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SUMMER SESSION
VOCATIONAL HOME-
MAKING DEPARTMENT

STATE NORMAL SCHOOL
BUFFALO, NEW YORK



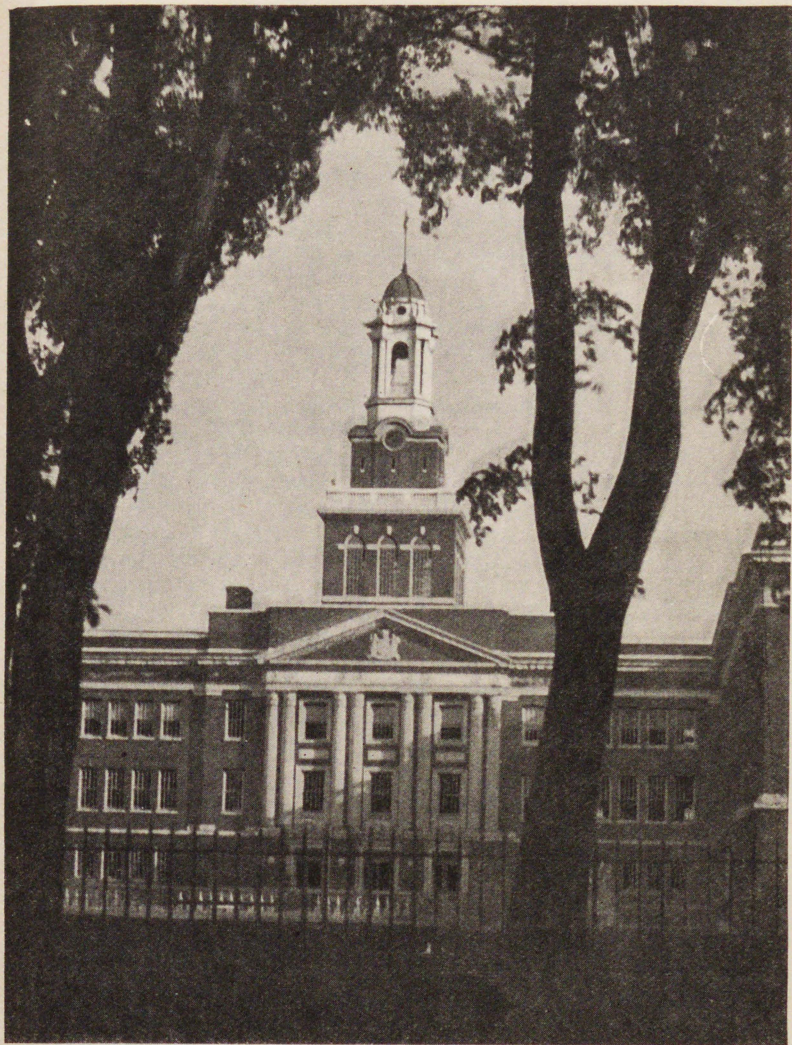
JULY FIFTH TO AUGUST ELEVENTH
NINETEEN TWENTY-TWO

NINETEEN TWENTY-TWO

REGISTRATION

BUFFALO STATE NORMAL SUMMER SCHOOL

1918	204
1919	620
1920	1004



THE CENTRAL TOWER AS SEEN THROUGH THE ELMS OF THE FRONT CAMPUS.
(*Replica of Tower of Independence Hall, Philadelphia.*)

NINETEEN TWENTY-TWO

FACULTY

- HARRY W. ROCKWELL, M. A. PRINCIPAL
- TREVA E. KAUFFMAN DIRECTOR
B. S., State Supervisor of Home Economics Education—State Department of Education.
- MILDRED L. SIPP ASSISTANT DIRECTOR
B. S., Assistant Professor in Homemaking Department, Buffalo State Normal School.
- PHILIP AUCHAMPAUGH
B. S., M. A., Instructor in History and Social Sciences—State Normal School, Buffalo, N. Y.
- ADELAIDE STEELE BAYLOR
B. S., M. A., Federal Agent for Home Economics Education Federal Board for Vocational Education.
- ANNA L. BURDICK
Federal Agent for Industrial Education for Girls — Federal Board for Vocational Education.
- CHARLOTTE DARMSTADTER
Critic Teacher in Public School No. 45—Buffalo—Director of girl's work in Part-time schools—Buffalo.
- RUBIE DONALDSON
B. S., Instructor in Foods—Buffalo State Normal School.
- OAKLEY FURNEY
A. B., M. Pd., State Specialist in Part-time Education—State Department of Education.
- ANNA M. GEMMILL
B. S., Instructor in Science—Buffalo State Normal School.
- LOUISE GOLDBERG
B. S., Director of Classes for Foreign Born Women—Auburn, New York.
- ALMA GUILLET
B. S., M. A., Instructor in Home Economics—Mechanics Institute, Rochester, New York. In charge of Teacher-Training Course for Evening School Teachers, Rochester.
- ANNA RANDOLPH KEIM
A. B., B. S., Assistant Professor of Home Economics—Albany State Teachers' College.
- LEILA McGUIRE
B. S., M. S., Assistant Professor of Home Economics—Ohio State University.
- LILLIAN PEEK
B. S., Assistant Director of Home Economics—State Department of Education, Texas.
- MARGARET SPARKS
B. S., M. A., Specialist in Nutrition in Public Schools, Trenton, New Jersey.

SPECIAL LECTURERS

Arrangements have been made to have the following well-known specialists contribute their services for special lectures in connection with various courses offered:

- MISS ADELAIDE BAYLOR—
Federal Board for Vocation Education on "Home Economics Education."
- MRS. ANNA L. BURDICK—
Federal Board for Vocational Education on "The Need of Industrial Education for Girls."
- MRS. MARY SCHENCK WOOLMAN—
Women's Trade and Industrial Union, Boston, Massachusetts, on "Present Conditions in the Textile Industries" and "Economics of Clothing."
- MR. LEWIS A. WILSON—
Director of Vocational and Extension Education, State Department of Education on "Vocational Education."
- MISS MARY McCORMICK—
Supervisor of Nutrition of School Children, State Department of Education on "Nutrition Work in Schools."
- MISS EMMA JOHNSON—
State Leader Junior Home Projects—Cornell University on "The Relation of Homemaking Teacher to Junior Home Project Plan."
- MISS MARTHA VAN RENSSELAER—
State Leader of Home Demonstration Work Cornell University on "Plan and Organization of Home Bureau."
- MISS EDNA NOBLE WHITE—
Director of Merrill-Palmer School, Detroit, Michigan on "Organization of Courses in Child Training."
- MISS ELEANOR GRAY—
State Supervisor of Mental Deficient Children, State Education Department, Albany on "Relation of Homemaking Teachers to This Work."
- DR. C. A. PROSSER—
Director of Dunwoody Institute, Minnesota on "Vocational Education."

