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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 HOME MAKING 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.

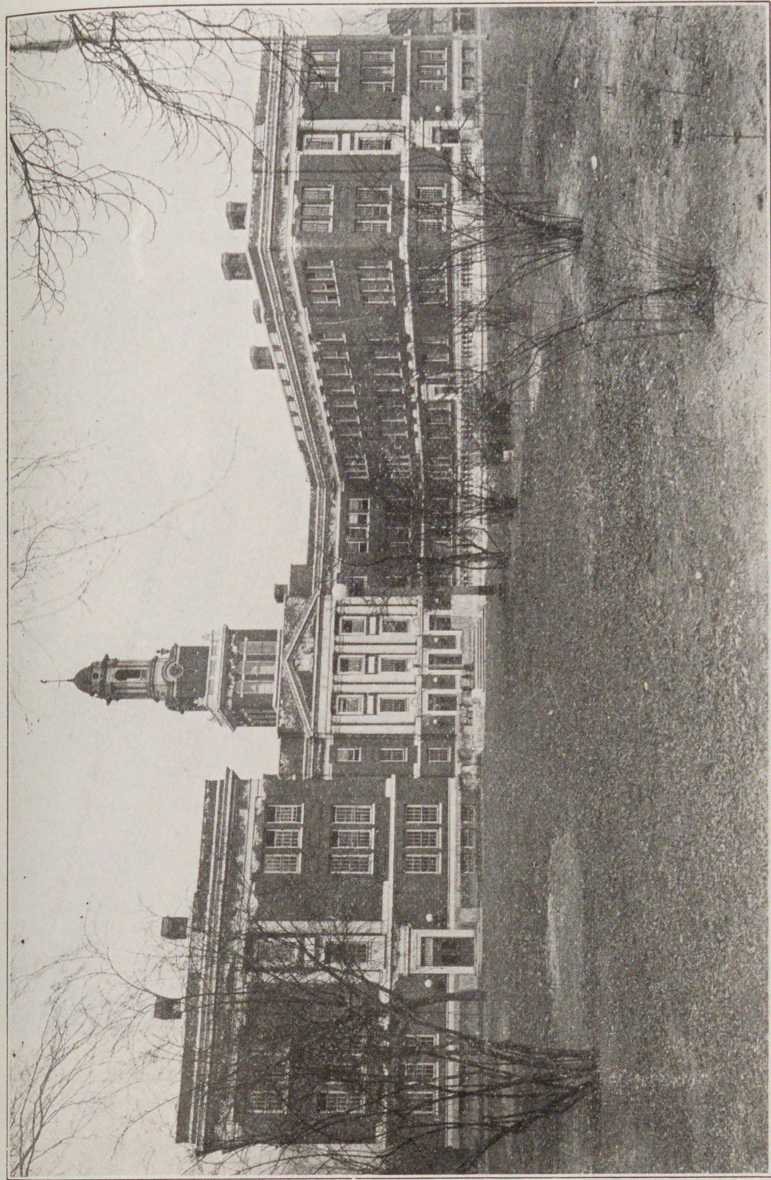
State Normal and Training School

BUFFALO, NEW YORK



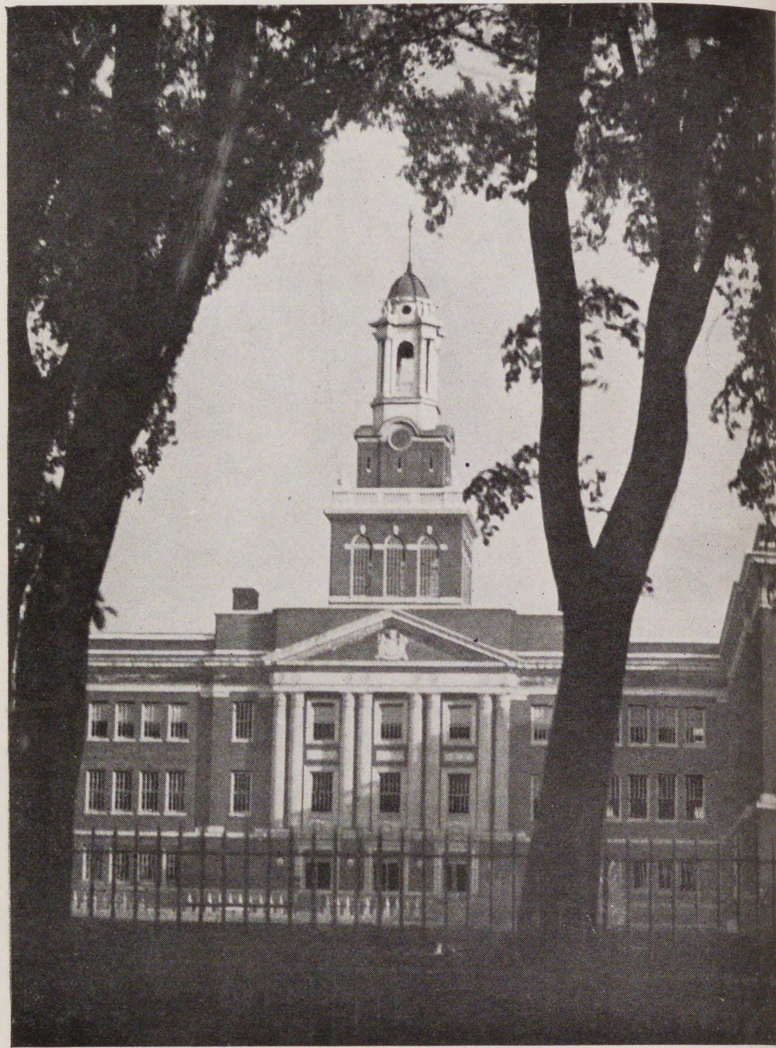
CATALOGUE, 1924-25

STATE UNIVERSITY OF NEW YORK
SCHOOL OF EDUCATION
BUFFALO, N. Y. 14260



THE BUFFALO STATE NORMAL AND TRAINING SCHOOL

CIVIL ENGINEERING
1200 ELLIOTT STREET
BUFFALO, N. Y.



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

State Normal and Training School

BUFFALO, NEW YORK



CATALOGUE, 1924-25

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

CALENDAR OF DAY SCHOOL

1924

Thursday, April 17th to Monday, April 28th, Easter recess
Friday, May 30th, Memorial Day
Monday, June 9th to Friday, June 13th, Final examinations
Saturday, June 14th, Alumni Day
Sunday, June 15th, Baccalaureate Services
Monday, June 16th, Class Day
Tuesday, June 17th, Commencement Day
Monday, June 30th, Summer Session opens
Friday, August 8th, Summer Session closes
Tuesday, September 2nd, School of Practice opens
Wednesday, September 10th, Normal School opens
Wednesday, November 26th to Monday, December 1st, Thanksgiving recess
Friday, December 19th to Monday, January 5th, Christmas vacation

1925

Monday, January 26th to Friday, January 30th, Semester Examinations
