

State University of New York College at Buffalo - Buffalo State University

## Digital Commons at Buffalo State

---

Academic Catalogs, 1871-2018

Buffalo State Archives: History of the Institution

---

1923

### College Catalog, 1923, Summer

Buffalo State College

Follow this and additional works at: <https://digitalcommons.buffalostate.edu/buffstatecatalogs>



Part of the [History Commons](#)

---

#### Recommended Citation

"College Catalog, 1923, Summer." Academic Catalogs, 1871-2018. Archives & Special Collections Department, E. H. Butler Library, SUNY Buffalo State.

<https://digitalcommons.buffalostate.edu/buffstatecatalogs/29>

This Book is brought to you for free and open access by the Buffalo State Archives: History of the Institution at Digital Commons at Buffalo State. It has been accepted for inclusion in Academic Catalogs, 1871-2018 by an authorized administrator of Digital Commons at Buffalo State. For more information, please contact [digitalcommons@buffalostate.edu](mailto:digitalcommons@buffalostate.edu).

# STATE NORMAL SCHOOL

BUFFALO, NEW YORK



## REGISTRATION

### BUFFALO STATE NORMAL SUMMER SCHOOL

1918 .....	204
1919 .....	620
1920 .....	1004
1921 .....	1121

## SUMMER SESSION

JULY SECOND TO AUGUST TENTH

NINETEEN TWENTY-THREE

## FACULTY

W. Howard Pillsbury ..... Director  
Deputy Superintendent of Schools, Buffalo

Charles C. Root ..... Director  
Head Education Department, Buffalo State Normal School

## 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, Buffalo

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

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

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

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

Edward S. Freeman ..... History  
Principal Franklin School, Stamford, Conn.

Evelyn T. Holston ..... English  
Supervisor Grades IV.-VI., Springfield, Mass.

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

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

Isabelle R. Ingram ..... Geography and History in Primary Grades  
Assistant Principal School No. 45, Buffalo

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

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 ..... Education and Measurements  
Professor of Psychology, University of Buffalo

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

Paul E. Nichols ..... Music  
Head of Music Department, Hutchinson High School, Buffalo

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

J. F. Phillippi ..... Arithmetic  
Head of Mathematics Department, Buffalo State Normal School

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

W. Howard Pillsbury ..... Teaching and Administration  
Deputy Superintendent of Schools, Buffalo

Charles C. Root ..... History of Education and Tests  
Head of Educational Department, Buffalo State Normal School

Ruth E. Speir ..... Music  
Instructor in Music, Buffalo State Normal School

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

Mary E. Watkins ..... Kindergarten Methods  
City Supervisor of Kindergartens, Buffalo

Amelia M. Wensel ..... Reading Methods  
Instructor in Methods, Brockport State Normal School

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

## GENERAL INFORMATION

### CALENDAR

July 2d 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 7th.  
August 10.h. Summer School closes.

### 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 ROOMS

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 room 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 of the same courses during the regular school session. 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 in the regular curriculum are conducted one hour daily in the Summer Session; those carrying three semester hours or four semester hours of credit in the regular curriculum are conducted two hours daily in the Summer Session. No partial credits are given. Students who are delinquent in the regular session and desire to make up such delinquency in the summer session must receive permission from the Student Program Committee before applying for registration in the Summer Session.

(2) Students are now required to complete a three-year curriculum in a State Normal School in order to secure a life diploma. The completion of

two years of the three-year curriculum will, however, entitle a student to a limited certificate valid for at least three years. The third year of the requirement may be completed by further attendance at the regular session and during summer session. All candidates for such certificate and diploma must be graduates 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 has had experience in teaching since graduating from a 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 in the Summer Session.

## 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

After September 1, 1923, no more Academic Certificates will be issued. Graduates of high schools who attend the Summer Session in 1923 may secure an Academic Certificate enabling the holder to teach in a school district not maintaining an academic department for one year only. Such certificates are void after June, 1924. Students who take work for the Academic Certificates this summer must secure credit for Rural School Management and three other recommended subjects. Renewals of former certificates for one year may be made by carrying four subjects marked (\*), providing these are not the same as those for which previous credit has been received.

