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1923

### College Catalog, 1923-1924

Buffalo State College

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# State Normal and Training School

BUFFALO, NEW YORK



CATALOGUE, 1923-24

ALBANY  
J. B. LYON COMPANY, PRINTERS  
1923

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sight-seeing treasures of the trip are to be enjoyed. Venice, Rome, Florence and Milan with their incomparable wealth of Art and historical suggestions will offer a never-to-be-forgotten experience. Returning through Switzerland for the unrivalled scenic glory of Interlaken and Montreux, the party will proceed to France and have a week in Paris, which will also include visits to Versailles and the battlefields. This itinerary will provide an extraordinary opportunity for the appreciation of the great dramatic episodes of English, French and Italian History along with the privilege of studying the life and culture of many of the great European centers. The course in Art Appreciation will include art galleries, furnishing facilities for studying the English, Dutch, Flemish, Italian and French Schools of Art, together with the architecture of the countries visited. The arrangement of these three tours is such that a student may take the English Literature Tour alone or the European History and Art Tour combined, or all three combined.

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HARRY W. ROCKWELL, Principal

EDWARD H. BUTLER LIBRARY  
STATE UNIVERSITY COLLEGE  
BUFFALO, N. Y.



# Buffalo State Normal School

## 1923-1924

### Extension Courses

These Courses are Designed for Certificated Teachers and Normal School Seniors Approved by the Program Committee. Others admitted on permission. All teachers in teaching centers are required by the City Department of Education to take courses aggregating two semester hours of credit.

*For dates of registration see page three*

#### Read the Important Announcement on Page Three

#### I. Administration.

(First semester only.) (One semester hour college credit.)

This course will include an analysis of the work of the Principal or Supervising Principal in the organization, administration and supervision of instruction in a typical city elementary or high school.

ERNEST C. HARTWELL, A. M.,  
Superintendent of Schools,  
Buffalo.

Tuesdays at 4:30 P. M.—Room 208.

#### II. Contemporary Fiction and Poetry.

(First semester only.)  
(One semester hour college credit.)

The Development of English Literature since 1900. Lectures upon the most significant English and Anglo-Irish novelists and poets of the period.

The following, among other writers, will be discussed:

Wells, Conrad, Bennett, George Moore, Galsworthy, W. H. Hudson, Bridges, Yeats, Hardy, Houseman.

Suggestions for further reading.

HENRY A. LAPPIN, LITT. D.,  
Professor of English Language  
and Literature,  
D'Youville College for Women,  
Buffalo.

Mondays at 4:30 P. M.—Room 316.

#### III. Educational Measurements. (First semester only.) (One semester hour college credit.)

A brief elementary course which aims expressly to familiarize the classroom teacher with the "measuring movement" in Education. Choice and evaluation of tests and scales with use of some of the most important ones. Explanation of simpler statistical terms and methods.

DANIEL B. LEARY, PH.D.,  
Professor of Psychology,  
University of Buffalo.

Saturdays at 10:00 A. M.—Room 208.

NOTE:—(A course in Philosophy of Education by Dr. Leary, supplementing the course of last year, will be given at the next session of the State Normal Summer School.)

#### IV. General Methods in Primary Grades.

(Two semester hour college credits.)  
(First and second semester.)

A general survey of Primary Methods with special emphasis on reading, number, English and occupation work. Open to teachers at training centers and teachers of less than three years' experience in the Buffalo School System.

HARRIET L. BUTLER, B.S.,  
Deputy Supt. of Schools,  
Buffalo.

Tuesdays at 4:30 P. M.—Room 316.

NOTE:—(If a sufficient number of teachers of more than three years' experience request this course, a second section will be organized.)



**V. Projects in the Primary Grades.**

(First semester only.)

(One semester hour college credit.)

The importance of project teaching in the Primary grades; the relation of projects to interests of children and the laws of learning; a critical study of type projects; the essential elements of project organization and teaching.

LAURA L. REMER, PH.B., M.A.,  
Buffalo State Normal School.

Wednesdays at 4:30 P. M.—Room 209.

**VI. Class Management.** (First and second semester.) (Two semester hour college credits.)

This course will include the nature and scope of classroom management; the qualifications of teachers; the hygiene of the classroom; the teacher's relation to the curriculum; discipline; incentives and rewards; program making; the laws of fatigue.

W. HOWARD PILLSBURY, A.B.,  
Deputy Supt. of Schools,  
Buffalo.

Fridays at 4:30 P. M.—Auditorium.

**VII. History of American Education.**

(First semester only.)

(One semester hour college credit.)

A brief survey of the development of education in America with special emphasis on the significant movements since 1900. Lectures and discussions.

HARRY W. ROCKWELL, Ph.D.,  
Principal, State Normal School,  
Buffalo.

Mondays at 4:30 P. M.—Room 208.

**VIII. Methods in Primary and Intermediate Arithmetic.** (First semester only.)

Study of essentials in the subject matter of Arithmetic guided by the State syllabus; development of number concepts with approved devices for recognition of the number facts and drill in the same; the underlying principles of fractions, denominate numbers, percentage, with problems from actual business practice; standard tests and their interpretations.

M. ELSIE DAVIS, B. S.,  
Asst. Principal, School No. 8,  
Buffalo.

Thursdays at 4:30 P. M.—Room 208.

**IX. A. Methods in Intermediate Language.**

(First and Second Semester.)

**B. Subject Matter in Geography.**

Grades 3-5.

Intended for teachers of intermediate grades.

A. Course will be introduced by a study of the problem confronting teachers of intermediate English, aims of the subject, selection of subject matter and approved methods of presentation.

B. Practical demonstration lessons will be given and a discussion of the proper selection and organization of subject matter as outlined in the course of study will be included.

MARY A. CHAMBERS,  
Principal School No. 40,  
Buffalo.

Wednesdays at 4:30 P. M.—Room 208.

**X. A. Methods in English for Upper Grades.**

(First and Second Semester.)

**B. Subject Matter in Geography.**

Grades 6-7.

A. This course will be introduced by a discussion of the underlying principles involved in teaching a subject and the problem that confronts our teachers. The major part of the course will be spent in discussing what is best to teach in English and what is the best way to teach it. The aim of the course is to be a very practical help to the teachers of the subject.

B. The course will cover the selection and organization of the subject matter as outlined in the course of study, illustrative material and supplementary reading. Demonstration lessons will be given.

CHARLES P. ALVORD,  
Deputy Supt. of Schools,  
Buffalo.

Wednesdays at 4:30 P. M.—Room 218.

**XI. Sand Table Work for Intermediate Grades.**

(First semester only.)

Actual work with sand table will be offered for 4th, 5th and 6th grades with special correlation to the study of Geography.

HARRY W. JACOBS,  
Supervisor of Drawing,  
Buffalo.

Thursdays at 4:30 P. M.—Room 313.



## XII. European History.

(Second semester only.)  
(One semester hour college credit.)

This course, while designed in part to serve as a background for European travel, has also in mind those who wish an introduction to certain phases of European History, which, it is hoped, they will follow up by reading from a suggested bibliography. Dramatic episodes, particularly of French and Italian history, will receive major attention, emphasis being placed on a correlation of history with literature and art; i. e., the life and culture of Paris, Florence, Rome and other such important centers.

JULIAN PARK, Ph.D.,  
Dean, College of Arts and Sciences,  
University of Buffalo.

(Two additional semester hours college credit for European travel. See announcement below.)

Mondays at 4:30 P. M.—Room 208.

## XIII. Art Appreciation.

(Second semester only.)  
(One semester hour college credit.)

A study of the fine arts and their distinctive aesthetic values, together with a brief survey of architecture, sculpture and painting in Europe, which will serve as a background for European travel. Illustrated lectures, assigned readings, and group study of the Italian, French, Flemish, Dutch and English Schools of Art as a basis for visits to the galleries of Europe.

CHARLES B. BRADLEY,  
Head of Art Department,  
State Normal School,  
Buffalo.

(Two additional semester hours college credit for European travel. See announcement below.)

Thursdays at 4:30 P. M.—Room 316.

## XIV. English Literature.

(Second semester only.) (One semester hour college credit.)

This course will include lectures, some of which are illustrated, and assigned readings on the outstanding figures in English Literature, with special reference to the Literary Shrines made famous by these writers and to be visited by those who desire credit for European travel. The course, valuable in itself, will be invaluable as a preparation for the European tour which, with congenial company under competent guidance, will include the Lake District, the Burns country, the Scott country, Cambridge and Oxford, unique university cities, and the incomparable literary center of the world, London.

CHARLES E. RHODES, A.M.,  
Principal of Bennett High School and  
Associate in English, University of Buffalo.

(Two additional semester hours college credit for European travel. See announcement below.)

Tuesdays at 4:30 P. M.—Room 208.

# Important Announcement

Imagine the vital added interest which the study of European History, Art Appreciation and English Literature would assume if these studies were transferred from the American class room to France, Italy and England! The study of European History at Versailles, Waterloo and in Westminster Abbey; of Art Appreciation in the Uffizzi and the Louvre; of English Literature in the Lake District and at Stratford-on-Avon, all under skilled leadership has been made possible by the organization of a "Study Travel" plan. Chancellor Capen and the Administrative Board of the College of Liberal Arts and Sciences of the University of Buffalo have approved the courses for college credit. Superintendent Hartwell has also endorsed the idea, since it is in accord with his well-known policy of encouraging teachers to continue their professional study. The above courses, Nos. XII, XIII and XIV, will be given once weekly during the second semester as indicated and carry one semester hour credit each for all who elect the course. They will also serve as a special preparation for students who elect to supplement them with European travel. Those who have long anticipated the privilege of European travel and who wish to earn 3, 6 or 9 college credits in lieu of attending Summer School may have the great cultural advantage of European travel under expert guidance. These courses are designed primarily for teachers, but will be open to others on special permission. The travel parties will be conducted by Dean Park, Mr. Bradley and Mr. Rhodes.

Mr. Rhodes will sail with the English Literature group on June 21, 1924, for a tour of 51 days. This offers a unique opportunity to enjoy a delightful tour to the most noted literary shrines of England and Scotland, including the Lake District, the Burns country, the Scott country, the Trossachs trip, the East Coast cathedrals, Oxford and Cambridge, the home of the immortal Shakespeare and London, full to overflowing with literary suggestions. It will also include a visit to Holland, Belgium, the battlefields of France and a week in Paris.

Dean Park and Mr. Bradley will sail on July 3rd with the European History and Art groups. They will proceed to London and join the English Literature group, visiting London and its environs for eight days. Proceeding to the continent, they will include Amsterdam and the Hague in Holland, Antwerp and Brussels in Belgium, Strasburg in Alsace, Lucerne in Switzerland and continue into Italy where the special



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sight-seeing treasures of the trip are to be enjoyed. Venice, Rome, Florence and Milan with their incomparable wealth of Art and historical suggestions will offer a never-to-be-forgotten experience. Returning through Switzerland for the unrivalled scenic glory of Interlaken and Montreux, the party will proceed to France and have a week in Paris, which will also include visits to Versailles and the battlefields. This itinerary will provide an extraordinary opportunity for the appreciation of the great dramatic episodes of English, French and Italian History along with the privilege of studying the life and culture of many of the great European centers. The course in Art Appreciation will include art galleries, furnishing facilities for studying the English, Dutch, Flemish, Italian and French Schools of Art, together with the architecture of the countries visited. The arrangement of these three tours is such that a student may take the English Literature Tour alone or the European History and Art Tour combined, or all three combined.

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HARRY W. ROCKWELL, *Principal*,  
Buffalo State Normal School.

## Vocational Industrial Department

The courses offered in this department are open only to teachers in service who are employed as instructors of manual training, industrial arts and vocational subjects. Hours may be rearranged to suit classes if it is found that other hours would be more suitable. Students wishing to register for these courses should consult Mr. Perkins, Head of the department.

### Course 1—Methods for Vocational Teachers.

Mr. Weber

This course will treat in general those factors and outcomes involved in the teaching-learning process with particular emphasis upon the problems of shop teaching. Attention will be given the formal method and its adaptation to industrial school classes.

Monday and Wednesday at 4:00 P. M.

### Course 2—Types of Vocational Education.

Mr. Applebee

A course dealing with the organization and special problems of the various types of industrial and vocational schools and classes. The work of the course will consist of discussions, assigned readings, and reports.

Monday and Wednesday at 5:00 P. M.

### Course 3—Sociology.

Mr. Clement

The purpose of this course is to apply modern sociological theory and data to those social problems which the vocational teacher ordinarily encounters, such as the family, sociological determinants of child behavior, social attitude towards economic conditions, and similar problems. Basic texts, Ellwood—Sociology and Modern Problems; Clow—Sociology with Educational Applications.

Monday and Wednesday at 5:00 P. M.

### Course 4—Vocational Guidance.

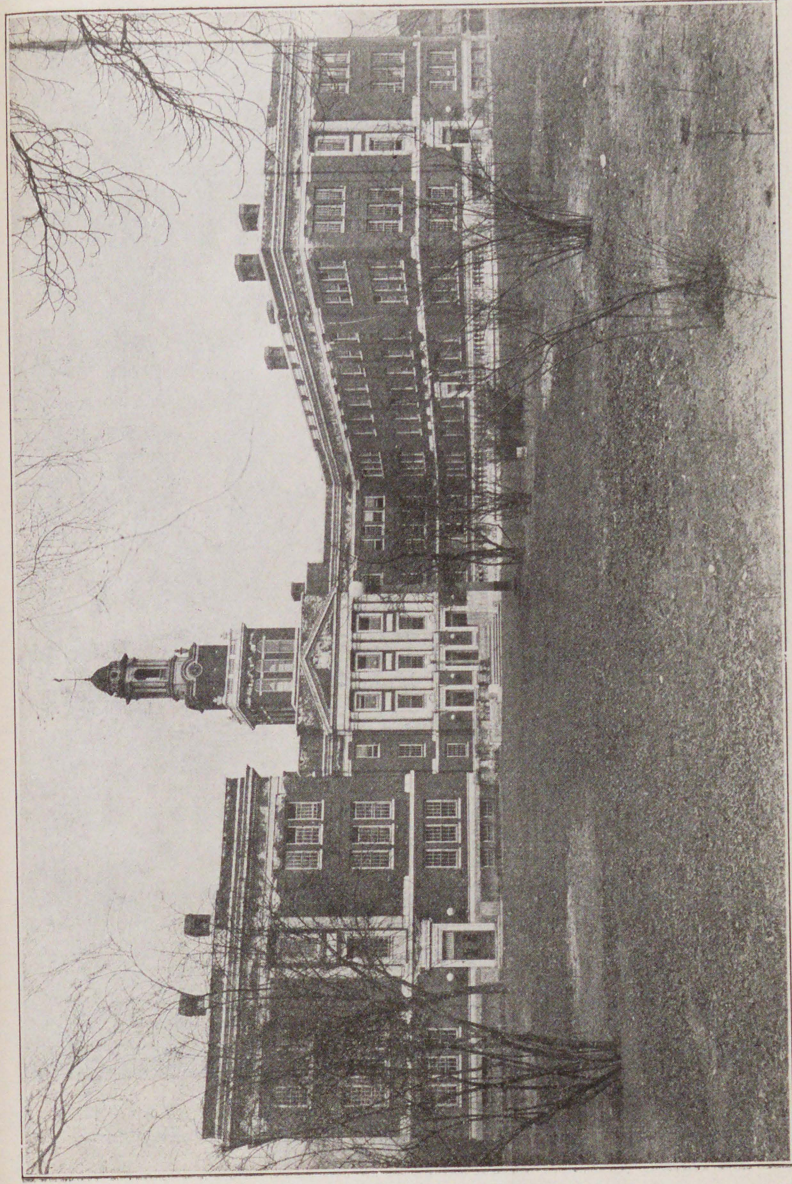
Mr. Applebee

This course is intended for those who have the responsibility of placement and follow-up work and for those teachers interested in this phase of educational endeavor. The aim is to present, by means of discussions and reports, the constant and variable factors which influence prevocational courses and junior occupations.

Monday and Wednesday at 4:00 P. M.