Monday, February 2nd, Second semester begins
Thursday, February 12th, Lincoln's Birthday
Thursday, April 9th, to Monday, April 20th, Easter recess
Monday, June 15th to Friday, June 19th, Final examinations
Saturday, June 20th, Alumni Day
Sunday, June 21st, Baccalaureate Services
Monday, June 22nd, Class Day
Tuesday, June 23rd, Commencement Day

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of the University

With years when terms expire

- 1926 PLINY T. SEXTON, LL.D. *Chancellor Emeritus*, Palmyra
- 1934 CHESTER S. LORD, M.A., LL.D., *Chancellor*
57 South Portland Ave., Brooklyn
- 1924 ADELBERT MOOT, LL.D., *Vice Chancellor*
302 Erie Co. Savings Bank Bldg., Buffalo
- 1927 ALBERT VANDER VEER, M.D., M.A., Ph.D., LL.D.
28 Eagle St., Albany
- 1925 CHARLES B. ALEXANDER, M.A., LL.B., LL.D., Litt.D.
120 Broadway, New York
- 1928 WALTER GUEST KELLOGG, B.A., LL.D. Ogdensburg
- 1932 James Byrne, B.A., LL.B., LL.D. 37 Wall St., New York
- 1929 Herbert L. Bridgman, M.A., LL.D.
292 Washington St., Brooklyn
- 1931 THOMAS J. MANGAN, M.A. Phelps Bldg., Binghamton
- 1933 William J. Wallin, M.A. 2 Hudson St., Yonkers
- 1923 WILLIAM BONDY, M.A., LL.B., Ph.D.
149 Broadway, New York
- 1930 WILLIAM P. BAKER, B.L., Litt.D.
503 Post-Standard Bldg., Syracuse

President of the University and Commissioner of Education
FRANK P. GRAVES, Ph.D., LL.D., Litt.D., L.H.D. Albany

Deputy Commissioner and Counselor
FRANK B. GILBERT, B.A., LL.D.

