			890,000.00
20-631	Student Activities Building		225,000.00			225,000.00
20-632	Laundry		81,000.00			81,000.00
20-633	Hospital		500,000.00			500,000.00
20-517	Additional Boiler		27,500.00			27,500.00
20-538	Temporary Storage Space	8,858.95		8,858.95		
20-341	Veterans Educational Facilities	20,000.00		16,796.73		3,203.27
20-546	Rev.—Cafeteria and Kitchen	325,000.00		225,963.64		99,036.36
20-346	Dormitory for Girls	702,000.00		525,535.82		176,464.18
20-344	Clearing Dormitory Site	12,500.00		12,468.27		31.73
20-528	Hospital	350,000.00		5,000.00	345,000.00	
20-347	No. Wing South Hall for Women	260,000.00		219,759.80		40,240.20
20-486	Purchase U. S. Surplus Property	3,000.00		2,824.90		175.10
20-350	Purchase Gov't. Surplus Property	2,000.00		1,812.87		187.13
20-548	Refund Costs to Various Buildings	57,243.00		57,243.00		
		$2,947,601.95	$2,388,333.62	$1,855,410.15	$1,089,423.62	$2,391,101.80

Operation of Laundry Building Fund

July 1, 1946 through June 30, 1948

Balance on Hand July 1, 1946	
INCOME:	
Receipts from Operation	$ 50,000.00
Balance on Hand June 30, 1948	$ 50,000.00

FLORIDA A. & M. COLLEGE

Statement of Bank Balances and Securities

As of June 30, 1948

BANK BALANCES

TALLAHASSEE, FLORIDA—	
Capital City Bank	$ 7,370.86
Capital City Bank (Veterans Housing Project)	10,836.81
Lewis State Bank	18,631.96
	$ 36,839.63

SECURITIES COVERING ABOVE DEPOSITS

CAPITAL CITY BANK—	
United States Bonds	$ 131,000.00
HOLC Bonds	10,200.00
Leon County Bonds	5,000.00
Orange County Bonds	4,000.00
Total	$ 150,200.00
LEWIS STATE BANK—	
United States Bonds	$ 400,000.00
United States Treasury Bonds	93,000.00
Leon County Bonds	8,000.00
Total	$ 501,000.00
Total Securities	$ 651,200.00

NOTE: The above securities cover all deposits of the Florida State University and the Florida Agricultural and Mechanical College.

SCHEDULE E
CURRENT DISBURSEMENT FOR NON-EDUCATIONAL FUND
July 1, 1946 through June 30, 1948

	Total	*Scholarship*
The Mrs. Sarah Levy Scholarship Fund	$ 300.00	$ 300.00
The McMillan Memorial Scholarship Fund	100.00	100.00
The Sears and Roebuck Scholarship	1,000.00	1,000.00
TOTAL	$ 1,400.00	$ 1,400.00

EXHIBIT F-1
Summary of Land

	No. Acres	*Cost*
College Campus	85.6	$ 20,957.00
College Farm	312	74,893.00
TOTAL	397.6	$ 95,850.00

EXHIBIT F-3
Summary of Equipment

	Value
General Administration	$ 51,700.66
College of Liberal Arts and Science	41,142.68
Mechanic Arts Division	51,195.67
Agricultural Division	34,651.83
Home Economics Division	3,747.47
Education Division	6,147.70
College Hospital	29,669.23
College Library	26,253.17
Physical Plant	85,981.62
TOTAL EQUIPMENT	$ 330,490.03

EXHIBIT F-2
BUILDINGS

Bldg. No.		*Erected*	*Cost*
1.	Administration Building	1925	$ 275,000.00
2.	Jackson Davis Hall	1927	90,000.00
3.	Commons Building		375,000.00
4.	Agricultural Building		15,000.00
5.	Nathan B. Young Hall	1928	90,000.00
6.	Mechanic Arts Building		39,837.41
7.	Carnegie Library		15,000.00

8.	Teacher's Training School		54,000.00
9.	Men's Union		12,000.00
10.	Poultry House		500.00
11.	Tucker Hall		10,000.00
12.	Howard Cottage		2,000.00
13.	Gibbs Cottage		11,000.00
14.	Week's Cottage		3,000.00
15.	Gymnasium		16,000.00
16.	Clark Hall		15,000.00
17.	Hospital		30,000.00
18.	Melvin Lodge		12,000.00
19.	Paige Cottage		4,000.00
20.	Nurse's Cottage		5,500.00
21.	Teacher's Cottage		12,000.00
22.	Apartment House		5,000.00
23.	Dairy Barn		16,000.00
24.	Cow Shed		2,400.00
25.	Implement Shed		2,000.00
26.	Horse Barn		4,500.00
27.	Poultry Houses (6)		1,100.00
28.	Science Building		36,500.00
29.	Laundry		8,000.00
30.	Home Economics Building		15,000.00
31.	Gwynn Cottage		4,000.00
32.	Paddyfote Cottage		1,600.00
33.	Ashmore Cottage		5,000.00
34.	President's Dwelling		12,000.00
35.	Britt Cottage		3,000.00
36.	South Hall for Women	1938	152,000.00
37.	South Hall for Men		130,000.00
38.	Diamond Hall	1947	260,000.00
39.	Veteran Housing Project		85,000.00
40.	Veteran Educational Facilities		20,000.00
41.	Central Heating Plant	1947	429,000.00
42.	Coleman Library	1947	333,000.00
43.	Dormitories for Girls	1947	702,000.00
44.	Hangar-Gymnasium	1947	153,097.59
	TOTAL		$ 3,467,035.00

BIENNIAL REPORT

OF THE

PRESIDENT

OF THE

FLORIDA STATE SCHOOL FOR THE DEAF AND THE BLIND

TO THE

BOARD OF CONTROL

FOR THE BIENNIUM 1946--1948

IT is on the sound education of the people that the security and destiny of every nation chiefly rest."

KOSSUTH

This Biennial Report is a sample of work done by the Students in the Printing Department of the Florida School for the Deaf and the Blind, Saint Augustine, Florida

Table of Contents

PRESIDENT'S BIENNIAL REPORT:

State Officials 6
Introduction 7
Enrollment 10
Attendance by Counties 10
Causes of Deafness and Blindness 11

DEPARTMENT FOR THE DEAF:

Instruction 12
Library 19
Choric Instruction and Rhythmic Training 21
Auricular Training 22
Pre-Vocational Training 22

DEPARTMENT FOR THE BLIND:

Instruction 29
Braille Library 34
Music, Department of 35
Pre-Vocational Training, Department of 35

Florida Council for the Blind 38
Domestic Department 39
Health Program 42
Daily Program 43
Order of the Day 44
Physical Education, Department of 45
Military Training, Department of 46
Necrology 46
Miss Lucile Gallier Ferguson, Retirement of 47
Farm and Dairy 47
Improvement Program 48
Graduates 49
"Mission Achievement" 50
Students in Institutions of Higher Learning 51
Professional Improvement 51
The Thirty-third Biennial Meeting of the Convention of American Instructors of the Deaf 52
Resignations and Appointments 55
Social and Student Activities Program 56
Conclusion 57
Appropriation Request for 1949-51 59
Summary of Proposed Budget for 1949-1951 60
Permanent Improvements (Capital Outlay) 60
Statement of Receipts and Disbursements for 1947-49 61

STATE BOARD OF CONTROL

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PRESIDENT'S BIENNIAL REPORT

St. Augustine, Florida, October 1, 1948.

To the Chairman and the Members of the Board of Control, State of Florida:

Gentlemen:

It becomes my privilege to submit to you the biennial report of the Florida State School for the Deaf and the Blind for the biennium beginning July 1, 1946 and ending June 30, 1948.

The facts, statistics and general information contained in this report will give a general idea of the attainments and progress of the past two years. It will also reflect some of the needs of the school and recommendation for improvement.

A positive program of post war educational planning demands many changes in the general aims and purposes of education. More emphasis must be put on the social sciences and we must be more definite in our objectives. Instruction will not be entirely along the line of imparting knowledge, but more attention will be given to the matter of developing attitudes and motivations. After all, knowledge is the thing which guides an individual and society. Education in the future must concern itself more than it has in the past with outlooks and attitudes. Education for our changing civilization must give our boys and girls more knowledge of the community in which they live. Learning will be more alive and visits to factories, libraries, museums, radio stations, public buildings and welfare agencies will give an educational background that is not found in textbooks.

Our students are spending much of their time studying the activities of the community and getting information they cannot get from the text books and in the classroom. Democracy to be learned must be lived.

The Florida School for the Deaf and the Blind provides educational facilities for all children in the State of Florida who are too deaf, or too blind to be properly educated in the public schools. The school year is for nine months beginning early in September and closing early in June. Parents or guardians must furnish clothing and deposit a small amount of money for incidental expenses and spending change.

The combined method of instruction is followed in the School for the Deaf. This method includes all methods and makes provisions to educate any type of deaf who may apply. Each child is given an opporunity to learn to talk and to read the lips. In the Department for the Blind the system of instruction is revised Braille. Courses of study in each department have recently been revised and printed in order to include recent trends and new innovations in the education of the exceptional child.

A great deal of attention during the past biennium has been given to the slow learning child; the child who is capable of being educated, but must proceed much slower than the fast learning child.

Auricular training has been given careful and thoughtful consideration and provisions made to install new, modern, up to the minute hearing aids.

Great difficulty has been experienced in finding capable personnel. The teacher situation has become very acute as very few teachers have been trained for our special field the last several years. However, the school has been fortunate in securing a splendid staff of instructors.

As provisions for the pre-school deaf and the pre-school blind child have been made by twenty-one states and the trend is growing it will soon be necessary for our school to make provisions for this group. Improved facilities have been provided for the Department of Physical Education and plans have been made to increase health and physical education services for all children. Better provisions were made for vocational training. Much new equipment has been purchased. This type of education

must be provided for the majority of our children for it is with their hands they will earn their living.

Great strides were made during the past two years in providing visual education facilities. Visual Aids make learning much more interesting to the pupil. It is fast becoming one important means of educating the exceptional child.

Art has also had an important place in our curriculum. While considerable progress has been made in the field of measurement and guidance, plans are made to establish more adequate and suitable means to measure the educational progress of our children. The Department for the Blind is planning a larger place in its curriculum for research, measurements and guidance.

The completion of the new library classroom addition, and primary unit will relieve crowded conditions, allow expansion, permit smaller classes and afford closer supervision of the children outside the classroom.

Several of our graduates from each department are attending institutions of higher learning and making creditable records. Former pupils and graduates continue to fill a useful place in our economic structure and are doing well.

General conditions in directing a school for the exceptional child are as complex at the present moment as they were during the war. Material and equipment are scarce. Properly trained and competent personnel are practically unavailable.

The prospect of greatly increased school population, together with the possibility that the quality of instruction is liable to suffer as a result of the exodus of teachers from the profession, does not make the immediate future of special education in America look any too bright. If democratic government survives, educational desire will spread and flourish in the future as never before. All schools from the elementary to the university are overcrowded. Education has always been the chief means of preparing men

to live in a democracy. Since the war there has been an unprecedented demand for education. In a democracy it is the individual that counts. We cannot have better government, local, state, or national, until we have the highest type of citizenshiip. School age is the period of habit formation. The school, when wisely administered, has the power to determine the behavior of the next generation. Its training should prepare its students with an education that will fit them for life with their fellow citizens in the bonds of peace, liberty and law.

ENROLLMENT

In 1948 there were enrolled 424 pupils. Of this number 303 pupils were in the Department for the Deaf of whom 138 were girls and 165 were boys. There were in the Department for the Blind 121 pupils of whom 46 were girls and 75 were boys.

