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1924

### College Catalog, 1924, Summer

Buffalo State College

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*Textile Chemistry.*

A practical study of textile fibers from a chemical standpoint. The structure of the fibers is considered and the consequent treatment during manufacture and their behavior to dyes as well as stain removal. The remainder of the time spent in an analysis of commercial fabrics.

2 credits.

*Microbiology.*

This course includes a study of Bacteria, Yeasts and Molds with practical applications to the care and preservation of food and general household management.

2 credits.

*Advanced Costume Design.*

Art in design; the direct application of design principles and color harmony to dress. This satisfies the requirement of Design 30 for clothing majors in earning a degree.

2 credits.

*General Subjects.*

Students may register for English or History in General Normal classes if they desire to fulfill those requirements for a college degree.

**VOCATIONAL HOME-  
MAKING DEPARTMENT**

Four-year Teacher Training Course  
Bachelor of Science Degree

*Send for Catalog*

**STATE NORMAL SCHOOL**

**BUFFALO, N. Y.**

**SUMMER SESSION**

**JUNE THIRTIETH TO AUGUST EIGHTH**

**NINETEEN TWENTY-FOUR**



### CALENDAR

June 30th at 9:30 a. m. General Meeting for registration and instructions, Assembly Hall, Buffalo State Normal School. Sessions will be held daily, except Saturdays, from 8:30 a. m. to 3:00 p. m.

Note—School will be in session Saturday, July 5th. August 8th. Summer School closes.

### ADMISSION

Any person who has taught or who intends to teach the coming year in the schools of the state will be admitted to the Summer Session. An appointment from the Commissioner of Education is not necessary. Tuition is free to all residents of New York State; others will pay a fee of \$10.00 per course or \$25.00 for three or more courses. Registration for credit will not be allowed after July 7th.

### BOARD AND ROOMS

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

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

Two persons occupying a room, from \$3.00 to \$5.00 per week and upwards. Room and board in same house (two in a room), from \$7.00 and upwards per week.

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

### CREDIT

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

(1) Work done in courses at the Summer Session will be as nearly as possible equivalent to the work of the same courses during the regular school session. Therefore, courses will be credited hour for hour on the basis of semester-hour credits. A maximum of eight semester hours of credit toward the Normal School Curriculum may be earned in one Summer Session. Courses carrying two semester hours of credit in the regular curriculum are conducted one hour daily in the Summer Session; those carrying three semester hours or four semester hours of credit in the regular curriculum are conducted two hours daily in the Summer Session. No partial credits are given. Students who are delinquent in the regular session and desire to make up such delinquency in the Summer Session must receive permission from the Student Program Committee before applying for registration in the Summer Session.

(2) Students are now required to complete a three-year curriculum in a State Normal School in order to secure a life diploma. The completion of two years of the three-year curriculum will, however, entitle a student to a limited certificate valid for at least three years. The third year of the requirement may be completed by further attendance at the regular session and during Summer Session. All candidates for such certificate and diploma must be graduates of a high school curriculum approved by the Commissioner of Education.

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

Note—Candidates conditioned in high school subjects should not expect to complete any regular curriculum within the stated time. No high school work is offered in the Summer Session.



## PROGRAM

The daily program during the Summer Session will be arranged as follows:

First Period .....	8:30- 9:30 A. M.
Second Period .....	9:30-10:30 A. M.
Lecture Period .....	10:30-11:30 A. M.
Lunch Period .....	11:30-12:00 M.
Third Period .....	12:00- 1:00 P. M.
Fourth Period .....	1:00- 2:00 P. M.
Fifth Period .....	2:00- 3:00 P. M.