DR. WM. H. KILPATRICK—

Teachers' College Columbia University on "Project Method of Teaching."

MR. OAKLEY FURNEY—

Specialist in Part-time Education, State Department of Education on "Part-time Education."

MISS CLYDE B. SCHUMAN—

Assistant Director of Nutrition Service, American Red Cross, Washington, D. C., on "Nutrition Service as Connected with the Red Cross and the Part the Home Economics Teacher May Play in Such a Program."

MISS MINNIE KIEL—

Director of Vocational Guidance, Continuation School, New York City on "Vocational Guidance."

MISS EMMA CONLEY—

Supervisor of Home Economics, State Department of Education on "Improvement of Teachers in Service."

MISS PAULINE KNIGHT—

Director of Lunchroom Hutchinson-Central High School, Buffalo on "The Organization of School Lunch."

MRS. ANNA GEMMILL—

Instructor in Service, Buffalo Normal School on "A Visit to London Continuation School."

DR. FRANCES HOLLINGSHEAD—

Director of Buffalo Foundation on "The Work of the Foundation."

MISS MABEL CAMPBELL—

Professor of Home Economics Education—University of Kentucky, Lexington on "Project Method in Home Economics."

MISS RUTH CHAPIN—

Assistant Superintendent of William Hengerer Co., and Supervisor of Teaching and Welfare Departments, on "A Study of the Employment of Girls."

MISS MARY E. KEOWN—

Assistant Educational Secretary of American Washing Machine Co., on "Cooperation of Homemaking Teachers with Commercial Life."

CALENDAR

July 5th at 9.30 a. m. General Meeting for registration and instructions, Assembly Hall, Buffalo State Normal School—Sessions will be held daily, five days per week from July 5 to Aug. 11.

GENERAL INFORMATION

The State Department of Education, Division of Vocational and Extension Education offers an extensive program in Home Economics Education for Homemaking teachers of day, part-time and evening schools. Tuition is free to all New York State Teachers. The courses are planned to give the opportunity for teachers in service to receive credit toward a degree and also work toward a special state certificate. Students may carry 6 to 8 credits as a maximum. Any course in addition to this may be audited but no credit given.

LOCATION

Buffalo is located advantageously for summer study because of its cool climate and lake breezes. It offers trips of educational interest to such places as the Roycroft, Niagara Falls, Albright Art Gallery, pleasure outings on the lake and river and trolley trips to picnic beaches. The Buffalo Society of Natural Science conducts nature trips every Saturday afternoon.

The Buffalo State Normal School in its modern building offers every opportunity for educational improvement. The Vocational Homemaking Department located in the left wing of the building has an equipment adequate for the needs of all the classes.

ACCOMMODATIONS

Comfortable rooms in average homes near the school may be secured at moderate rates as follows:

Board and Room	\$10.00	\$12.00 per week
Room	3.00	5.00 per week

Reservations may be arranged by addressing the General Office.

DESCRIPTION OF COURSES

**B. Organization and Teaching of Homemaking in the Evening School.*

The problem of evening school will be studied; its purpose, the people it serves, organization to produce best results, courses of study, presentation of subject matter, housing and equipment, illustrative and reference material, class organization and management, records and reports, qualification of teachers. Two courses will be developed, if there is sufficient demand, one a professional improvement course for teachers in service, the other for those desiring a general viewpoint for teaching and supervision.

Mrs. Guillet
July 24-August 11
8.30 a. m.
12.00 m.

2 credits

B. Correlation of English with Homemaking for the Foreign-born Women.

This course will include a study of the problems of teaching English and homemaking to foreign born women. Special emphasis will be placed on the relation of English and homemaking; organization of classes; methods of teaching such groups; racial differences; use of illustrative material.

Miss Goldberg
July 5-21
8.30 a. m.
12.00 m.

2 credits

A. Project Method of Teaching.

A study will be made of the project as a method of teaching and the use of class and home projects in Homemaking education. In conjunction with this course a class will be organized at practice center Kenmore, New York, in which the project method will be demonstrated. Both class and home projects will be studied and carried out with all attendant organization, outlines, manipulation and reports. Special methods used in various lines of vocational work will be discussed.

Miss Peek
Section I—8.30 a. m.
Section II—2.00 p. m.
Observation to be arranged.

2 credits

B. Principles and Problems of Part-time Education.

A study of history and development of movements leading up to the organization of Part-time Schools. The problems facing teachers in Part-time School concerning—organization, visitation, follow-up work, occupational analysis, surveys, vocational guidance, with special emphasis on New York State program for Part-time Education.

Misses Darmstadter, Baylor, Burdick, Kiel and Mr. Furney
2.00 p. m. 2 credits

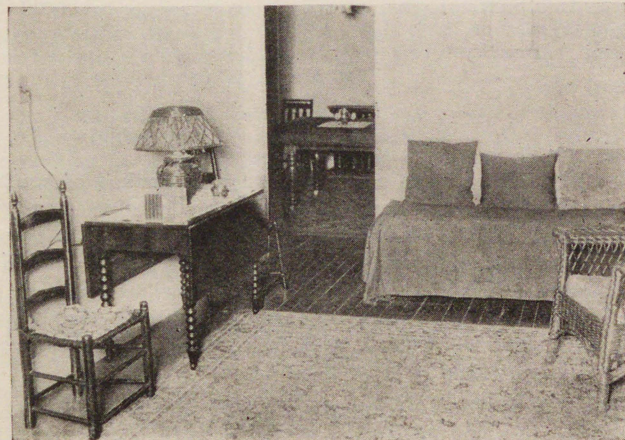
B. Teaching General Subjects in Part-time Schools.

The course will consider the organization, teaching and presenting of the general subjects as required in the Part-time Schools of New York. Courses of study, textbooks, references and illustrative material, etc. will be considered.

Miss Darmstadter 2 credits
8.30 a. m.

B. Homemaking in the Part-time School.

A study of the history and philosophy of the Part-time School movement. The approach to the problem of the Part-time School will be made through the survey of industrial, commercial, civic



LIVING ROOM—PRACTICE HOUSE

and home life of the community. Courses of study will be formulated to provide for the need of the girl in the community. Methods of presenting the material to the group, housing and equipment, illustrative material, text books and references, class management and reports will be considered. Elementary and advanced courses will be arranged.

Miss Kauffman 2 credits
Miss Baylor 1.00 p. m.

A. The Organization and Conduct of State-aided Courses in Homemaking and their Relation to the Community.

This course will aim to give the teacher a viewpoint concerning the problems of organizations and subject matter in Homemaking in the community, relationships of various types of work offered to each other, and types of work and conditions of State aid, points of contact of community interest with homemaking work, such as community nutrition classes, Home Economics Clubs, Home Bureau activities, school nursing, Grange, Board of Health, Woman's Clubs, Day Nursery, Red Cross, etc., will be discussed.

Miss Sipp 2 credits
12.00 M.