Four hundred ninety-three pupils were enrolled during the last two-year period which is the largest biennial enrollment since the school was established.

Classifications of Pupils

WHITE		COLORED	
Deaf	290	Deaf	60
Blind	96	Blind	47

ATTENDANCE BY COUNTIES—1946-48 Biennium

Alachua	12	Hamilton	10
Baker	2	Hendry	1
Bay	6	Hernando	1
Bradford	1	Highlands	2
Brevard	2	Hillsborough	40
Broward	5	Holmes	2
Calhoun	4	Indian River	2
Charlotte	2	Jackson	12
Collier	1	Jefferson	2
Columbia	5	Lake	16
Dade	49	Levy	1
Desoto	1	Lee	6
Dixie	1	Leon	13
Duval	76	Madison	6
Escambia	18	Manatee	4
Franklin	1	Marion	6
Gadsden	10	Monroe	4

Nassau	3
Okaloosa	1
Orange	7
Osceola	1
Palm Beach	20
Pasco	2
Pinellas	11
Polk	28
Putnam	7
St. Johns	34
St. Lucie	3
Santa Rosa	3
Sarasota	3
Seminole	6
Sumter	4
Suwannee	4
Taylor	3
Union	3
Volusia	16
Wakulla	3
Walton	3
Washington	4

CAUSES OF DEAFNESS—1946-48 Biennium

Abscess	3
Accident	5
Birth Injury	5
Bilateral Deafness	1
Colds	3
Colitis	1
Complications of Childhood Diseases	2
Congenital	107
Cream Rash	1
Eczema	1
Fall	9
Fever	4
Infantile Paralysis	1
Infectious Diarrhea	1
Infection	7
Influenza	5
Injury to Inner Ear	1
Malaria	2
Mastoid	3
Measles	6
Meningitis	24
Middle Ear Disease	2
Mumps	1
Nerves	14
Otitis Media	11
Pneumonia	7
Prenatal	1
Premature Birth	1
Quinine	5
Punctured Ear Drum	1
Rising in Head	3
Rickets	3
Scarlet Fever	2
Sickness	3
Sleeping Sickness	1
Syphilis	2
Tonsil-Adenoid Infection	8
Typhoid Fever	3
Undeveloped Ear	2
Unknown	82
Whooping Cough	6
Yellow Jaundice	1

CAUSES OF BLINDNESS—1946-48 Biennium

Accident	10
Brain Tumor	5
Breaking down of Optical Nerve	1
Byphthalmos	1
Cataracts	14
Cerebral Hemorrhage	1
Choroditis	2
Congenital	37
Corneal Staphyloma	2
Detached Retina	1
Glaucoma	3
Gonorrhea	2
Improper Care at Birth	3
Infection	1
Kidney Poisoning	1
Lack of Pigment	3
Measles	2
Meningitis	1
Microphthalmus	1
Optic Atrophy	1
Penetrating Injury	1
Pneumonia	1
Retinal Disease	1
Sore Eyes	4
Syphilis	13
Undeveloped Nerve	1
Unknown	30

DEPARTMENT FOR THE DEAF

Instruction

The key which unlocks the field of human knowledge to a person is English. The deaf child when he first enters school has no knowledge of English at all; not even knowing his own name. A normal child six years of age has a wide vocabulary and a fairly good command of English. So the all important thing for the beginning deaf child is to secure a knowledge of English which is taught to him through special methods, by highly trained specialized teachers. After a deaf child has been in school about three years they can begin to read for themselves and the acquisition of English is much more rapid. The use of spoken and written forms of English is stressed in all classroom work. Speech and speech reading are extensively used in classroom instruction. Group hearing aids have been set up in several classrooms and additional ones will be added as needed. Auricular training is provided for all pupils who have sufficient residual hearing to be educated by this method.

Every child is given pre-vocational training and great effort is needed to find out the vocation for which he seems best adapted and at which he is most likely to succeed.

Report of the Supervising Teacher, Intermediate and Advanced Departments

DR. C. J. SETTLES, *President,*
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

It is again my pleasure to submit, for your consideration, a survey of the activities of the intermediate and advanced departments for the deaf during the past biennium and to present some suggestions for the future course of these previously mentioned departments.

a. FACULTY. In spite of the great teacher shortage prevailing during this post war period, we have been most fortunate in

having a generally well trained and experienced staff. Their cooperation, interest and tolerance have enabled us to cope fairly successfully with the educational problems created by overcrowded conditions and the general restlessness apparent in all children at this time. During the biennium it was necessary to add one new member to the staff, thus bringing the number of full time teachers to fourteen.

b. ENROLLMENT. Within the last two years the total enrollment of these departments has increased from 132 (as of the 1945-46 school year) to 157. The present enrollment (May, 1948) is 146 distributed as follows: 83 boys; 63 girls. Class distributions during the past year have been: intermediate (from first through fourth grade public school level), 7 classes—46 boys, 38 girls; advanced (fifth grade public school level or above), 5 classes—25 boys, 20 girls. In addition to these twelve orally taught classes there have been two manual classes with the work being taught at varying levels from primer to about fifth grade public school. Included in these classes have been 12 boys, 5 girls.

c. CURRICULUM. The new course of study will be put into tentative use in these departments in the fall. A great amount of time has been spent during this year in evaluating procedures, teaching methods, objectives and text books to provide a functional basis for the course of study.

A survey of achievement test given during recent years has shown that our greatest teaching needs lie in the field of the language arts. While we realize that this is true of all schools for the deaf, it is our hope that we may be able to improve our standards of achievement to a level more nearly commensurate with the attainments of hearing children. To that end we are working on a completely new reading program for next year.

The College Preparatory class has, by now, fully justified its establishment. The one graduate in 1946 is now a student in good standing at the University of Florida. In May, 1947, three members of the graduating class took the Gallaudet College entrance examinations. All three passed and were accepted for entrance to the college. However, one boy decided, for financial reasons, against attending college. The two girls are both in attendance at the college at the present time and one of them was the only student in the preparatory class of the college to make the honor roll at the end of the first semester. The two graduates in the class this year have both taken the entrance examinations, and will, if accepted, enter the college this fall. The work of the class has been most ably carried on by Mr. Buck following the resignation of Mr. Blindt.

In an effort to make education as practical as possible and to give to our graduates some necessary knowledges that often

are omitted from wordy text books, we have this year started a so-called "Senior Orientation Course". This course is modeled after a similar course given at the Michigan School for the Deaf. The course consists of five large units: (1) Preparing Ourselves for Our Life Work; (2) Managing Your Money; (3) Marriage and Family Relationship; (4) Housing and Its Problems; (5) Insurance. If the course in occupations suggested by Mr. Heber, as noted later in this report, is instituted then until 1 of the above outline would be omitted and more time be given to the other units. At the present time the course has been given only to the graduating class and the members of the College Preparatory class for two class periods a week.

During the past two years the girls' physical education instructor has taught health education part of each academic day in the advanced department. During the last year first aid instruction has been added for the two upper classes.

Badly needed supplies and equipment for the establishment of a better planned, expanded science department have recently been purchased. One of the teachers (Mr. Bird) has been most enthusiastic in the extension of this program. He has collected materials and loaned some of his own collections in order to form the foundation for a small school museum.

d. EQUIPMENT. We were most fortunate in securing a new Maico Group Hearing-aid for use during the past year. This aid provided double dynamic headphones with individual controls for each ear for each child as well as a microphone for each two children. By means of the microphones children are enabled to hear their own voices and those of their classmates as well as that of the teacher. A lapel microphone is provided for the teacher so that she may have freedom of movement. A Welch-Allyn ision testing kit has been purchased and will be used to supplement the fall examinations given each child by the school ear, nose and throat specialist. It is impossible to over emphasize the value of painstakingly careful and frequent checks of the eyes of deaf children.

e. TESTING PROGRAM. As usual, we have given the Stanford Achievement Tests to every child in this department. The average gain made was 5.3 months which indicates a good average progress, since most schools assume that the deaf child will usually be able to gain approximately six months in the same period in which a hearing child gains 10 months, or one school year. However, this average might also indicate that the children as a whole are perhaps not working to the best of their ability. The highest average class gain was made by the four new members of the College Preparatory group. Their average gain was 1.3 or thirteen school months. The highest individual gain was also made by a

member of this same group, Dale Mingo, who showed a gain of 1.9, or 19 months.

We have a program, now in the formative stage, which will, when completed, give us a mental test on each child. This program is being worked out in cooperation with the University of Florida.

f. VISUAL AIDS PROGRAM. We have made use of an average of three teaching films a month from the Cooperative Film Library of the General Extension Division of the University of Florida. In addition some free films, borrowed from commercial agencies, have been used. We have renewed our membership in the Cooperative Film Library for the forthcoming two year period.

The ready availability of these cooperative library films, together with film strips which we are purchasing, at intervals, and still pictures, will provide a greatly increased visual aids program for the school during the coming years. Mr. Bird and his class have mounted some 400 pictures during this past year. These pictures will be filed in the library according to the Dewey Decimal System so that they will be readily available for the use of any teacher, and others will be added as rapidly as possible.

We have recently subscribed to the Education Index of Free Materials and have already made use of it to procure some supplementary social studies materials.

g. COOPERATIVE REHABILITATION PROGRAM. During the school year of 1947-48 a cooperative agreement was reached with the State Vocational Rehabilitation Service whereby Mr. Waldo Heber, a counselor of that service, has spent one day each week in this school. Under this plan Mr. Heber has met several times with each member of the graduating class as well as with children who would be leaving school this year for various reasons.

He also met with children who were desirous of procuring summer work. At these meetings he has given some aptitude tests and has planned with the children the type of work for which they might be best suited according to their training and interests. At the close of the year he held conferences with a number of the parents to clarify what he had told the children and aid them in planning for the childrens' futures.

From his knowledge of rehabilitation work, from his previous experience as principal of the vocational department of the Illinois School for the Deaf, and because of his wide knowledge of the deaf and their problems, Mr. Heber is a valuable addition to our cooperative staff. In the light of these experiences he has asked me to call to your attention these suggestions:

I. That better facilities be provided for the girls in order that they may have something taught that will provide them with

the means to make a living, such as: (a) a "tie-in" between the laundry and the sewing department whereby those girls interested, or those whose mental capabilities might best suit them for this type of work, would be taught all phases of laundry work and simple general mending of the type usually done by commercial laundries; (b) expanded courses in sewing so that girls might be taught to make such items as drapes and slip covers; (c) *a home management house* or group of rooms be furnished where girls may engage in normal home occupation doing all the work of taking care of the house, doing their own food buying, doing their own cooking, laundry, etc., and where all classes could be coordinated into home making classes rather than isolated sewing and cooking classes as at present. This would, of course, necessitate the hiring of trained Home Economics Teachers, and (d) an enlarged commercial department. This course would be planned in such a way that as many girls as possible would be given one year of typing during which they would be carefully screened. Those girls capable of taking instruction would then be given an expanded course in typing, filing, and bookkeeping to cover at least five hours a week for two years.

II. That a barber be hired to come in (as well as a beauty operator, if necessary) to do all hair cutting and that the present work being given in barbering and beauty culture be discontinued The reason for this suggestion is that the present regulations insist that any boy entering barber college must have finished the 8th grade of public school and that any girl entering a beauty culture school must have finished 10th grade of public school. Since the educational requirements would probably fit only our college preparatory group it would seem that hardly any of our children would be interested in going into either of these occupations.

III. That a person be assigned to teach a course in occupations in the pre-vocational department to form the basis for vocational guidance service. The level of this course should be so pitched that it will catch all graduates and all of the older children who are apt to drop out of the school within a period of two years. This course should preferably be coeducational and should be given a minimum of one hour a week for one year.