### III. SPECIAL NORMAL LIFE CERTIFICATE CURRICULUM

The Summer Session of 1923 will offer candidates for the Special Normal Life Certificate their last opportunity to complete the requirements which must have been begun at the Summer Session of 1920 or earlier. Such candidates should consult the Director on entrance in order to assure registration in subjects required for the completion of this curriculum.

### IV. EXTENSION CURRICULUM

Since 1919 the major appeal of the Summer Session has been made to teachers in the service. Special courses calculated to improve the efficiency of teachers in service have been offered and met with an increasingly larger registration each year. A considerable number of these courses carry college credit at the University of Buffalo and Canisius College.

### 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. For catalog and further particulars address Vocational Home-making Department, State Normal School, Buffalo, N. Y.

### 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 constitute a special feature of the Summer Session for 1923.

## COURSES

1.	Philosophy of Education	(2)	
2.*	Mental Tests and Measurements	(2)	
3.*	English Literature	(3)	(Junior Normal)
4.*	Psychology	(3)	
5.*	European History	(3)	
6.*	English Composition	(3)	
7.	Primary Projects	(2)	
8.*	History of American Education	(2)	
9.*	Educational Measurements	(2)	
10.	Types of Teaching	(2)	
11.	Administration of the Elementary School	(2)	

NOTE: The eleven courses listed above will be credited at the University of Buffalo or Canisius College with the number of semester hours credit designated in the parenthesis following the name of the course. All courses marked \* are regular courses in the General Normal curriculum for which credit will be given toward a Normal diploma. The maximum number of semester hours collegiate credit that may be gained in any one Summer Session is six.

12.	Rural School Management
13.	Grammar (old curriculum)
14.*	Grammar Grade Literature (old curriculum)
15.	Methods in Primary Reading I
16.	Methods in Primary Reading II
17.*	Arithmetic
17(a).	Primary Arithmetic
18.	Arithmetic (academic certificate)
19.*	Geography Methods
20.	Geography Methods (academic certificate)
21.*	United States History
21(a).	U. S. History (academic certificate)
22.*	Nature Study
23.*	General Science
24.*	Physical and Health Education
25.*	Drawing
26.*	Music
27.*	Penmanship
28.	Adult Immigrant Education
29.	Geography and History for Girls I to IV
30.	Mental Testing
31.	Algebra
32.	Kindergarten Methods.

## SYNOPSIS OF COURSES

### 1. Philosophy of Education (Dr. Leary)

A general introduction to the fundamental principles of education. A consideration of human nature, the environment, thinking, learning, the social ends of education, individual differences, the class-room, method and subject matter, democracy as related to education, the present status of education and the possibility of future developments. (No additional credit if student has already had the course in Philosophy of Education at University of Buffalo.)

### 2. Mental Tests and Measurements (Dr. Leary)

A consideration of the principles underlying the making of tests and scales of measurements. The theory of measurement. The elementary calculations necessary to apply them. Scoring and correlations. Measurement of separate traits and abilities, of intelligence, of the emotions and of motor abilities. (Fee for material, \$1.00.)

### 3. English Literature (Dr. Lappin)

Lectures on the progress and development of English Literature, with due regard to the national life from Beowulf to Conrad. Special emphasis upon the work of the Elizabethan, Early Nineteenth Century, and Victorian periods. Required Reading. Reports and Notebooks.

### 4. Psychology (Dr. Chase)

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.

### 5. 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.

### 6. English Composition (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.

### 7. Primary Projects (Miss Wenzel)

What project method is: Principles involved in projects. Problem-solving as involved in projects. Illustrative projects in reading, language, arithmetic, hygiene, nature study. Planning and working out projects in different subjects.

### 8. History of American Education (Mr. Root)

European background and influences considered only incidentally to assist understanding of American education as developed through colonial and early national periods; half century struggle to establish education and industrial changes; major emphasis given to such current developments as vocational education, education of defectives, university extension, standard tests, "project" idea, the Gary plan, county unit consolidation and others.