A. Economics.

The fundamental concepts of economic life are developed thru an analysis of the more vital issues of the present industrial situation. A sufficient historical background is presented to indicate the significance of the major principles underlying man's struggle to produce, accumulate and distribute wealth.

Mr. Auchampaugh 2 credits
8.30 a. m.

A. Educational Sociology.

The school is studied in its relation to the other primary and intermediate groups treated in general sociology.

The course is vitalized through occasional trips to various institutions, readings and reports. Pending school legislation is especially analyzed.

Mr. Auchampaugh 4 credits
9.30-11.30 daily

A. Household Science

This course is designed to teach the principles and methods of physics and related science as applied to heating, lighting, ventilation and plumbing. A special study is made of household problems and various kinds of household equipment including gas and electrical appliances, pressure cookers, heat radiators and sewing machines.

Mrs. Gemmill 4 credits
9.30-11.30 daily—Laboratory
2.00- 3.00 daily—Lecture

A. Bacteriology.

A lecture and demonstration course in Bacteriology will be arranged if registration warrants.

Mrs. Gemmill 2 credits



PRACTICE DINING ROOM—SCHOOL BUILDING

A. Clothing and Design.

A study of the Clothing Problem in relation to teaching—the making of illustrative material and suggested charts for use with various groups—discussion of community co-operation, demonstration, garment reconstruction and ways of developing homemaking interest in clothing.

Miss Keim 3 credits
9.30-11.30—Laboratory
2.00—M. Th. F. Lecture

A. Home Decoration.

The selection, arrangement and appreciation of artistic house and home furnishings. Trips of special interest in this connection. This course is given with the viewpoint of the teacher in household design.

Miss Keim 2 credits
1.00 M. W. Th. F.—Lecture
1.00-3.00 Tues. —Laboratory

A. Home Management.

This course will include a study of Household Activities and their organization applying modern scientific and economic principles to problems of homemaker. The practice house will be used as field of practice for this course.

Miss McGuire 2 credits
1.00 M. W. Th. F.—Lecture
1.00-3.00 Tues. —Laboratory

A. Food Study.

This course will be planned to meet the needs of the group enrolled. A study of meal planning, preparation and service to meet the dietary needs of individuals and family groups will be the basis of the course. The course will be developed to help the teacher with her problems in the field.

Miss McGuire 3 credits
9.30-11.30 a. m.—Laboratory
2.00- 3.00 p. m.—Lecture—M. W. F.

A. The School Lunch Problem.

In this course the essential elements of the school lunch problem will be studied as follows:—Housing, equipment, organization and management, nutrition, and correlation with food classes. The school cafeteria and other commercial establishments will be used as fields of study and practice.

Miss Donaldson 3 credits
10.30-12.30—Laboratory
2.00- 3.00—Lecture—M. W. Th.

B. Nutrition in the Rural Schools.

The aim of this course is to present to the rural teachers the principles of the nutritive requirements of children and to suggest methods of teaching nutrition to children. Correlations between nutrition and other subjects taught in the grades will be indicated. The course will consist of: Lectures; Observation of Class Room Instruction in Nutrition; Observation and practice in the Technique of a Nutrition Class and Follow-up work in Homes. Though the course is planned for rural teachers, home economics teachers and other teachers will be admitted.

Miss Sparks 2 credits
9.30-11.30—M. W.—Laboratory
9.30—T. Th. F.—Lecture

B. Nutrition for Home Economics Teachers.

If time permits and enrollment is justified, a course consisting of a series of lectures on Nutrition, and how the Home Economics teachers may help in a nutrition program, will be organized.

Time and number of credits to be arranged.
Miss Sparks

*NOTE:—Courses designated A will be accepted as substitutions for requirements for a degree, those designated B may be applied toward electives for a degree.

The following courses in the General Normal Department, will be of interest to teachers of Homemaking:

A. English Literature	3 credits
A. Essentials of English Composition	" "
A. Oral English	" "
A. History European	" "
B. Health Education	Courses
A. Educational Psychology	3 credits
A. History of American Education	" "

SPECIAL FEATURES

Opportunity will be offered for observing the following activities:—

A Nutrition Class organized under direction of a well-trained nutrition worker furnished by Buffalo Chapter of the Red Cross.

Practice house open during the summer, students will have an opportunity of seeing it and discussing its organization.

Demonstration Class organized in connection with practice center at Kenmore. This work will be in conjunction with the course in Project Method of teaching but may be observed by all students.

Cafeteria open and directed by an efficient instructor, ample opportunity will be given for observation and work in the organization of this problem.

Vacation schools of Buffalo Public School in session the first part of the summer session and it will be possible for students to visit them.

Connection may be made with commercial establishments in both clothing shop work and lunch room management for students to observe and actually carry out work.

Arrangements will be made for students in part-time classes to visit and to observe places of employment. Conferences with employers will also be arranged for students.

A class for foreign born women will be organized in connection with the course for teaching English and Homemaking.

In connection with courses in Sociology and Economics, trips will be taken to community centers, public institutions, such as County Hospital, courts, jails.

STATE NORMAL SCHOOL

BUFFALO, NEW YORK



VOCATIONAL HOME- MAKING DEPARTMENT

Four-year Teacher Training Course.
Bachelor of Science Degree.
Send for Catalogue.

SUMMER SESSION

JULY FIFTH TO AUGUST ELEVENTH
NINETEEN TWENTY-TWO

THE UNIVERSITY OF THE STATE OF NEW YORK

REGENTS OF THE UNIVERSITY WITH YEARS WHEN TERMS EXPIRE

1926	Pliny T. Sexton, LL.B., LL.D., Chancellor Emeritus.....	Palmyra
1934	Chester S. Lord, M.A., LL.D., Chancellor.....	Brooklyn
1924	Adelbert Moot, LL.D., Vice-Chancellor.....	Buffalo
1927	Albert Vander Veer, M.D., M.A. Ph.D., LL. D.....	Albany
1925	Charles B. Alexander, M.A., LL.B., LL.D., Litt. D.....	Tuxedo
1931	Thomas J. Mangan, M. A.....	Binghamton
1928	Walter Guest Kellogg, B.A., LL.D.....	Odgensburg
1932	James Byrne, B.A., LL.B., LL.D.....	New York
1929	Herbert L. Bridgman, M.A.....	Brooklyn
1933	William J. Wallin, M. A.....	Yonkers
1923	William Bondy, M.A., LL.B., Ph.D.....	New York
1930	William P. Baker, A.M.....	Syracuse

PRESIDENT OF THE UNIVERSITY AND COMMISSIONER OF EDUCATION

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LOCAL BOARD OF MANAGERS

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Mr. A. Conger Goodyear.....	Buffalo

CALENDAR

July 5th at 9:30 A. M. General Meeting for registration and instructions, Assembly Hall, Buffalo State Normal School. Sessions will be held daily, except Saturdays, from 8:30 A. M. to 3:00 P. M.