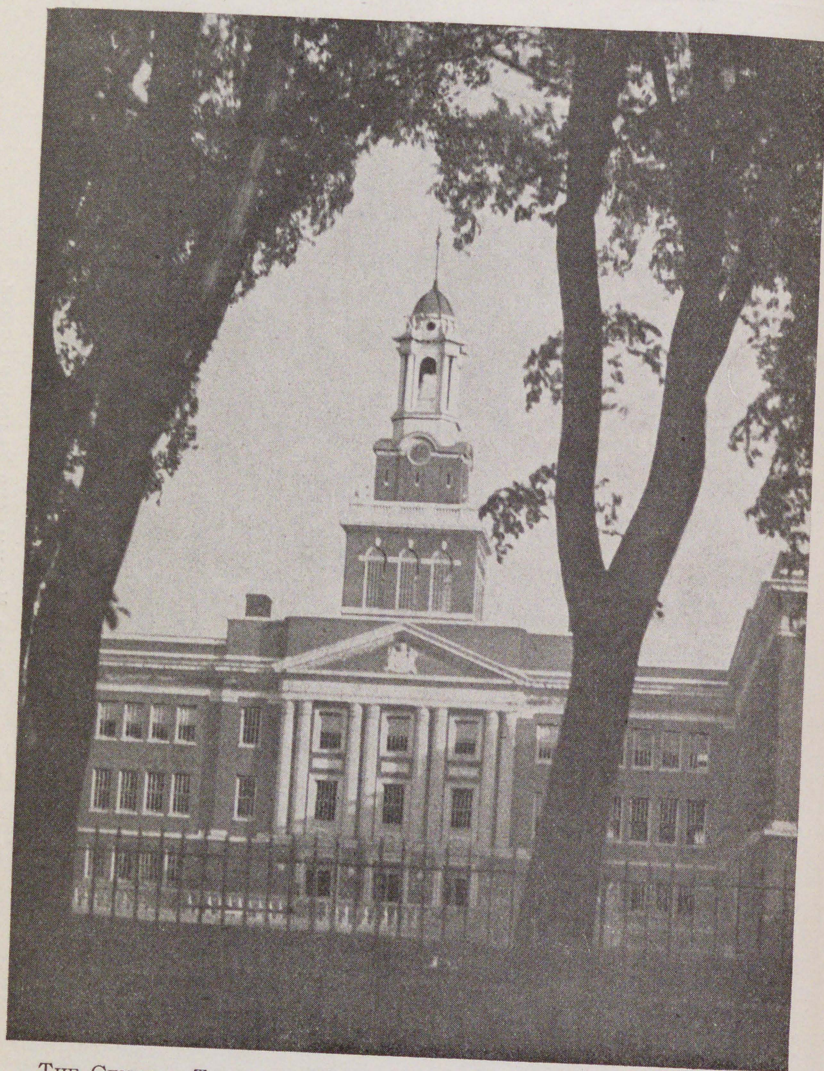
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THE BUFFALO STATE NORMAL AND TRAINING SCHOOL



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BUFFALO, N. Y.



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

# State Normal and Training School

BUFFALO, NEW YORK



CATALOGUE, 1923-24

*"Education is the most sacred concern of a nation and its only hope"*

—Galsworthy



## CALENDAR OF DAY SCHOOL

### 1922

Wednesday, September 13th, Normal Department opened  
Thursday, October 12th, Columbus Day  
Wednesday, November 29th, Thanksgiving recess began  
Friday, December 22nd, Christmas recess began

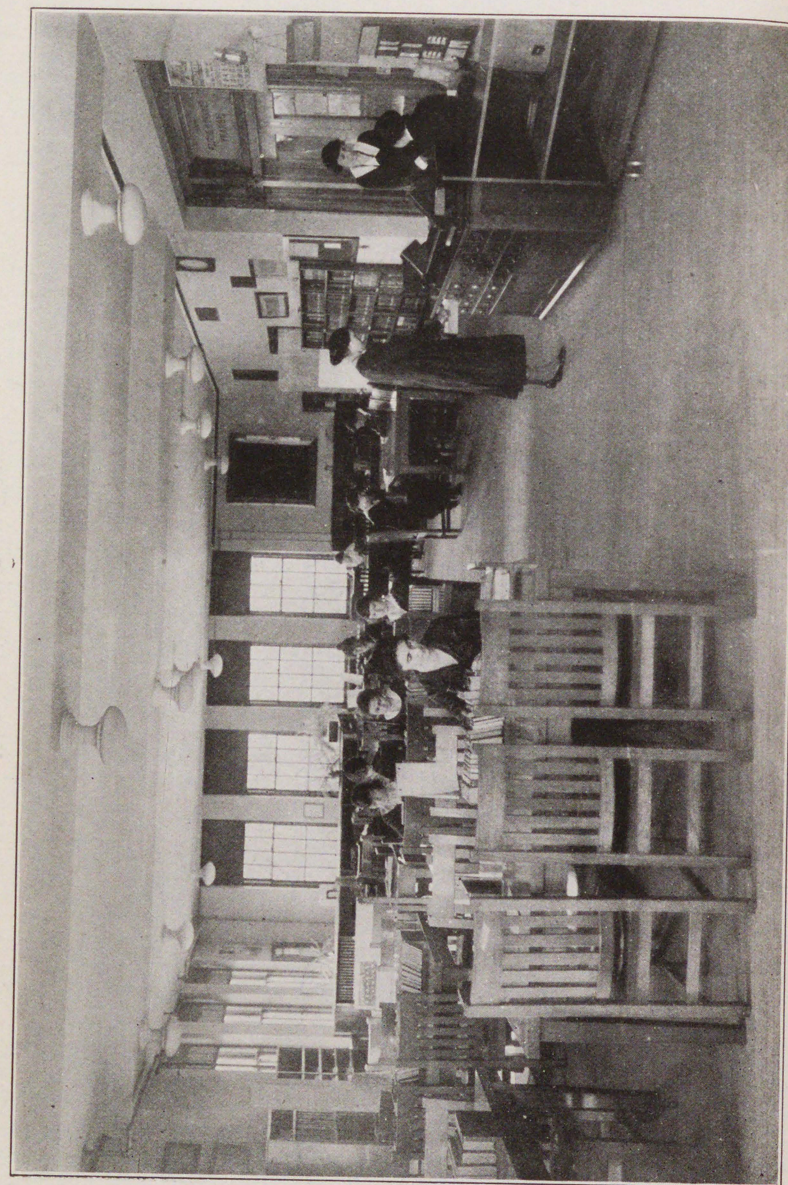
### 1923

Wednesday, January 3rd, work resumed  
Monday, January 29th, to Friday, February 2nd, semester examinations  
Monday, February 5th, second semester begins  
Monday, February 12th, Lincoln's Birthday  
Thursday, March 29th, to Monday, April 9th, Easter recess  
Wednesday, May 30th, Memorial Day  
Monday, June 18th, to Friday, June 22nd, final examinations  
Saturday, June 23rd, Class Day  
Sunday, June 24th, Baccalaureate Services  
Monday, June 25th, Alumni Day  
Tuesday, June 26th, Commencement Day  
Monday, July 2nd, Summer Session opens  
Friday, August 10th, Summer Session closes  
Tuesday, September 4th, School of Practice opens  
Wednesday, September 12th, Normal Department and Kindergarten open  
Friday, October 12th, Columbus Day  
Wednesday, November 28th, to December 3rd, Thanksgiving recess  
Friday, December 21st, to Wednesday, January 2nd, 1924, Christmas vacation



VIEW OF CAMPUS FROM TOWER





READING ROOM OF THE EDWARD H. BUTLER LIBRARY

## THE FACULTY

HARRY W. ROCKWELL.....*Principal*  
Brown, B.A., M.A.; Columbia, M.A.; State College for  
Teachers, Pd.D.

*Normal Department*  
(Names arranged alphabetically)

WENDELL T. APPLEBEE  
*Machine Shop Practice and Industrial Education*  
University of Michigan (two years and three summers);  
Graduate Buffalo State Normal School.

PHILIP G. AUCHAMPAUGH.....*History*  
State College for Teachers, B.A.; Syracuse University, M.A.

GERTRUDE M. BACON.....*Superintendent of Practice Teaching*  
Graduate Buffalo State Normal School; Columbia Summer  
School (seven sessions); University of Buffalo, B.S.

ELIZABETH L. BISHOP.....*Science*  
Graduate Buffalo State Normal; Teachers' College, Columbia  
University, B.S.

FLORENCE G. BOORMAN.....*Kindergarten*  
Graduate Rochester City Normal School; Extension Work,  
University of Rochester; Teachers' College, Columbia  
(summer).

CHARLES B. BRADLEY.....*Head of Art Department*  
Graduate Pratt Institute; Extension work in College of Fine  
Arts, Syracuse University; Cornell University; Teachers'  
College, Columbia University.

ALICE A. BRIGHAM.....*Domestic Art*  
Graduate Buffalo State Normal; Teachers' College, Columbia,  
B.S.

CLINTON B. BURKE.....*Woodworking*  
LOUISE M. CASSETY.....*Head of Kindergarten Department*  
Graduate Buffalo State Normal; Teachers' College 1904-5  
(Summer session 1920).

MYRTLE V. CAUDELL....*Director of Vocational Homemaking Dept.*  
Graduate Buffalo Training School; Graduate Drexel Institute;  
Teachers' College, Columbia, B.S., M.A.

GEORGINA E. CHAMOT.....*Domestic Art*  
Graduate Buffalo State Normal; Columbia Summer School  
(two sessions); Cornell Summer School (two sessions).

LUELLA CHAPMAN .....*Penmanship*  
Iowa State Teachers' College; A. N. Palmer School for Pen-  
manship Supervisors; Extension work, Drake University  
and University of Minnesota.



SUSAN F CHASE.....*Psychology and Mental Testing*  
Graduate Quincy, Mass. Training School; University of Wisconsin, B.L.; Milton College, M.A.; University of Buffalo, Pd.D.; Extension work, Chicago, Cornell, Columbia and City College, New York, Leland Stanford University.

STEPHEN C. CLEMENT....*Head of Department of Social Sciences*  
University of Maine, B.A; Graduate work at Yale and Columbia Universities.

RUBIE DONALDSON .....*Foods*  
Graduate Buffalo State Normal Homemaking Department, B.S. (in Home Economics); Teachers' College, Columbia (Summer).

HELEN G. ENGLEBRECK.....*History and Registrar*  
Elmira College, B.A.; Columbia Summer School, Teachers' College (one semester).

MILDRED N. GARDNER.....*Homemaking Teacher Training*  
Teachers' College, Columbia, B.S.

ANNA M. GEMMILL.....*Chemistry*  
Graduate Buffalo State Normal School; Extension work Chicago University, Cornell, Teachers' College, Columbia; University of Buffalo, B.S.

HAZEL HARRIS .....*English*  
Kansas State Teachers' College, B.S.; Columbia University, M.A.

RUTH ELLIOTT HOUSTON.....*Head of Physical Education Dept.*  
Western College, B.A.; Graduate Oberlin College, Department of Physical Education; Graduate Harvard Summer School of Physical Education.

EDNA N. HURD.....*Music*  
Graduate Teachers' Course, Oberlin Conservatory of Music; Graduate Utica Conservatory of Music; Graduate Cornell University Course for Music Supervisors; Northampton Summer School of Music; Piano study in Leipsic, Germany; Vocal study, New York city (3 years).

GEORGE E. HUCKINS.....*Printing*  
Graduate Buffalo State Normal School (Vocational).

JANE M. KEELER.....*English and Dramatics*  
Graduate Emerson School of Oratory; Post graduate work, Ithaca Conservatory of Music.

IDA L. KEMPKE.....*Head of English Department*  
Graduate Buffalo State Normal; University of Buffalo, Pd.B., B.A.; Extension work at Teachers' College (two sessions), City College, New York; Cornell; Harvard (four summers) and Chicago University.

IRVING C. PERKINS.....*Director of Vocational Industrial Dept.*  
New Hampshire State College, B.S.; Extension work Teachers' College, Columbia.

J. F. PHILLIPI.....*Head of Mathematics Department*  
Graduate Fredonia Normal; University of Buffalo, B.A.; Teachers' College, Columbia (Summer).

GEORGE M. QUACKENBUSH.....*Vocational Industrial*  
Graduate Buffalo State Normal School; Rensselaer Polytechnic Institute (2 years); Extension work Oswego Normal; Columbia University; University of Rochester, B.S.

CATHERINE E. REED.....*Elementary Science and Nature Study*  
Syracuse University, A.B.

JENNIE ROBSON .....*Arithmetic*  
Albany Normal College, Pd.B.

CHARLES C. ROOT.....*Head of Education Department*  
Michigan State Normal College, B.Pd., M.Pd.; University of Michigan, B.A.; University of Chicago, M.A.

BERTHA RYAN .....*English*  
Syracuse University, M.A.; Wellesley College, B.A.

WINIFRED E. SALOM.....*Physical Education*  
Savage School Physical Education; Extension work Teachers' College, Columbia.

MILDRED L. SIPP.....*Methods in Vocational Homemaking*  
Graduate Buffalo State Normal; Teachers' College, Columbia, B.S., and summer session.

HELEN C. SMITH.....*Vocational Homemaking*  
New York State College for Teachers; Extension work Teachers' College, Columbia (summer session); Syracuse University.

RUTH E. SPEIR.....*Music*  
Graduate Virgil School of Music (Teachers' Course); Skidmore School of Arts (one year); Graduate New York University Music Course; Graduate Institute of Music Pedagogy, Northampton; Cornell Vocal School (Summer)

AMELIA BROWNE SPRAGUE.....*Drawing and Design*  
Cincinnati Art Academy; Pratt Institute; Summer Sessions at New York University, University of Tennessee, Extension Courses Chicago University, Berkshire Summer School of Art.

ELIZABETH P TAYLOR.....*Vocational Dressmaking*  
Graduate Buffalo Normal (Vocational); Teachers' College, Columbia (Summer); Extension work, University of Rochester.

GRACE VIELE .....*Librarian*  
Smith College, B.L.; Graduate Buffalo State Normal; Columbia Summer School; Albany Library School.

LILLIAN W. WALKER.....*Geography*  
Graduate Buffalo State Normal; Extension work, Harvard Summer School; Columbia (4 summers); University of Buffalo.



WALTER B. WEBER.....*Electrical Theory and Shop Practice*  
Graduate Buffalo State Normal (Vocational); Cornell University (Summer).

#### School of Practice

MINNE GROVES, *Critic Teacher and Mathematics Junior High School*  
Graduate Palmer Methods School of Penmanship; Summer session at Eastern Kentucky Normal School and University of Florida.

MARY H. FOWLER  
*Critic Teacher and History, Geography, Junior High School*  
Graduate Buffalo State Normal; Columbia Summer School.

MARY M. CHABOT  
*Critic Teacher and English, Latin, Junior High School*  
Graduate Buffalo State Normal; D'Youville College, B.A.; Extension work, Sorbonne, Paris, and Berlitz School of Languages, Coblenz, Germany.

ELIZABETH B. SMALL.....*Critic Teacher Sixth Grade*  
Graduate Buffalo Training School; Columbia Summer School; Columbia University, 1921-1922.

STELLA O'REILLY.....*Critic Teacher Fifth Grade*  
Graduate Buffalo State Normal; Harvard Summer School; Extension work, D'Youville College; Extension work, Teachers' College, Columbia. (On leave of absence 1922-1923.)

HELEN WEIS.....*Critic Teacher Fifth Grade*  
Graduate Buffalo State Normal; Cornell University (Summer); Columbia University (Summer); Extension work, University of Buffalo.

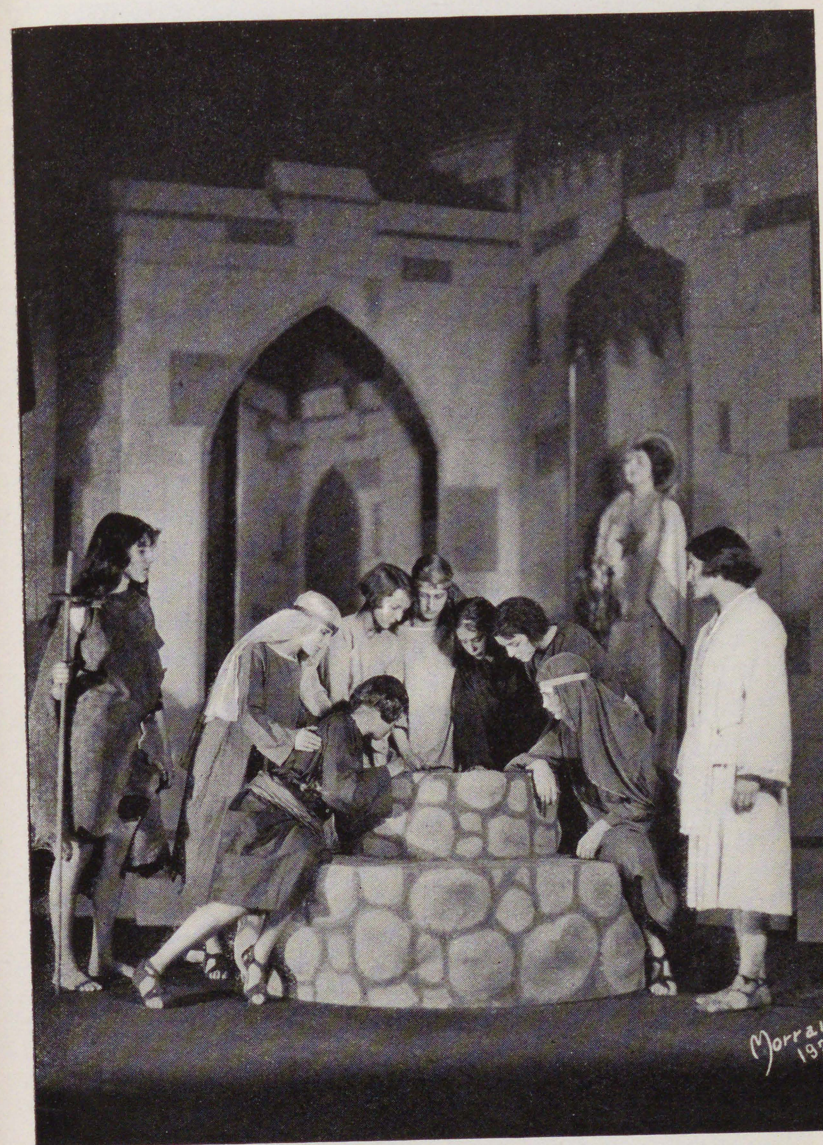
CARRIE BENSON  
*Assistant Principal and Critic Teacher Fourth Grade*  
Graduate Oswego State Normal; Extension work, University of Buffalo; Columbia University Summer School.