### 9. Educational Measurements (Mr. Root)

An elementary course treating primarily the measurement of the results of teaching. Achievement tests and how to use them, the diagnosis of pupil

difficulties as a basis for the improvement of instruction will be the main objectives of the course. The needs of the class-room teacher will be kept continually in mind. (Fee for material, \$1.00.)

### 10. Types of Teaching (Mr. Pillsbury)

This course will consider the assignment, the inductive and deductive methods of teaching, together with such special forms as the socialized recitation, the lecture or telling method, the drill lesson, the testing lesson, together with the reviews and examinations.

### 11. The Administration of the Elementary School (Mr. Pillsbury)

The administration of the elementary school will include an analysis of the work of the principal or supervising principal in the organization, administration and supervision of instruction in an elementary school in a city or town.

### 12. 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.

### 13. 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.

### 14. Grammar Grade Literature (Miss Holston)

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.

### 15. Methods in Primary Reading I (Miss Wenzel)

Pre-Primer work based on new Story Hour Pre-Primer. Method of teaching stories. Phonetics and method of teaching them. Application of phonetics. Simple phonetic principles which work in with Story Hour Method. Supplementary blackboard exercises based on vocabulary. Silent reading exercises based on vocabulary. Devices and games for phonetics, sight words, etc.

Dramatization in beginning reading and as a test of thought-getting. Correlation in language. Different methods of obtaining interest in a story. Simple problems as an aid to thought-getting.

### 16. Methods in Primary Reading II (Miss Wenzel)

Pre-Primer work using children's experiences, nursery rhymes, etc. Incidental reading. Discussion of leading methods—Winston, Elson, Merrill, Free and Treadwell, Beacon, etc.

Phonetic principles that are of great value in any system of reading. Application of phonetics. Word building. Games and devices for phonetics, words, etc. Illustrative supplementary blackboard exercises. Illustrative silent reading exercises for first and second grades. Illustrative silent reading lessons for third grade. Lesson plan for a silent reading lesson. Different methods used in silent reading lessons. Oral and silent reading tests:—Remedial measures for overcoming some of the main reading errors. Teaching of a poem thru reading. Demonstration of silent reading lesson (if class is available).

### 17. 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 indi-

vidual 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.

#### 17(a). Primary Arithmetic (Miss Davis)

The scope of this course will include the four fundamental processes as applied to integers, common and decimal fractions; modern practice in the teaching of these based on approved psychology; consideration of number facts and processes as habits to be established and memorized in accordance with the laws of learning. Suggestions to help in attainment of accuracy and reasonable speed, the relation of arithmetic to the child's everyday life, the utilization of the child's need for number as a means of motivating the work and the elimination of non-functioning types of examples and problems. Measurement of attainment by tests of Stone, Woody, Courtis and others.

#### 18. Arithmetic for Rural Teachers (Mr. Phillippi)

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.

#### 19. Geography Methods (Mr. Cooper)

A study of teaching practice (or method) in the presentation of this subject in the grades. This should include enough of the development of geographic knowledge to explain the origin of the so-called methods of past and present—journey method, topical method, type-study method, problem and project method. The valuable features and limitations of each should be presented. A study of the materials available to the teacher should be made—textbooks, maps, illustrations, graphs, slides and product materials. Some attention to regional geography with field trips should be included and an intensive consideration of New York State geography as recommended in the state syllabus should be made.

#### 20. 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.

#### 21. United States History (Mr. Freeman)

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.

#### 21(a). United States History for Rural Teachers (Mr. Freeman)

A brief review of the subjects designed for candidates for the academic certificate. Methods of teaching the subject in rural schools will be discussed. May be elected instead of Geography for rural teachers (course 20).

#### 22. 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 Elementary Schools. Discussion of practical garden work and elementary principles of agriculture.

Credit, two semester hours.

#### 23. 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 22 and 23 above.

#### 24. 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 Education 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, three semester hours, if course 1 or 2 below is included.

##### 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.

## 25. Drawing II

*Kindergarten-Primary (Mr. Bradley) (60 hours)*

A drawing methods course adapted to the lower grades. *Representation* will include nature drawing, toy drawing, action figures, houses, etc., and the combination of these in illustrative drawings.

*Design* will include simple basic principles and their application in lettering, color, mounting and poster making.