IV. That we proceed to a program of full day operation of pre-vocational classes just as quickly as possible in order to reduce the size of classes so that instruction might be improved.

h. Recommendations. For many reasons the speech of our deaf children is not as good as it might be. One possible solution to this problem might be the hiring of a speech director, who would be responsible for the entire planning and continuity of a speech program and who would aid teachers as well as doing some of the teaching herself.

If it were at all possible to find such a person it would be, in my estimation, most valuable for us to have at least one person on this staff who would have no regular class, but would be available for remedial work, coaching, etc., at all times. If it were possible for this person also to be trained in the giving of psychological and standardized tests of various kinds it would allow us to greatly expand our services to children.

As parents and teachers of the State of Florida become increasingly aware of the large number of children who do not fit the normal pattern of education, it will be necessary for us to add several new classes until that day when provision can be made in the public schools for hard of hearing children. We have, this year, had five children transferred to us from public schools in which they have been sitting for periods varying from three to eight years without learning to read or write. Since their ages also have varied widely, and we have not had the facilities to provide special instruction for them, these children have been scattered in various classes for the deaf. In most instances we have been able to teach these children something, but under present conditions these children, and any others who may come to us from like situations, will not be being given the education to which they are entitled. I would, therefore, recommend that we establish a department for the hard of hearing and that classes within this group be provided with hearing aids for full time use.

The limited number of classrooms has made it impossible for us to expand. As a result we have had to use the study hall as a classroom for the last two years. It has also been necessary during the past year for us to have several classes with eleven or more children in each. In one instance the class number has reached fifteen. With the new addition providing extra classrooms it is to be hoped that teachers may be procured so that class numbers may be brought down to no more than nine or ten.

It is impossible for me to complete this report without including my appreciation of your kindness, cooperation, and consideration.

Very sincerely yours,

LUCY M. MOORE,
Supervising Teacher,
Deaf Department.

Report of the Supervising Teacher, Primary Department

DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

In accordance with your request, I submit the following report of the work done in the Primary Department for the Deaf.

The enrollment has continued to be large; in 1946-1947 there were 87 and in 1947-1948, 92. This past year we had such an unusually large number of beginning pupils that it was necessary for us to send three classes instead of two to the intermediate department in Walker Hall.

We have made more pictures, slidefilms, and movies available to the children in an effort to provide them with adequate and modern aids in visual education. Some material is used to correlate with projects or material that is being studied, while other is used principally for pleasure but from which the children gain a great deal of information.

We now have the material for administering the Nebraska Test of Learning Aptitude for Young Deaf Children by Dr. Marshall S. Hiskey. This test was designed for and standardized on deaf children in several of the midwestern state schools for the deaf. We have given it to all of our children under ten years of age. We feel that the results are quite valid and hope that they will help us to understand our children's aptitudes and limitations better. They also help us in classifying our children. We feel justified in advancing a child who does exceptionally well in school more rapidly than others in his class if we know that he has established a high learning age on the test.

For afternoon classes outside the schoolroom, in addition to the rhythm, rhythm band, and gym training which the children have always had, classes in art were organized for some of the children. It would be impossible to express the pleasure and value that we feel the children have gained from this type of work and wish that we could make it available to all.

At present we are handicapped by lack of space as well as teachers for us to have art or any sort of pre-vocational training (sewing, etc.) but when the new primary building is completed, the space problem will be solved. However, we will still lack a teacher or teachers who will be able to teach these subjects. When we move into the new building, there will be at least one class

of children who will be eleven years of age, and two or three classes of slow learning children who will be thirteen and fourteen years of age. I feel that these older children should begin pre-vocational training before they go to Walker Hall as many of them will never reach a very high achievement level in academic work and may leave school before they receive sufficient vocational training to make themselves economically independent.

We have had three hearing aids in use during the past year. It has still been difficult to keep them in repair, but we have had them in use most of the time. There is a great need for more. It is very discouraging to the pupils and the teachers for the children to profit by the use of one for a year and then the next year be moved to another room where there is no aid.

In closing, I would like to express my appreciation to you for the cooperation and support which you have given me at all times.

Respectfully submitted,

ZOE MARSHALL,
Supervising Teacher,
Primary Department for the Deaf.

LIBRARY

In schools for the exceptional child a library is one of the educational requisites. Reading still is the keystone in the arch of knowledge. The school has recently built one of the finest libraries in the United States. The library is divided into two parts, one for the Department for the Deaf and one for the Department for the Blind. Plans have been made to put a trained librarian in charge of the library, one who is an authority on library science. In no other way than reading can a deaf child increase his vocabulary so rapidly. After a student has acquired a working knowledge of English, he should have the opportunity for wide reading. A small library room has been built in the new primary unit which is just being completed for the younger deaf children where suitable literature and reading material will be provided for easy beginning reading for the deaf child.

The school library has on hand approximately 5,000 volumes which cover practically the whole field of literature. A large number of reading books, latest edition of encyclopedias, current magazines and daily newspapers have been selected with a great deal of thought in order

that a large range of literature may be within the proper English level of our students and that they receive the maximum benefit from them. The best fiction, poems, social studies, biographies, myths, nature studies, and fairy books are found on the shelves of the library. A book shelf containing books relative to the profession of instructing exceptional children is provided for the use of staff members. The daily papers are provided for the reading rooms in the library and the dormitories. A large amount of supplementary reading is furnished each classroom. Now that the school has a new library, a large number of new books and equipment will be added.

Report of the Librarian

DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

In keeping with your request, I submit herein a brief report covering the circulation of library books for the school year 1947-1948.

During the past year the handling of library books presented a great problem because the lack of shelf space made it hard to sort books as well as making it difficult for pupils or teachers to find any particular books.

The effort to classify books in the library according to the Dewey Decimal System was discontinued because such classification would require more shelf space than was available, and because the librarian had had no training for such systematization.

The above mentioned lack of shelf space was also the greatest factor in the small number of books purchased during the past year. Circulation was 2,710 or an average of about 20 books per child for the year. This is an increase of exactly 20 per cent in circulation over the figures reported as of June, 1946. This does not include magazines, reference books, or the many pamphlets we receive each month from the various schools, but does include the books used by children and teachers in the Department for the Blind.

During the first week of February of this year Mr. John R. Banister of the Extension Library of the University of Florida visited this school at our request. At that time he made several

very good suggestions and recommendations which we were glad to have your approval of in order to incorporate them into our new library. Some of these recommendations were:

A. Cataloging the library according to the Dewey Decimal System.

B. Purchase pamphlet boxes or heavy cardboard laced covers for the filing and protection of pamphlets of various kinds and school papers.

C. Establish and classify a picture file using the same subject classifications or numbers for cataloging.

D. Establish and classify a film strip library, so that the projector and film strips may be checked out of the library in the same manner as books and pictures.

E. Purchase more books of the non-fiction type, other than text books (that is, factual material written up in story form).

In order to carry out these recommendations, and thereby provide the greatest possible use of the library by the children and teachers it is hoped that a full time librarian may be provided. It is, of course, to be preferred that this person be someone trained in library science.

Very sincerely yours,
ETHELYN HARRIS, *Librarian.*

CHORIC INSTRUCTION AND RHYTHMIC TRAINING

Speech for the deaf child must necessarily be artificial. The matter of developing intelligent and understandable speech is a tremendous job. In order to teach accent and fluency and develop as nearly perfect speech as possible, a great deal of choric and rhymic training is carried on. The children enjoy this phase of the work and they are quite frequently assembled in the auditorium where they are taught and recite in unison songs, rhymes, and selective readings from the Scripture. Rhythmic training is begun in the primary grades at Wartmann and Bloxham cottages. It not only helps in the making of smooth and natural speech, but certain phases of this training give poise and grace. Of course, this work is carried on largely through vibration. By placing the hands on the piano or any other instrument that has much vibration, students learn to distinguish between high and low vibrations and

strong and weak cords. These exercises help regulate pitch and aids the student to obtain proper modulation of voice and proper poise in pitch, inflection, accent, and fluency.

A splendid toy orchestra has been developed in the primary department. This orchestra is always in popular demand for public entertainments and usually has an important spot in our annual gym exhibition and commencement exercises.

AURICULAR TRAINING

Students possessing sufficient residual hearing with approximately 33 1/3 per cent or slightly more may be educated through the ear. A great deal of research work during World War II has made it possible for the manufacturer of hearing aids to put out a much better instrument than previously. Of course, the hard of hearing child, or one with a great deal of hearing has retained much of his original speech. By the use of a hearing aid, it is much easier to correct speech and to teach new language forms.

Audiograms are made for all children who have sufficient hearing to receive auricular training. During the biennium a Maico Group hearing aid was added, also a Maico audiometer.

PRE-VOCATIONAL TRAINING

Most of the vocational training, especially in our Department for the Deaf, is really pre-vocational due to the fact that the students attending school are between the ages of six and twenty-one. Training our boys and girls so they will really choose their proper vocation for life is one of the most important functions of the school. During the past year the school has been fortunate in having a consultant from the State Department of Vocational training who visits the school once a week to test and confer with pupils who will either graduate or leave the school within the next two years. This consultant is a trained educator of the deaf and an expert in vocational guidance. He studies the aptitudes and attitudes of each pupil, and along with the faculty supplies motives and interest which

will give the student the needed impulse to study and make good at the vocation for which he seems best fitted.

The general shop provides early vocational training and guidance for the younger group of children as they come up from the cottages. Instruction is provided in printing, linotype operating, gardening, floriculture, calsomining, painting, wood-work, general carpentry, general shop, shoe repairing, barbering, general repair work and elementary plumbing. Our superintendent of maintenance has charge of the general shop which provides experience in different kind of repair, maintenance, and new construction work about the school. This department is valuable in helping us to find out certain trades for which our boys seem to have the most aptitude. The development of shop language has an important part in our program of vocational training. A few of our boys have studied barbering, baking and auto mechanics in downtown shops.

The girls receive instruction in dress making and weaving, typing, Home Economics, plain and fancy sewing, home making, beauty culture and craft work.

A splendid lot of equipment was bought during the school year and a Department of Photography set up. A class will be organized for this department for the coming school year. This class will include boys and girls. Former pupils are employed as typists and some have been employed in photography.

Considerable equipment has been ordered for the art department and all children with ability have such instruction and an opportunity to demonstrate their ability. Many pupils of the school show outstanding ability in art work. The State Department of Vocational Rehabilitation has rendered splendid cooperation and has given many of our students after leaving here further training in the vocation for which they need more training. This organization has done a wonderful placement job.

As in all schools a considerable number of our children are unable to secure an academic education. For this group our program has been arranged so that they will have some

more time in the vocational department. Graduates and former pupils with proper academic and vocational background have been placed in good positions and are gainfully employed.

A new Miller Simplex Automatic press which has recently arrived is a great aid to the Department of Printing.

Report of the Printing Department

DR. C. J. SETTLES, *President,*
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

The general cooperation has been very good and we performed our duties well, I believe.

On the whole, my boys behaved very well and some are interested in their chosen trades while the others are not, but they all are doing very well.

We are sorry to see Lawrence Pitt and Joseph Robbins leave us. Pitt is a good all round man. Robbins needs more practice in setting type by hand and running small presses.

Students who are taking the printing trade instruction are as follows: Clyde Cassady, Kendall Moore, Lovell Moore, Lawrence Pitt, Jack Rabb, Joseph Robbins, Jahnz Ulmer, Herbert Alford, Huey Bland, David Carroll, Donald Crownover, Gene Kurtz, Wayne Land, Harold Pope, Keith Sandager, and Ronnie St. Amant.