## LECTURES

Special lecturers on educational subjects will address the entire student body daily, from 10:30 to 11:30, and will include the following:

Supt. Ernest C. Hartwell.....	Public Schools, Buffalo
President J. H. Brown.....	St. Cloud Teachers College, St. Cloud, Minn.
Charles B. Bradley.....	Buffalo State Normal School
Charles D. Cooper.....	Brockport State Normal School
Walter D. Head.....	Nichols School, Buffalo
Henry A. Lappin.....	D'Youville College, Buffalo
Supt. Frank D. Boynton.....	Ithaca, N. Y.
Daniel Bell Leary.....	University of Buffalo
Dean Julian Park.....	University of Buffalo
Charles C. Root.....	Buffalo State Normal School
W. Howard Pillsbury.....	Deputy Supt. Buffalo Public Schools
H. W. Rockwell.....	Buffalo State Normal School

Supplementing the above lecturers, special educational films will be offered on certain days.

## CURRICULA

## I. General Normal Curriculum

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

## II. Extension Curriculum

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

## III. Equivalent Training Class Certificate

High school graduates who have had two years' successful experience in teaching and who have completed 14 or more semester hours of work in two Summer Sessions and can reasonably be expected to complete the full requirement of 24 semester hours of work by the close of the coming Summer Session in August, 1924, may be considered candidates for the Equivalent Training Class Certificate. Such certificates will be valid for three years in Rural Schools in Supervisory Districts, but will not be renewable. Holders of this certificate will receive full credit in State Normal Schools and will be admitted to the regular sessions with permission to continue their work in the same manner as is already approved for Training Class graduates of successful teaching experience.

## IV. Vocational Homemaking Curriculum

The Buffalo State Normal School has been designated as the center for summer extension work and special training of teachers of Home Economics for the state. For further particulars, see Announcement on last page of this catalog.

## FACULTY

Harry W. Rockwell .....	Principal
Principal, Buffalo Normal School	
Ernest C. Hartwell .....	Special Adviser on Extension Curriculum
City Superintendent of Schools, Buffalo	
Arthur J. Abbott .....	Music
City Supervisor of Music, Buffalo	
Willard H. Bonner .....	Composition
Instructor in English, University of Buffalo	
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	
Luella Chapman .....	Penmanship
Instructor in Penmanship, Buffalo State Normal School	
Susan F. Chase .....	Psychology and Mental Measurements
Instructor in Psychology, Buffalo State Normal School	
Stephen Clement.....	Social Sciences
Head of Social Science Department, Buffalo State Normal School	
Charles D. Cooper .....	Geography
Superintendent of Practice Teaching, Brockport State Normal School	
Walter D. Head .....	Progressive Education
Head Master, Nichols School, Buffalo	
Harry W. Jacobs .....	Drawing
Supervisor of Drawing, City Department of Education, Buffalo	
Ida L. Kempke .....	Literature and Composition
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 .....	Principles of Education
Professor of Psychology, University of Buffalo	
Paul E. Nichols .....	Music
Head of Music Department, Hutchinson High School, Buffalo	
Julian Park .....	European History
Dean of the College of Liberal Arts and Sciences, University of Buffalo	
J. F. Phillippi .....	Arithmetic
Head of Mathematics Department, Buffalo State Normal School	
W. Howard Pillsbury .....	The Principal and Types of Teaching
Deputy Superintendent of Schools, Buffalo	
P. F. Piper .....	Science
Head of Physical Science Dept., Hutchinson High School, Buffalo	
Charles C. Root .....	History of Education and Educational Tests
Head of Education Department, Buffalo State Normal School	
Winifred Salom.....	Health Education
Instructor in Health Education, Buffalo State Normal School	
Charles C. Scheck .....	History
Department of Social Studies, Washington Irving High School, Rochester	
Esther Hall Smith .....	Primary Reading and Literature
Formerly Primary Supervisor, Jamestown Public Schools	
Grace Viele .....	Librarian
Librarian, Buffalo State Normal School	
Beatrice Neudeck Peckham .....	Assistant Librarian
Nellie P. Howland .....	Secretary to the Principal
Buffalo State Normal School	



## COURSES

- 1.\* Philosophy of Education (2)
- 2.\* Mental Tests and Measurements (2)
- 3.\* English Literature (3)
- 4.\* Psychology (3)
- 5.\* European History (3)
- 6.\* English Composition (3)
7. Progressive Education (2)
- 8.\* Educational Tests and Measurements (2)
- 9.\* History of American Education (3)
10. The Principal (2)
11. Types of Teaching (2)