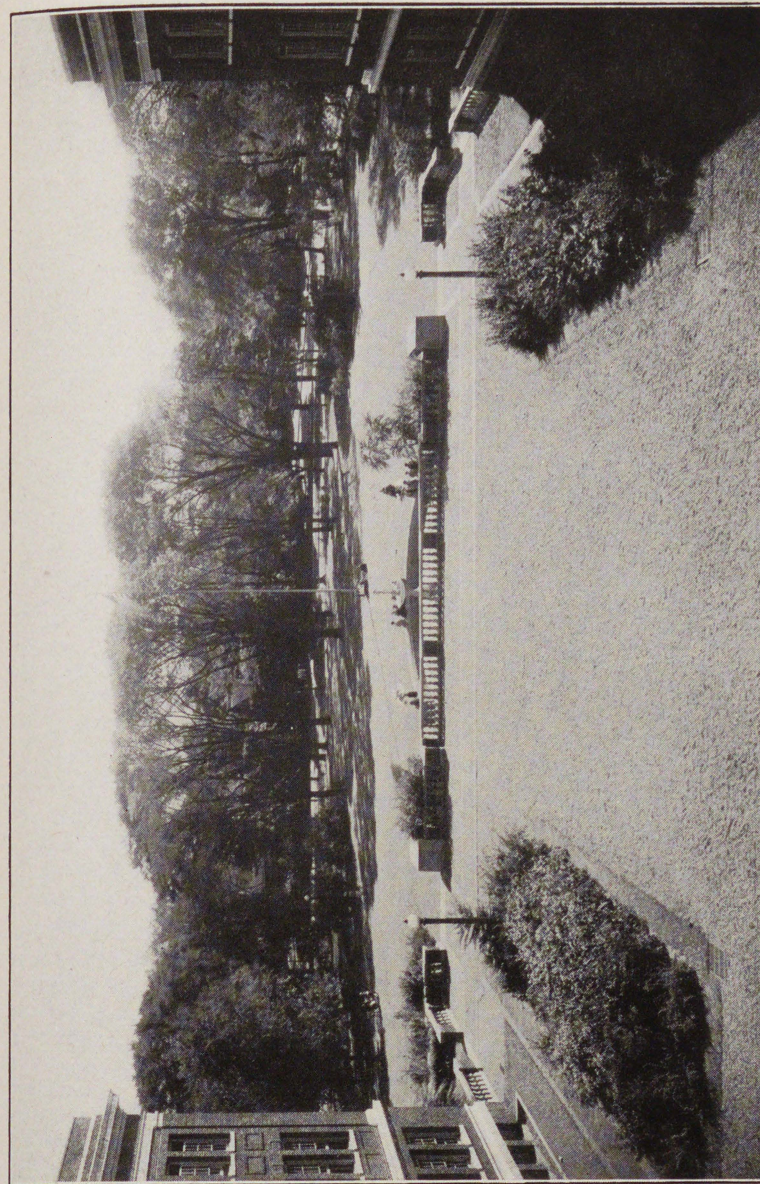
Assistant Commissioner and Director of Professional Education
AUGUSTUS S. DOWNING, M.A., Ph.D., L.H.D., LL.D.

Assistant Commissioner for Secondary Education
JAMES SULLIVAN, M.A., Ph.D.