ELLA M. SMITH.....*Critic Teacher Third Grade*  
Graduate Buffalo State Normal; Columbia Summer School and Teachers' College, Columbia University, 1920-1921.

THERESA A. ROEHLER.....*Critic Teacher Second Grade*  
Graduate Buffalo State Normal; Extension work University of Buffalo, Columbia Summer School.

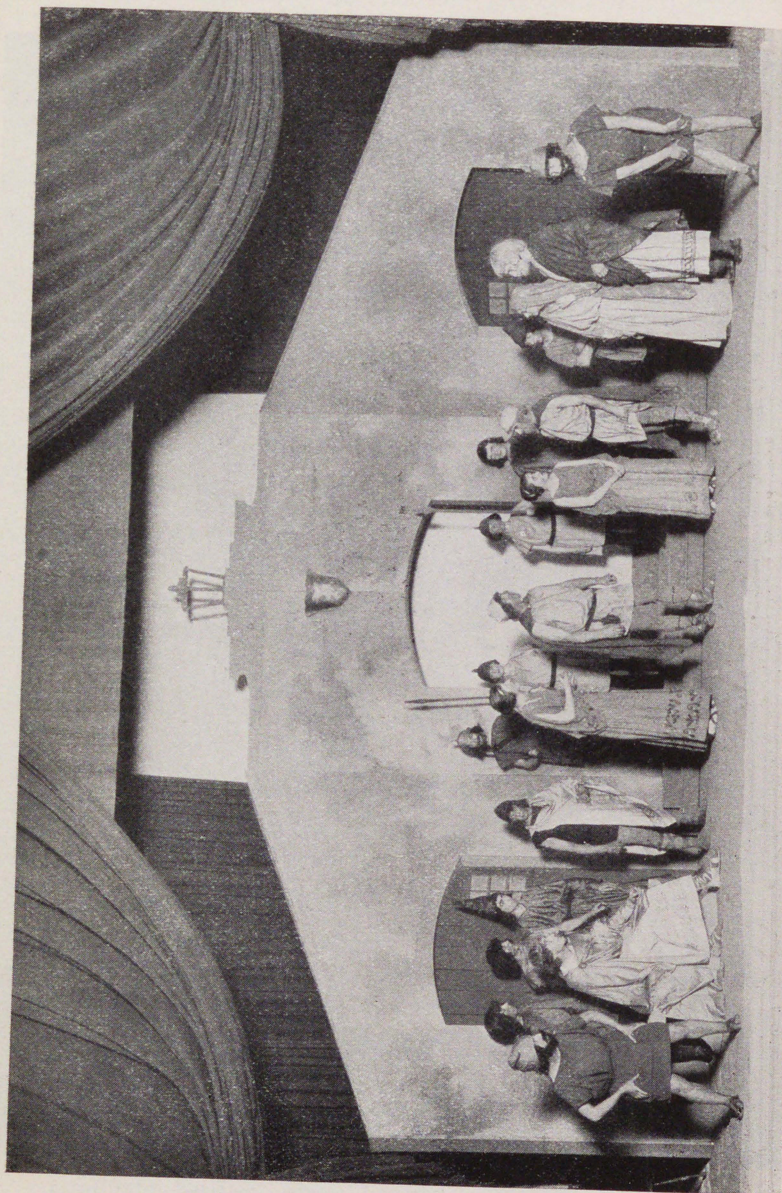
ERNINA S. SMITH.....*Critic Teacher First Grade*  
Graduate Buffalo State Normal; Colorado College Summer School; Columbia Summer School (three sessions); Extension work University of Buffalo and Chicago University.

LYDIE A. CHAMOT.....*Teacher of French*  
Graduate Buffalo State Normal.



SCENE FROM CHRISTMAS PLAY, "THE BLESSED BIRTHDAY."  
(Under the direction of Miss Jane M. Keeler)





DRAMATIC CLUB CAST IN "COMEDY OF ERRORS."  
(Under the direction of Miss Jane M. Keeler)

## Practice School at Public School No. 38

M. JOSEPHINE DURNEY.....	Critic Teacher Eighth Grade
EDNA R. GARDNER.....	Critic Teacher Seventh Grade
FANNY A. GARVIN.....	Critic Teacher Sixth Grade
CHARLOTTE M. MOORE.....	Critic Teacher Sixth Grade
LINA L. GIELOW.....	Critic Teacher Fifth Grade
LENA S. DENECKE.....	Critic Teacher Fourth Grade
JESSIE L. DEAN.....	Critic Teacher Third Grade
JENNIE MOSS.....	Critic Teacher Third Grade
MINNIE B. LAIRD.....	Critic Teacher Second Grade
JANE L. ELLIS.....	Critic Teacher Second Grade
ALICE MCKAY.....	Critic Teacher First Grade
FRANCES M. RUDELL.....	Critic Teacher First Grade
CLARA A. KREINHEDER.....	Critic Teacher Kindergarten

## OFFICE STAFF

NELLIE P. HOWLAND.....	Secretary to the Principal
MADELENE E. DANTZ.....	Stenographer
JUNE E. FISCHER.....	Stenographer

MABEL B. GILBERT.....	Cafeteria Manager
FRANKLIN H. SMITH...	Superintendent of Grounds and Buildings



## A FOREWORD TO YOUNG PEOPLE WHO ARE CONSIDERING TEACHING AS A VOCATION

To guarantee an equal educational opportunity for all American children is the most sacred duty of our great nation.

It should be the inalienable right and the high privilege of every American boy and girl to attend a school which is well organized and carefully supervised at least two hundred days a year.

Such schools should be taught by trained, mature, well paid, and competent teachers and conducted in modern, fire proof, sanitary, and well equipped buildings. They should be adequately supplied with the best text books and teaching materials. These are, in a word, the requirements for training our boys and girls for the great opportunities and responsibilities of 20th century civilization.

Those young people who desire to assist in this, the most important of our national activities, may well contemplate entering a State normal school which is, in fact, a school for the training of teachers.

Young people who desire to engage in this important form of public service should decide to enter a normal school only after deliberation and thorough self-examination. Unless they are physically and temperamentally fitted for this work they will not only find themselves unhappy in it but also through their incompetence they will work disaster in the lives of the children committed to their care. A real love for teaching based on a genuine love of children, reasonable intellectual ability and good health, are the minimum essentials in the way of preliminary qualifications. To these should be added adaptability and tact, some degree of executive ability and the saving grace of common sense. Candidates lacking these qualifications can hardly hope to make such a success of teaching as will give that life satisfaction which professional service should bring. A normal school cannot really create these qualifications any more than it can create personality. Those who possess these qualifications, however, may reasonably look to the normal school for inspiration and encouragement, for the development of a real ability and technique in the art of teaching and for the best adaptation of one's qualifications and ambitions to a particular phase of the educational field. The normal school is a professional school. Its advantages are offered tuition free by the state to those who agree in advance to teach for a reasonable period in the schools of the state of New York.

Those who are associated in the work of the Buffalo State Normal School cordially welcome all properly qualified young men and women who desire to share in its life and advantages in order to prepare themselves to participate in the great field of public education.

## HOW TO ENTER THE BUFFALO STATE NORMAL SCHOOL

1. Candidates must be at least sixteen years of age.
2. Candidates for admission must present either a Regents' academic diploma (of 72 or more counts) or evidence of graduation from a four-year high school course approved by the State Commissioner of Education.
3. Candidates should address the Principal of the Buffalo State Normal School and request an application for entrance which should be filled out in duplicate by the candidate and by the Principal of the high school from which said candidate has graduated.
4. Candidates for admission must present satisfactory credentials from a registered physician showing freedom from physical defects or disease that would unfit the candidate for the duties of teaching.

In addition to the above requirements we urge and advise all students entering the Buffalo Normal to include in the subjects of their high school course Intermediate Algebra, at least three years of one foreign language, together with at least one course in drawing. This selection of subjects is urged because many of our graduates desire to continue collegiate work at the University of Buffalo or Canisius College in order to obtain the Bachelor of Science degree. These institutions require the above-named subjects (with the exception of Drawing) as a pre-requisite for the advanced work leading to a degree.

After applications for entrance have been filled out by the candidate and verified by the principal of the high school or other secondary institution from which the candidate graduated it should then be returned to the Principal of the Buffalo State Normal School. When countersigned by him and approved by the Commissioner of Education the candidate will be duly notified of his appointment to the normal school, although the principal reserves the right to request a personal interview with such candidate.

All students are requested to be present on the opening day of school. Those not present when the school opens will be admitted only by special permission of the principal.

Tuition and use of text books in all courses are free to residents of the State of New York but residents of other States are admitted by special appointment of the Commissioner of Education and are required to pay in advance to the treasurer of the local board a tuition fee of \$50 a term of nineteen weeks.

## ADMISSION TO ADVANCED STANDING

A graduate of a training class who entered the class upon a high school diploma and who has taught one year since graduation from the training class may be given one year's advanced credit in the professional course in a State normal school. Credentials from other professional teacher training institutions may be accepted for advanced standing when approved by the Commissioner of Education.



### COURSES OF STUDY

The professional elementary teachers' course in the State normal schools is three years in length. The course of study is differentiated at the end of the first year and students are expected to select one of three fields in the teaching service; namely, Kindergarten-Primary (Kindergarten and grades 1, 2, 3), Intermediate (grades 4, 5, 6), Grammar or Junior High School (grades 7, 8, 9). In addition to the general elementary courses which are offered in all the State normal schools, special courses are offered in certain State normal schools in the following subjects:

Vocational—Buffalo and Oswego  
Manual Arts—Oswego  
Home Economics—Buffalo  
Commercial—Plattsburg  
Music—Potsdam and Fredonia  
Drawing—Fredonia  
Librarian—Geneseo  
Teacher Librarian—Geneseo  
Rural Education—Probably all schools after 1923  
Health Education—Cortland  
Physical Education—Cortland

and other courses that may be authorized by the Board of Regents.

### NORMAL SCHOOL DIPLOMA

A graduate from the general three-year professional course, upon recommendation of the school, will receive a normal school diploma which is a life license to teach in any elementary school in the State. The diploma will state the field in which the student has majored during the last two years of the course. A graduate from the general three-year normal school course of study who has specialized in any phase of junior high school work will be licensed also to teach that subject in the ninth grade.

A graduate from any one of the special courses mentioned will receive a diploma which will be a life license to teach the special subject in the public schools of the State.

### LIMITED CERTIFICATES FROM STATE NORMAL SCHOOLS

A student in one of the State normal schools who has satisfactorily completed the first two years of the general elementary course may receive a limited certificate to teach for a three-year period. This certificate may be extended for two years on the completion of at least twelve semester hours' credit in advanced professional courses of the third year. The completion of the third year of the normal school course is necessary for obtaining the life diploma.

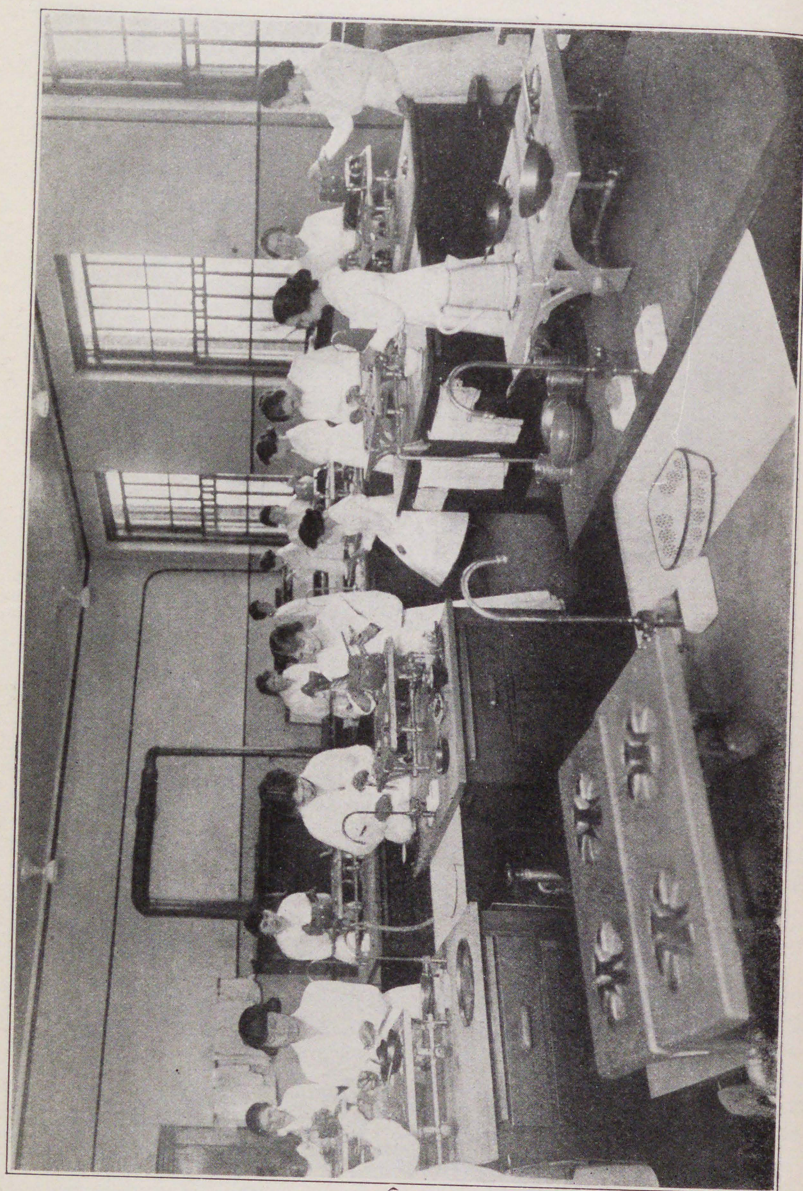
### CREDIT AND CERTIFICATION

The change from a two-year to a three-year normal course has raised so many questions regarding the adjustment of credits and the certification of teachers that the following regulations now in



THE KINDERGARTEN





THE SENIOR KITCHEN — HOMEMAKING DEPARTMENT

force are offered to assist candidates in making this transition. All students who matriculate in normal schools after September, 1922, and who offer a year of credit must matriculate for the three-year course. Students who offer courses for credit will be given such credit course for course and hour for hour on the semester hour basis. Such advanced credit can be allowed only after the approval by the principal of the credentials submitted by the candidate which give evidence of completed course, hour for hour, in some approved institution.

The following certificates to teach are discontinued as indicated below:

Academic Certificate (not issued after 1923-24); Rural School Renewable Certificate (not issued after 1924); State Limited Certificate (not issued after 1925); State Life Certificate (not issued after 1926).

The Normal Life Certificate has also been abolished. The work for this certificate will be continued through the summer session of 1923 in order that those who entered upon the course not later than 1920 may have an opportunity to complete the requirement.

Candidates who have obtained academic certificates by attending the summer sessions of the State normal schools are not entitled to normal credit. They were not matriculated normal school students. If, however, such students at the time stated their intention to continue their normal school professional training and took courses for credit, such courses may later be credited for matriculation insofar as they cover, hour for hour, on the semester hour basis, the equivalent of courses now included in the normal school course of instruction.

Applicants for admission to the State normal schools who hold first grade certificates or Rural Renewable Certificates may be admitted with advanced credit for one-half year's work provided they present credentials showing graduation from an approved four-year high school course, and provided they have had not less than five years' successful experience in teaching. Such credit will necessarily be distributed in terms of specific subjects and such candidates will have the opportunity to complete the full course in two and one-half years.

Applicants for admission, who hold the Life State Certificate, may be given advanced credit for one year provided they present credentials showing the completion of an approved four-year high school course and have had not less than five years' successful experience in teaching. This credit will enable a candidate to complete the new three-year course of study in two years.