NOTE: School will be in session, Saturday, July 8th.

August 11th. Summer School closes.

FACULTY

Harry W. Rockwell.....Principal
Principal Buffalo State Normal School

Ernest C. Hartwell.....Special Advisor on Extension Curriculum
City Superintendent of Schools, Buffalo

INSTRUCTORS

Arthur J. Abbott.....Music
City Supervisor of Music, Buffalo

Gertrude M. Bacon.....Rural School Management
Superintendent of Teaching, Buffalo State Normal School

Charles B. Bradley.....Drawing
Head of Art Department, Buffalo State Normal School

Carl H. Burkhardt.....Physical Education
Director of Physical Education, City Department of
Education, Buffalo

Harriet L. Butler.....Primary Methods
Deputy Superintendent of Schools, Buffalo

Luella Chapman.....Penmanship
Instructor in Penmanship, Buffalo State Normal School

Susan F. Chase.....Mental Measurements
Instructor in Psychology, Buffalo State Normal School

Charles D. Cooper.....Geography
Superintendent of Practice Teaching, Brockport State Normal School

Helen Cumpson.....Music
Supervisor, Music in Kindergartens, Buffalo

M. Elsie Davis.....Arithmetic
Assistant Principal School No. 8, Buffalo

Ernest C. Hartwell.....School Administration
City Superintendent of Schools, Buffalo

Walter D. Head.....Supervised Study
Head Master Nichols School, Buffalo

Evelyn Holston.....English and Psychology
Instructor, Buffalo State Normal School

Frederick Houghton.....Adult Immigrant Education
Principal Public School No. 7, Buffalo

Ruth E. Houston.....Health Education
Head of Health Department, Buffalo State Normal School

Harry W. Jacobs.....Drawing
Supervisor of Drawing, City Department of Education, Buffalo

Jane Keeler.....English
Instructor, Buffalo State Normal School

Ida L. Kempke.....Reading and Grammar
Head of English Department, Buffalo State Normal School

Henry A. Lappin.....English Literature
Professor of English Language and Literature,
D'Youville College for Women, Buffalo

Daniel Bell Leary.....Psychology, Tests and Measurements
Professor of Psychology, University of Buffalo

Elma G. Martin.....History
Associate Professor English, Wilson College, Chambersburg, Pa.

Beatrice Neudeck.....Asst. Librarian
Instructor Public School No. 60, Buffalo

Paul E. Nichols.....Music
Head of Music Dept., Hutchinson High
School, Buffalo, New York

Julian Park.....European History
Dean of the College and Professor of European History,
University of Buffalo

Orren L. Pease.....Visual Education
Buffalo Society of Natural Sciences

W. Howard Pillsbury.....Elementary Supervision and
Classroom Management
Deputy Superintendent of Schools, Buffalo

P. Frederick Piper.....Science
Associate Professor Geology and Astronomy, University of Buffalo

Charles C. Root.....Standard Tests and Measurements
Head Education Dept., Buffalo State Normal School

Bertha Ryan.....English Literature
Instructor, Buffalo State Normal School

Augustus H. Shearer.....Adult Immigrant Education
Librarian, Grosvenor Library and
Lecturer, University of Buffalo

Margaret Sparks.....Nutrition for Rural Teachers
Nutrition Specialist in Public Schools, Trenton, New Jersey

Grace Viele.....Librarian
Buffalo State Normal School

Nellie P. Howland.....Secretary to the Principal
Buffalo State Normal School

GENERAL INFORMATION

ADMISSION

Any person who has taught or who intends to teach the coming year in the schools of the state will be admitted to the Summer Session. An appointment from the Commissioner of Education is not necessary. Tuition is free to all residents of New York State; others will pay a fee of \$10.00 for the session.

BOARD AND ROOM

Comfortable rooms in good homes near the school may be secured at about the following rates:

One person occupying a room, \$4.00 per week and upwards.

Two persons occupying a room, from \$3.00 to \$5.00 per week and upwards.

Room and board in same home (two in a room) from \$7.00 and upwards per week.

All inquiries concerning rooms and board should be addressed to the Student Committee, State Normal School, Buffalo, N. Y.

CREDIT

In obtaining credit for work completed at the Summer Session, the following regulations will obtain:

(1) Work done in courses at the Summer Session will be as nearly as possible equivalent to the work in the same courses at the regular session; September to June. Therefore, courses will be credited hour for hour on the basis of semester-hour credits. A maximum of eight semester hours of credit toward the normal-school curriculum may be earned in one summer session. Courses carrying two semester hours of credit recite one hour daily and those receiving three semester hours or four semester hours recite two hours daily. No partial credits are given.

(2) Students entering after January 1922 will be required to complete a three year curriculum, a total of one hundred and twenty semester hours (See General Catalog) in order to secure an elementary-school diploma. The completion of eighty semester hours of required work will for a time entitle a student to a limited certificate valid for at least three years. The remaining year of the curriculum may be completed by further attendance at the regular sessions and at summer sessions, and the student thus be entitled to a diploma. All candidates for such certificate and diploma must be a graduate of a high-school curriculum approved by the Commissioner of Education.

(3) A graduate of a high-school curriculum approved by the Commissioner of Education, who after graduation completed a year's course in a training class and with experience in teaching since graduation from training class may receive advanced credit equivalent to one year on the three-year curriculum.

NOTE: Candidates conditioned in high-school subjects should not expect to complete any regular curriculum within the stated time. No high-school work is offered.

CURRICULA

I. GENERAL NORMAL CURRICULUM

Candidates may receive credit for the General Normal Curriculum in any department by electing subjects topically described in this catalog and marked thus [*]. Care should be taken to see that subjects elected apply on the desired curriculum.

II. ACADEMIC CERTIFICATE CURRICULUM

Graduates of a four year high-school course who have earned a Regent's academic diploma (issued since January 1, 1906) may secure an academic certificate enabling the holder to teach in a school district not maintaining an academic department by satisfactorily completing the prescribed course in a Summer Session of a State Normal School. Such certificate when issued will be valid for two years and may not be renewed.

After September 1, 1923, no more academic certificates will be issued.

Applicants who are preparing to teach for the first time on an Academic Certificate must secure credit for Rural School Management and three other prescribed subjects.

Applicants who are attending summer sessions in order to renew an Academic Certificate must carry four subjects marked [*], exclusive of those for which they may have received previous credit.

III. SPECIAL NORMAL (LIFE) CERTIFICATE CURRICULUM

This form of certificate has been withdrawn, but students who entered upon this course at the Summer Session of 1920 or earlier and who at the time of enrollment met the minimum requirement for admission, will be permitted to complete their work in this course if continued and completed within the minimum period. Such students should have had on entrance, two years or more of High School work and six years of successful experience in teaching. On completion of four summer sessions a special normal life certificate will be granted, subject to the above conditions, provided the student completes satisfactorily a total of twenty courses distributed as follows: Arithmetic (2); Drawing (2); Music (2); Nature Study (2); Language, Grammar and Composition (2); Literature (2); Electives from General Normal Curriculum (8). These requirements presume the completion of five subjects during each of the four summer sessions.