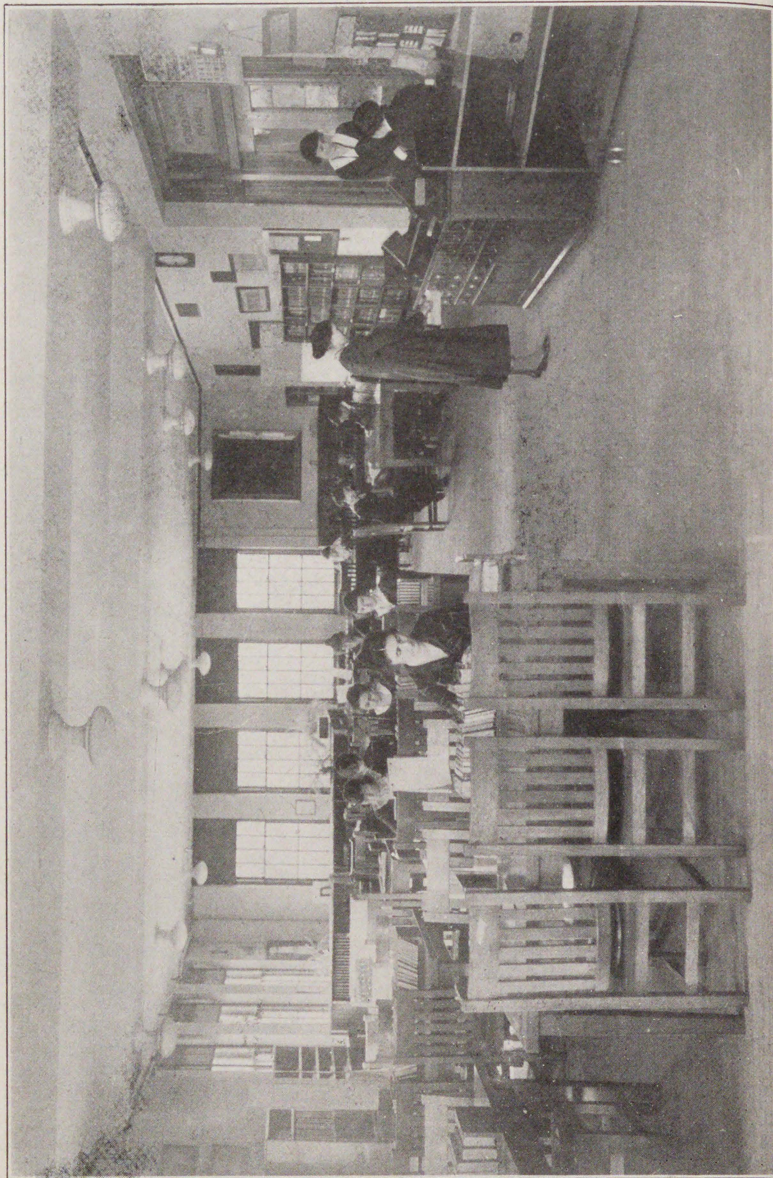
Assistant Commissioner for Elementary Education
GEORGE M. WILEY, M.A., Pd.D., LL.D.

Local Board of Managers

- Mr. EDWARD H. BUTLER, *President* Buffalo
- Hon. HENRY W. HILL, *Secretary and Treasurer* Buffalo
- Mr. ROBERT W. POMEROY Buffalo
- Mr. JOHN M. SATTERFIELD Buffalo
- Mr. WALTER PLATT COOKE Buffalo
- Mr. THOMAS B. LOCKWOOD Buffalo
- Mrs. CAROLINE TRIPP CLEMENT Buffalo
- Mrs. MARY GOWANS KIEPE Buffalo
- Mr. A. CONGER GOODYEAR Buffalo



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.
- WENDELL T. APPLEBEE
Machine Shop Practice and Industrial Education
 University of Michigan (two years and three summers);
 Graduate Buffalo State Normal School.
- GERTRUDE M. BACON.....*Superintendent of Practice Teaching*
 Graduate Buffalo State Normal School; Teachers College,
 Columbia (seven summers) University of Buffalo, B.S.
- ELIZABETH L. BISHOP.....*Science*
 Graduate Buffalo State Normal School; Teachers College,
 Columbia University, B.S.
- FLORENCE G. BOORMAN.....*Kindergarten*
 Graduate Rochester City Normal School; Extension Work,
 University of Rochester; Teachers College, Columbia (sum-
 mer)
- CHARLES B. BRADLEY.....*Head of Art Department*
 Graduate Pratt Institute; Extension work in College of Fine
 Arts, Syracuse University; Cornell University; Teachers
 College, Columbia.
- ALICE A. BRIGHAM.....*Domestic Art*
 Graduate Buffalo State Normal School; Teachers College,
 Columbia, B.S.
- CLINTON B. BURKE.....*Woodworking*
- LOUISE M. CASSETY
Head of Kindergarten — Primary Department
 Graduate Buffalo State Normal School; Teachers College,
 Columbia (One year and two summers)
- MYRTLE V. CAUPELL.....*Director of Vocational Homemaking Dept.*
 Graduate Buffalo Training School; Graduate Drexel Institute;
 Teachers College, Columbia, B.S., M.A.
- 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 Wis-
 consin, 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 Col-
 umbia Universities.