All of the above students are doing well in their lessons—some very good, some good and some fair, but they try to do their best.

The new Miller press recently installed is giving us satisfactory results.

In spite of too many interruptions and no overtime we managed to turn out unusually big and better jobs.

I hope to have a cabinet filled with selected type for each student and he can be held responsible should he fail to distribute type carefully, or fails to keep everything orderly and clean, and can not put the blame on some one else.

I hope this is the information you want.

Respectfully submitted,

A. W. POPE,
Instructor in Printing.

Report of the Shoe Repairing Department

DR. C. J. SETTLES, *President,*
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

During the past two years, the Shoe Repairing Department has completed approximately 2,500 repair jobs, ranging all the way from attaching plates to complete whole sole and heel jobs.

Due to a system of rotation, each student has instruction in all types of repair jobs. As fast as he becomes proficient at one type of job, he is moved along to a different type of work, thereby acquiring a fair understanding of all types of repair jobs.

To provide greater variety and promote a better understanding of leathers, the Shoe Repairing Department has recently started instruction in elementary leather work. This course is very popular with the students and promises to be a great success. A marked improvement in the neatness of the work in shoe repair jobs as well as leather work, done by the boys taking this course, has already been noted.

All in all we feel we have had a successful biennium.

Respectfully submitted,

J. B. HIDLE,
Instructor in Shoe Repairing.

Report of Home Economics Department

DR. C. J. SETTLES, *President,*
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

"HOME MANAGEMENT CLASS"

The free, health material from the Metropolitan Life Insurance Company and a table mat with the motto, "Thou shouldst eat to live, not live to eat," prompted us to plan our year's program on the "Seven Basic Daily Food Needs" for each person.

We compiled and illustrated our own cook books. On the first page we wrote that motto, and pasted an "Overweight and Correct Weight" cartoon below it. An original jingle "Plan a Busy Day" with crayon stick men—and gay thumb nail sketches made the book more attractive.

Discussion of timely topics, such as, vitamins, food selection at home and at the market, budget plan, where and how foods grow, etc., always preceded the cookng period. When we studied the food value of milk we used it in cooking as well as churned butter and made cottage cheese. The "Nestle Kit" with its samples of cacao beans, nibs, cocoa butter, etc., made our Beverage and Candy making lesson more interesting.

To keep our illustrative material we received in the mail, we found it necessary to make large envelopes and portfolios to "file" it in. Some of the girls made "Dream House" scrap books.

Mrs. Mould, of the Florida Electric Light and Power Company, spent two weeks of her valuable time with us demonstrating how Cream Puffs, Eclairs and Oven Dishes are prepared.

Our trip to Lightner Museum and the Hobby Shows gave us a better appreciation of fine dishes and silverware—how and where they were made, how to care for them in our homes, how to set the Table Properly and how to behave at the table.

The girls are enthused about the Home Management Plan rather than a "Cooking Class" and in the near future there should be a cottage for them to live in and manage, under the supervision of two qualified sewing and cooking teachers, then it would be a delightful task to teach the natural born home makers.

REPORT OF RECIPES TAUGHT IN COOKING CLASSES
(Deaf and Blind Girls)

1. BEVERAGES
   - Tea (hot and iced)
   - Coffee
   - Cocoa
   - Chocolate Milk Shake

2. BREADS
   - Baking Powder Biscuits
   - a. Plain
   - b. Love Letters
   - c. Triangles
   - d. Fruit Filled (Dried Peaches, Raisins)

3. MUFFINS
   - a. Plain
   - b. Raisin
   - c. Huckleberry
   - d. Chocolate

3. BUTTER (Churned)

4. CAKES
   - a. Butter
   - b. Marble
   - c. Chocolate

5. CANDY
   - a. Rainy Day Fudge

6. COOKIES
   - a. Oatmeal
   - b. Oatmeal and Raisin
   - c. Quick Change
   - d. Autumn Leaves

7. COTTAGE CHEESE (Home-made)

8. DESSERT
   - a. Cornstarch, Blanc Marge
   - b. Cornstarch Custard Pudding
     - (1) Plain
     - (2) With Fruit

9. EGG COOKING
   a. Egg in shell (hard and soft)
   b. Devilled
10. FROSTING
   a. Boiled—Chocolate
   b. Chocolate—(Confectioners' Sugar)
11. FRUIT
   a. Apples (baked)
      (1) With Cinnamon
      (2) With "Cinnamon Hearts"
12. MEAT (Hot Dish)
   a. Baked—Vegetables and Meat
13. PASTRY
   a. Cream Puffs
   b. Eclairs
   c. Apple Pie (Pillsbury Mix)
14. VEGETABLE
   Pan Fried—
      Raw Potatoes
   Fat Fried—
      Shoe String Potatoes
      French Fried
      Potato Chips

Respectfully submitted,
AURELIA M. SPENGLER,
Instructor in Home Economics.

Report of the Instructor in Cosmetology

DR. C. J. SETTLES, *President,*
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

Our beauty culture class is composed of eleven girls. They are doing excellent work. They are cooperative, progressive and all work advantageously with a healthy, happy state of mind.

All branches and the fundamentals of beauty culture is taught: finger waves, shampoo, eye-brow arching, cutting hair, shaping, styling, scalp treatments, facials, permanent waving, etc.

These girls are to be praised for their eagerness to learn for their future earning capacities.

It is indeed a pleasure to teach this group of girls the fundamental principles of beauty culture.

Respectfully submitted,
AGNES SOLANO,
Instructor in Cosmetology.

Report of Sewing Department

DR. C. J. SETTLES, *President,*
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

As in most schools, our progressive work is often handicapped by the necessity of sewing a great number of articles, which are

required by other departments of the school, such as tablecloths, aprons, towels, etc., for the domestic department; aprons for the barber shop; mattress covers for the shop of the Blind Department; and countless mending jobs for the athletic department. The following list will illustrate:

36 Dish towels
9 Table cloths
16 Napkins
66 Maid's aprons
11 Work aprons
2 Ironing board covers
4 Pressing board covers

In addition to the above listed, we have mended a great number of barber shop aprons, towels, twenty-five pairs of socks, boys' gym pants, football uniforms, and girls' gym suits.

A great number of costumes were made for the gym show. It is my belief that, even though they are only costumes, the girls should not be allowed to develop poor sewing habits by doing slip-shod work. At first, I tried to maintain the high standard of work which I have set up for my students, but as the time for the exhibit approached and ideas were changed and new ones developed by the athletic department, I found it necessary to allow the girls to sew them together so that they would look presentable from a distance. This was very much against my policy or standards, so I tried to impress upon my students that this could only be allowed in such cases where the garments would be worn only once or twice, but never when the garments were to be made for themselves or others for general wear. In spite of the rush work, which had to be done, we have received many compliments on the costumes worn at the gym exhibit. During a six weeks (two hours, five days per week) period we made the following costumes:

9 Ruffled long dresses
9 Long slips
2 Long half-slips
18 Gym shorts
21 Large flags
4 Small banners
5 Spanish costumes
1 Russian costume
9 Pairs trousers
1 Jacket and vest
8 Bow ties

In addition to the above garments, which were cut and made from new material, we remodeled, mended, or trimmed a great many other costumes.

Other articles, which we made, during the past two years, were:

64 Sewing bags
64 Pin cushions
A number of pillow cases
Dish towels
Hand towels
Vanity sets

Panties	Shoe bags
Slips	Blouses
Bibs	Skirts
Shorts	A man's robe
Play suits	Pajamas
Fancy aprons	Baby clothes
Quilted bedroom slippers	Shell jewelry
Skirts (for Red Cross)	Crocheted articles
Dresses	Knited articles
Bean bags	Woven potholders
Pot holders	A rug

Our classes have been entirely too large for efficient work. This is due to the large enrollment and not enough teachers.

I believe my greatest achievement has been in that I have been able to arouse an interest in and a liking for sewing and related handwork in all of the girls who had disliked it at the beginning.

It is my greatest wish and dream that the legislature and the Board of Control will soon recognize the need for a home management house where the girls will be able to live and learn to manage a home as one should be managed. In such a house, they would be taught to manage a home, how to plan meals, do the marketing, principles of decorating, how to entertain, and the countless number of things which the girls we have turned out have had to learn the hard way, or never learn. Until that time, I will continue to feel that we have failed because our girls have not been prepared to face life when they leave us.

Respectfully submitted,

MILDRED F. MURRAY.

ASSISTED BY LILY HOGLE.

DEPARTMENT FOR THE BLIND

Instruction

The function of the Florida School for the Deaf and the Blind is to educate the deaf and the blind, the severely deafened and the visually handicapped. Procedures used in the education of these two groups of physically handicapped children are entirely different.

The process of educating a deaf child has already been explained. Their education requires a highly trained, specialized teacher who has been especially prepared how to use special methods to educate the deaf.

In the Department for the Blind the revised Braille is used. This is the Universal system. It requires a bright sightless child six or eight weeks to gain a knowledge of Braille. After that his progress is as rapid as that of a normal child in the public schools. The course of study in this department corresponds very closely to that used in our public schools. Due to the fact that many texts cannot be obtained in Braille, it is necessary to use different text books; however, when a student graduates from our Department for the Blind he has an education equivalent to that provided in the high schools of our State. Graduates of this department are admitted to institutions of higher learning without examination. We have in this department a large number of children with a very high degree of sight who may be classified as partially seeing children. Recently, sight-saving classes have been established in some of the larger cities of the State and recommendations have been made for those children who have sufficient sight to enroll in these classes.

Since materials are now available, the Board of Trustees of the American Printing House for the Blind has worked out plans to manufacture sight-saving books and material for the partially seeing child. Most of the tangible apparatus for the education of the blind is obtained from the American Printing House for the Blind at Louisville, Kentucky. This department has a very splendid Department of Music. Also, provisions are made for pre-vocational training.

Report of the Head Teacher, Department for the Blind

DR. C. J. SETTLES, *President*,
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

Herewith is submitted the report of the Department for the Blind for the 1946-1948 biennium.

The enrollment figures for the school year of 1946-47 are as follows:

Grade	*Boys*	*Girls*	*Total*
1	6	4	10
2	2	3	5
3	4	3	7
4	4	3	7
5	5	2	7
6	2	3	5
7	5	1	6
8	5	1	6
9	4	2	6
10	4	1	5
11	0	3	3
12	0	1	1
Special	6	5	11
Totals	47	32	79
Opening enrollment	43	29	72
Added during the year	4	3	7
Dropped during the year	7	2	9

Reasons for dropping:

1 to attend sight-saving class in public school
1 for reasons of discipline
1 a growing head tumor
4 quit school of their own accord
1 mentally deficient
1 to attend public school

The attendance for the year was 95.89 per cent. One pupil was graduated from high school.

Similar figures for the school year of 1947-48 show the following:

Grade	*Boys*	*Girls*	*Total*
1	6	2	8
2	3	7	10
3	2	2	4
4	5	3	8
5	6	5	11
6	5	3	8
7	1	4	5
8	3	2	5
9	4	2	6
10	5	1	6
11	3	1	4
12	0	3	3
Special	3	1	4
Totals	46	36	82
Opening enrollment	41	31	72
Added during the year	5	5	10
Dropped during the year	2	5	7

Reasons for dropping:
- 3 for reasons of health
- 1 too immature for school
- 1 moved out of the state
- 1 too much vision
- 1 to attend public school

The attendance for the year was 95.91 per cent. Three pupils were graduated from the high school.

In the above tables the word "special" denotes pupils who are not classified in any one grade, and are receiving special work and attention so that they may soon be fitted into a regular grade or class. Usually these are pupils who entered this school for the first time at an advanced school age and must, first of all, learn to read Braille with some degree of proficiency. A few of the "specials" are those who, for one reason or another, never will completely fit into any one grade or class. One full-time teacher is employed to teach special classes for such pupils, and for other pupils who may need coaching or special work in certain subjects.