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

- 12.\* Music
- 13.\* Drawing
- 14.\* Physical and Health Education
- 15.\* Penmanship
- 16.\* Geography Methods
17. Progressive Methods in Teaching Geography
- 18.\* Methods in History
19. Progressive Methods in Teaching History
- 20.\* Junior High School Literature
- 21.\* Arithmetic
- 22.\* Nature Study
- 23.\* General Science
- 24.\* Primary Reading
- 25.\* Children's Literature
26. Organization of Classes and Methods of Teaching English to Foreign Born Adults
27. American Government and Political Institutions

## SYNOPSIS OF COURSES

## 1. PHILOSOPHY OF EDUCATION (Dr. Leary)

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.)

Open to students who took Philosophy of Education with Dr. Leary during the summer of 1923. Will be accepted for credit by Normal school students desiring "Principles of Education."

## 2. MENTAL TESTS AND MEASUREMENTS (Dr. Chase)

A consideration of the principles underlying the making of tests and scales of measurements. The theory of measurement. The elementary calculations necessary to apply them. Scoring and correlations. Measurement of separate traits and abilities, of intelligence, of the emotions and of motor abilities. (Fee for material, \$1.50.)

## 3. ENGLISH LITERATURE (Dr. Lappin)

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

## 4. PSYCHOLOGY (Dr. Chase)

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

## 5. MODERN EUROPEAN HISTORY (Dr. Park)

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



## 6. ENGLISH COMPOSITION (Mr. Bronner and Miss Kempke)

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

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

## 7. PROGRESSIVE EDUCATION (Mr. Head)

The course will deal with the newer educational theories and processes. A large part of it will be based upon the work of such schools as the Lincoln School, New York City; Loraine Park School, Ohio; the Children's University, New York City; the Winetka High School, Winetka, Illinois; the Beaver School, Boston.

There will be reports from members of the class on individual experiences and reference reading from current books and periodicals. "Education Moves Ahead" by Eugene R. Smith will be the required textbook.

## 8. EDUCATIONAL TESTS AND MEASUREMENTS (Mr. Root)

A brief elementary course which aims especially to familiarize the classroom teacher with the "measuring movement" in education. Choice and evaluation of tests and scales, contact with some of the most important ones, and some experience in handling tests will be provided for. Sufficient acquaintance with the simpler statistical terms and methods will be given to enable students to read the literature of the field intelligently. How to measure the results of teaching and thereby diagnose difficulties and improve class-room instruction will be the chief outcome sought. (Fee for material, \$1.50.)

## 9. HISTORY OF AMERICAN EDUCATION (Mr. Root)

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

## 10. THE PRINCIPAL (Mr. Pillsbury)

This course will be a continuation of the summer course of 1923. It will be based on Cubberley's "The Principal and His School." It will deal with the attendance of pupils, discipline, building up the school spirit, use of the assembly period and the supervision of the school.

## 11. TYPES OF TEACHING (Mr. Pillsbury)

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

## 12. MUSIC

### *Rote Songs—Child Voice* (Mr. Abbott)

Study of songs suitable for use in kindergarten and primary grades. Study of the child voice and of the adult voice in relation to the teaching of rote songs.

### *Methods A* (Mr. Abbott)

Methods of teaching music in elementary schools. Ear training and music reading are included in this course.

### *Methods B* (Mr. Abbott)

Methods of teaching music in intermediate schools. Ear training and music reading are included in this course.

### *Elementary Theory* (Mr. Nichols)

Study of the fundamental principles of music, including notation, terminology, scale construction, and intervals.

### *Ear Training* (Mr. Nichols)

Study of melodic and rhythmic principles of music, developing the power to think tones, to recognize, sing and write simple melodic phrases in various keys.

### *Music Appreciation* (Mr. Nichols)

Methods of conducting a course in music appreciation in elementary and intermediate schools including a study of the development of music from ancient to modern times. Study is made of suitable material for school use in appreciation work.

## 13. DRAWING II

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

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

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

*Study of Pictures* and their interpretation.

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

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

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

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

*Study of Pictures* and their interpretation.