MARY CONKLIN *Health Education*
Goucher College, A.B.; Teachers College, Columbia University,
M.A.

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.; Teachers College, Columbia (semester
and summer)

HARRIET FAIRBANKS *History*
Syracuse University, A.B.

ANNA M. GEMMILL *Chemistry*
Graduate Buffalo State Normal School; Extension work Chi-
cago University, Cornell, Teachers College, Columbia; Uni-
versity of Buffalo, B.S.

MARGUERITE HANSON *Design*
Pratt Institute; Teachers College, Columbia, B.S.; N. Y. Uni-
versity (summer)

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

RUTH ELLIOTT HOUSTON *Head of Health 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, Ger-
many; Vocal study, New York City (three 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 School; University of Buffalo,
Pd.B., B.A.; Extension work at Teachers College (two ses-
sions) City College, New York; Cornell; Harvard (four
summers) and Chicago University.

M. LOUISE McMAHON *Music*
Elmira College School of Music and Music Supervisors Course,
Cornell University; State College for Teachers (summer)

EILEEN MULHOLLAND *English*
Graduate Fredonia State Normal School; Chicago University
Ph.B.

MAY C. NYE *Vocational Homemaking*
Oberlin College, A.B.; Pratt Institute; Teachers' College,
Columbia, M.A.

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

J. F. PHILLIPPI *Head of Mathematics Department*
Graduate Fredonia State Normal School; University of Buf-
falo, B.A., M.A.; Teachers' College, Columbia (summer)

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

CATHERINE E. REED *Elementary Science and Nature Study*
Syracuse University A.B.; Teachers' College, Columbia (sum-
mer)

LAURA L. REMER *Kindergarten-Primary Department*
University of Chicago, Ph. B.; Leland Stanford, M.A.; Grad-
uate work Columbia University (one year).

AMY REXTREW *Homemaking Teacher Training*
Albany State College for Teachers, B.S.; Buffalo State Normal
Homemaking Department (summer) and Albany State Col-
lege for Teachers (summer).

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.

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

VESTA N. SCOBY *Methods in Vocational Homemaking*
Graduate Pratt Institute; Teachers' College, Columbia, B.S.;
Cornell University (summer).

RUTH E. SPEIR *Music*
Graduate Virgil School of Music (Teachers' Course); Skid-
more School of Arts (one year); Graduate New York Uni-
versity 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 State Normal (Vocational); Teachers' Col-
lege, Columbia (summer); Extension work, University of
Rochester.

- GRACE VELIE *Librarian*
Graduate Buffalo State Normal School; Smith College, B.L.;
Columbia (summer); Albany Library School (summer).
- LILLIAN W. WALKER *Geography*
Graduate Buffalo State Normal School; Extension work, Har-
vard Summer School; Columbia (four summers); University
of Buffalo.
- WALTER B. WEBER *Electrical Theory and Shop Practice*
Graduate Buffalo State Normal (Vocational); Cornell Univer-
sity (summer).
- BLANCHE N. WISHARD *Foods*
Teachers' College, Columbia University, B.S.

School of Practice

- MINNIE 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 School; Columbia (summer)
- ELIZABETH B. SMALL
Critic Teacher and English, Latin, Junior High School
Graduate Buffalo Training School; Columbia (summer and one
year); Graduate Buffalo State Normal School.
- HELEN WEIS *Critic Teacher Sixth Grade*
Graduate Buffalo State Normal School; Cornell University
(summer); Columbia University (summer); Extension
work, University of Buffalo.
- STELLA O'REILLY *Critic Teacher Fifth Grade*
Graduate Buffalo State Normal School; Harvard Summer
School; Extension work, D'Youville College, Teachers' Col-
lege, Columbia.
- CARRIE BENSON
Assistant Principal and Critic Teacher Fourth Grade
Graduate Oswego State Normal School; Columbia (summer)
Extension work, University of Buffalo.
- ELLA M. SMITH *Critic Teacher Third Grade*
Graduate Buffalo State Normal School; Teachers' College,
Columbia (one year and one summer).
- THERESA A. ROEHLER *Critic Teacher Second Grade*
Graduate Buffalo State Normal School; Columbia (summer).
- ERNINA S. SMITH *Critic Teacher First Grade*
Graduate Buffalo State Normal School; Colorado College
(summer); Columbia (three summers); Extension work,
University of Buffalo and Chicago University.
- LYDIE A. CHAMOT *Teacher of French*
Graduate Buffalo State Normal School.