During the past biennium we have adopted new texts in eight courses, have added two new courses, and have extended the typing course to require three years instead of two. The latter was done because of the noticeable lack of typing proficiency on the part of the older high school pupils. A course in Braille Grade II was added to the eighth grade curriculum because of the fact that more and more texts on the junior high school level are being printed in Braille II.

New texts were adopted in seventh and eighth grade English, fifth and sixth grade Social Studies, ninth grade History, seventh grade Health, and first through fourth grade Reading. These texts were adopted in an effort to modernize our curriculum and in an effort to bring it closer to the adopted state course of study for the public schools. But, as you know, we cannot follow the state course of study exactly, since we must use what texts we can obtain printed in Braille. At present we are having made a special printing of Braille text for Florida History for the seventh grade, since no such text is now available in Braille. Further text-book change or revision is planned in the near future for ninth and tenth grade Mathematics, grades three through six English, and Spelling for all grades.

Not much new equipment was added during the past biennium. One of the main additions was that of seven new standard typewriters to replace the portable typewriters in typing classes. Formerly we used portable machines because several of the pupils owned their own portables or expected to obtain them shortly after leaving school. At present few of the pupils own a typewriter or

expect to obtain one, so it was thought best to give them training on standard machines.

Three new talking-book machines were purchased for classroom use, in addition to those already borrowed from the Council for the Blind. Present plans call for the purchase of more such machines and for gradually building up a talking-book library of standard works to be used mainly in literature classes.

Approximately one hundred fifty volumes were added to the Braille library, divided between the junior library and the senior library. Library reading on the part of the pupils is not compulsory, but is encouraged. Two of the older pupils, one for the senior library and one for the junior library, do all the work of issuing books and recording. The older pupils supplement their reading by use of the talking-book, records for which are borrowed from a branch of the Federal Library in Atlanta. Also, we receive several magazines in Braille, which are distributed to the various classrooms, some to be used as supplementary material, and some for reading enjoyment.

Our main problem has been for years past, and continues to be, that of the partially-sighted child—the child whose visual handicap precluded his attending public school, but who has too much vision to fit into a curriculum designed for blind children. Such a child will not learn Braille as long as he has useful vision, and resents being forced into a blind curriculum. Our solution, one that has not been and cannot be entirely satisfactory, has been to furnish such pupils with ink-print copies of the Braille texts and to see that they are used with the least possible amount of eye-strain on the part of the pupil. The real solution of this problem would be the establishment of a "sight-saving" room or rooms with special equipment and specially trained teachers. The ideal system would be to obtain copies of our regular texts in large type print, use the sight-saving rooms as "home" rooms for supervised study, and have the partially-sighted pupils recite with the regular Braille classes, and take part in all other activities of the Department for the Blind. This would prevent the development on the part of the partially-sighted pupils of a feeling of segregation from the rest of the Department.

The above solution to the problem of the partially-sighted children would, in turn, create a problem—that of determining what pupils would be proper candidates for such a sight-saving class. This would call for a thorough eye-examination and prognosis of each individual case. Those pupils with static visual deficiencies would be proper candidates for sight-saving. Those with a prognosis of progressive blindness should be placed in the regular Braille classes, regardless of the present state of their vision.

There are a few respects in which the work of the Department for the Blind during the past biennium has not been entirely satisfactory. One of our weaknesses has been in physical education, especially that of the girls. We have no trained physical education teacher, so it has been necessary to assign girls' physical education classes to regular classroom teachers. We need a teacher trained for such work, and a definite physical education program to follow. Since blind pupils are more or less inclined to be sedentary, they, even more than sighted children, need a planned program of physical education.

We also need a full-time typing teacher, so that typing instruction may be started in the middle grades and carried right on through at least two years of high school.

One of our greatest academic weaknesses has been, and is, in spelling. Braille, because of its very nature, is not conductive to good spelling. To facilitate printing and writing, and to conserve time and eort, advanced Braille uses symbols or contractions to represent combinations of letters or whole words. Such contractions are a great aid to speed of reading and writing Braille, but play havoc with the spelling habits of Braille users. It is planned to place greater emphasis on spelling in the future, in an effort to overcome this spelling weakness.

Other plans for the immediate future include the purchase of additional typewriters, talking-books and records, additional science equipment, continued revision of texts and curriculum, and the allotment of more space to the primary department so that there may be installed a playroom and a room for toys and working models.

Respectfully submitted,
FRED V. MAYHUE, *Head Teacher, Department for the Blind.*

BRAILLE LIBRARY

A great deal of the knowledge we possess is received through the ear. Due to the fact that a blind child hears, the problem of educating such a student is not as difficult as that presented in the education of one who is deaf.

After a student in the Department for the Blind learns to read Braille fluently, he can for himself obtain a large amount of information through reading. Therefore, it is very necessary that the school have an up to date and inclusive library. The completion of the new library has made it possible for us to order many new books and increase the

number of volumes for use in this department. The library at the present time contains approximately 4,000 volumes and includes all phases of literature, book of instructional nature and magazines of a current nature. Religious magazines in Braille are supplied by the different religious denominations. Each classroom is supplied with a large number of books for supplementary reading. Pupils in the Department for the Blind enjoy reading and through reading they procure a good command of English. The Congressional Library in Washington and Braille Libraries situated in different parts of the country have on their shelves books covering almost every subject in which a blind person may be interested. These books are loaned free of charge. The past few years the federal government has been very generous in its appropriation for the manufacture of books and technical apparatus for the education of the blind by the American Printing House for the Blind. Much improvement has been made in the manufacture of the talking book. This invention has been very helpful in educating the blind child and bringing pleasure to the adult blind of our country.

DEPARTMENT OF MUSIC

The Department for the Blind has a splendidly equipped department of music. The school has an orchestra and a junior and senior chorus. Every child possessing aptitude for music is given an opportunity to receive instruction. All children have an opportunity to take part in group singing. Children who indicate some special ability are given individual instrumental and vocal lessons. Radios and pianos are found in each dormitory. Students from this department receive many invitations to appear before civic and church groups and other organizations.

DEPARTMENT OF PRE-VOCATIONAL TRAINING

The industrial workshop in this department is very outstanding. Pupils are taught how to make brooms, mops, mattresses, door mats and how to do upholstering and to cane chairs. Products made in this department find a ready market at the other institutions of the state. The fact that

these products are sold before they are even made prove an incentive for the boys to work hard and turn out very fine products.

The girls in this department receive training in Home Economics, home making, rug weaving, crocheting, basketery and dressmaking.

Report of the Workshop for the Blind

DR. C. J. SETTLES, *President,*
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

A first-class setup of modern machinery and a well diversified program of industrial training is vitally necessary and highly essential in the training and education of blind children. A carefully planned routine of work and play is surely conducive to the development of clean habits, promotes good health, forms strong bodies and rounds out character.

In our workshop we endeavor to make the work interesting and pleasant, and our aim is to make each and every boy self supporting after leaving school. There are a number of boys located at various points throughout the state, who are supporting themselves by one of the following trades: broommaking, mattress making, mop making or piano tuning.

During the past two years we have manufactured in our workshop 16 ceiling brooms, 92 radiator brooms, 78 hat brooms, 142 hearth brooms, 216 toy brooms, 382 whisp brooms, 8,252 cottage, parlor and warehouse brooms.

In addition to the above figures we have made in the same shop 14 dry floor mops, 115 toilet mops, and 5,123 scrubbing mops, recaned 142 chairs, woven 16 cocoa fiber doormats and have reupholstered 4 suits of furniture and 9 occasional chairs.

In a previous report I expressed the hope, that we would someday be able to modernize our shop, by installing modern machinery. This has been partially realized in the broom shop. We hope within the next two years to complete the job started in the broomshop and then we want all modern machinery in the mattress department and when this is done we will have a shop second to none in the country.

Respectfully submitted,

T. M. GIBBS, *Shop Foreman.*

Report of the Handwork Instructor

DR. C. J. SETTLES, *President,*
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

This year thirty-two girls were enrolled in the four handwork classes for the blind. The young girls met for two hours a week and the older girls for four hours. A small class was organized for the children who had had difficulty with the work the year before and this class met every day for half an hour. As the class was very small, more attention could be payed to the individual difficulties of each girl. A class of this type is very valuable for these children. For a long time we have needed some means of classifying the children according to their aptitudes and abilities, but have found it difficult to do this as long as we have had to confine our handwork classes from the hours of two to four in the afternoon. This new class has been a step forward in the proper classification of our girls. It has also helped in making the afternoon class smaller, an advantage to the pupils as well as the teacher. Teaching handwork to the blind demands a great deal of personal attention. Large classes make this impossible.

As the shortage of materials is no longer a great handicap, we have been able to vary our activities somewhat, but there is still room for new ideas—especially in the work of our younger children.

This year the girls have received instruction in knitting, crotcheting, weaving, clay modeling, leather work, and rug making. Every attempt has been made to teach the girls things that they will be able to do when they are home and away from the supervision of the teacher and the equipment of the handwork room. For this reason knitting has been a very popular subject with all the girls. Once they have mastered the fundamentals, they can work on their own without constant supervision. We have Braille magazines in our library which carry knitting instructions and some of the girls have enjoyed using the patterns suggested in these magazines. The making of shag rugs has also been popular for the reason that once a girl has learned how to make one, she can do so with such simple equipment as a crotchet hook or bobby pin, a potato or orange sack, and some candlewick yarn.

We have purchased some new looms and now have three looms which the girls can use. The new looms are very easy to operate and we are very pleased with them.

As I look back over the year, I can see that progress has been made in this department not only in the aacquisition of knowledge and skill but also in the improvement in attitudes and effort.

In leaving the school at the close of this year, I regret that I have not been able to accomplish more in the handwork classes. I feel that the greatest need here is for a full-time handwork teacher who will be able to give the girls adequate instruction in sewing as well as the other handwork crafts. A teacher with a full academic schedule cannot devote enough time to the handwork classes to carry out a complete and adequate program needed here in this school.

Respectfully submitted,
CLARISSA PICKLES, *Instructor in Handwork.*

Report of the Typing Instructor

DR. C. J. SETTLES, *President,*
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

The typing classes this year have been very satisfactory. Sixteen pupils have been in the classes and all have made progress. Now that we have new standard typewriters, the problems of previous years have just about disappeared. We have had to have the typewriters in the study hall and this has not been satisfactory; however, plans have been made to have a regular room for the typing classes next year and this difficulty will be solved. Now, all we need are regulation typing tables and adjustable chairs and our typing room will be well equipped.

Respectfully submitted,
CLARISSA PICKLES, *Instructor in Typing.*

FLORIDA COUNCIL FOR THE BLIND

The Florida Council for the Blind which was established by the 1941 legislature, continues to render a splendid service to the adult blind of the state. A cooperative agreement has been worked out with them whereby their representatives confer and council with every student the last two years before he leaves school or graduates regarding a proper vocation and his future work. By this planning we are able to do a better job with our guidance program and find out the attitudes of each pupil and the vocation to which they are most likely to succeed.

The above mentioned organization is doing a splendid job in the matter of preventing blindness and restoring vision. The organization has been very helpful in the training and placement of former students or graduates who

have proper ability and adequate training. We have several former students operating news stands successfully in different parts of the state.

DOMESTIC DEPARTMENT

The proper training and care of a large group of physically handicapped children such as are enrolled in a school of this kind is a tremendous responsibility. The development of proper health habits, courtesy, and etiquette, good personality and good character is the most important job in residential schools. The responsibility rests not only upon the classroom teachers, but also upon every employee of the household department.