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

Drawing and Methods applicable in Junior High Schools.

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

Special emphasis will be laid on pencil handling.

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

*Study of Pictures* to develop appreciation.

## 14. PHYSICAL AND HEALTH EDUCATION

### *I. Health Education I* (Miss Salom)

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

This course corresponds to the first course in the new curriculum.

Credit, two semester hours.



*II. Health Education II (Miss Salom)*

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

Progression in gymnasium work of semester 1 and folk dancing.  
Corresponds to Health Education II of the new curriculum.

Credit, two semester hours.

*III. Health Education III (Miss Salom)*

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

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

Corresponds to Health Education III of the new curriculum.

Credit, three semester hours, if course 1 or 2 below is included.

*IV. Physical Education (Mr. Burkhardt)*

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

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

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

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

Credit for each course, two semester hours.

**15. PENMANSHIP (Miss Chapman)**

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

**16. GEOGRAPHY METHODS (Mr. Cooper)**

A study of teaching practice (or method) in the presentation of this subject in the grades. This should include enough of the development of geographic knowledge to explain the origin of the so-called methods of past and present—journey method, topical methods, type-study method, problem and project method. The valuable feature 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.

**17. PROGRESSIVE METHODS IN GEOGRAPHY TEACHING**

(Mr. Cooper)

This course is designed for teachers of experience who desire to acquaint themselves with the newer ideals of geography teaching and recent developments in methodology. The use of the problem and project will be developed fully and attention will be given to the conduct of field trips, type studies, visual instruction, etc. The proper correlation of geography with the other social studies will also be considered. This course may be taken for credit by candidates for the equivalent training class certificate but not by General Normal students.

**18. UNITED STATES HISTORY (Mr. Scheck)**

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

Credit, three semester hours.

**19. PROGRESSIVE METHODS IN TEACHING HISTORY**

(Mr. Scheck)

The aim of this course is the adaptation of seventh and eighth grade class procedure to the needs of the adolescent child. The project-problems method, supervised study, the socialized recitation and directed study will be applied to the history topics listed in the Buffalo City Schools.

**20. JUNIOR HIGH SCHOOL OR UPPER GRADE LITERATURE**

(Miss Kempke)

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.

**21. ARITHMETIC (Mr. Phillippi)**

Intensive study of the essentials in the subject matter of arithmetic guided by the state syllabus and with topics selected from the standpoint of individual and community needs; developing number concepts with approved devices for the recognition of number facts and drill in the same; the underlying principles of fractions, denominate numbers; percentage, together with type problems chosen from the practical arts and actual business practice, emphasizing analysis of problems, clarity of expression, lesson plans and the most effective methods of presentation; standard tests and the interpretation of their results.

**22. NATURE STUDY (Mr. Piper)**

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

Credit, two semester hours.

**23. GENERAL SCIENCE (Mr. Piper)**

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

Credit, two semester hours.

NOTE: Students desiring credit for the combined course in Nature Study and Elementary Science in the second year of the new curriculum may substitute courses 22 and 23 above.



#### 24. PRIMARY READING (Mrs. Smith)

Aims 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.

#### 25. CHILDREN'S LITERATURE (Mrs. Smith)

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.

#### 26. ORGANIZATION OF CLASSES AND METHODS OF TEACHING ENGLISH TO FOREIGN-BORN ADULTS

(A 30-hours' course, 2 hours a day, June 30 to July 19. Frederick Houghton, M. S., Instructor.)

In this course such topics as the following will be discussed: grouping and grading of students; methods in language teaching; teaching procedure for the class activities of conversation, reading and writing; lesson plans and time schedule; selection of material; teaching aids.

Special emphasis will be put on concrete definite problems confronting a teacher in this specialized field. Available text books will be analyzed, demonstration lessons given and teaching plans criticized. Method and material suitable both for teaching classes of beginners and advanced students will be given.

In connection with this course, six conferences for all those interested in day-classes for women will be held to discuss problems relating to this work. Attendance in these will be voluntary.

To all those satisfactorily completing this course a certificate issued by the State Department of Education will be given, indicating special training in immigrant education. The course also carries college credit.