SCENE FROM CHRISTMAS PLAY, "THE BLESSED BIRTHDAY."
(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. DENECKE *Critic Teacher Fourth Grade*
 MARION L. WAKEMAN *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.

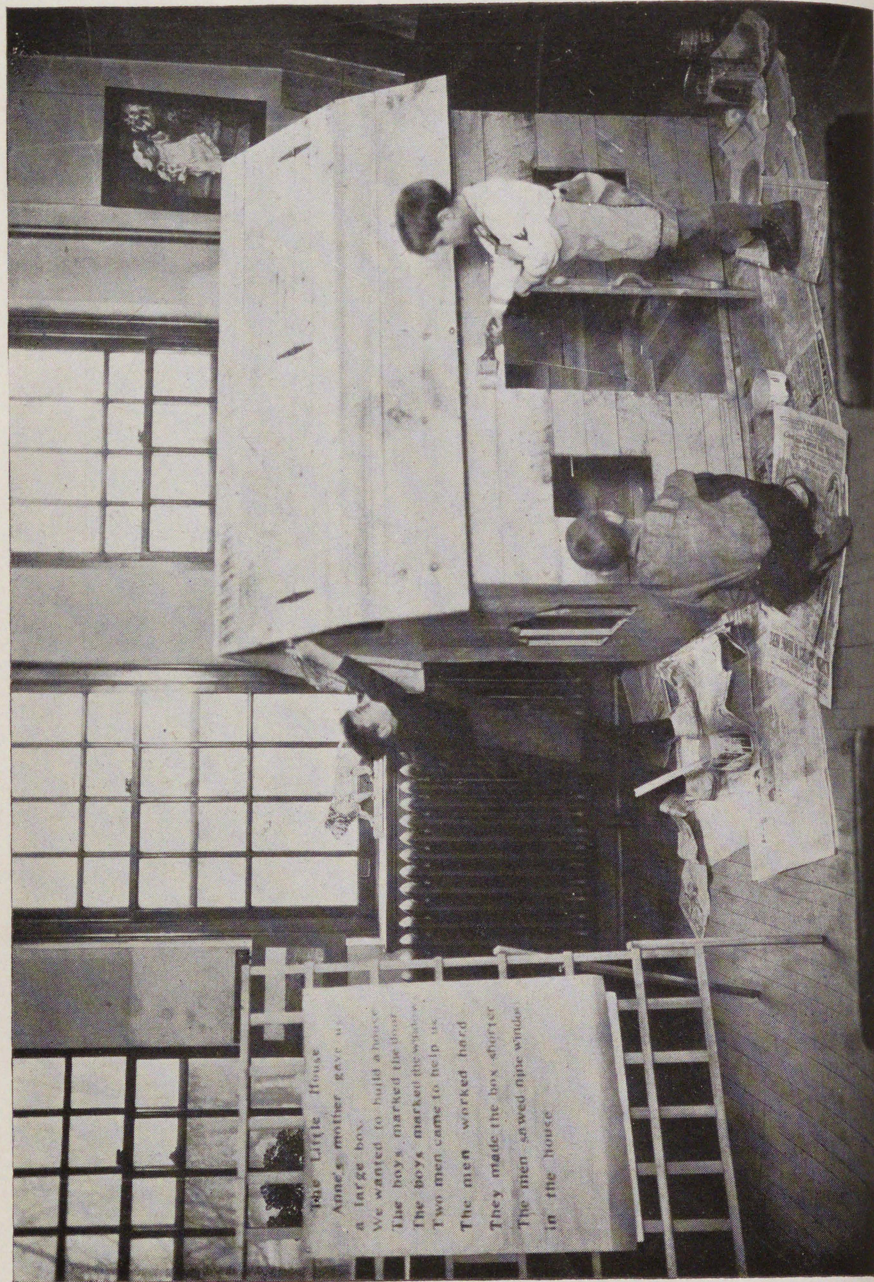
A graduate from any one of the special courses mentioned will receive a diploma which will be a life license to teach the special subject in the public schools of the State.