A student graduating from the new three-year normal school course of study may be admitted to the State College for Teachers at Albany with three years' advanced credit and be graduated with the Bachelor degree on the satisfactory completion of one year's work. A student completing two years of work in the Buffalo State Normal School may be admitted to the University of Buffalo



or Canisius College with two years' advanced credit and be graduated with a Bachelor of Science degree on the satisfactory completion of two years' work provided such student submitted subjects for entrance at the Buffalo State Normal School which are required for entrance by the University of Buffalo and Canisius College for this degree. These subjects are:

	Units
English .....	3
Algebra: Elementary .....	1
Intermediate .....	$\frac{1}{2}$
Plane geometry .....	1
Latin, Greek, French, Spanish or German.....	3
And one of the following:	
History .....	1
Physics or chemistry.....	1
A second foreign language.....	2
Electives to make a total of.....	<u>15</u>

A student with a satisfactory record covering the first two years of the new course at the State normal schools may be admitted to Teachers' College, Columbia University, Rochester University (Department of Education), Teachers' College (Syracuse University), the State College for Teachers and other institutions, with two years' credit and in two additional years complete the work for a degree.

The summer sessions as now conducted in the State normal schools are not primarily for the purpose of giving the opportunity to students who are in attendance at the regular sessions to complete the regular normal course in a shorter period. Under certain circumstances a student from the regular session will be admitted to the summer session. Special permission must be obtained from the Student Program Committee for such attendance.

A teacher who holds a training class certificate in addition to high school graduation and has had one year of successful teaching experience, will be given one full year of credit; one who holds a training class certificate in addition to three years' work in high school and who has had three years of successful experience may by completing four summer sessions in a State normal school secure a certificate whereby she may teach in the elementary grades in schools in supervisory districts; one who holds a training class certificate in addition to two years of high school work and who has had five years of successful experience, may by completing four summer sessions in a State normal school be certificated to teach in the elementary grades in schools in supervisory districts. One who holds a training class certificate in addition to three years of high school may offer the same in lieu of graduation from high school and enter the normal school without condition but without advanced credit.

Candidates submitting college work for advanced credit must present the credentials to the principal and the Program Committee, and such courses will be credited, hour for hour, in accordance with the apparent credit value of such courses.

Candidates may not enter the Buffalo State Normal conditioned in more than one subject. In exceptional cases one condition may be allowed but must be removed before the student begins the work of the second year.

#### LIVING ACCOMMODATIONS AND EXPENSES

The school does not maintain a dormitory system. All rooms located about the city in the vicinity of the school which are offered to the students are inspected and recommended by the Student Committee, whose desire it is to surround students who are away from home with wholesome living accommodations and right conditions. Board and room (two occupying room) including light and heat may ordinarily be had at from \$7 upwards per week and, in some cases, the use of the laundry is included. Rooms (two occupying room) with privilege of using the kitchen may be secured at from \$3 to \$8 a week by those who wish to board themselves.

There are numerous opportunities for students to meet a part or all their boarding expenses by assisting in the homes where they are stopping.

Applicants who wish to take advantage of such opportunities for self help would do well to write to the Chairman of the Student Committee, a full statement as to their ability in various lines of house or other work. The Chairman of the Student Committee will forward a mimeographed list of available boarding places to inquirers. Address Miss Jennie Robson, Chairman of the Student Committee, Buffalo State Normal School, Buffalo, N. Y.



EDWARD H. BUTLER LIBRARY  
STATE UNIVERSITY COLLEGE  
BUFFALO, N. Y.

## STUDENT LIFE

It is not enough for a student in the Buffalo State Normal School to pursue and successfully pass the prescribed courses of the curriculum. In order to encourage team work, helpful participation in the affairs of an institution and develop leadership we strongly advise and urge students to identify themselves with one or more branches of student activity which are briefly enumerated below.

### SCHOOL PUBLICATIONS

*The Elms* is the official annual publication of the graduating class containing complete representation of all organizations and school activities, photographs and sketches of members of the graduating class, and important chronology of the events of student life. *The Record* is the monthly publication, a paper of eight or more pages, edited by a student board of editors and printed in the school print shop. It is a publication of school events, of constructive editorial comment, of student literary effort and altogether a creditable mouth-piece of student opinion and school life. Practically the entire student body supports this publication. The subscription price is seventy-five cents a year. Membership on *The Record* staff is recognized as one of the greatest honors which can come to students during their scholastic life. It earns for them the school letter, a gold "N."

### DRAMATIC CLUB

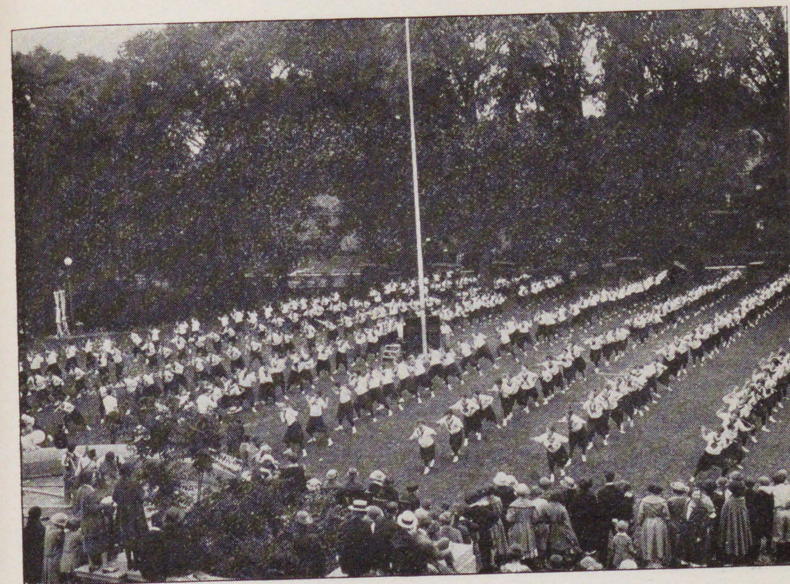
The Dramatic Club aims to accomplish three purposes, namely, to arouse a greater interest in oral reading, to develop an effective speaking voice and to foster freedom and grace in bodily attitude and movement. Membership is open to all students who accept the requirements of the organization. The members of this club present a Christmas play annually as their gift to the faculty, students and friends of the school. Near the close of the year one of Shakespeare's plays is presented and members of the cast are selected by competition. The entire activities of the Dramatic Club are under the personal direction of Miss Jane M. Keeler, who maintains a standard of dramatic accomplishment in the school which has been the subject of much favorable comment.

### Y. W. C. A.

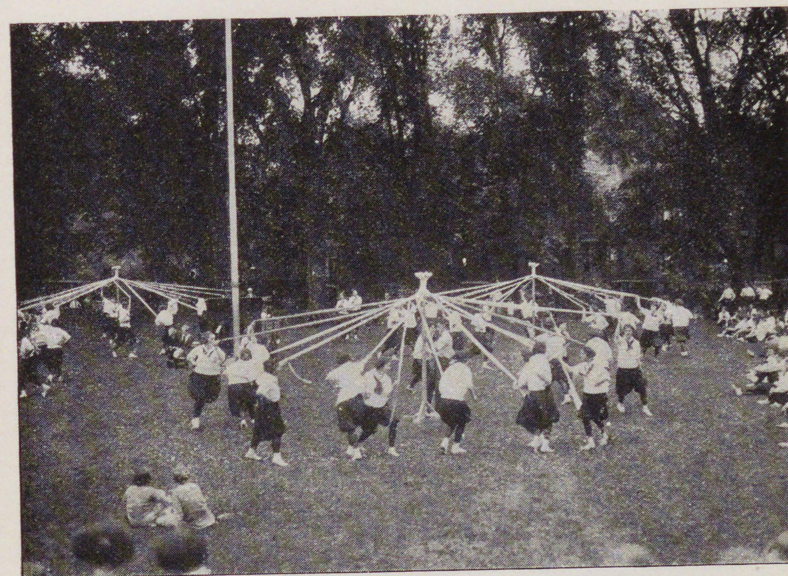
The Young Women's Christian Association is allied directly with the national organization and maintains religious and social activities to which all young women in the school are eligible without regard to the sect, creed or denomination to which they may owe personal allegiance.

### HOUSEHOLD ARTS CLUB

The Household Arts Club includes in its membership students in the Homemaking Department who meet regularly for the dis-



MASSED DRILL ON CAMPUS DURING ANNUAL PHYSICAL TRAINING EXHIBITION

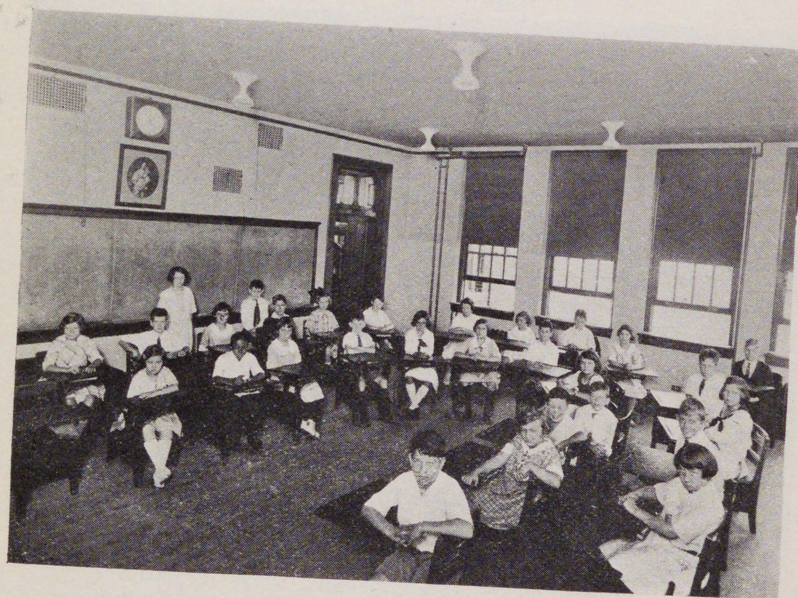


MAYPOLE DANCE DURING ANNUAL PHYSICAL TRAINING EXHIBITION





STUDENTS MARCHING TO CAMPUS FOR PHYSICAL TRAINING WORK



THE FIFTH GRADE OF THE SCHOOL OF PRACTICE

cussion of subjects pertaining directly to the interests of students of this department. The club also maintains a pictorial and news bulletin of current events.

#### SORORITIES AND FRATERNITIES

The sororities of the school are five in number, the Arethusa, the Clionian, the Sigma, Sigma, Sigma, the Tau Phi and the Theta Kappa. The young men of the school maintain one fraternity, the Kappa, Kappa, Kappa. These organizations include from twenty-five to fifty members each and have as their aims the promotion of friendship through wholesome social intercourse, the presentation of literary and musical programs at their meetings and the fostering of a helpful school spirit. The meetings of these organizations are held at the homes of members and in the Social Center Room of the school. They also give frequent receptions and dances under faculty chaperonage in the school gymnasium.

#### THE ATHLETIC ASSOCIATION

The Athletic Association, as the name implies, has for its object the management and direction of all athletic activities in the school. It commands the support and includes in its membership very nearly the entire school registration. The board of control of this organization includes four student members elected from the student body, and three faculty members appointed by the principal and the President of the Faculty Student Council. Basket ball and base ball are the major athletic activities at the present time, and the school is very creditably represented by efficient teams in both these sports.

#### MUSICAL ORGANIZATIONS

The school orchestra numbers approximately twenty-five, and includes in its instrumental representation the violin, coronet, cello, trombone, clarinet, French horn, double bass and drums. This organization plays weekly in Friday morning assembly under the direction of Miss Hurd of the Music Department. It also appears at other important school events, and in co-operation with the Glee Club makes the annual spring musicale a noteworthy event. The Glee Club, under the direction of Miss Ruth Speir of the Music Department, includes approximately eighty members and is an important feature in the musical life of the school. Its major effort has to do with the program of the annual spring musicale and the presentation of an opera, Gilbert & Sullivan's "Gondoliers" being the offering this year.

#### THE FACULTY STUDENT COUNCIL

The Faculty Student Council, as the name indicates, is an organization made up of both faculty members and students who endeavor to assist in directing student sentiment and in fostering the right spirit of co-operation between students and faculty. They have assumed the direction of frequent assemblies in charge of students which have been a welcome innovation in our school life.



#### THE ART KRAFT KLUB

The Art Kraft Klub includes in its membership those students whose interest in this field prompts them to assume special responsibility in maintaining proper artistic ideals in the school and in enhancing the beauty of school surroundings. The Klub has taken over the Tower Room in the building and made of it a studio in which meetings of the organization are held and frequent art sales conducted.

#### THE MEN'S CLUB

All the young men attending the State normal school are eligible to membership in the Men's Club, which has the avowed purpose of promoting school loyalty and the spirit of good fellowship among its members. The young men of the school are drawn from various sections of the State, and the encouragement of social relations and friendships among these is of mutual benefit.

#### THE ALUMNI ASSOCIATION

The Alumni Association, made up of all graduates of the school, numbers about thirty-five hundred in membership. It co-operates with the school authorities in all matters pertaining to the welfare of the school. It holds an annual meeting, maintains a special social feature at the close of the school year, and last year sponsored the important Fiftieth Anniversary Celebration. Its present president is Mrs. Walter Platt Cooke.

#### BUFFALO AS AN EDUCATIONAL CENTER

Buffalo enjoys certain conspicuous advantages which offer the privilege of self-improvement. In the educational field the Normal School, the University of Buffalo, Canisius College and the City Department of Education offer frequent lectures which have a very important bearing on modern educational development and so are of vital importance to the teacher in training. In addition to these lectures, the Society of Natural Sciences, the Historical Association and other civic educational bodies provide frequent lectures. The libraries of the city, particularly the Buffalo Public Library and Grosvenor Library contain thousands of volumes which are free to all students of the school and offer the best of facilities for research and study.

In the fine arts Buffalo has shown a commendable interest. There exists in this city an unusual appreciation of music. Numerous musical organizations help to sustain and encourage a wholesome musical interest in the city. Practically all the leading metropolitan artists are brought here for concert work and appear at the Elmwood Music Hall or the Auditorium. During winter months, the best organists of our country and Canada give free recitals on Sunday afternoons at these halls. These recitals are frequently varied by the appearance of excellent orchestras. The expense of these presentations is provided by the special appropriation of the city government. A large and successful community chorus is maintained, and a symphony orchestra has recently been organized. The Buffalo

Players maintain a municipal theatre in which the best plays are produced by members of the organization under the direction of an expert dramatic coach.

In the field of art, Buffalo offers the advantages of the Albright Art Gallery, one of the finest in the United States, which is free on several days of the week and besides the permanent exhibits, there are annually brought to the gallery exhibitions of the best contemporaneous work in painting and allied fields of art.

#### THE SCHOOL PLANT

The Buffalo State Normal School building was completed eight years ago and at that time was the last word in architectural design, general arrangement and completeness of equipment. The cost of the building was approximately one-half million dollars but at the present building prices, it would cost nearly three times this sum to duplicate the structure. Architecturally the building is a faithful reproduction in its center tower motif, of the Independence Hall, Philadelphia, and is considered by experts as one of the most successful architectural achievements in the city of Buffalo. The grounds have been laid out in an artistic symmetry with a spacious plaza in front of the building and a broad expanse of lawn beyond, bordered by a beautiful row of stately elms. A pool, with fountain, the gift of the Alumni Association, adds to the general effect of substantial beauty which the building presents.

The building floor plan is in the general form of a large U, one wing of which houses the Normal Methods Department and the other the Practice School Department, with administration and offices, together with additional class rooms in the center. A rear projection accommodates the gymnasium, assembly hall and science laboratories. Included in the Practice School Department is a Kindergarten Department and an assembly hall for the use of practice grades. On the ground floor the vocational teacher training shops are located. The gymnasium is large and well-lighted, providing an admirable space for social affairs for which it is frequently used. An auditorium which seats one thousand is provided with a stage of ample proportions for dramatic presentations, stereopticon equipment, moving picture machine and a pipe organ.

The Vocational Homemaking Department has an equipment surpassed by few similar departments in the country. It includes kitchens, sewing and millinery rooms, laundry, model dining-room, as well as offices and needed store rooms. In the rear of the building which occupies an entire city block the residence of the principal is located, together with a tennis court which is available for use by the students.

#### ACCESSIBILITY OF THE SCHOOL

The school is located on the block bounded by Jersey, Fourteenth and York streets and Normal avenue, and is reached by Hoyt, Grant and Connecticut street car lines. The numerous suburban electric and steam car lines which connect Buffalo with the surrounding



country render it possible for many students who live at considerable distance from Buffalo to attend the school and reside at home. All railroads provide reduced rates for students.

A splendidly equipped cafeteria in which well-cooked and a varied selection of foods is served at prices only sufficient to cover actual cost, plus service, is at the disposal of students who desire lunching facilities at the noon hour.

### COURSE OF STUDY

The new course of study has been approved by the State Board of Regents and became effective September, 1922. The course covers three years of work and is outlined herewith. In addition to the outline, there is presented a brief summary of the objectives of each course so that prospective students may be able to inform themselves as to the general character of the work to be done. It will be observed that the work is the same for all students during the first year but that differentiation begins with the second year, and students are to elect at the end of the first year whether they will pursue Kindergarten-Primary work (Kindergarten and grades 1, 2, 3), Intermediate work (grades 4, 5, 6), or Grammar grade or Junior High School work (grades 7, 8, 9).