IV. EXTENSION CURRICULUM

In co-operation with Superintendent Ernest C. Hartwell, of Buffalo, certain Extension Courses were planned and given in the Buffalo Normal Summer School during the summer of 1919. These courses made such a strong appeal to the teachers of Buffalo and vicinity that they attracted a large number who were eager to take advantage of the opportunity for professional growth which they offered. The policy was continued the last two summers and the large registration was ample proof of the popularity and need of such offering. Many of these courses have had a direct bearing on the prospective development of the Intermediate Schools in the City of Buffalo. Others have given attention to the special needs of teachers in the primary grades. A considerable quota of the courses offered carry collegiate credit at the University of Buffalo and Canisius College. At the forthcoming summer session the plans for extension work will be similar to those of the previous sessions.

V. VOCATIONAL HOMEMAKING CURRICULUM

The Buffalo State Normal School has been designated as the center for summer extension work and special training of teachers of Home Economics for the State. The courses offered are Homemaking in the Evening School; English and Homemaking for Foreign-born women; Project method of teaching; Principles and Problems of the Part-time School; Teaching General Subjects in the Part-time School, Homemaking in the Part-time School; Organization of State-aided courses in Homemaking and their Relation to the Community; Economics; Educational Sociology; Household Science; Bacteriology; Clothing and Design; Home Decoration; Home Management; Food Study; The School Lunch Problem; Nutrition in the Schools. For catalogue and particulars address Vocational Homemaking Department, State Normal School, Buffalo.

VI. ADULT IMMIGRANT EDUCATION CURRICULUM

The special training of teachers for evening and extension teaching among adult immigrants, as well as the instruction of other teachers engaged in teaching children and adults in immigrant education, will be granted certificates on the completion of courses named under Section 8.

COURSES

- 1.* Educational Psychology.
- 2.* Educational Measurements.
- 3.* Modern European History (3 hours).
4. Administration of the Intermediate School.
- 5.* Supervision in the Elementary School.
- 6.* Classroom Management.
7. Civic and National Problems.
- 8.* Adult Immigrant Education.
9. Victorian Poetry:—Tennyson & Browning.
10. Primary Methods B.
11. Mental Measurements (3 hours).
- 12.* General Survey of English Literature (3 hours).
13. Supervised Study.

NOTE: The thirteen courses listed above (except Nos. 3, 11 and 12) will be credited for two semester hours each at the University of Buffalo or Canisius College. The maximum number of semester hours collegiate credit that may be gained in any one summer session is six.

14. Rural School Management.
- 15.* Psychology.
- 16.* Essentials of English I.
- 17.* Essentials of English II.
- 18.* Grammar (old curriculum).
19. Nutrition Course for Rural Teachers.
- 20.* Grammar Grade Literature (old curriculum).
21. Reading. (Academic Certificate.)
- 22.* Arithmetic.
23. Arithmetic. (Academic Certificate.)
- 24.* Primary Methods A.
- 25.* Geography Methods.
26. Geography. (Academic Certificate.)
- 27.* U. S. History.
- 28.* Nature Study.
- 29.* General Science.
- 30.* Physical and Health Education.
- 31.* Drawing and Art.
- 32.* Music.
- 33.* Penmanship.
34. Visual Education.
35. Vocational Homemaking.
36. U. S. History. (Academic Certificate.)

Courses marked * are regular courses in the General Normal Curriculum for which credit will be given toward a Normal diploma.

SYNOPSIS OF COURSES

(The order and numbering of courses 1-13 correspond approximately to the list of courses of accredited collegiate standard in the University of Buffalo Summer Catalog.)

1. Educational Psychology (Dr. Leary)

This course will be devoted to a detailed consideration of the fundamental principles of learning and studying. The neural basis of learning, the function and formation of habits, the nature of thinking, the study of improvement, transfer, discipline, interest, effort, the project, the socialized recitation and moral education will be the main topics. They will be studied with reference to the newer findings of psychology and a democratic conception of the meaning of education. (NOTE: This course should be taken by those who received credit for the Saturday morning class at the Normal School under Dr. Leary and if the course in educational measurements at the University is also taken during the summer, full credit for Educational Psychology, six semester hours, will be given by the University.)

2. Standard Tests and Measurements (Dr. Leary)

A brief elementary course which aims especially to familiarize the class-room teacher with the "measuring movement" in education. Choice and evaluation of tests and scales, contact with some of the most important ones, and some experience in handling tests will be provided for. Sufficient acquaintance with the simpler statistical terms and methods will be given to enable students to read the literature of the field intelligently. How to measure the results of teaching and thereby diagnose difficulties and improve class-room instruction will be the chief outcome sought.

3. Modern European History (Dr. Park)

Mediaeval types of life; castle, manor, monastery, town with the trade and exchange of ideas resulting from the Crusades and Renaissance as a basis for the study of Modern European History; an analysis of Europe at the close of the French Revolution; the reaction of England and the Continental nations to the extreme individualism of the Revolution; the effect of the Napoleonic era; the readjustment by the Congress of Vienna; the final modification of the Revolutionary principles in the expanding nationalism of Europe; the different political growths in the various nations after the Revolution; the commercial and industrial conflicts coincident with the political development; the problems which have arisen as a result of the racial, linguistic and geographical differences of the European peoples. The present conditions in Europe which have come about as an aftermath of the World War.

4. Administration of the Intermediate School (Mr. Hartwell)

The course in administration of the Intermediate Schools will include a discussion of the practical problems concerned in operating such schools. Members of the class will have the prints of the buildings and tentative courses of study. The arrangement of a program, the organization of the school, the problems of supervision, auditorium activities, departmentalized work and supervision of instruction will be included in the problems for discussion.

5. Supervision in the Elementary School (Mr. Pillsbury)

This course is intended for those who either are engaged in supervision or are looking forward to such work as principal, assistant principal, supervising teacher, etc. It includes the evolution of the principalship; the preparation of teachers in United States as compared with the leading countries of Europe; the aims of education; the supervisor and the curriculum; the pupil; standards in supervision; the supervision schedule; observation and criticism of teaching and the improvement of teachers in service.

6. Classroom Management in the Elementary School (Mr. Pillsbury)

This course will be a continuation of the course in the same subject last summer. It will include the nature and scope of school management; the teacher with reference to the qualities making for success and failure; the pupil; hygiene of the class room; the teacher's relation to the curriculum; the use of incentives and rewards; the elimination of waste; and a general consideration of the technique of teaching.