A matron-dietitian with training and experience plans the meals and supervises the work of the entire household department. Housefathers and housemothers look after the welfare of the boys and girls during the time they are not occupied in the classroom. The movement and whereabouts of each child must be accounted for every minute. Only persons with a good educational background, the best of character and love and interest in children are qualified for these positions.

Report of the Matron-Dietitian

DR. C. J. SETTLES, *President,*
Florida School for the Deaf and the Blind,
St. Augustine, Florida.

DEAR DR. SETTLES:

In making this report to you, I feel that much credit should be given to the splendid cooperation of the personnel in the kitchen department, who have worked together congenially during the past school year toward the welfare and needs of our children. We have also been fortunate in having a chef with institutional experience, who has taken a personal interest not only in the food which he has prepared, but also in the reaction of the children themselves to the wider variety of food combinations which we are endeavoring to serve, providing the best of healthy and balanced meals.

It is impractical to set a definite scale of daily calories in a school of this type, where there is always the problem of trying to please many individual personalities and all ages. However, our weekly menus are not repeated (item for item), and the

satisfaction shown by the majority of the children, along with the decrease month by month of those who are underweight and have a special lunch served each day at recess, are very gratifying to all interested in the food department and encourages us to continue with this system.

I herewith submit menus for two consecutive weeks, April 11 to 24, 1948:

SUNDAY, APRIL 11, 1948

Breakfast	*Dinner*	*Supper*
Tomato Juice	Roast Beef, Gravy	Apples
Scrambled Eggs with Ham	Buttered Carrots and Peas	Peanut Butter Crunches
Toast, Jelly	Noodles	Raisins
Milk	Chocolate Ice Cream	Milk

MONDAY, APRIL 12, 1948

Breakfast	*Dinner*	*Supper*
Grapefruit Juice	Roast Beef Hash	Frankfurters
Pancakes, Oleo	Creamed Corn	Baked Beans
Syrup	Sliced Tomatoes	Mustard
Milk	Bread	Bread, Milk
	Fruit Cup	Chocolate Pudding

TUESDAY, APRIL 13, 1948

Breakfast	*Dinner*	*Supper*
Stewed Peaches	Baked Ham	Spanish Rice
Sausage, Grits	Fig, Orange Sauce	Apple, Carrot, Raisin Salad
Toast, Apple Butter	Oven Browned Potatoes	Bread, Milk
Milk	Turnip Greens	Canned Pineapple
	Bread	
	Orange, Grapefruit Sections	

WEDNESDAY, APRIL 14, 1948

Breakfast	*Dinner*	*Supper*
Oranges	Scalloped Ham with Noodles	Chili and Kidney Beans
Boiled Eggs	Sweet Peas	Cabbage Slaw
Sweet Buns	Pickled Beets	Bread, Milk
Milk	Bread	Lemon Gold Cake
	Apple Pie	

THURSDAY, APRIL 15, 1948

Breakfast	*Dinner*	*Supper*
Tomato Juice	Baked Pork Chops	Spaghetti, Meat Sauce
Scrambled Eggs with Sausage	Rutabagas	Chef Salad
Toast, Jam	Candied Sweets	Bread, Milk
Milk	Corn Bread	Peach Halves
	Pineapple Pie	

FRIDAY, APIRL 16, 1948

Breakfast	*Dinner*	*Supper*
Bananas	Salmon Loaf	Cream of Tomato Soup
Oat Meal	Scalloped Tomatoes	Crackers
Toast, Jelly	Green Beans	Peanut Butter
Milk	Bread	Bread, Milk
	Fruit Jello	Fruit Salad

SATURDAY, APRIL 17, 1948

Breakfast	*Dinner*	*Supper*
Orange Juice	Hamburger Patties	Spiced Ham
Pancake, Oleo	Catsup	Potato Salad
Syrup	Oven Browned Potatoes	Sweet Cucumber Pickles
Milk	Cole Slaw with Pineapple	Bread, Milk
	Bread	Royal Ann Cherries
	Layer Cake	

SUNDAY, APIRL 18, 1948

Breakfast	*Dinner*	*Supper*
Tomato Juice	Roast Turkey, Gravy	Apples
Scrambled Eggs with Sausage	Dressing	Cookies
Sweet Buns	Mashed Potatoes	Figs
Milk	Buttered Peas	Milk
	Rolls	
	Strawberry Ice Cream	

MONDAY, APIRL 19, 1948

Breakfast	*Dinner*	*Supper*
Stewed Prunes	Beef Stew with Carrots and Onions	Chicken a la King
Bacon, Grits	Boiled Potatoes	Boiled Rice
Toast, Jam	Bread	Sliced Tomatoes
Milk	Sweet Potato Pie	Bread, Milk
		Jello

TUESDAY, APIRL 20, 1948

Breakfast	*Dinner*	*Supper*
Orange Juice	Fried Liver	Salmon Salad
Boiled Eggs	Mexican Corn	Green Beans
Toast, Jelly	Mashed Potatoes	Sweet Pickle Relish
Milk	Bread	Bread, Milk
	Fruit Salad	Gingerbread

WEDNESDAY, APIRL 21, 1948

Breakfast	*Dinner*	*Supper*
Oranges	Meat Loaf	Chili with Kidney Beans
Pancakes, Oleo	Harvard Beets	Mixed Green Salad
Syrup	Parsley Potatoes	Bread, Milk
Milk	Bread	Prune, Custard Pudding
	Tapioca Pudding	

THURSDAY, APRIL 22, 1948

Breakfast	*Dinner*	*Supper*
Stewed Apples	Roast Beef, Gravy	Weiners
Corn Flakes	Baby Lima Beans	Mustard
Toast, Jam	Mashed Potatoes	Potato Salad
Milk	Bread	Bread, Milk
	Pear Salad	Apple Sauce

FRIDAY, APIRL 23, 1948

Breakfast	*Dinner*	*Supper*
Bananas	Fried Cod Fillets	Scalloped Macaroni with Tomatoes and Cheese
French Toast	Succotash	Apple, Carrot, Raisin Slaw
Syrup	Oven Browned Potatoes	Bread, Milk
Milk	Corn Bread	Sliced Pineapple
	Vegetable Salad	

SATURDAY, APIRL 24, 1948

Breakfast	*Dinner*	*Supper*
Grapefruit Juice	Baked Pork Chops	Roast Beef Hash
Sausage	Yellow Squash	Catsup
Fried Potatoes	Stewed Apples	Fresh Green Salad
Toast, Apple Butter	Mashed Potatoes	Bread, Milk
Milk	Bread	Vanilla Pudding

Respectfully submitted,

RUTH ISHAM HAWE, *Matron-Dietitian.*

HEALTH PROGRAM

The proper care and education of more than four hundred children of different ages, types, and physical condition, presents a tremendous task. The arrangement of a proper health program for so large a group is not easy. Many of our children have become handicapped by deafness or blindness through dreadful childhood diseases which have left their physical well being badly impaired. As soon as school is open in the fall a clinic is held in which every child is given a thorough examination and all defects noted. As rapidly as possible children needing treatment receive same and in so far as possible defects are corrected. The school has a thirty-six bed infirmary. Our health program is carried out by the following staff: one medical doctor; one ophthalmologist; one dentist; one registered nurse and one practical nurse.

The health of the student body during the biennium has been satisfactory. In the spring of each year we have the usual epidemics of colds, measles, and mumps. The work in our department of health is largely preventive. Most of our difficulties in this department have been caused by skin diseases and a large number of minor illnesses and injuries.

The dietary problem in handling a group of children varying in ages and physical stamina is a tremendous one. Proper diet and rest are very important for our children. Much attention is given to proper feeding and recreation. The children are under careful supervision at all times. Only food of the best quality is purchased. The children have plenty of nourishing food with a plentiful supply of milk and green vegetables. A great deal of attention is given to the proper preparation, cooking and serving of foods. The first of each month every child is weighed and every child not maintaining the proper weight is re-examined by medical authorities and proper measures taken. Children who are not up to weight, or who seem not to be doing well physically are placed on special diets and given nourishing food according to their needs.

All children who enter school for the first time must present a negative Wassermann Test. Our usual good health program we ascribe to careful supervision, proper planning of meals, planned recreation, adequate medical attention and sufficient time for proper rest.

During the biennium a number of tonsillectomies were performed and several operations for cataracts. Often, after proper medical and operative attention, some children are able to return to the public schools. As usual, a large number of glasses were provided children of each department, during the two-year period.

DAILY PROGRAM

The work of arranging a balanced daily program where over four hundred different types of handicapped children are involved, in order, that the academic, vocational and recreational departments be properly coordinated is a dif-

ficult one. The daily program must be arranged so that the courses of study may be satisfactorily covered and the children have plenty of time for recreation and social activities. The academic program is carried on between the hours of 8 and 1 o'clock. Vocational instruction is given in the afternoon between the hours of 2 and 4 o'clock. The physical education program is carried out between 4 and 5 o'clock each afternoon. Vocational instruction is also given on Saturday morning from 8 until 11 o'clock. Saturday afternoon there is no planned work and the children are free to do as they desire. They may go downtown, visit their friends, or engage in any diversion in which they are interested. The younger children who require close supervision at all times go downtown frequently to the movies or to do shopping. Children in the Department for the Blind attend Sunday church services downtown. Both departments of the school have a non-sectarian Sunday School. Non-sectarian church services are conducted for the students in the Department for the Deaf in the school auditorium each Sunday.

A well arranged program gives proper time for each department and coordination of the many different activities and sufficient time for recreation and social activities.

ORDER OF THE DAY

SCHOOL DAYS

Rise		6:00 AM
Breakfast		7:00 AM
School		8:00 AM
Recess	10:45 to	11:00 AM
Close of School		12:50 PM
Dinner		1:05 PM
Shops and Industries		2:00 PM
Close of Shop and Industries		4:00 PM
Recreation	4:00 to	5:00 PM
Supper		5:45 PM
Study—Blind and Deaf	7:00 to	8:30 PM
Retire—Lights Out		9:30 PM

SATURDAYS

Rise	6:00 AM
Breakfast	7:00 AM
Shops and Industries	8:00 AM

Close of Shop and Industries	11:00 AM
Dinner	1:05 PM
Supper	5:45 PM
Meeting of Literary Societies	6:30 PM
Retire—Lights Out	9:30 PM

SUNDAYS

Rise	7:00 AM
Breakfast	8:00 AM
Sunday School	9:00 to 10:00 AM
Devotional Exercises	11:00 AM
Dinner	1:05 PM
Refreshments	5:00 PM
Meeting of Christian Endeavor Societies:	
Department for the Blind	5:30 PM
Department for the Deaf	6:30 PM
Retire—Lights Out	9:30 PM

DEPARTMENT OF PHYSICAL EDUCATION

The Department of Physical Education is one of the most important in the school.

Our physical education program includes gymnastics, games, educational hygiene, health and formal athletics. The aim of this department is to help our children to be healthy, vigorous, strong, happy, and efficient. It was found during the World War that soldiers who had proper physical education training stood the strain and stress of war much better than those who had not had it. They seemed to be more calm and courageous and accomplished more than those who had not been subjected to a well defined program of physical education. One of the first things the government did in planning training for our armed forces was to organize a definite program of health and physical education for all branches of the armed forces. This department in our school probably suffered more because of the war than any other department, due to the fact that most of the well trained experienced directors of physical education were with the armed forces.

The physical education department is so planned to include physical examination, individual and group gymnastics, organized and unorganized games, folk and social dancing and instruction in proper health habits.