### CURRICULUM FOR NORMAL SCHOOLS OF NEW YORK STATE

Indicated periods refer to clock hours

Kindergarten-primary (1, 2, 3) First semester	Intermediate (4, 5, 6) First Semester	Grammar (7, 8, 9) First Semester
Essentials of English I. . . . . 3		
Health Education. . . . . 2		
Arithmetic. . . . . 4		
History (European). . . . . 3	Same	Same
Intro. to Teaching. . . . . 2		
Drawing. . . . . 3		
Music. . . . . 2		
Observation. . . . . 1		
20		
Second semester	Second Semester	Second Semester
Essentials of English II. . . . . 3		
Health Education. . . . . 2		
Geography (General). . . . . 3		
Penmanship. . . . . 2		
Music. . . . . 3	Same	Same
Psychology. . . . . 3		
English Literature (General). . . . . 3		
Observation. . . . . 1		
20		
Courses for Kindergarten-Primary, Intermediate and Grammar Divisions identical first year. Differentiation begins second year.		
Third Semester	Third Semester	Third Semester
Primary Reading. . . . . 3	Drawing. . . . . 3	Drawing. . . . . 3
Health Education. . . . . 3	Health Education. . . . . 3	Health Education. . . . . 3
Kindergarten Theory. . . . . 3	Geography. . . . . 3	Geography. . . . . 3
Music. . . . . 2	Music. . . . . 3	Music. . . . . 3
Nature Study. . . . . 2	Nat. Study & Ele. Science. . . . . 3	Nat. Study & Ele. Science. . . . . 2
Handwork. . . . . 4	History. . . . . 3	History. . . . . 3
Songs and Games. . . . . 3	Technique of Teaching (School Econ.) & Observa. . . . . 3	Technique of Teaching (School Econ.) & Observa. . . . . 3
20	20	20

Fourth Semester	Fourth Semester	Fourth Semester
Kindergarten Theory. . . . . 3	Music Appreciation. . . . . 2	Music Appreciation. . . . . 2
Music Appreciation. . . . . 2	Industrial Arts (Handwork). . . . . 3	Physical Training & Games. . . . . 3
Industrial Arts (Handwork). . . . . 3	Physical Training & Games. . . . . 3	Health. . . . . 2
Health. . . . . 2	Health. . . . . 2	Elec. & J. H. S. field. . . . . 3
Observ. & Practice Teach. . . . . 10	Observa. & Practice Teach. . . . . 10	Observa. & Practice Teach. . . . . 10
20	20	20
Fifth Semester	Fifth Semester	Fifth Semester
Library. . . . . 2	Library. . . . . 2	Library. . . . . 2
Reading Methods. . . . . 3	Reading Methods. . . . . 3	*General Science. . . . . 3
Participation. . . . . 5	Participation. . . . . 5	*Music. . . . . 3
Conference. . . . . 1	Conference. . . . . 1	*Drawing. . . . . 3
Elective. . . . . 3	Elective. . . . . 3	*Literature. . . . . 3
History of Education. . . . . 3	History of Education. . . . . 3	*History. . . . . 3
Technique of Teaching. . . . . 3		*Geography. . . . . 3
		*Mathematics. . . . . 3
		Economics. . . . . 3
		Participation. . . . . 5
		Conference. . . . . 1
		History of Education. . . . . 3
	20	20
Sixth Semester	Sixth Semester	Sixth Semester
Observa. & Practice Teach. . . . . 3	Observa. & Practice Teach. . . . . 3	Observa. & Practice Teach. . . . . 3
Children's Lit. . . . . 3	Prin. of Education. . . . . 3	J. H. S. English. . . . . 3
Conferences. . . . . 2	Conferences. . . . . 2	Conferences. . . . . 2
Prin. of Education. . . . . 2	Penmanship. . . . . 2	Prin. of Education. . . . . 3
Handwork. . . . . 2	Reading & Juv. Lit. . . . . 3	Penmanship. . . . . 2
Tests and Scales. . . . . 2	Tests and Scales. . . . . 2	Tests and Scales. . . . . 2
Sociology. . . . . 2	Sociology. . . . . 2	Sociology. . . . . 2
Specialized Psychology. . . . . 3	Specialized Psychology. . . . . 3	Specialized Psychology. . . . . 3
20	20	20

\* Select any two.



## EDUCATION

### *Introduction to Teaching—Semester 1*

To provide a "guidance" function by furnishing such information as will enable the student to select a specific curriculum at the end of the first year. Teaching as a profession, its needs, personal requirements, attractions of profession and its importance. Various types of teaching service and discussion of specific problems arising in the grades with the qualifications necessary to meet them, occasional visits to certain grades of practice school.

### *Psychology—Semester 2*

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 technic 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.

### *Technic of Teaching (School Economy)—Semester 3*

A course to give practical application through observation accompanying it to such topics as: objectives in teaching, selection and organization of subject matter, types of lessons, the recitation, the socialized recitation, the project and problem method, teaching children how to study, supervised and independent study, lesson plans, programs, practical use of tests and scales to determine progress, problems in discipline, motivation of school work.

### *History of American Education—Semester 5*

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.

### *Educational Tests and Scales—Semester 6*

A brief course which aims to familiarize the classroom teacher with the "measuring" movement in education. Sufficient acquaintance with the fundamental statistical terms and methods will be given to enable students to read the literature of this field intelligently. Evaluation of tests and scales, contact with some of the most important ones, and some experience in handling tests will be provided. How to measure the results of teaching and thereby

diagnose difficulties and improve classroom instruction will be the chief outcome sought in this course.

### *Sociology—Semester 6*

The aim of this course is to make a study of the business of living. The question which the subject seeks to answer is, "What is society?"

In general, consideration should be given to the origin of society, its development, structure and functions, and a systematic survey should be made of social processes and the reciprocal relations between individuals.

Some of the specific topics for study are the origin, historical development and problems of the family; the function of the family in its relation to population and the social organism; phenomena of associated human life; present-day social problems, and guiding principles toward their solution.

The development of the social impulses of pupils should be studied with a view to point the way by which they may cooperate and live together in peace and harmony. The ethics of the teacher's position and work should have specific emphasis.

### *Principles of Education—Semester 6*

An integrating course which should aim to bring together and interpret the details of educational theory and practice represented by the preliminary courses, and to leave with the student a unified body of educational doctrine. The genetic method should be emphasized wherever it will illuminate present tendencies or practices, thus familiarizing the student with the more important names and movements in the history of education. The course should involve a discussion of such topics as: the definition of education, the aims of education, the development of various conceptions of educational values, and the genesis and present status of certain controverted questions of educational theory (such, for example, as the doctrine of interest, the relation of liberal to vocational education, the doctrine of formal discipline, etc.).

### Health Education

A physical examination should be required as the first step in health education. Remediable defects and abnormalities should be corrected before graduation. Teachers should be required to practice reasonable health habits during training.

The purpose of the course is to prepare teachers to take an intelligent and active part in health education programs.

*Course of Study.* Theoretical work and practical work in the gymnasium.

### *First year*

#### *Semester 1—*

General, personal and community hygiene; some instruction in anatomy and physiology is included; formal gymnastics, marching tactics, corrective gymnastics.



Semester 2 —

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.

Second year

Semester 3 —

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.

Semester 4 —

Administration of health education programs from the teacher's standpoint, including medical inspection laws and systems; health laws; child labor laws; methods in teaching hygiene. Playground administration; games; setting-up drills.

Methods in theoretical work and in the gymnasium should be taught progressively throughout each semester.

In addition to the above work in practical health education five hours a week of recreation outside of school hours is suggested, two of which shall be supervised sports.

English

*Essentials of English 1 and 2*

This course should include the following types of work to be divided between the first and second semesters as seems best:

a Thorough review of fundamentals of English grammar with special attention to sentence structure, syntax and common errors.

b Cultivation of good reading and effective address. Exercises to develop good tone, enunciation, articulation; study of phonetics and diacritical markings to secure accurate pronunciation. Definite standards of spoken English required and correlation with school dramatics encouraged.

c 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 differences. Measurements of results through standard tests in composition. Requirements in composition in elementary syllabus by grades analyzed and studied.

Language methods for grades 1 to 6, including story-telling, reproduction, dramatization, picture-study, speech correction, language games, etc., 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.



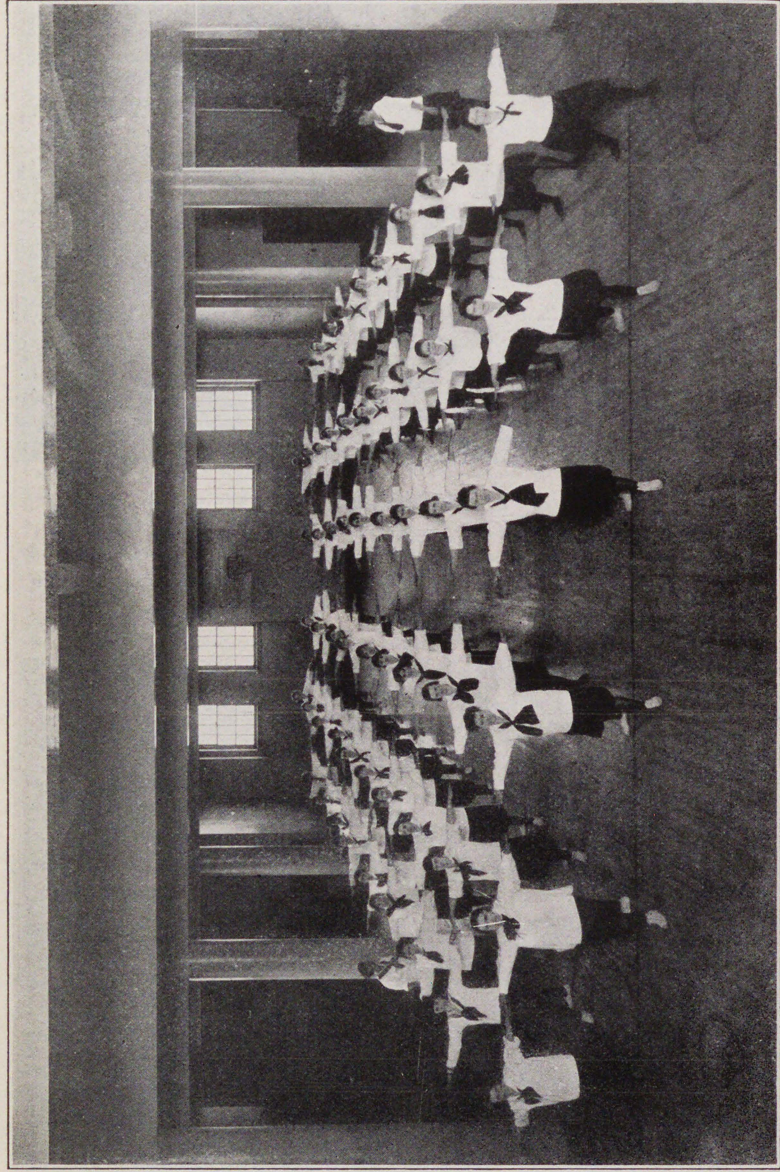
THE SOCIAL CENTER



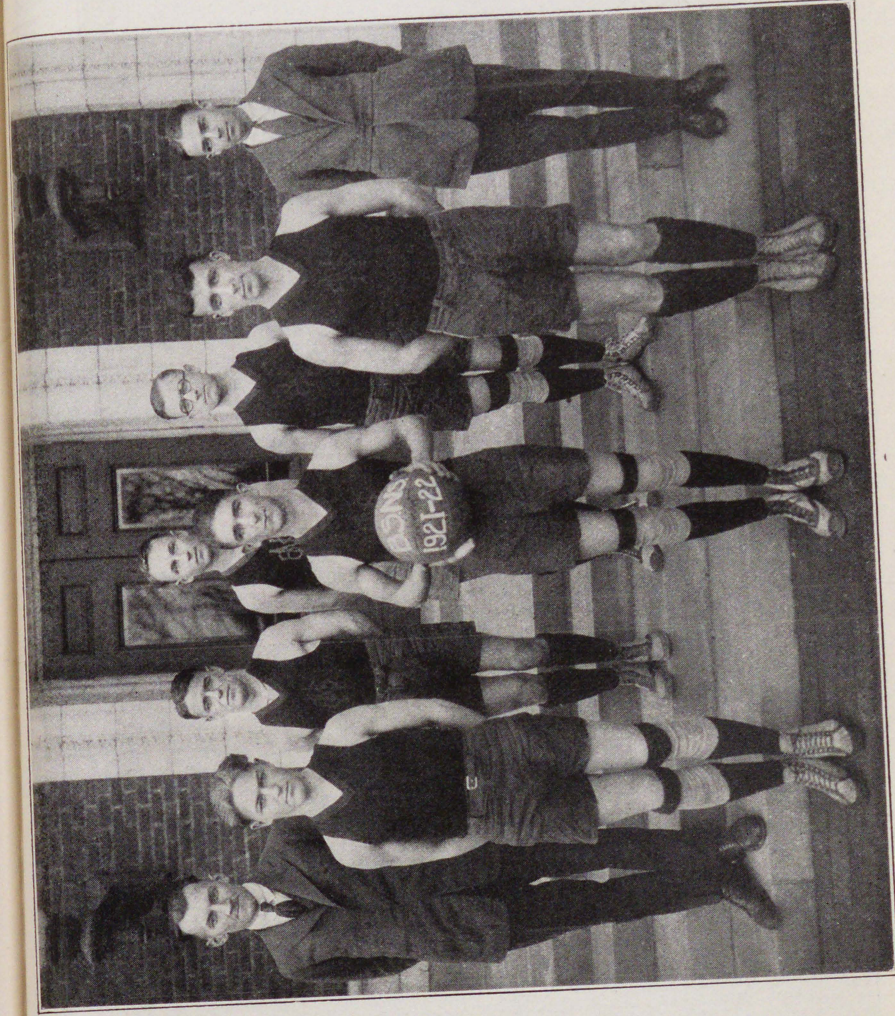
PRACTICE DINING ROOM IN HOMEMAKING DEPARTMENT



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 BUFFALO, N. Y.

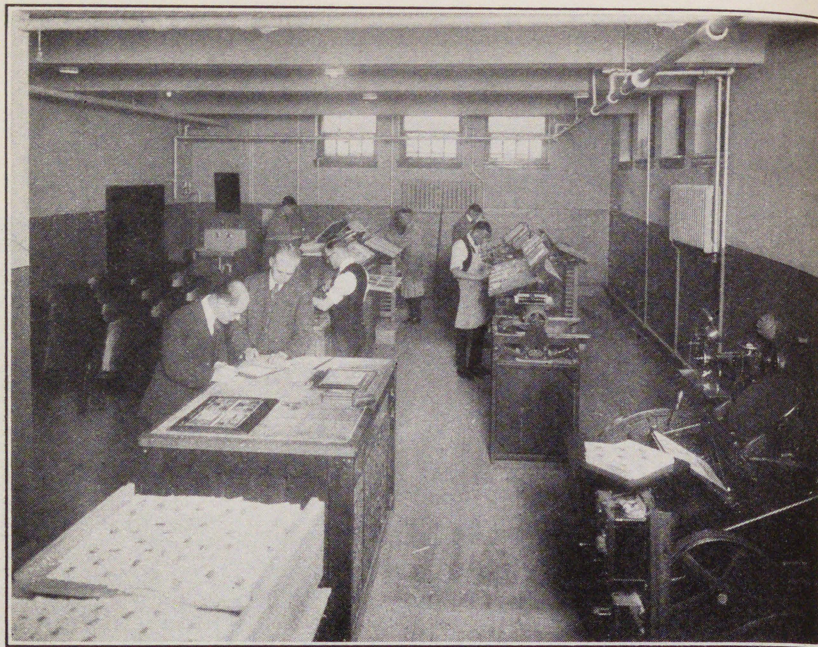


THE GYMNASIUM

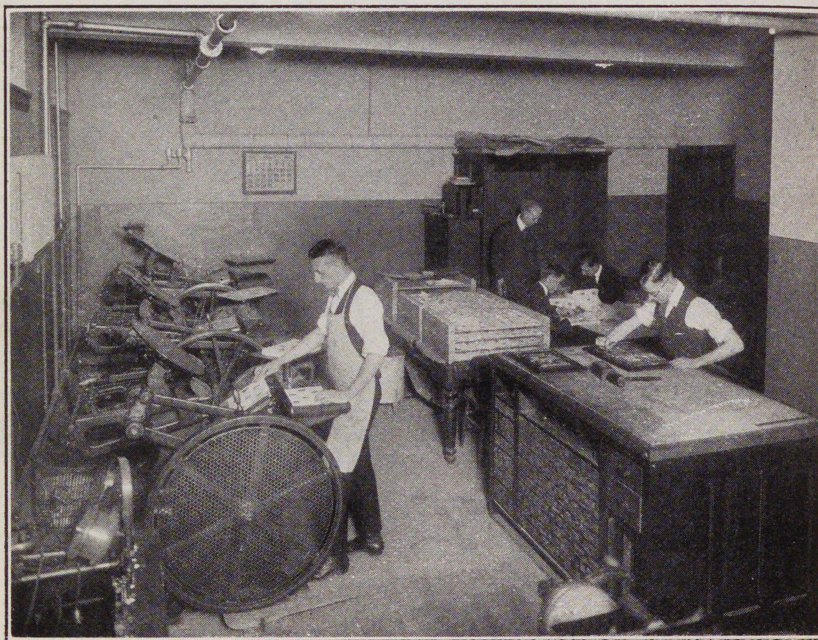


BASKET BALL TEAM





THE PRINT SHOP



THE PRINT SHOP

### *English Literature (general) — Semester 2*

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.