7. Civic and National Problems (Mr. Head)

The purpose of this course will be to arouse the interest of teachers and others in some of the larger problems of modern social and economic life. The course will begin with the consideration of various methods of keeping oneself in touch with national and world affairs, and will then proceed with the discussion of a number of large topics which are prominently before the public at the present time. The topics and the class discussions will not be, in general, along pedagogical lines, but will rather be intended to widen the horizon and the interests of the student in lines outside of education. A report or thesis of reasonable length will be required of each member of the class.

8. Teacher Training—Immigrant Education (Mr. Houghton, Dr. Shearer)

The special training of teachers in evening and extension schools among non-English speaking people and the foreign-born is essential for best service. It is increasingly customary for superintendents and boards of education to give preference to teachers who are specially trained for this type of educational service.

Two special courses are offered in co-operation with the State Department of Education and so conducted that teachers registered may best utilize the time at their disposal. Persons satisfactorily completing the work will receive a certificate from the State showing such completion for each course. Credit toward advanced college and university standing may also be secured at the University of Buffalo, Canisius College or the State College for Teachers, Albany, N. Y. See note concerning courses giving collegiate credit on page 8.

I. Immigrant Education—Organization and Methods of Teaching

Frederick Houghton, Principal School No. 7, and Director of English for Foreigners, Buffalo

This course deals with the fundamental principles and methods of class organization and teaching among non-English speaking people. Chief attention is given to various principles and methods involved in teaching English; problems of general citizenship are also discussed. Special administrative lessons are provided. Text books are analyzed together with other materials for instruction. Instruction in this class is informal. Much attention is given to problems of securing and maintaining interest and to tests of efficiency and progress.

Fifteen two-hour sessions, daily, 8:30-10:30 July 5-21.

II. Immigrant Backgrounds and Homelands

Dr. Augustus H. Shearer, Librarian, Grosvenor Library and Lecturer, University of Buffalo.

This course aims to provide certain information concerning the historical, political, literary, art, industrial, religious and cultural backgrounds of immigrant peoples which teachers will find helpful in service among non-English speaking people. As much attention as possible within the time allowed will be given to the discussion of problems concerning the ease or difficulty with which immigrants may be assimilated into American life.

Fifteen two-hour sessions, daily, 8:30-10:30 July 24-August 11.

III. Special Conferences on Immigrant Education

Supplementing these special courses such additional conferences will be held for the discussion of various features of Adult Education as appear desirable and depending upon local interest and co-operation. Specialists of the State Department of Education will assist. Mr. Frederick Houghton will be in charge of these conferences.

9. Victorian Poetry: Tennyson & Browning (Dr. Lappin)

Study of representative selections. Lectures upon the development of Tennyson and Browning as artists. The ideas of Tennyson and Browning. Collateral reading.

Text: British Poets of the Nineteenth Century by C. H. Page. (B. F. Sanborn & Co.)

10. Primary Methods B. (Miss Butler)

This course which is designed for teachers who have had at least two years teaching experience and for assistant principals and others who are supervising work in the primary grades will include in addition to the topics listed in Primary Methods A, a more detailed study of (a) Silent Reading for Beginners, (b) The Project Method, and (c) a brief resume of recent studies and investigations in the field of Primary Education.

11. Mental Tests (Dr. Chase)

A brief introductory study of the historical development of mental tests and the psychological principles involved in measuring intelligence followed by a more critical study of methods and results.

The emphasis of this course will not be upon training to give the tests, but upon the practical value of such measuring scales as a basis for intelligent procedure in social and educational guidance.

Practical demonstrations and review of recent literature will form an important part of class work.

An extra laboratory and conference hour will be arranged for such as desire to take advantage of it.

12. General Survey of English Literature (Miss Ryan)

The purpose of this course is cultural rather than professional. A maximum of appreciative reading of works chosen because of both literary excellence and importance in the history of literature. This course should correspond to the general course in literature given in many colleges. Contemporary literature should receive some attention. A brief survey of the history of literature may be developed in connection with the reading.

13. Supervised Study (Mr. Head)

The course will begin with an examination of the theories of learning and study. This will be followed by a review of the various methods of supervised study which have been tried out and found more or less successful. The class will then draw up an outline for a plan of Supervised Study to be used under varying school conditions. Reports on observation of Supervised Study and on outside reading will be made, either orally or in writing. The text-book will be Prof. Alfred Hall-Quest's "Supervised Study." Frequent reference will also be made to Prof. Frank M. McMurray's "How to Study" and Kitson's "How to use your Mind."

14. Rural School Management (Miss Bacon)

Since this course is intended primarily for those who intend to teach in Rural Schools, major attention is given to the problems found here. Among the items stressed are the following: The first day of school, use and abuse of the text, the daily program, mechanics and economy of class-room management, discipline and government, school hygiene, school-room decorations, direction of play, gardening, records and reports, etc. Wilkinson's Rural School Management will be used as a text.

15. Psychology (Miss Holston)

An elementary course in psychology. Child psychology to the age of adolescence as a basic course to the science of teaching, aiming to prepare the way for the work in observation and practice teaching. Topics suggested are: (a) instinctive tendencies (b) habit formation (c) memory, association and economy of learning (d) the thought processes (e) the laws of learning (f) the technique of study (g) the extent and causes of individual differences among children and use of intelligence tests in determining them (h) treatment of exceptional children.

Credit, three semester hours.

16. Essentials of English I (Miss Keeler)

This course will give a brief review of the fundamentals of English Grammar with special attention to the correction of defective habits in the use of English. Provision will also be made for; the cultivation of good reading and effective address, exercises to develop good tone, enunciation, articulation, phonetics and pronunciation. The aim primarily is the improvement of the prospective teacher in her habits of using English in all forms.

Credit, three semester hours.

17. Essentials of English II (Miss Holston)

This course will include a thorough study and practice of composition oral and written. Power to collect material, organize ideas and effectively express them. Frequent themes required with class criticism and personal conferences. Measurements of results through standard tests in composition. Requirements in composition in elementary syllabus by grades analyzed and studied.

Language methods for grades one to six including story-telling reproduction, dramatization, picture study, speech correction, language games, et cetera are to be taken up in this course. In connection with this work it will be necessary to touch upon literature sufficiently to show its place in language work; full appreciative treatment will be included in other courses.

Credit, three semester hours.

18. Methods of Grammar (Miss Kempke)

Grammar: Thorough review of the fundamental principles of English Grammar; discussion of methods and problems that arise in teaching this subject.

Credit, two semester hours.

19. Nutrition Course for Rural Teachers (Miss Sparks)

The aim of this course is to present to the rural teachers the principles of the nutritive requirements of children and to suggest methods of teaching nutrition to children. Correlations between nutrition and other subjects taught in the grades will be indicated. The course will consist of:

1. Lectures
2. Observation of Classroom Instruction in Nutrition
3. Observation and practice in the Technique of a Nutrition Class and Follow-up Work in Homes.

Although the course is planned for rural teachers, home economics teachers and other teachers will be admitted.