The school has a good football team which plays with the teams of the nearby public schools. Both boys and girls have an opportunity to play basketball. It is the policy of the school to make an effort to play at least one out of state game each season with another state school team.

Every pupil in school has an opportunity for some form of physical education. The smaller children in Bloxham and Wartmann Cottages have a carefully planned recreation program. Older children in each department receive training in aesthetic and social dancing.

The custom of having an annual gymnastic exhibition which coordinates most of the physical education activities of the year was renewed in 1948. It was the first production since the beginning of the war. The theme of the exhibition was "Festival of Peace" and was presented on the athletic field April 20, 1948. The stage setting and scenery were made and arranged by the boys in the manual training department. Costumes were made in the domestic arts department. The program which consists of orchestral numbers, choral numbers, dances and gymnastic exhibitions would have done credit to any school, anywhere. The musical and dancing numbers were outstanding. Approximately 2,500 people witnessed the "Festival of Peace."

DEPARTMENT OF MILITARY TRAINING

In the matter of developing good personality traits, securing discipline, developing initiative, alertness, posture and neatness, military training has a very important place. Military training has been carried on in a small way for many years with the older boys in the Department for the Deaf. Boys in this department frequently take part in parades, patriotic demonstrations and public exhibition. The boys in this department march with almost the accuracy and precision of regular soldiers and it is often hard to convince spectators that they do not possess hearing.

NECROLOGY

Miss Maude Green, housemother over the primary blind boys at the school for twenty-three years, passed away

Monday night, December 15, 1947. She was born in Jacksonville, Alabama. Miss Green was outstanding in the work she chose as her profession and her passing is mourned by friends and a large number of alumni of the school who grew up under her guidance. Funeral services were held in Anniston, Alabama.

Joseph Mourey, who for many years was instructor in painting at the school, passed away September 22, 1947. He had lived in St. Augustine for sixty years coming from Salem, Illinois. Mr. Mourey was an old time painter who took a great interest in his vocation and rendered a splendid service to the school.

RETIREMENT OF MISS LUCILE GALLIER FERGUSON

Miss Lucile Gallier Ferguson retired at the close of the 1948 school year. Miss Ferguson completed forty-two years of service to the school. She is descended from a family of teachers and was peculiarly endowed for teaching. Conscientious to a fault, Miss Ferguson worked, unfailing for the good of the school and her pupils. Miss Ferguson has been a great influence not only in the academic work of the school, but also in the religious life of the students and her work will long be remembered. Miss Ferguson taught in the Department for the Blind.

FARM AND DAIRY

The Florida School for the Deaf and the Blind has a large farm about four miles north of St. Augustine at Casa Cola on the St. Augustine-Jacksonville highway. This farm supports a very fine pure-bred herd of Jersey cows which consists of 106 head. The dairy is on the accredited list of the federal government as being free from tuberculosis and Bang's disease. A splendid supply of milk is furnished the school by the dairy. Offspring from this herd are in great demand and young stock has been sold in different parts of the state. While the operation of the farm the past few years has been very costly, the school could not possibly have had the large quantity of the highest quality milk without such a project.

The school also has quite a large hog farm which furnishes a great deal of meat for the school. This department is maintained largely from garbage from different kitchens of the school. The farm has been very helpful to the household department in providing a balanced diet for our children. Very little repair work and improvements were made during the war. Since the war, plans have been made to make several improvements to the dairy, renew delapidated fences and to clear more land for the development of pasture.

IMPROVEMENT PROGRAM

Generous appropriations for several improvements by the legislature, recommended by the Board of Control and splendid cooperation of the State Budget Commission made it possible to begin several badly needed improvements long past due. All the new buildings have been built of hollow tile and covered with white cement plaster which harmonizes with the original buildings.

(1) Service Building:

The service building contains a shop for the superintendent of maintenance and storage facilities for all of the motor equipment owned by the school. On the second floor housing facilities are provided for several of the instructors in the Department for the Colored. This building was built by the Paul Smith Construction Company at a cost of $57,660.00. The work was started on this building May 15, 1946 and completed September 25, 1947.

(2) Store Room Addition:

A store room addition on the north side of our heating plant addition was completed for the storage of groceries and supplies for the household department. This improvement was also made by the Paul Smith Construction Company. It was begun August 29, 1946 and completed September 25, 1947 at a cost of $21,368.00.

(3) The Library and Classroom Addition to Walker Hall:

This improvement was built by the R. E. Clarson Company, Inc. It was begun February 28, 1947 and completed August 1, 1948 at a cost of $246,200.00. This building contains a library for the blind, a library for the deaf, nine additional classrooms and dormitories above the libraries for household help.

(4) New Heating Plant:
An entire new heating plant was installed by the Henry G. DuPree Company. All buildings are now heated from a central heating plant. This improvement was begun April 26, 1947, completed July 1, 1948 at a cost of $198,400.00.

(5) Sanitary and Storm Sewer System:
An entire new sanitary and storm sewer system was installed by the Ivy H. Smith Company. This improvement was started April 26, 1947, completed May 21, 1948 at a cost of $107,000.00.

(6) New Refrigeration Facilities:
New refrigeration facilities were installed in the old store room for groceries on the south end of the heating plant. The old refrigeration facilities were also revamped and renewed. This improvement was started February 15, 1948, and was completed November 9, 1948.

(7) New Primary Unit:
The new primary dormitory on San Marco Avenue was started April 16, 1947 at a cost of approximately $364,000.00. This dormitory which is for primary deaf children, was built by R. E. Clarson Company, Inc. It will accommodate eighty children as a maximum. This improvement was completed November 9, 1948.

Considerable painting and plastering was done during the two-year period; however, a great deal of repair work and decorating remains to be done. This repair work will be carried out as rapidly as possible as soon as materials and labor are available.

GRADUATES

May 30, 1947 there were nine graduates: eight from the Department for the Deaf and one from the Department for the Blind. Department for the Deaf: Rebie Hemperley, Miami; Julianne Wertheim, Tampa; Samuel E. Hinson, North Miami Beach; John P. Whealton, Palmetto; Harry Gibbens, Coral Gables; Charles Good, Miami; Miles Chandler, Delray Beach; and Ralph Sasser, Haines City.

Department for the Blind: Loma Rafferty, Miami.

The commencement address was given by Dr. Doak S. Campbell, President of Florida State University who took for his subject, "The Tests of an Educated Man." Dr. Camp-

bell emphasized that ideas and conceptions of education vary and dwelt on a statement by Dr. Nicholas Murray Butler, covering the six tests of an educated man.

(1) Correctness and precision in the use of an educated man.
(2) Refined and gentle manners.
(3) Sound standards of feeling and appreciation.
(4) The power and the habit of reflection.
(5) The power of growth.
(6) The power to do, efficiency.

In closing Dr. Campbell said no person may be said to be educated who is not able to do something efficiently. Certainly we do not learn to do the same things, but all of us should learn to do at least one thing unusually well. He concluded his excellent address by saying, "As we leave this graduating class, and look on toward our future lives, whether we shall be in another school, or out in the school of life, remember we can continue our education."

May 25, 1948 we had fourteen graduates:

Department for the Deaf: Charlotte Haik, Jacksonville; Mildred Doris Brown, Anna Maria; Alva Dean Christie, Lake City; Carolyn Marie Hamilton, Miami; Harry Phelps, Bonifay; Lawrence Pitt, Minneola; Burton T. Anderson, Sanford; Oscar Rawlins, Holly Hill; Jay Wilson, Miami; Edward Trainor, Holly Hill; Lloyd Joseph Robbins, St. Petersburg.

Department for the Blind: Mary Ann Martin, Jacksonville; Florence Evelyn Bales, Miami; Eva Lee Duncan, Winter Haven.

The commencement address was given by Dr. Elwood C. Nance, President of Tampa University. Dr. Nance, a veteran of two world wars, took a military theme for his address; his topic being, "Mission Achievement."

"MISSION ACHIEVEMENT"

Dr. Nance, speaker of the evening, is a veteran of two world wars, and he took a military theme for his address, his topic being, "Mission Achievement." He pointed out that the Air Force, in being sent to an objective, was briefed for "Mission Japan," or "Mission Berlin." He briefed the

young folks for "Mission Achievement," and gave wise counsel to his hearers for successful living. He said he frequently hears young people wonder what life has in store for them. His comment was that he would like to ask them what they have in store for life, and went on to speak of duties and responsibilities faced by all of us. He declared he has never seen a physical handicap that cannot be overcome, and often overcome in such a way that the individual goes much farther than he would have done under ordinary circumstances. It is a spiritual handicap, he declared, that cripples the individual, injuries his work, and renders futile what he seeks to accomplish. He put stress on the development of the finer qualities inherent in everyone; and urged the quickening of spiritual perception, the development of a greater loyalty to institutions that must be upheld, encouraged and supported; to one's family and friends.

STUDENTS IN INSTITUTIONS OF HIGHER LEARNING

Graduates of the school who have good records, outstanding ability and are interested in college education are awarded scholarships to attend institutions of higher learning.

During the past two years the following graduates have attended institutions of higher learning: Department for the Blind—Carl McCoy of Tallahassee, and Fred Holly of Lakeland are attending the University of Florida. Robert D. May of Miami is enrolled in Stetson University. Loma Rafferty of Miami is attending Barry College.

The following graduates of the Department for the Deaf are enrolled at Gallaudet College, Washington, D. C., the national college for the deaf: Rebie Hemperley of Miami and Julianne Wertheim of Tampa.

PROFESSIONAL IMPROVEMENT

Since the war the national professional organizations have held their meetings regularly.

The President of the School attended the twice postponed Biennial Convention of the American Association of

Workers of the Blind which was held in Baltimore, Maryland July 7-11, 1947. The attendance at this meeting was 377 representing every section of the United States and Canada. The entire field of vocational training was discussed and considered.

The President of the Florida School was in charge of the Section which included administrative heads of Residential and Day Schools for the Blind. The meeting was attended by a large number of veterans who had lost their sight in World War II.

THE THIRTY-THIRD BIENNIAL MEETING OF THE CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF

The Thirty-third Biennial Meeting of the Convention of American Instructors of the Deaf was held at the Florida School June 16-20, 1947.

Dr. C. J. Settles, President of the Convention of American Instructors of the Deaf and the Florida School, was in charge of the program.

The Convention was opened Monday, June 16 at 8 o'clock by an address by the Hon. J. Thomas Gurney, Chairman of the Board of Control of Florida, who welcomed the delegates and guests to Florida on behalf of the State of Florida. Hon. Frank F. Harrold, Mayor of St. Augustine, welcomed the delegates on behalf of the city. Responses on behalf of the delegates to the convention were by Mr. Boyd Nelson, superintendent of the Utah School for the Deaf who responded for the west; Miss Harriet McLaughlin, principal of Public School Number 47, New York City, who responded for the east and for the Council of Day School Teachers; Miss Eugenia Thornton, principal of the Alabama School, spoke for the south and the supervising principals of schools for the deaf; Mr. Wesley Lauritsen, a teacher in the Minnesota School for the Deaf, responded on behalf of the north. He also brought greetings from Mr. Louis C. Tuck who is now retired after many years of service to the deaf of Minnesota and who graduated from Gallaudet in the class of 1870.

Dr. J. J. Tigert, President of the University of Florida, gave the opening address. His subject being, "Education Today and Its Relation to World Peace."