#### 27. AMERICAN GOVERNMENT AND POLITICAL INSTITUTIONS

(A 30-hours' course, 2 hours a day, July 19 to August 8. H. A. Hamilton, Ph.D.)

In this course the origin and development of our basic political institutions will be discussed and the salient characteristics of American Government emphasized. Problems arising from our immigration policy and the resulting racial composition of the country will be touched upon.

#### CO-OPERATION WITH UNIVERSITY OF BUFFALO AND CANISIUS COLLEGE

The University of Buffalo has for many years offered an increasing number of courses in the summer, thinking thus to be of service to several classes of students — teachers, college students who wish to shorten their course or to remove conditions, and any others who desire the work and are properly qualified. This summer the courses which have been given in previous years will again be offered, and in addition it will be possible to take other work of more advanced or special kind. Classes in the summer school are generally smaller than in the regular sessions, so that more individual attention is possible and the content of the courses can be more easily adapted to individual

needs. The following are the courses given in 1924, the faculty being all members of the University staff except where otherwise indicated.

General Zoology: Professor Shadle. (This course is required for the degree of B. S. in Education.)

Advanced Biology: Professor Shadle.

Chemistry, inorganic and organic: Associate Professor Brown.

English composition and rhetoric: Asst. Professor Sine. (The equivalent of freshman English, offered in two parts, which may be taken separately or together.)

A Survey of English Literature: Asst. Professor Sine. (The equivalent of sophomore English.)

English literature: Elizabethan Drama: George B. Dutton, Ph.D., Professor of English literature, Williams College.

The Modern Novel: Professor Dutton.

French: Conversation (second year of college French): Mme. Casassa.

English History: Dr. Shearer.

Mathematics: Four courses (including the equivalent of freshman mathematics). Professor Sherk and Mr. Harrington.

General Physics: Professor Moore.

Psychology and Education: General Psychology, including some laboratory work. Professor Jones. (Required for the degree of B. S. in Education.)

Educational Psychology: Professor Leary and Miss Land. (The equivalent of the regular course in this subject, offered in three parts, which may be taken together or separately, depending on previous preparation.)

Adolescence and the High School Problem: Mr. Pillsbury.

Administration and Supervision: Clarence H. Thurber, Ph.D., Professor of Educational Administration, Syracuse University.

Making the School Curriculum: Professor Thurber.

#### Canisius College Courses

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



## SUMMER SESSION

### Vocational Homemaking Department

#### CALENDAR

General Normal Department opens for registration on June 30. This would interfere with attendance of Home Economics teachers on meetings of Annual Convention of National Home Economics Association, Hotel Statler, Buffalo. The Home Economics Department, therefore, will accept registrations by mail during the preceding week or by personal conference on Saturday, June 28th, at Buffalo State Normal.

All classes in the Homemaking Department will be suspended June 30-July 4th, but all students will report for classes on Saturdays July 5th, 12th and 19th so as to complete ail work by August 8th.

#### GENERAL INFORMATION

The State Department of Education Division of Vocational and Extension Education offers a program in Home Economics Education for Homemaking teachers. Tuition is free to all New York State teachers. The courses are planned to give the opportunity for teachers in service to receive credit toward a degree and also work toward a special state certificate. Students may carry 6 to 8 credits as a maximum.

#### FACULTY

Harry W. Rockwell, M. A., Pd.D.....	Principal
Myrtle Viola Caudell, B. S., M. A.....	Director
Head of Vocational Homemaking Dept., Buffalo State Normal School.	
Rubie Donaldson, B. S.....	Foods
Dept. of Foods, Buffalo State Normal School	
Anna M. Gemmill, B. S., M. A.....	Science
Dept. of Science, Buffalo State Normal School	
Lucy Fulton .....	Methods
Supervisor of Home Economics, Grand Rapids, Michigan	
Agnes McCarthy.....	Clothing and Design
Supervisor of Home Economics, Duluth, Minnesota	
May C. Nye, A. B., M. A.....	Home Administration, Household Science
Faculty resident of Practice House, Buffalo State Normal School	

#### DESCRIPTION OF COURSES

##### Methods

1. Methods for teaching foods in grades and junior high school.
2. Methods for teaching clothing in grades and junior high school.