### *Primary Reading — Semester 3*

Aims of course to acquaint students with problems that confront the teacher in the beginning of reading and to formulate methods. Place and value of phonics. Teaching of oral reading, silent reading, and cultivation of right habits of reading. Devices to secure rapidity of word recognition. Psychology of the reading process. Measurement of reading by use of standard tests.

### *Reading and Juvenile Literature — Semester 6*

A brief survey of the topics covered in primary reading with special emphasis placed upon the mastery of thought. Training in right habits of silent reading emphasized. Juvenile literature, prose and verse, appropriate for intermediate grades as suggested in the state Syllabus for Elementary Schools. Principles underlying methods of treatment considered.

### *Children's Literature — Semester 6*

The collection and study of literature in verse and prose suited to the interests and needs of primary children. Various types of stories studied and practice in the art of story-telling encouraged. Best translations and adaptations of classic masterpieces reviewed. Poetry for children recommended and studied. The teacher should know well a few stories and poems suitable to each grade. Selections mentioned in the state Syllabus for Elementary Schools should be stressed.

### *Junior High School English — Semester 6*

A study of the field of literature recommended for early adolescence with special reference to the state elementary and secondary English syllabuses. Emphasis upon wide general reading and upon effective silent reading continued. Composition methods appropriate to the widening interests of junior high school pupils should be formulated.

### **History**

### *Modern European History — Semester 1*

Medieval types of life; castle, manor, monastery, town with the trade and exchange 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.

#### *American History—Semester 3*

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 Syllabus for Secondary Schools; a consideration of our present-day problems from an 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

#### **Arithmetic**

Intensive study of the essentials in the subject matter of arithmetic guided by the state syllabus and with topics selected from the stand-point 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 the analysis of problems, clarity of expression, lesson plans and the most effective methods of presentation; standard tests and the interpretation of their results.

#### *Suggestive Elective Course*

The application of arithmetic in commercial, industrial and community life with further drill in analysis and in oral and written questioning; and the fundamentals of algebra and simple problems in geometry.

#### **Nature Study**

##### *Nature Study—Semester 3*

Nature study is to include such forms of elementary science in the grades not covered by geography as children can assimilate

and should correlate with geography and re-enforce it at every step. Methods classes should be shown that the purpose of nature study is to bring the pupil into a broad sympathy with the natural world, and especially to humaneness. The source of the material for study should be the things at hand, and it is important that these should be presented from the side of field and laboratory. Field trips, therefore, should constitute a regular part of the school work.

Classes are to be shown that the subject matter presented to children will depend largely on what is available in the vicinity, and for this reason courses may be varied somewhat to suit existing conditions. Teachers in training, therefore, should learn to depend on their own resources for securing the material to be used in instruction. Considerable attention should be given to the collection and suitable display of specimens to be studied. The course should lead students to see that important aims of nature study are to make children inquirers into facts of nature and to develop the patience necessary to secure, through personal investigation, the information desired.

#### **Drawing I**

##### *First year—Semester 1*

Required of all students.

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 of handwork should be based directly on this subject matter either to clarify it, or to illustrate some well-defined industrial process.

*Representation:* Story illustration by drawing, paper cutting and tearing. Nature and object drawing. *Design:* Design principles, proportion, rhythm and balance and their application to construction problems in clay, paper, cardboard, weaving, sewing and wood. Lettering, cut and drawn alphabets, labels and notices. Poster design. *Color:* The spectrum colors; hue; value; chroma; color schemes from nature; collections and color harmonies. *Construction:* Typical problems should be given, based on the study of the industries, and which illustrate some process by which natural materials are transformed into commodities for the use of man. Since only a small number of projects may be considered in the time allowed, those chosen should be representative of the industry under discussion.

Art appreciation should be included in every drawing lesson through class criticism, by which judgment is developed.



## Drawing 2

### Second year — Semester 3

Such differentiation should be made in this course for the kindergarten-primary, intermediate and grammar groups as the course of study requires. The work should consist largely of intensified study of the work of the grades chosen. Greater excellence of idea and technic should be expected in all projects.

*Representation:* Composition of nature forms in given spaces; circular, parallel and angular perspective; grouping of objects; pencil and water color technic; elementary figure drawing. *Design:* More advanced study of the principles of composition; problems involving space division; use of nature material for design units; designs for special days and festivals; lettering and commercial design, use of lettering pens, development of monograms. *Color:* Color harmonies, complementary, analogous and monochromatic; color analysis; discussion of color theories; design and color in relation to dress and house furnishings; methods of teaching art appreciation through such problems.

*Construction:* The study of the industries most important to man should be continued, illustrated by projects in drawing and construction. The following topics are suggested for subject matter: (1) the value of the industry to man; how we are affected by it; (2) the evolution of the industry, its story, its heroes of invention; (3) characteristics of the product; what constitutes excellence; (4) materials employed, where they come from; (5) processes involved; (6) tools used; (7) healthfulness; (8) hours and wages, the training of the workers; (9) references to the industry found in literature; (10) the part played by drawing and design; (11) the industry as depicted in art. The industries suggested for study include food, shelter, clothing, art products; and records, utensils, tools and machines, light, heat, and power.

## Drawing 3 (elective)

### Third year — Semester 5

Elective course in advanced drawing. Requirements: first and second year drawing or their equivalent.

This course should be devoted largely to advanced drawing, which will give students the ability and confidence which will enable them to draw easily before their classes.

*Representation:* Nature and object drawing in pastels, charcoal and water color; figure sketching for use in illustration and posters. *Design:* Design and color in relation to costume design and interior decoration; the student should be allowed the choice of some craft, as metal, leather, weaving or pottery, and should design and carry through some problem which may be finished with a high degree of excellence. The students should also contribute largely to the school needs in the way of posters and charts, designs for festivals and pageants, and covers for school publications.

## Drawing 4 (elective)

### The work should be of college grade

Suggested elective course in art appreciation 20 periods or 40 hours.

History of art and architecture: elements of beauty, line, dark and light color; relation between architecture, sculpture and painting; development of modern architecture; brief history of painting and sculpture.

Picture study: Choice of pictures for the grades and methods of teaching.

Fine design and workmanship in the crafts: Textiles, pottery, metal work, woodwork.

The lantern should be used in this course, together with collections of photographs and reference books. Art galleries and museums should be visited if possible, and traveling exhibitions may be secured for the school.

## Geography

### Geography — Semester 2

A general course presented on a collegiate level to give to prospective teachers a body of geographical facts so well organized in the mind of the teacher that these facts may be instantly available when needed. Such facts and principles will include some in the field of mathematical geography, others in the field of physical geography or physiography, and a far greater number in the fields of economic and political geography with their relations to each other duly established. For example, such geographic influences under physiography as position, form, size, relief, climate, and drainage may be taught, provided they are made to bear upon man and his life and work. Not the mere physical facts but their bearing must concern us. A series of examples or "problems" may fast develop the significance of such influences. Such a broad course cannot ignore the fact that native or racial genius, religious belief, national and international alliances and hatreds have great influence in determining the economic and industrial life of peoples. International relations, the outgrowth of geographic conditions, should be better understood than at the outbreak of the war in 1914.

### Geography (method) — Semester 3

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.

### Music

All students should be examined upon entrance and such as are unable to sing familiar songs, or imitate songs sung to them, as well as those unable to read the simplest melodies, should be assigned to a special class for intensive instruction. A daily period of such instruction will soon bring the majority of such pupils into line and enable them to profit from the work of the regular course. The work of such a class should consist of the imitation of tones and simple melodies and the introduction of music reading.

#### First year

The work of the two semesters should accomplish the following:

#### Music Reading

Ability to read at sight material found in such books as the Congdon Primer and No. 3; Hollis Dann course, third and fourth books; Progressive books 1 and 2; Harmonic Course, Primer and book 1; New Educational Series, Primary melodies and book 1.

#### Ear Training

Recognition of major and minor scales, major and minor tonic chords in all positions, consecutive thirds, modulation to the dominant, sub-dominant, relative and tonic minor keys; familiar songs, period, phrase, two and three part forms, authentic plagal, cadence, the semi-cadences. No theoretical study here, except the use of the terms given above as applied to music which the pupils hear.

#### Notation and Terminology

Notes, rests, measure and measure signatures, staff, clefs; major scales, dynamic signs, signs of expression as found in readers used, terms expressing power, tempo, style; use of accidentals writing all forms of minor scale, syncopation, couplet, triplet, etc.

#### Songs

Memorizing the two patriotic songs in most common use, five familiar community songs, ten children's songs suitable for primary grades, study of two-part songs especially adapted to the needs of fifth and sixth grades.

#### Second year — Semester 3

#### Methods

1 Fundamental principles of teaching applied to the teaching of music. Types of lessons studied and illustrated by actual lessons presented to the class, or taught to children and observed by the class. The lessons should include songs taught by imitation, lessons in music reading with ear training, lessons in music notation. The textbooks used in giving these lessons should be placed in the hands of the pupils for everyday practice.

2 Practice in writing melodies to illustrate various problems in music reading. The use of various signs in these melodies will familiarize the students with their practical import.

3 The class should be furnished with graded lists of songs, and song books, books suited to the various types of work done in the schools. Pitch pipes, staff markers and other material should be recommended.

4 Observation and practice teaching.

#### Music Appreciation

This course must be determined by the individual school and its local faculties but in general should include a brief study of the lives and works of the Masters; orchestration; conventional forms of composition; demonstration on piano or with records; study of standard operas and symphonies, attendance when possible upon concerts and operas.

#### Observation and Participation

A student-teacher should be assigned to responsible practice teaching only after he has had opportunity to observe and study good teaching.

The two great problems of the training school are the pupil's progress and the student-teacher's growth in skill. In the interest of the pupil's progress not more than one-half of the instruction should be given by the student-teacher.

Observation should be closely articulated with the subject matter and methods courses, and should be made the link between theory and practice. In connection with observation there should be ample discussion and the student-teacher should be required to do appropriate reference reading and to prepare occasional lesson plans; also the student-teacher should be called upon occasionally to teach a class under the direction of the critic in charge of the class. By this procedure the ability of the student-teacher to do independent teaching can be determined.

When the student-teacher begins independent teaching, lesson plans should be required for every exercise. These plans should be carefully revised by the critic and constructive criticism made. In practice teaching the student-teacher should be thrown on his own resources as much as possible. At stated times the critic should meet the student-teacher for the purpose of giving advice and criticism in the matter of discipline and other methods of school-room procedure, based on the actual teaching of the student-teacher.

#### Penmanship

The aim of the instruction in penmanship is to systematically and thoroughly train the students in the mechanics and pedagogy of a muscular movement writing that combines legibility, speed, ease and endurance. The Palmer Method textbook is used; and its copies, instructions, plans and directions are carefully studied and closely followed. The time schedule permits for penmanship



two sixty minute periods weekly for one semester in the junior year and the same amount of time for one semester in the senior year. The junior semester of penmanship is known as Penmanship I. Credit is given for Penmanship I when a student has written and passed the drills required for a Palmer Method Student's Certificate and an examination given by the instructor. The senior semester of penmanship is known as Penmanship II. No student is admitted to Penmanship II without first meeting the requirements for Penmanship I. Credit is given for Penmanship II when a student has passed an examination in the method of teaching muscular movement writing and has obtained a teacher's certificate in the Palmer Method of Writing. Such a certificate is a requirement for graduation from the Buffalo State Normal.

### Library Methods

#### *Outlines of Lessons*

#### Use of the library

Arrangement of books in our library. Location of special collections, library tools, children's books, etc. Regulations—charging books, fines, library etiquette, etc. Use of the card catalog.

#### The book

Study of printed parts. Title page, preface, table of contents, illustrations and maps, text, appendix, bibliographies, index. (Emphasis on the use of table of contents and the index.)

#### Reference books (general)

Dictionary. What it contains. How to use it as a reference book. Arrangement. Abbreviations, etc.

Encyclopedias. When and how to use them. Comparison of most important ones.

Yearbooks. Handbooks.

#### Reference books (special subjects)

Statistics and social questions; useful arts; fine arts; literature; debates; geography, atlas; biography; history.

(Under each class take only those which are most important and with which a teacher should be familiar. Assign a practical problem with each group of books.)

Picture collection and clippings file. Sources of material: How to arrange and mount.

Magazines. Study of types of magazines. How to use the Readers' Guide, and Pool's Index.

School library aids from United States Government; which are important; what may be obtained free; aids from the State Educational Department; aids from the public library.

Book selection for schools and teachers.

Principles

Lists

Teaching the use of the library in the eight grades.



SCHOOL ORCHESTRA





CAFETERIA



DINING ROOM

## Kindergarten Theory — Third Semester

### A — Child Study

Nature of young child studied from both biological and psychological viewpoints, noting the physical equipment as well as the fundamental instinctive tendencies, play impulses and emotional responses. Individual differences emphasized indicating how the main principles and methods of life are operative in the formation of habits, attitudes and ideals. Stages of development considered (1) in pre-Kindergarten period from birth to four years (2) in school period from four to eight years. Students report direct observations of children in the homes as well as in the schools.

### B — Child Welfare and Education

History of family life and of agencies now at work for betterment of homes as to health habits, play opportunities and social environment. General survey of institutional enterprises and educational theories of the past as relating to young child.

## Handwork — Third semester

A. Classification of playthings freely used by young children at home, out of doors and in Kindergarten, the projects, habits and social attitudes being noted. Study of experimental methods in Kindergarten education, students planning how to present toys and various play materials as stimulus for experimentation.

B. Study of the characteristic manual plays of children at the different ages before eight, students noting when power develops in the use of the various playthings and materials.

C. Study of universal playthings of racial significance and of organized educative playthings noting the child's play impulses and motives. Survey of Froebelian gifts and occupations and of the Montessori educative toys, students gaining sufficient mastery of these playthings for use in the Kindergarten of to-day.

D. The value of manual and aesthetic expression for little children considered. Students gain knowledge of experimental methods with materials and of preliminary steps in technique through making things adapted to Kindergarten purposes, using clay, paper, wood, textiles and other materials.

## Kindergarten Theory — Fourth Semester

### A. The Kindergarten Curriculum

Subject matter and principles underlying its organization, following centers of interest of child life and present day environmental conditions. Methods of arousing ideas, activities and attitudes, maintaining a balance between experiment and organization. Emphasis on the relation of the Kindergarten curriculum to the work of the early grades, especially of the first grade. Suggestions as to the administration of the Kindergarten Community, care and discipline of children, records, tests and promotions. Plans in care



of Kindergarten rooms as to furnishings, equipment and house-keeping. Criticism as to students' plans in organization and arrangement of values.

### B. Child Education

Review of the writings of educators specializing in the early period of childhood, the students analyzing the theories in the light of modern pedagogy and psychology. Survey of the kindergarten in American education and of present day tendencies and movements.

### Songs and Games for Children — Fifth Semester

A. Study of the forces that stimulate the play of little children and of their spontaneous responses to different situations, (1) as to physical activities (locomotor, manual, or vocal), (2) as to mental alertness and emotional attitudes.

B. Selection, classification, and adaptation of typical plays and games, the student gaining ability to judge of values in both supervised and unsupervised play. Practice of students in playing games for the purpose of enriching their play life and establishing sympathy with children.

C. Study of the characteristic plays of children at the different ages before eight, students discerning underlying principles and methods of growth and noting changes in type of play. Importance of games that provide physical training and change, social and ethical conduct.

D. Study of young child's musical responses, students learning to select tone plays and simple songs which are correct as to technique and interpretative value. Natural and rhythmic sounds suggestive as to development of experimental sound plays and rhythmic games.

Vocal and instrumental abilities of students especially noted for Kindergarten-Primary Course.

E. Review of the theories regarding play, noting the universal plays and games of the race and the music of primitive people. Conclusions concerning play as a factor in education, tracing this from the standpoint of biology, physiology, psychology, and sociology.

### Handwork — Sixth semester

Review of all objects and materials children use in their play and work. Students now make plans which are operative in Kindergarten Practice also understanding the relation of these activities to the work of the grades. Students also determine methods regulating impulses of children through forming habits of initiative, order, industry, and social co-operation.

## VOCATIONAL HOMEMAKING DEPARTMENT

Since 1910 a three-years' course for Teacher Training in Household Arts has been a notable and successful feature of the Buffalo State Normal School. In May, 1919, the Board of Regents voted to extend the curriculum of this department and provide a four-year course of college grade at State and Federal expense. Teacher training for Vocational Homemaking is emphasized in this new curriculum which became effective in September, 1919. New avenues of service for well-trained workers in Vocational fields are opening to women, and more attention must, therefore, be given to the special training of teachers who are to prepare these workers.