*Study of Pictures* and their interpretation.

*Intermediate (Mr. Bradley and Mr. Jacobs) (60 hours)*

Drawing and Methods suitable for grades four, five and six.

*Representation* will include: nature drawing and principles of circular perspective and their application in drawing common objects.

*Design* includes color theory and its application in nature drawing and posters together with lettering and arrangement in poster work.

*Study of Pictures* and their interpretation.

*Grammar (Mr. Jacobs) (60 hours)*

Drawing and Methods applicable in Junior High Schools.

*Representation* will include drawing fruits and flowers, parallel and angular perspective and their application in drawing common objects.

Special emphasis will be laid on pencil handling.

*Design* will include color theory, lettering and arrangement in posters and school projects.

*Study of Pictures* to develop appreciation.

## 26. Music

(Mr. Abbott, Miss Speir, Mr. Nichols)

A special course in music 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 ability sufficient to pursue the course successfully.

The graduation requirements are:

- (1) A good singing voice and ability to use it correctly in teaching 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 orchestra 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 and the child voice.

Students in the special course in music who have not had 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. Application of principles taught in Methods A and study of material suitable for elementary schools. Mr. Abbott.

### Methods C

Critic teaching of fundamental principles taught in Methods A and B. Miss Speir.

### Methods D

The course of study for high schools. Methods of organizing a department of music in high schools. The art of conducting is discussed in this course and critic conducting required. Mr. Abbott.

### Rote Songs—Child Voice

In this course many songs suitable for use 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 Speir.

### 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 applications of principles already 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 reading music and singing at sight. Recitations in this course are almost entirely individual, very little class singing being done. Miss Speir.

## 27. 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.

## 28. Adult Immigrant Education (Mr. Houghton) (Dr. Moley)

1. American political institutions and citizenship training.  
Dr. Raymond Moley, Special Lecturer—State Department of Education—Associate Professor of Government—Columbia University.  
Frederick Houghton, Principal Public School No. 7 and Supervisor of Immigrant Education, Buffalo.
2. Organization of classes and methods of teaching English to non-English speaking adults.  
Dr. Moley will conduct the first course from July 2nd to July 16th—20 hours—Mr. Houghton will continue it from July 16th to the 23rd—10 hours.

giving special attention to methods of teaching declarants and petitioners for naturalization.

The second thirty-hour course will be for three weeks beginning July 2nd and continuing to July 23rd.

The usual certificates showing the completion of these courses, and issued by the State Department, will be granted (note previous catalog announcements).

College and University credit at the University of Buffalo and Canisius College has been requested.

**29. Geography and History for Grades I-IV (Miss Ingram)**

This course will include detailed treatment of beginning or home geography, with history stories, songs, literature, etc., and the transition from the home to distant regions. The organization and use of available material needed to motivate the work in these grades will be taken up, showing how concepts grow out of home and community problems, and principles built up which are valuable in making life adjustments.

**30. Mental Testing (Dr. Chase)**

An extra laboratory and conference hour will be arranged for those who wish to observe practical demonstrations of mental testing. This is not a credit giving course and it must necessarily be limited to a small conference group. The aim will be to give more familiarity with technique and to discuss individual problems that may arise and suggest practical applications for the results of mental testing.

**31. Algebra (Mr. Phillippi)**

If there is sufficient demand, a course will be given covering a rapid review of Elementary Algebra with attention to methods of teaching the various topics, with special attention to formulae, equations and graphs.

**32. Kindergarten Methods (Miss Watkins)**

The correlation of Kindergarten with Primary work, the project method in Kindergarten practice, the broader adaptation of Drawing and suggestions for establishing correct speech habits in children of Kindergarten age will constitute the essential features of the course. It will be varied, however, to suit the desires of the group electing it.

Printed at  
STATE NORMAL SCHOOL  
Buffalo, N. Y.

Helen G. Englebreck.

Not to be taken from Room 100  
**SUMMER SESSION**

**VOCATIONAL HOME-  
MAKING DEPARTMENT**



**STATE NORMAL SCHOOL  
BUFFALO NEW YORK**

**JULY SECOND TO AUGUST TENTH  
NINETEEN TWENTY THREE**