These courses will deal with the applications of the principles of scientific education to Home Economics. These principles will be considered under three big topics:

- (a) What we shall teach.
- (b) How we shall teach it.
- (c) How we shall know if students have learned.

Separate classes will be organized for the teachers of foods and clothing but once or twice each week the two groups will meet as a unit for demonstration lessons and discussion of Homemaking teachers problems.

2 credits (either course)

##### Child Care and Training

The care of infants and small children will be studied from a physiological, psychological and recreational standpoint. This course directly aims to meet the needs of the teachers of Homemaking who are required to present this work according to the state outline.

2 credits

##### Household Chemistry or Household Physics

One of these courses will be offered according to the registration.

##### Household Chemistry

#### Part I

This course will consist of lectures, discussion and reports of chemical theory and applications as related to various classes of foods, soaps and cleansing agents, choice of metals for household use, blueings and various other aspects of household activities.

#### Part II

Laboratory projects and investigations into the character of various foods, soaps, metals, dyes and stains will be carried on by the individual students. Class trips to various plants will be taken when practical.

Credits — 4

##### Household Physics

#### Part I

Will consist of lectures dealing with the theories concerning the various subjects under investigation in the laboratory. Readings, assignments, and discussions as well as class trips to various places of interest.

#### Part II

Individual projects are carried on in the laboratory. These deal with several major principles as heat, liquid, and gas pressures, electricity and light as applied to the household

Credits — 4

##### Clothing 20

This course given on the unit basis, is planned to add to the clothing experience of the students and to correlate with Design 20. Special problems in silk and wool, including remaking and construction of garments and household furnishings.

Millinery may be included to develop design, technique and appreciation.

Credits — 2

##### Design 20

This course is planned to give the student knowledge of the history of costume and then to use this as a source of inspiration for much of the work in costume designing. The aim is to inculcate an appreciation of appropriateness as well as artistic design in clothing.

Credits — 2

##### Home Administration

This course is offered for the first time in summer session to aid teachers in their Practice House Management problems. It is a study of household activities and their organization to insure efficiency and wise expenditures of time, energy and money. A consideration of social and economic factors and their influence upon the home. Each student will live in and take an active part in the Practice House from 2 to 3 weeks. Each student pays a nominal sum per week sufficient to cover her living expenses. This course is limited to ten students for the Practice House experience and early registration by mail is advised.

This course is accredited as follows:

Practice House Experience .....Credits 2  
Lectures and Discussions .....Credits 2



*Household Science*

This course deals with (a) Laundry problems as related to the home and the community. It includes a study of laundry methods, of cleansing reagents and their effect upon textiles and laundry equipment. (b) Modern methods of caring for the home and renovation of household furnishings. Efficiency in placement and use of cleaning materials and household equipment.

Lectures, reports, laboratory practice and field work in the Practice House.  
Credits — 3

*Foods 20*

Presentation and discussion of elementary nutrition, menu making and home table service for various occasions. No laboratory.

Credits — 2

*Foods 30*

Three point course toward major in Foods. Lectures, Laboratory work in school cafeteria, and field trips. The course will cover institutional work of various types, emphasizing the school lunch problem.

Credits — 2

*General Subjects*

Students may register for English or History in General Normal classes if they desire to fulfill those requirements for a college degree.

## American Home Economics Association

### NATIONAL MEETING

JUNE 30th TO JULY 4th

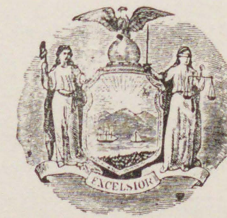
BUFFALO

HEADQUARTERS HOTEL STATLER

**HOME ECONOMICS TEACHERS — COME!**

# STATE NORMAL SCHOOL

BUFFALO, N. Y.



## SUMMER SESSION

JULY SIXTH TO AUGUST FOURTEENTH

NINETEEN TWENTY-FIVE