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. The two year certificate is only granted on the application of a Superintendent of Schools who is the employer of the teacher desiring such certificate. Students who desire the two year certificate receive no recognition at the commencement exercises of the school.



THE KINDERGARTEN



CERTIFICATION

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).

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.

Teachers holding academic certificates who have had at least two years successful experience in teaching and have completed in Summer Sessions at a State Normal School at least three summers of work of not less than eighteen semester hours credit and who will complete during the summer of 1924 in a summer session at a State Normal School not less than six semester hours additional work in professional courses may, on proper application through a Superintendent of Schools, be issued an equivalent training class certificate, such certificate to have the same validity as the new training class certificate. In other words such certificates will be valid for three years in rural schools in supervisory districts but will not be renewable.

Teachers holding academic certificates who have had two years successful experience and who have completed two summers of work at a State Normal School with a present credit of sixteen hours may, by attending the summer session of 1924 and obtaining eight additional hours of credit or a total of twenty-four hours, likewise qualify for the equivalent training class certificate.

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 in Education 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	½
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.....	15
	15

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.

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 one dollar 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

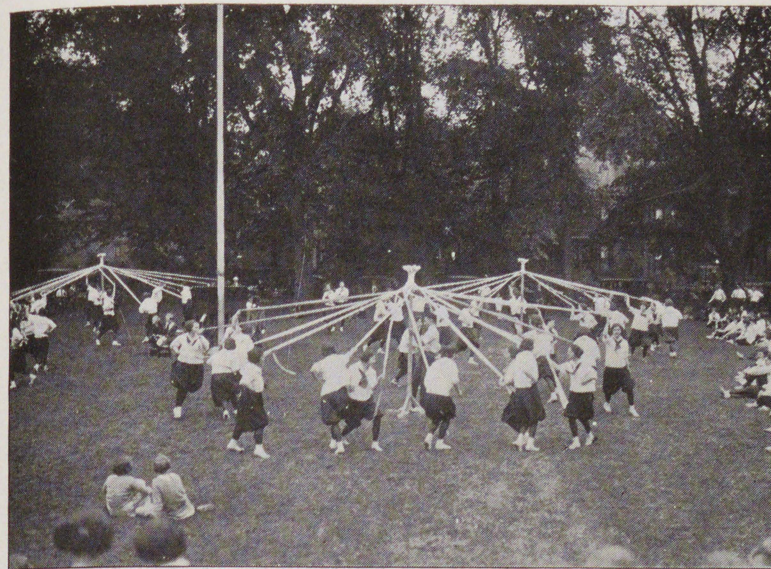
The Dramatic Club aims to accomplish three purposes, namely, to arouse a greater interest in oral reading, to develop an effective speaking voice and to foster freedom and grace in bodily attitude and movement. Membership is open to all students who accept the requirements of the organization. The members 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-



MAYPOLE DANCE DURING ANNUAL PHYSICAL TRAINING EXHIBITION



STUDENTS MARCHING TO CAMPUS FOR PHYSICAL TRAINING WORK



THE FIFTH GRADE OF THE SCHOOL OF PRACTICE



PRACTICE DINING ROOM IN HOME MAKING DEPARTMENT

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 Clonian, the Sigma, Sigma, Sigma, the Tau Phi and the Theta Kappa. The young men of the school maintain two fraternities, the Kappa, Kappa, Kappa and the Psi Phi. 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, cornet, 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.

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 and maintains a special social feature at the close of the school year. Its present president is Mrs. Edward J. Barcalo.

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. 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 ten 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. It also maintains a Practice House on Normal avenue. 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 I..... 2		
Arithmetic..... 4	Same	Same
History (European)..... 3		
Intro. to Teaching..... 2		
Drawing..... 3		
Music I..... 2		
Observation..... 1		
20		
Second semester		
Essentials of English II.... 3	Second Semester	Second Semester
Health Education II..... 2		
Geography (General)..... 3	Same	Same
Penmanship I..... 2		
Music II..... 3		
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		
Drawing II..... 3	Drawing II..... 3	Drawing II..... 3
Health III..... 3	Health Education III..... 3	Health Education III..... 3
Music Appreciation..... 2	Geography Methods..... 3	Geography Methods..... 3
Kindergarten Theory..... 3	Music Appreciation..... 2	Music Appreciation..... 3
Nature Study..... 2	Nat. Study & Ele. Science. 3	Nat. Study & Ele. Science. 2
Handwork..... 2	History Methods..... 3	History Methods..... 3
Penmanship II..... 2	Reading Methods..... 3	Elective in Junior High School Field..... 3
Songs and Games..... 3		
20	20	20