20. Grammar Grade Literature (Miss Ryan)

Discussions of the interests and tastes of pupils of these grades. Selection of appropriate material, both prose and poetry, from classic and modern writers; intensive study of two classics selected from the state syllabus.

Credit, two semester hours.

21. Reading Methods for Rural Teachers (Miss Kempke)

The course is designed to meet the needs of candidates for the Academic Certificate who will teach for the first time in September. The aim, therefore, will be to acquaint these students with the problems that confront the teacher in the beginning of reading and to give them some fundamental principles of method. The place and value of phonics, the teaching of oral reading, silent reading and the cultivation of right reading habits will all receive consideration. Some attention will also be given to special devices and simple tests and measurements.

22. Arithmetic (Miss Davis)

Intensive study of the essentials in the subject matter of arithmetic guided by the state syllabus and with topics selected from the standpoint of individual and community needs; developing number concepts with approved devices for

the recognition of number facts and drill in the same; the underlying principles of fractions, denominate numbers; percentage, together with type problems chosen from the practical arts and actual business practice, emphasizing analysis of problems, clarity of expression, lesson plans and the most effective methods of presentation; standard tests and the interpretation of their results.

Credit, four semester hours. No partial credit given.

23. Arithmetic for Rural Teachers (Mr. Root)

Prescribed course for candidates for the initial Academic Certificate. A rapid review of the subject matter of arithmetic with special attention to the New York State syllabus for elementary schools. The matter of methods of presentation will receive attention as the various topics are taken up. Acquaintance with the most important tests and measurements in this field will be provided for.

24. Primary Methods A (Miss Butler)

This course, which is designed for teachers who have had less than two years experience, will include a discussion of aim in primary education and a study of methods with special emphasis upon Reading, English, Spelling, Story-Telling, Occupational Work, Free Period Activities and the use of the Project Method in the Primary Grades.

25. Geography (Mr. Cooper)

I. Beginning or home geography. Observation of the sun. Cause of day and night. Variation in seasons due to number of hours of daylight. Effect of seasons on life. The shadow stick. Finding true north. Interpretation of maps. Study of local environment and industries. The earth as a whole. Land and water forms. The use of the sand table for projects. Field trips.

II. Intermediate geography. Form and motions of the earth. Causes of change of seasons. Temperature, moisture and atmospheric currents. The wind belts of the earth. Types of climate. Formation of soil. The Great Glacier. Industries. Conservation of natural resources. Trade relations. Map construction and reading of topographic maps. Projects and problems. Field excursions.

Credit, three semester hours.

NOTE: Students taking this course for the first time should take both parts, requiring two hours daily. Any student having credit for either part should take the other this summer.

26. Geography for Rural Teachers (Mr. Cooper)

The special needs of the beginning teacher in rural schools will be kept in mind throughout this course. Acquaintance with the New York State Syllabus for elementary schools with special emphasis upon the larger topics of geographic knowledge will be the aim. The problem of method will also receive attention. An intensive consideration of New York State geography will be provided for. A choice between this course (26) and course 36, U. S. History for Rural Teachers will be permitted.

27. American History (Miss Martin)

The European background of American history including the settlement of the colonies and colonial development should be briefly reviewed; geographical factors which have influenced American history with special reference to the differences between the North and the South; the Declaration of Independence and the Revolution as preparatory steps toward nationalism; the growth of American national institutions with an intensive study of the topics stressed in the academic syllabus; a consideration of our present day problems from a historical point of view, such as the United States as a world power, immigration and methods of Americanization, the relation of capital, labor and the public, our present tendencies toward a stronger nationalism; a study of local history, community civics, observance of holidays, American biographies, the use of materials such as maps, slides, outlines, pictures, supplementary reading and the elementary syllabus; methods which show types of lessons, the nature of history assignment, reviews, the adaptation of work to various grades and the correlation of English and geography with history.

Credit, three semester hours.

28. Nature Study (Mr. Piper)

Study of trees, flowers, weeds, birds and insects of this vicinity with a view of outlining subject matter for study in the various grades of the Elementary Schools. Discussion of practical garden work and elementary principles of agriculture.

Credit, two semester hours.

29. General Science (Mr. Piper)

A comprehensive survey of the field of general science with special emphasis on the adaptation of subject matter to be used in science work in the Intermediate Schools. The course will be supplemented by field trips and materials obtained locally will be intensively studied in the laboratory.

Credit, two semester hours.

NOTE: Students desiring credit for the combined course in Nature Study and Elementary Science in the second year of the new curriculum may substitute courses 28 and 29 above.

30. Physical and Health Education

I. Health Education I (Miss Houston)

General, personal and community hygiene; some instruction in anatomy and physiology is included; formal gymnastics, marching tactics, corrective gymnastics. This course corresponds to the first course in the new curriculum.

Credit, two semester hours.

II. Health Education II (Miss Houston)

School hygiene, cause, transmission and prevention of communicable disease; first aid; home care of the sick.

Progression in gymnasium work of semester 1 and folk dancing.

Corresponds to health Ed. II of the new curriculum.

Credit, two semester hours.

III. Health Education III (Miss Houston)

Defects of school children; nutrition from the health standpoint, including the hygiene of digestion; oral hygiene.

Natural gymnastics, corrective gymnastics, setting-up drills; playground organization.

Corresponds to Health Education III of the new curriculum

Credit, two semester hours.

IV. Physical Education (Mr. Burkhardt)

1. Theory and Practice of Public School Gymnastics, relief exercises for classrooms, folk and school dances; singing games and play activities suitable for grades I and IV inclusive.

2. (a) Theory and Practice, methods and principles of gymnastics. This course will involve practical work in marching tactics, relief exercises, folk and school dances, athletics suitable for grades V to IX inclusive.

NOTE: Special instruction will be given to both classes, covering the requirements of the New York State Physical Training Syllabus (daily health inspection, relief exercises, corrective gymnastics and talks on hygiene).

Either 1 or 2 may be taken as equivalent to Senior Physical Training on the old curriculum.

Credit for each course, two semester hours.

31. Drawing and Art

I. Methods of Drawing (Mr. Bradley)

Methods of Drawing (30 double periods). A course covering the most important phases of elementary art education with emphasis on the study of color and design.

Nature drawing, color theory and its application to the problems of the school, principles of perspective, constructive and decorative design as applied in elementary handwork.

This course is equivalent to Senior Drawing of the old curriculum.

II. Drawing I, New Curriculum. (Mr. Bradley and Mr. Jacobs)

A first course in drawing required of all Normal School students in the first year of the new curriculum. It is described as follows in the general catalog:

"This is a fundamental course designed to acquaint the student with the subject as a whole. The subject matter is based on the work given in the public school course of study and includes instruction in Representation, Design, Lettering, Composition and Color harmony in their application to the home, dress, school and community interests. With this should go a study of the industries which depend largely on art for their excellence, particularly those industries which provide food, shelter and clothing, the greatest needs of man. The construction or hand-work should be based directly on this subject matter either to clarify it, or to illustrate some well defined industrial process."