The curriculum of this department has been planned to meet the needs of New York State high schools for teachers in state-aided homemaking departments. The graduates of this department are also eligible to teach in elementary schools, elective high school courses, part-time and evening school classes.

Facilities have been provided in connection with the department to give ample opportunity for a well-rounded homemaking training as well as teacher-training. A practice house is maintained and students from the various classes assume the housekeeping duties. A baby is an important member of the family, for the purpose of emphasizing child care and training in the home. The seniors are required to live in the practice house and assume the managerial responsibility for a period of weeks.

Through co-operation with various city social welfare organizations, students visit families regularly in connection with home administration and nutrition courses and in so doing become familiar with the problems of homemaking with very limited means.

The cafeteria and "Ye Garment Shoppe" a commercial clothing establishment maintained by the department, offer opportunities for increasing technique and skill in management.

Teacher-training facilities are provided in connection with classes from the School of Practice, nearby high schools and extension classes.

On completion of this course the University of the State of New York will grant a college degree of Bachelor of Science (in Home Economics) and the state will provide a license to teach in community centers, in Vocational Schools of Homemaking and in higher institutions offering Vocational Homemaking courses.

### Vocational Homemaking Curriculum

FRESHMAN			
First Semester	Credits	Second Semester	Credits
Chemistry 10 .....	4	Chemistry 20 .....	4
Biology 10 .....	3	Biology 20 .....	3
English 10 .....	3	English 20 .....	3



Design 10—Elementary .....	Credits 3	History—Modern .....	Credits 3
Clothing 10 .....	3	Foods 10 .....	3
	16		16

#### SOPHOMORE

First Semester		Second Semester	
	Credits		Credits
Foods 20 .....	4	Clothing 20 .....	4
English 30 .....	3	Design 20 (Costume Design) ..	2
Education 10 .....	3	Physics—Household .....	4
Economics .....	3	Economics .....	3
Household Science 10 .....	3	English 40 .....	3
	16		16

#### JUNIOR

Major in Foods		Major in Clothing	
	Credits		Credits
Foods 30 .....	10	Clothing 30 .....	10
Education 30 .....	2	Education 30 .....	2
Education 40 .....	3	Education 40 .....	3
Design 40 .....	4	Design 40 .....	4
Child Training and Home Nursing .....	3	Child Training and Home Nursing .....	3
Chemistry 30 .....	4	Textiles .....	4
Education 20 .....	2	Education 20 .....	2
Electives .....	2	Elective .....	2
	30		30

#### SENIOR

Major in Foods		Major in Clothing	
	Credits		Credits
Home Administration .....	6	Home Administration .....	6
Foods 50—Dietetics .....	3	Clothing 50—Field work in Textiles .....	3
Sociology .....	4	Sociology .....	4
Education 50 .....	2	Education 50 .....	2
Education 60 .....	6	Education 60 .....	6
History—Industrial .....	3	History—Industrial .....	3
Electives .....	6	Electives .....	6
	30		30

Physical Training required—no academic credit.  
 Freshman Round Table, one meeting per week—no academic credit.  
 Address all inquiries regarding the Homemaking Department and all requests for Special Catalog to Director of Vocational Homemaking Dept., State Normal School, Buffalo, N. Y.

### DEPARTMENT OF INDUSTRIAL TEACHER TRAINING

#### PURPOSE OF DEPARTMENT

The purpose of the department is to prepare qualified men for:  
 First, Shop teachers in unit trade schools.  
 Second, Technical teachers in unit technical schools.  
 Third, Related subjects teachers in unit trade schools.

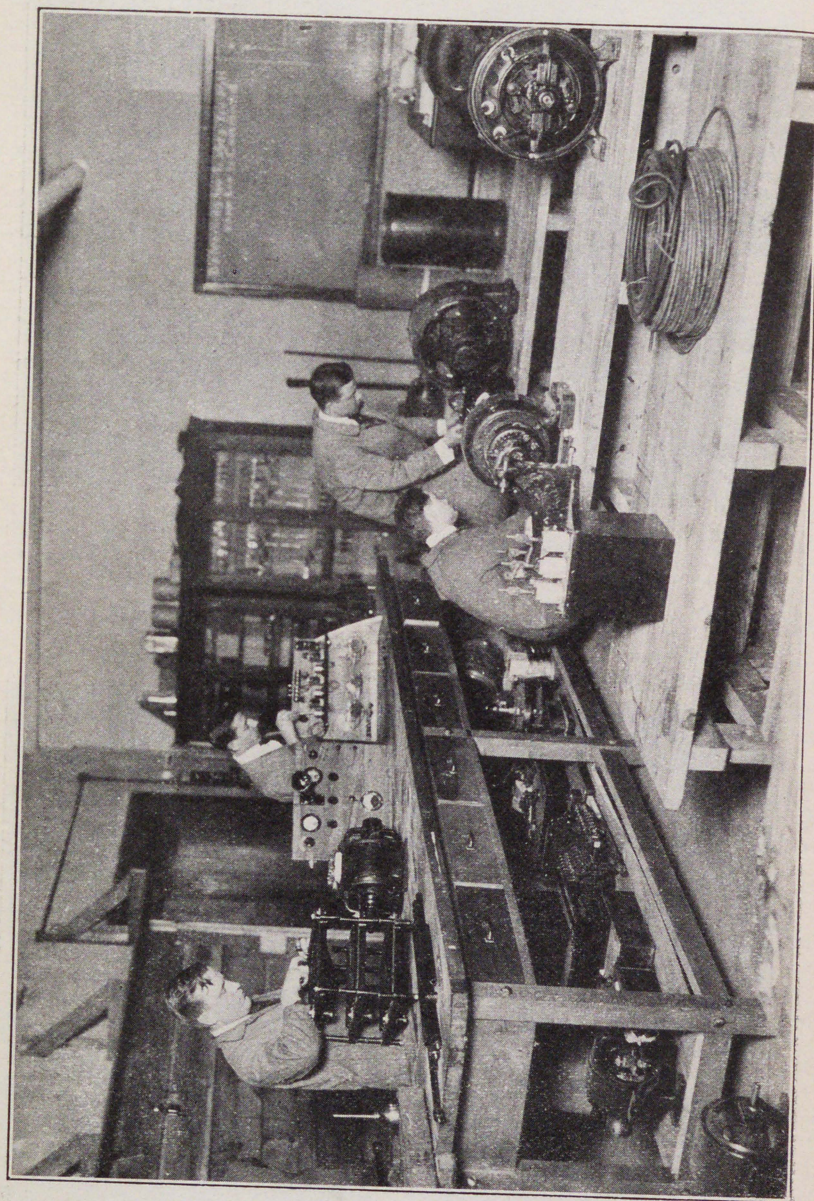


CLASS IN DRESSMAKING



SCIENCE LABORATORY





ELECTRICAL SHOP

- Fourth, Teachers in part-time schools.
- Fifth, Teachers in general industrial schools.
- Sixth, Teachers in evening vocational schools.

These teachers are being prepared to teach in State or Federally aided vocational schools in the State of New York.

#### DEMAND FOR VOCATIONAL TEACHERS

The vocational work in Public Schools is rapidly developing in every part of the State. All the cities are rapidly recognizing and giving a place to vocational work in their educational programs. This development means a greater demand for trade, industrial and related subjects teachers.

Part-time education is being conducted in over one hundred cities of the State and is requiring large numbers of teachers. The part-time educational program when fully operative in 1925 will afford a large number of splendid opportunities.

Cities of less than 25,000 inhabitants are establishing departments of industrial work that will require specially trained people in large numbers. Evening vocational schools are being organized in the majority of cities and towns and these will also require many teachers with definite training.

The demand for trained vocational teachers has greatly exceeded the supply during the current year. There is no question but that trained people will always be in demand for some one of the many fields of vocational education.

Salaries for vocational teachers have been advanced very materially during the past few years. Indications are that further increases will be such that people will enter this field as a permanent life work and receive a good income.

#### SHOPS, LABORATORIES AND EQUIPMENT

The Department has one of the very best equipped school machine shops in the country. All types of thoroughly modern production machine tools, comprising various types of lathes, shapers, drills, milling machines and grinders are on the floor and are available for the training of teachers.

The woodworking department is very well equipped with machine tools, and includes bandsaw, universal saw, jointers, surfacers, hollow chisel and chain saw mortisers, lathes, boring machine, trimmer, benches, and small tools. All machine tools are individual motor driven and represent the best types of equipment.

The printing department is well equipped with platen presses, paper cutter, proof presses, stitcher, cases, stands, cabinets, type and the miscellaneous equipment that will permit of good commercial practice and experience.

The electrical department is equipped with generators, motors, transformers, panels, switch boards, batteries, meters, a wide range of testing instruments and all necessary small tools and equipment. The facilities will be complete in every respect for handling work in



light, power and signal wiring; wireless key and telephone operation; repair work on standard electrical equipment and the running of all standard tests.

The sheet metal shop will be supplied with forming, folding, grooving, beading, turning, and burring machines and all the small tools and equipment necessary for teaching all forms of practical work.

A well-lighted drawing room thoroughly equipped is available, also the necessary science laboratories which afford excellent opportunity for related work.

#### APPLICATION FOR ENTRANCE

Candidates for admission to the Industrial Teacher Training Department should apply in person or by letter to the Principal of the School or the Director of the Department. At that time credentials should be submitted showing amount of school work completed, trade work engaged in, a physician's certificate of good health and the names of two persons who can testify as to the character of applicant.

Formal application blanks will be filled out at the time of interview or will be mailed to applicant upon the receipt of credentials.

Address all inquiries concerning enrollment, courses of study, entrance requirements and expense to

Director of Industrial Teacher Training Department  
State Normal School, Buffalo, N. Y.

*Course of Study.* The course of study to be pursued in the two-year day course for high school graduates is as follows:

First Term		Second Term	
	Credit Hours		Credit Hours
Applied Psychology .....	5	English .....	5
Mechanical Drawing ...	2	Theory, Principles and Problems	3
Trade Mathematics .....	3	Mechanical Drawing .....	3
Woodworking .....	5	Machine Shop .....	5
Printing .....	5	Electrical Work .....	5
	20		21

Ten weeks of approved trade work during the summer.

First Term		Second Term	
	Credit Hours		Credit Hours
Study of Trades and Organization of Courses of Study.....	5	Study of Trades and Organization of Courses of Study.....	5
Teaching Industrial Work.....	5	Shopwork (elective) .....	10
Trade Science .....	2	Practice Teaching or Mechanical Drawing .....	5
Industrial History and Economics.	3		
Mechanical Drawing or Practice Teaching .....	5		
	20		20

Ten weeks of approved trade work during the summer.

#### ONE-YEAR DAY COURSE

*Admission.* Candidates for admission to the one-year industrial teacher training course shall present evidence meeting the approval of the Commissioner of Education of, (1) five years of trade, industrial or technical training of not less than journeyman grade, (2) a good general education, (3) good morals, health and personal qualifications necessary to success in teaching.

*Course of Study.* The course of study to be pursued in the one-year day course is as follows:

First Term		Second Term	
	Credit Hours		Credit Hours
Trade Analysis and Organization of Courses of Study....	5	Trade Analysis and Organization of Courses of Study.....	5
Mechanical Drawing or Shop Work .....	5	Public Speaking .....	3
English .....	3	Theory and Principles of Vocational Education .....	3
Trade Mathematics .....	5	Methods for Vocational Teachers .....	3
Educational Psychology .....	2	Industrial History and Civics...	3
Trade Science .....	2	Practice Teaching .....	5
	22		22

#### SUMMER SESSION

The greatly increased registration at the last two sessions of the Buffalo State Normal Summer School indicate that there is a growing demand for summer courses which will supply the needs of four classes of teachers:

1. Teachers in service who desire summer instruction for professional growth.
2. Normal School students who desire credit for the summer session toward the regular Normal School course.
3. Graduates of high schools who are seeking to earn or renew Rural School Certificates.

Thanks to the co-operation of Supt. Hartwell and the School Department of the City of Buffalo which was first offered in the summer of 1919 a gratifying increase in registration at the summer session gives ample proof of the popularity of courses offered.

#### REGISTRATION OF SUMMER SESSION

1918 .....	204
1919 .....	620
1920 .....	1004
1921 .....	1121
1922 .....	1025

#### FACULTY FOR SUMMER SESSION 1922

##### FACULTY

HARRY W. ROCKWELL .....Principal  
Principal Buffalo State Normal School  
ERNEST C. HARTWELL...Special Advisor on Extension Curriculum  
City Superintendent of Schools, Buffalo

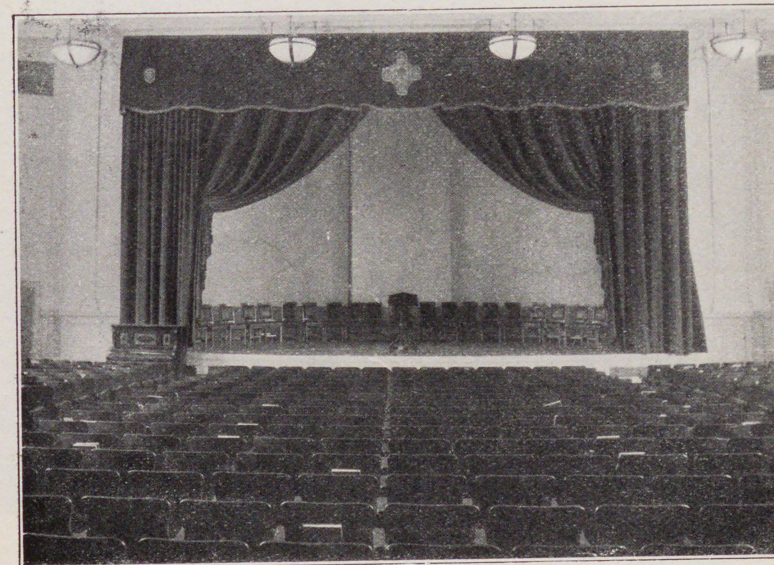


## INSTRUCTORS

- 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.

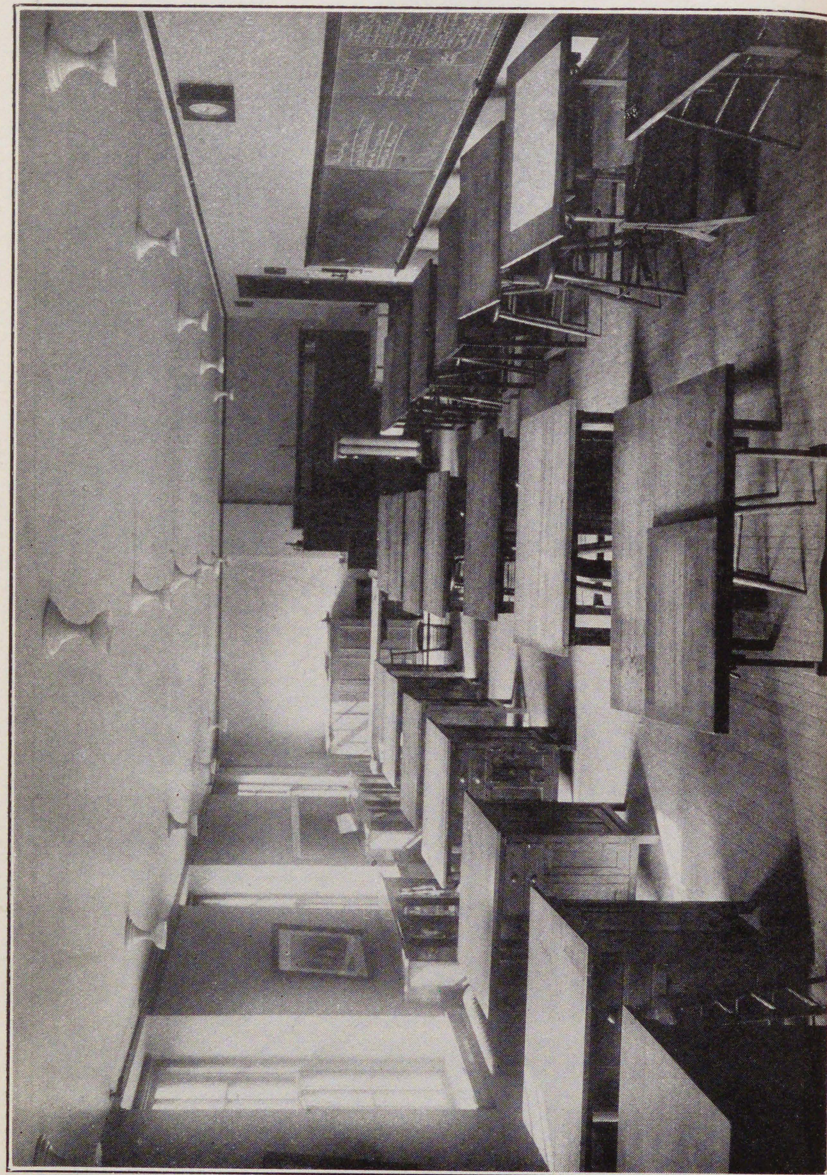


PRINCIPAL'S RESIDENCE



AUDITORIUM





DRAFTING ROOM

- BEATRICE NEUDECK ..... *Assistant Librarian*  
Instructor Public School No. 60, Buffalo
- PAUL E. NICHOLS ..... *Music*  
Head of Music Department, 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

#### COURSES OFFERED IN 1922

- \*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.