The address of Dr. Settles, as President of the Convention, "Look to the Future," was given at the General Session on Tuesday, June 17. The six main points of his address were: (1) Will the discovery of the atom bomb have any great effect on population trends? Will the trend be away from the larger cities? Will future discoveries of use for atomic energy cause the populations of larger cities to disintegrate and go to the interior of our country? (2) Possible increase in the general population. (3) Areas and populated areas of greatest density of population must be considered. (4) Growth of the public school classes for exceptional children and the possible distribution of classes. (5) Admission of the hard of hearing in increasing number to state schools. (6) The slow learning child. Dr. Settles pointed out that:

"Trends seem to indicate that enrollment in the denominational and private schools are on the increase while day schools have shown some enrollment loss. Unless there is a radical and unexpected shift in population because of great inventions, improvements and changes in our industrial program, it is a safe prediction that enrollment in state schools for the deaf will increase in the same proportions there will be increases in the enrollment in our public schools. Undoubtedly, there will always be a place for the residential school and there is a need for newer and better buildings and more up-to-date equipment."

Dr. Settles pointed out clearly the tremendous increase in pre-school work. In the January, 1947 Annals it was pointed out that the schools for the deaf reportedd 1,178 pupils in pre-school with 159 teachers.

He also pointed out that men in the Army who had received an adequate physical education program stood the stress and strain of war much better than those who had not had it. In pointing out the importance of Vocational Education, Dr. Settles said:

"Vocational education is expensive education because it takes laboratories and machine shops to properly prepare children for different vocations. State schools for the deaf originally set the

standards for such training in the public schools; however, the public schools have far out-distanced our schools in providing modern training and up-to-date equipment in the vocational field."

Dr. Settles stressed the point that Visual Education is rapidly gaining ground and is fast becoming a very important means of educating the deaf child and that because of its importance a section on Visual Education had been given a place on the convention program.

Dr. Settles abhorred the fact that the Convention had done so little in the field of research and by comparison pointed out the great amount that had been done by the American Foundation for the Blind. One field of work with the deaf, especially in need of greater research, was in measurement and guidance. In regard to publicity Dr. Settles believes this is the opportune time to push publicity on the history of the education of the deaf as "the exceptional child is getting so much attention at the present time." Eight specific points on reorganization and new trends were placed before the Convention. Reference was made also to the expansion program at Gallaudet College. Dr. Settles concluded by saying, "Education in the future must concern itself more than it has in the past with outlooks and attitudes."

All phases of the work of educating deaf children were discussed by leaders in the profession. These included supervision, pre-school and kindergarten, speech development, auricular training and rhythm, curricular content, vocational training, art, health and physical education and social and character training.

Because of its growing importance the program committee added for the meeting a section on Visual Education.

The convention was largely attended by delegates from the United States, Canada and foreign countries. The entertainment was well planned and the general consensus of opinion was that those who were privileged to attend the Convention received a great deal in the way of new ideas and suggestions to carry back to their respective schools.

The Conference of Executives of Schools for the Deaf was also convened in St. Augustine at the same time as the Convention of American Instructors of the Deaf.

RESIGNATIONS AND APPOINTMENTS

Resignations in June, 1947 were as follows: John Blindt, to work for his Master's degree; Mrs. Elizabeth Blindt, to go to the Illinois School; Miss Mary Guilmartin, to go to a private school in North Carolina; Miss Charline Rotha, to go to the North Carolina School; Mrs. Blanche Reuck, to remain at home; Mrs. Virginia Tart, to remain at home; Miss Alyce Ann Thompson, to go to the Lutheran School, Detroit; Miss Claudine Hutchins, to go into public school work; and Mr. Jean St. Croix, to study for his Master's degree.

Appointments to fill these vacancies were: Miss Jeanette Johnson, A.B., of Jacksonville, Illinois, who received her training to teach the deaf at MacMurray College; Mrs. Edna Kerr, B.A., of St. Augustine, who received her training at Woman's College of the University of North Carolina; Miss Christine Olson, B.A., of Bottineau, North Dakota, who received her training at the New York University; Miss Ruth Smallshaw of Regina, Saskatchewan, Canada, who received her training to teach the deaf at Ypsilanti State Normal; Miss N. Emelie Olson, B.A., of Bottineau, North Dakota who received her training to teach the deaf at Clarke School; Miss Marion Stewart of Saskatoon, Saskatchewan, Canada, who received her training to teach the deaf at the Saskatoon School for the Deaf.

Appointments for the 1947-1948 school year were: Mrs. Nelda Hibbs, B.S., of Madison, New Jersey, who received her training to teach the deaf at Rutgers University; Mrs. Nellie Jensen, of McBride, Michingan, who received her training at the Michigan School for the Deaf; Miss Dale Webb, B.S., of Madison, Florida, who received her training at the Florida State University; Miss Helen B. Adams, M.Ed., of Long Island, New York, who received her training to teach the deaf at Clarke School; Mrs. Martha Bird,

B.A., of St. Augustine, who received her training at Minot State Teachers College; Paul C. Bird of St. Augustine, who received his training at the Pennsylvania College; H. J. Reidelberger, B.S., of Fulton, Missouri, who received his training at Gallaudet College; Miss Yvonne de Potter, B.A., of New York City, who received her training to teach the blind at Perkins Institution; and Mrs. Jeneva Tobin, M.A., of St. Augustine, who received her training at the Texas State College for Women.

SOCIAL AND STUDENT ACTIVITIES PROGRAM

In arranging a yearly program that will include all departments of the school it is highly essential that the program be arranged so that there is sufficient time for leisure, planned recreation and social activities.

The yearly schedule is so planned that there is plenty of time for social and recreational life. At certain intervals the children are allowed to go to the beaches on picnics and parties. In May, 1948 the members of the graduating class were permitted to spend a day in Daytona Beach enjoying the beach and the sights of that famous playground.

Frequently, certain groups of children are taken to Jacksonville to enjoy outstanding movies, athletic events and musicals.

Once in a while the older pupils are invited to attend dances and socials downtown. All socials, parties, and out-of-town trips are chaperoned by members of the faculty.

The Department for the Deaf as well as the Department for the Blind has a Literary Society and Christian Endeavor. Ministers of the different faiths in St. Augustine frequently have charge of the Christian Endeavor programs. In so far as possible, children are placed in charge of the programs for our literary society and Christian Endeavor.

Every opportunity is used to develop initiative, self-reliance, and self-dependance. A well planned program of entertainment is arranged for the school year. Out-

standing magicians put on entertainments, marionette shows are contracted for and the older children are allowed to attend downtown picture shows. The school also provides moving pictures every two weeks on Saturday evening. All of the outstanding holidays are celebrated by programs, socials and dances. The development of the social side of the students is one of the most important duties of a residential school such as ours.

CONCLUSION

The greatest difficulty facing schools created for the education of exceptional children at the present time is the securing of an experienced, well trained personnel. The teacher situation in residential schools has become so acute it is almost impossible to obtain properly trained persons. Practically one thousand teachers have left the profession and very few have gone into training classes to prepare for the work of instructing the exceptional child. On the whole the school has been quite fortunate in having an experienced and qualified staff.

During the biennium, courses of study were revamped in each department. Provisions were made for a great deal of adjustment teaching. By this arrangement, children who are not quite up to grade, or have a difficult time keeping up with their grades were able to stay with their class. Better progress was also made in the classification of pupils. A great deal of new equipment was purchased and installed in the Vocational Department.

The school in May, 1948 graduated one of the largest classes in its history. Also, the total registration for the biennium was the largest in the history of the school.

The completion of our building program will enable us to do a very much better job of organization, and classification, and make it possible for us to give the children better care and better training. On the whole, the work of the two-year period has been quite satisfactory.

In closing I wish to express my appreciation to the Governor and the State Board of Education for their interest in

our many problems and the provisions they made for muchly needed improvements; the splendid interest and encouragement of the Board of Control in providing us with the essential things we need and in helping us solve our many problems is thoroughly appreciated; the interest and cooperation of the faculty, household and maintenance employees in carrying out the details of the work entrusted to them is also appreciated. Without the splendid cooperation and close coordination of all departments the work of educating the exceptional child which has been entrusted to us could not have been properly carried out.

Respectfully submitted,

C. J. Sellers.

President.

APPROPRIATION REQUEST FOR 1949-1951

	Fiscal Year Ending 6/30/50	*Fiscal Year Ending 6/30/51*
From State Appropriation:		
Salaries	$275,575.00	$ 275,575.00
*Expense	233,335.00	229,835.00
Special Capital Outlay for new Equipment and Improvements	37,000.00	
Furniture and Equipment (Proposed New Buildings)	45,000.00	
From Incidental Funds:		
Salaries	4,000.00	4,000.00
Expense	10,000.00	10,000.00
Total Request	$604,910.00	$ 519,410.00
Total for Biennium		$1,124,320.00

SUMMARY OF PROPOSED BUDGET

FOR 1949-1951 BIENNIAL

	Salaries	*Expenses*	*Total*
Administration	$ 51,120.00	$ 17,900.00	$ 69,020.00
Maintenance and Operation	65,460.00	109,000.00	174,460.00
School for the Deaf	222,570.00	46,820.00	269,390.00
School for the Blind	74,230.00	26,350.00	100,580.00
Dormitories	60,100.00	22,600.00	82,700.00
Dining Halls	46,340.00	176,100.00	222,440.00
Hospital	9,240.00	3,600.00	12,840.00
Laundry	1,185.00	20,600.00	32,450.00
Physical Education		6,000.00	6,000.00
Dairy Farm	18,240.00	54,200.00	72,440.00
	$559,150.00	$483,170.00	$1,042,320.00
Special Capital Outlay for New Equipment and Furniture and Equipment (Proposed New Buildings)		$ 82,000.00	$ 82,000.00

*The requested appropriation for expense for the Biennium 1949-51 includes amounts to cover certain departmental and expendable replacements not included in the $37,000.00 special request for capital outlay.

PERMANENT IMPROVEMENTS (Capital Outlay)

Under the heading of *Permanent Improvements* the following are our minimum needs:

(1)	Gymnasium	$ 400,000.00
(2)	Two New Dormitories	393,000.00
(3)	New Laundry Building and Equipment	50,000.00
(4)	Rewiring all old buildings (Imperative)	65,000.00
(5)	Renovate and Repair Present Negro School	100,000.00
(6)	Workshop for the Blind	90,000.00
(7)	Vocational Training Building (Deaf Girls)	90,000.00
(8)	Renovate and Repair Present Industrial Building	125,000.00
(9)	Dredging and Filling for Additional Land for Athletic Field and Recreational facilities	100,000.00
(10)	Green House	5,000.00
(11)	New Milk Room and Cooling Equipment—Dairy	5,000.00
		$1,423,000.00

Plans are on hand for the first four permanent improvements requested:

(1) Gymnasium
(2) Negro Dormitories
(3) Laundry Building
(4) Rewiring all old buildings

All these improvements are absolutely necessary if the school is to prepare for growth and give the children the care and additional facilities that they are enttled to.

STATEMENT OF RECEIPTS AND DISBURSEMENTS

FOR 1947-49 BIENNIUM

	Year 1947-48	*Estimated Year 1948-49*
SALARIES		
State Appropriation released by Budget Commission	$194,766.00	$217,957.00
Disbursements	181,973.05	217,957.00
Balance	12,792.95	None
EXPENSE		
State Appropriation released by Budget Commission	184,633.00	264,700.00
Disbursements	174,394.82	264,700.00
Balance	10,238.18	None
SPECIAL		
Balance Forward	None	38,071.00
State Appropriation released by Budget Commission	38,071.00	38,071.00
Disbursements	None	38,071.00
Balance	38,071.00	None
INCIDENTAL FUND		
Released by Budget Commission	41,168.15	37,800.00
Disbursements	4,352.26	37,800.00
Balance	36,815.89	None
Total Available all Funds	458,638.15	558,528.00
Total Disbursements all Funds	360,720.13	558,528.00
Total Balances all Funds	97,918.02	None

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