Requires double periods daily.

Credit, three semester hours.

III. Primary Industrial Art (Mr. Jacobs)

A course in Sand Table Construction. This course is given for primary teachers. A series of sand table problems adapted to correlation work in the primary grades. The course will take up in detail the laying out, construction of objects and articles used in sand table construction. The class will be limited to thirty teachers, working three teachers to a sand table.

32. Music (Mr. Abbott, Miss Cumpson, Mr. Nichols)

A special music course leading to a certificate for supervisors of music in public schools is offered in the summer term. The requirements for entrance to this course are as follows:

(1) Graduation from an approved Senior high school.

(2) Evidence of musical ability sufficient to pursue the course successfully.

The graduation requirements are as follows:

(1) A good singing voice and ability to use it correctly in the teaching of rote songs.

(2) Ability to sing at sight music of ordinary difficulty with syllables and words.

(3) Ability to play the piano sufficiently well to accompany the singing of school songs, or to play an orchestral instrument in professional manner.

(4) A minimum standing of 75 per cent in ear training, theory and harmony; and a minimum standing of 85 per cent in the methods courses, including critic teaching, the art of music supervision; and the child voice.

Students in the special music course who have not had preparatory Normal or college training are required to take the regular summer courses in Educational Psychology, History of American Education, and Classroom Management.

Methods A

Methods of teaching music in elementary schools. Mr. Abbott.

Methods B

The course of study for elementary and intermediate schools. Music reading and a study of material. Mr. Abbott.

Methods C

Critic teaching of fundamental principles. The art of music supervision. Mr. Abbott.

Methods D

Methods of organizing a department of music in the high school. The course of study and methods of teaching Regents courses in music, including applied music. Mr. Nichols.

Rote Songs—The Child Voice

In this course special attention is given to music in the kindergarten; many songs suitable for rote teaching in kindergarten and primary grades are studied, individual singing of such songs being required of every student. Careful study is made of the child voice and of the adult voice in relation to the teaching of rote songs. Miss Cumpson.

Elementary Theory

Study of the notation and terminology of music, including scale construction and intervals. Ear training is an important part of this course, students being required to recognize, aurally, the principles of tone relation and rhythm upon which the course is based. Mr. Nichols.

Harmony A

Study of triads, triad inversion, cadences, and connection of triads in four-part writing. Ear training is included in this course, oral and written recitation being required. Mr. Nichols.

Harmony B

Study and application of harmonic principles previously taught, study of chords and modulation, melody writing, and harmonizing of melodies. Ear training is included in this course. Mr. Nichols.

Music Reading

Intensive study of all principles involved in the art of music reading and singing at sight. Recitations in this course are almost entirely individual, very little class singing being done. Mr. Abbott.

33. Penmanship (Miss Chapman)

This course is based upon the principles and methods as developed by muscular movement writing. It includes methods, model lessons, organization of courses, blackboard work, drill and practice work, and a thorough study of the mechanics and pedagogy of practical writing. The Palmer Method will be used.

34. Visual Education (Mr. Pease)

A short course treating of concreteness in education by the use of the stereopticon and stereograph, with stress upon the development of the most effective methods of using them in daily and weekly classroom instruction.

35. Vocational Homemaking Curriculum

The Buffalo State Normal School has been designated as the center for summer extension work and special training of teachers of Home Economics for the State. The courses offered are Homemaking in the Evening School; English and Homemaking for Foreign-born women; Project method of teaching; Principles and Problems of the Part-time School; Teaching General Subjects in the Part-time School; Homemaking in the Part-time School; Organization of State-aided courses in Homemaking and their Relation to the Community; Economics; Educational Sociology; Household Science; Bacteriology; Clothing and Design; Home Decoration; Home Management; Food Study; The School Lunch Problem; Nutrition in the Schools. For catalog and particulars address Vocational Homemaking Department, State Normal School, Buffalo.

36. U. S. History for Rural Teachers (Miss Martin)

An alternate course with No. 26. Either one may be taken as the fourth course required for the initial academic certificate. The course is planned especially for beginning rural teachers and provides for a rapid review of American History, placing particular emphasis upon such broad general topics as: The effect of geographical features upon the history of America, the connection between European and American History, the development of the thirteen colonies and their growth into a political union, the financial question, the growth of political parties, our foreign relations, the tariff question, territorial growth, the slavery issue and a survey of social and economic problems down to the present day.

Best methods and devices for teaching the various topics will also receive some consideration.

Co-operation with University of Buffalo and Canisius College

The attention of students in the Buffalo State Normal Summer School is directed to certain courses offered by the University of Buffalo which may be taken parallel with work at the Normal School provided there is no conflict in the schedule of studies. A copy of the announcement may be had on application to the University.

General Biology.....	Professor Shadle
Inorganic Chemistry.....	Asst. Professor Brown
Organic Chemistry.....	Professor Irons
General Physics.....	Professor Moore
Freshman English.....	Asst. Professor Sine
The Short Story.....	Asst. Professor Sine
Educational Sociology.....	Professor Leary
Psychology of Secondary School Subjects.....	Professor Leary
Class-room Management in the Secondary School.....	Mr. Pillsbury
American Colonial History.....	Dr. Shearer
Seminar in European History.....	Professor Park
Intermediate Algebra.....	Mr. Harrington
Freshman Mathematics.....	Professor Sherk
Mathematics of the Secondary School.....	Professor Sherk
Higher Mathematics: Surveying, Descriptive Geometry, Calculus, etc.....	Professor Sherk and Mr. Harrington

Instruction in Library Science

Practical work in Library Science can be given during the summer to a limited number of students especially to those under appointment to school positions where they will have charge of school libraries. This work is done under the auspices of the University of Buffalo, especially in the two city libraries. No fees are required but students are expected to maintain their interest and application at a high standard.

Canisius College Courses

Courses in Apologetics, Biology, Chemistry, Economics, English, Education, French, German, Greek, History, Latin, Mathematics, Philosophy, Physics, Spanish and Music are offered at Canisius College. The time of these may be noted from catalog in the Principal's office.

BUFFALO STATE NORMAL SCHOOL

CURRICULA

1. GENERAL NORMAL COURSE 3 years
 - A. Kindergarten-Primary Department.
 - B. Intermediate-Grade Department.
 - C. Grammar-Grade Department.

NOTE: After September 1922, the General Normal Course (in all departments) will require three years for completion and the attainment of a life diploma.

2. VOCATIONAL HOMEMAKING COURSE
4 years — B. S. Degree (In Household Arts)
3. INDUSTRIAL TEACHER TRAINING COURSE
Day Course M 2 years
Evening Course — 2 years
4. Summer Session
5. FOUR YEAR TEACHERS' COLLEGE COURSE —
B. S. Degree
First two years at Buffalo State Normal, last two years at
University of Buffalo or Canisius College