#### EXTENSION COURSES

Daily from 4:30 to 5:30, and on Saturday mornings. During the year 1922 and 1923, eleven extension courses, most of which carry college credit, have been offered for the professional benefit of teachers in service in the city of Buffalo and vicinity. These courses have attained such popularity that approximately 1087 registrations have been recorded. A typical expression of interest in these courses is contained in an article which appeared in "The School Magazine" of September, 1922, published by the City Department of Education and written by a teacher from School No. 18. It is quoted herewith:

"The re-opening of school re-opens, for the teaching body of Buffalo, the doors of the local colleges and universities. The Buffalo State Normal School also opens wide its doors and, like the colleges, it offers college credits; but it differs from the colleges in that its tuition is free.

In the matter of education, there is no such thing as standing still and unless the teacher herself advances in personal education, she is not giving her very best to the pupils in her charge.

It is true, one may study privately, and many prefer that way, but there is a broadening influence in class work, espe-

cially when there are class discussions, and stimulation to fresh efforts seems more worth while when working in a group.

There is no doubt that the teachers of Buffalo appreciate the advantages offered to them; if one wishes to make sure on this point, he need only walk into one of the extension centers, between 4:00 P. M. and 6:00 P. M., on school days, or from 9:00 A. M. to 12:00 M. on Saturdays, and he would see that the erstwhile teachers are, for the time being attentive pupils.

Some teachers take subjects that will help towards a degree, some go to seek help in their daily work, others are attending classes merely for the pleasure of studying purely cultural subjects. However, there are subjects to suit all tastes and all needs, and no teacher can afford to reject the opportunity to add to her store of learning."

The following courses are being offered during the year, 1922-1923:

#### I. *Problem of the Elementary School*

Tuesdays at 4:30 P. M.  
Ernest C. Hartwell, A.M.  
Superintendent of Schools  
Buffalo

#### II. *Later Victorian Poets*

Mondays at 4:30 P. M.  
Henry A. Lappin, Litt.D.  
Professor of English Language and Literature  
D'Youville College for Women

#### III. *Philosophy of Education*

Saturdays at 10:00 A. M.  
Daniel Bell Leary, Ph.D.  
Professor of Psychology  
University of Buffalo

#### IV. *Primary Methods*

Saturdays at 9:00 A. M.  
Harriet L. Butler  
Deputy Superintendent of Schools  
Buffalo

#### V. *Classroom Organization and Control*

Fridays at 4:30 P. M.  
W. Howard Pillsbury, A.B.  
Deputy Superintendent of Schools  
Buffalo

#### VI. *The Teaching of English and History in the Intermediate School*

Mondays at 4:30 P. M.  
Charles P. Alvord  
Deputy Superintendent of Schools  
Buffalo



VII. *Economics*

Mondays at 4:30 P. M.

Walter D. Head, A.M.

Head Master

Nichols School, Buffalo

VIII. *History of American Education*

Mondays at 4:30 P. M.

Harry W. Rockwell, Pd.D.

Principal, State Normal School

Buffalo

IX. *Art Appreciation*

Wednesdays at 4:30 P. M.

Charles B. Bradley

Head of Art Department

State Normal School, Buffalo

X. *Standard Tests and Measurements*

Tuesdays at 4:30 P. M.

C. C. Root, A. M.

Head of Education Department

State Normal School, Buffalo

XI. *Arithmetic for Primary and Intermediate Grades*

Thursdays at 4:30 P. M.

M. Elsie Davis, A.B.

Assistant Principal

School No. 8, Buffalo

**EVENING TEACHER-TRAINING COURSES IN  
BUFFALO AND ROCHESTER**

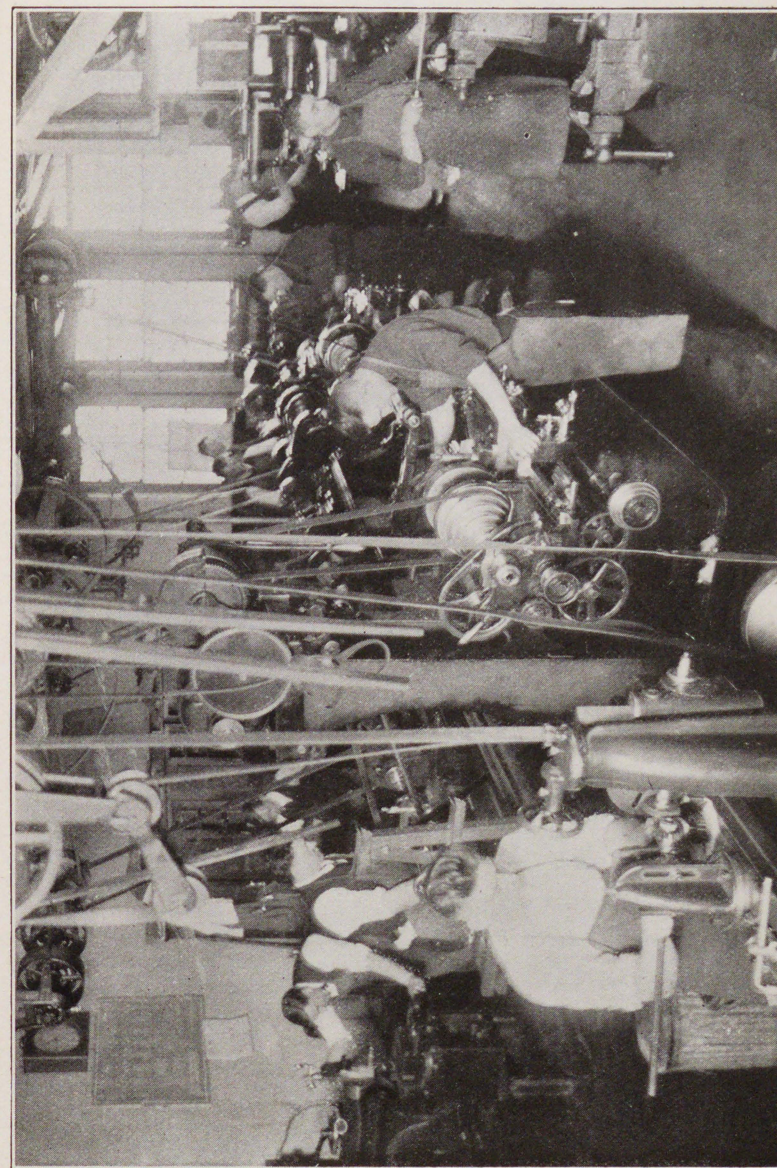
For several years the State Normal School at Buffalo has maintained evening classes for the training of teachers in the mechanical trades. About ten to thirteen trade groups are represented. At the present time these courses are two years in length and require attendance of sixty sessions a year.

The aim of these courses is to offer the fundamental principles of education and good method in teaching.

For the last three years a two-year course, similar to the trades group, has been conducted in Buffalo and Rochester for the training of teachers in the Commercial Branches. Professional courses and practice teaching are required for graduation and the number of sessions is the same as for the trades classes. The specific purpose of these courses is to prepare teachers for the Continuation School and with this in mind each course is planned to treat specifically those problems peculiar to this type of teaching.

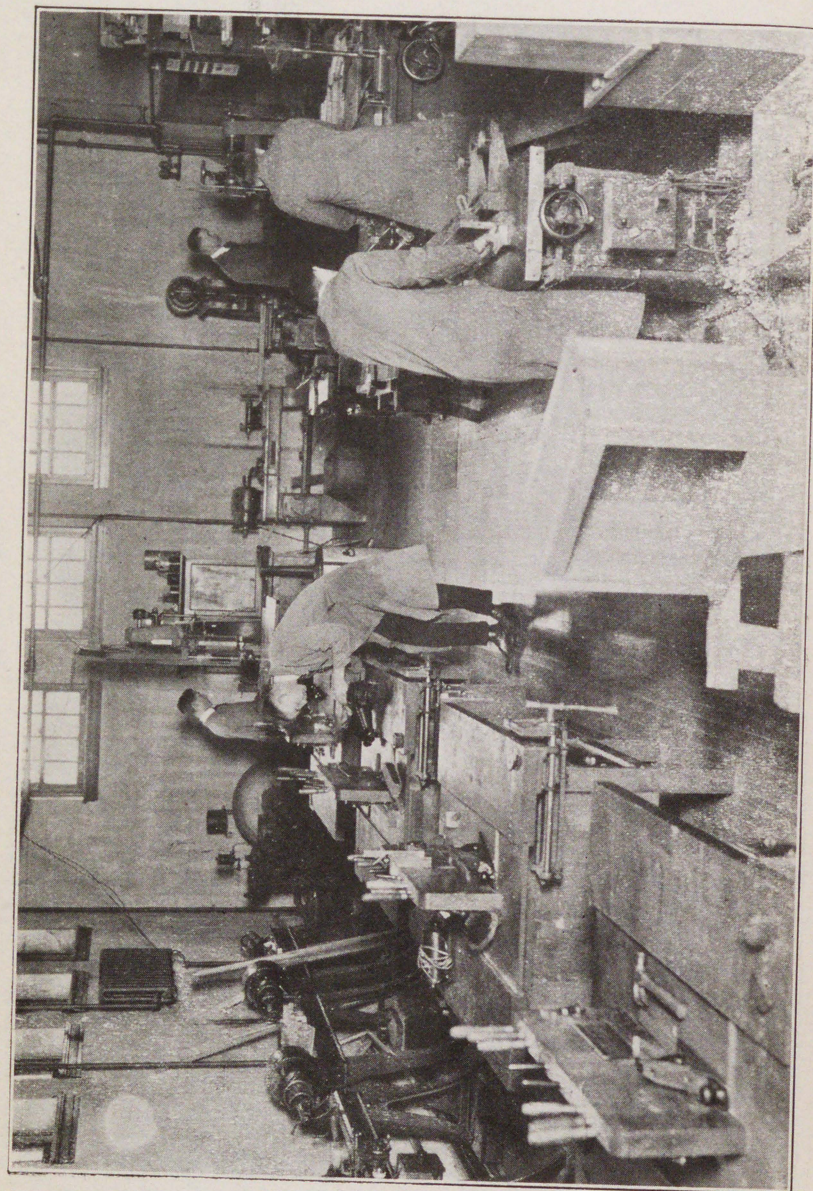
The present Faculty and courses follow:

IRVING C. PERKINS, *Director*.....Head of Vocational Department  
Buffalo State Normal School



MACHINE SHOP





PATTERN MAKING AND CABINET SHOP

#### EVENING COURSES IN BUFFALO

- GEORGE M. QUACKENBUSH.....Instructor Vocational Department  
Buffalo State Normal School  
Analysis of Trades and Organization of Courses of Study,  
Buffalo State Normal School.
- WENDELL APPLEBEE.....Instructor Vocational Department  
State Normal School  
History of Industrial Education, Types of Vocational Educa-  
tion in New York, Supervision of Practice Teaching.
- WALTER B. WEBER.....Instructor Vocational Department  
State Normal School  
Methods of Teaching Industrial Subjects, Supervision of  
Practice Teaching.
- STEPHEN C. CLEMENT.....Head of Part-time Education  
State Normal School  
Educational Psychology, Principles of Vocational Education.
- J. E. SMITH.....Instructor in Nichols School  
Buffalo  
Principles of Commercial Education and Methods of Teaching  
Commercial Subjects.

#### EVENING COURSES IN ROCHESTER

- A. H. N. ROGERS.....Supervisor Industrial Arts  
Jefferson Junior High, Rochester  
Types of Vocational Education in New York, Supervision of  
Practice Teaching.
- LLOYD SWART.....Instructor of Commercial Subjects  
Continuation School, Rochester  
Principles of Commercial Education, Methods of Teaching  
Commercial Subjects, Supervision Practice Teaching.

#### EXTENSION COURSE IN NIAGARA FALLS

- WILLIAM SMALL.....Director of Vocational Schools  
Niagara Falls  
Organization of Courses of Study in Junior High Schools.

#### EXTENSION COURSE IN BUFFALO

- WILLIAM J. REGAN.....Director Continuation School  
Buffalo  
Principles and Problems of the Continuation School. Organ-  
ization of Classes in Continuation Schools.

#### ENROLLMENT

Industrial	Total
Night Classes, Buffalo . . . . .	26
Night Classes, Rochester . . . . .	18



Commercial	Total
Night Classes, Buffalo . . . . .	14
Night Classes, Rochester . . . . .	10
Extension Courses	
Niagara Falls . . . . .	18
Buffalo . . . . .	50
Total . . . . .	<u>136</u>

### A NEW TEACHER-TRAINING PROJECT

Recently the details of a far-reaching plan were perfected whereby all the existing institutions of the city for the training of teachers are closely co-ordinated. The most striking feature of the new plan is that it permits an ambitious student not only to secure a university education at small expense but to earn the cost of the course at the same time that he gets the benefits of a college training.

That the plan will have immediate and impressive effect in improving the efficiency of every element of the teaching profession is the opinion of the co-operating institutions.

Under this scheme it is possible for the ambitious, adequately prepared student who desires a college education to secure one in five years (although many candidates will need six or seven), of which two will require no payment for tuition and the others will be under full pay as a regular teacher; and all this without leaving home. Such a project should especially attract young men, as well as young women, who are looking forward to teaching either in the intermediate school, the high school, or to administrative work in education, for a more thorough preparation for such work cannot be secured.

The three agencies — the School Department, the State Normal School, and the University of Buffalo, are either wholly or in part working for the betterment of present and prospective teachers. Some time ago it occurred to the Superintendent of Schools that if the normal school and the university would co-operate not only with each other but with the school department, a teacher-training scheme might result which would use the resources of each for the common end. Graduates who entered the normal with the university's entrance requirements for the Science Course may go to the university as juniors, receiving the credit for the freshman and sophomore years. In other words, normal graduates will be credited at the university with sixty-four hours of the necessary one hundred twenty-eight semester hours required for the B.S. degree. They may complete the remaining sixty-four hours in two years of full time work at the university, or they may take advantage of the special teacher training project which is described herewith. On completion of two years at the normal school the candidate will take the City Department of Education's Teachers'

Examinations and if successful in these, the name of said candidate will appear on the eligible list and be considered for appointment in due course. Having received an appointment the candidate will be assigned to one of five so-called probationary centers. At the same time candidates may pursue extension courses at the university at hours conveniently arranged so as not to interfere with regular school work. By this plan the work of the junior and sophomore years may be completed, in from three to five years, depending on the ability and ambition of the student. A maximum of twelve semester hours for the parallel teaching experience will be credited so that the necessary sixty-four hours to be completed at the university may thus be reduced to fifty-two. The university considers these twelve hours in the same light as laboratory work, it being practice work done under the supervision of a member of its faculty. The University will not confer the degree on the completion of the specified course until the student shall have also completed a satisfactory thesis which must show powers of concentration for research in the subject chosen. It should be added that teachers who pursue this plan having been appointed to probationary centers will at the end of one year's successful experience in these centers, be given a permanent appointment in the city school system.

### REGISTRATION

FOR SCHOOL YEAR 1922-23

General Normal (Elementary Teachers) . . . . .	642
Vocational Homemaking . . . . .	135
Vocational Industrial . . . . .	59
	<u>836</u>
Extension Courses (late afternoons and Saturday) . . . . .	1,087
Evening Industrial and Commercial Classes in Buffalo, Rochester and Niagara Falls . . . . .	136
Summer School, 1922 . . . . .	1,050
Total Registrations for year in all departments . . . . .	<u>3,109</u>
Practice School . . . . .	323
Practice Grades at School No. 38 . . . . .	<u>520</u>



# Buffalo State Normal and Training School

## COURSES OFFERED

- I. GENERAL NORMAL COURSE (Elementary Teachers). . . . . 3 years  
Gives Life Diploma in Kindergarten Primary, Intermediate, or Junior High School fields.
- II. GENERAL NORMAL COURSE (Elementary Teachers). . . . . 2 years  
Gives Certificate good for three or five years in same fields as I.
- III. VOCATIONAL HOMEMAKING COURSE.... 4 years  
Gives Life Diploma and Degree of Bachelor of Science (Home Economics).
- IV. INDUSTRIAL TEACHER TRAINING  
courses . . . . .  
One and Two Years.  
Gives Life Diploma in Vocational Industrial Work.
- V. SUMMER SESSION.
- VI. EXTENSION COURSES.
- VII. TEACHERS' COLLEGE COURSE..... 4 years  
Degree of Bachelor of Science.  
The first two years at Buffalo State Normal with last two years at University of Buffalo or Canisius College.

859

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