Fourth Semester	Fourth Semester	Fourth Semester
Primary Reading..... 3	Music II..... 2	Music III..... 2
Kindergarten Theory II... 3	Health Education IV..... 3	Health Education IV..... 3
Music III..... 2	Penmanship II..... 2	Penmanship..... 2
Story Telling..... 2	Technique of Teaching..... 3	Technique of Teaching..... 3
Observa. & Practice Teach. 10	Observa. & Practice Teach. 10	Observa. & Practice Teach. 10
20	20	20
Fifth Semester		
Library..... 2	Library..... 2	Library..... 2
History of Education..... 3	History of Education..... 3	History of Education..... 3
Childrens' Literature..... 3	Industrial Arts..... 3	Economics..... 3
Prin. of Education..... 3	Prin. of Education..... 3	Prin. of Education..... 3
Sociology..... 2	Sociology..... 2	Sociology..... 2
Specialized Psychology..... 3	Specialized Psychology..... 3	Specialized Psychology..... 3
Health Education V..... 2	Elective..... 4	Electives..... 4
Elective..... 2		
20	20	20
Sixth Semester		
Reading Methods..... 3	Reading & Juvenile Lit.... 3	Junior H. S. English..... 3
Handwork..... 2	Tests and Scales..... 2	Tests and Scales..... 2
Tests and Scales..... 2	Elective..... 3	Elective..... 3
Technique of Teaching..... 3	Health Education V..... 2	Health Education V..... 2
Observa. & Practice Teach. 10	Observa. & Practice Teach. 10	Observa. & Practice Teach. 10
20	20	20

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.

The purpose of the course is to prepare teachers to take an intelligent and active part in Health Education programs. The courses therefore aim to secure not only the personal improvement of the student, but also better professional preparation for educating the school children in healthy living.

Courses of Study.

First year

Semester I. Course I (1 semester hour). INTRODUCTION TO HYGIENE —

History and development of Health Education; its place in the school curriculum; brief survey of normal school course in Health Education. Hygiene: its divisions and objectives; the teacher's attitude toward hygiene; the annual physical examination; the expert

health advisor; the correction of defects; health habits. The consideration of these topics is definitely related to the student's personal experience of a medical examination. The body as a whole mechanism: cells, tissues, organs, systems in general; skeletal system in detail; joints, muscles; relation to posture. Deviations from normal posture and possible means of correction.

Course I. (1 semester hour.) FLOOR WORK —
Elementary tactics; free hand exercises; folk dances; group games; individual sports; outdoor activities. Application of the class work in hygiene should be made in connection with regular exercise, sleep, bathing, and other health habits.

Semester 2. Course II. (1 semester hour.) PERSONAL HYGIENE AND PRINCIPLES OF PHYSIOLOGY.

The nervous system and special senses; skin; circulation; respiration; excretion; reproduction; structure, functions, and hygiene of alimentary canal — introductory to course 4.

Course II. (1 semester hour.) FLOOR WORK —
Progression of first semester squad work; hand apparatus; group competition; winter and spring sports; swimming; participation in winter or spring demonstration.

Semester 3. Course III. (2 semester hours.) METHODS IN TEACHING HYGIENE.

Hygiene of instruction; suiting instruction to child's development; conditions favoring work and rest; fatigue. Administration of Health Education program from the teacher's standpoint; medical inspection; morning health inspection; health clubs; milk feeding; noon lunches; following up medical examination. Methods in teaching hygiene and physiology; preparation and plans; use of syllabus; correlation with other subjects; sources and uses of material and information for teaching health; bibliographies; current literature.

Course III. (1 semester hour.) PHYSICAL EDUCATION —
Material and method for teaching physical education to children; use of state syllabus; place in school program; relief drills; physiology of play; study of material by age periods; playground organization and management.

Semester 4. Course IV. (3 hours credit.) PRINCIPLES AND METHODS OF PHYSICAL EDUCATION.

Progression from III. Physical, mental, moral; social values of physical education; application of laws of anatomy, physiology, and hygiene to exercise; material for different ages; classification of pupils for group competitions; organization and conduct of leagues and field days.

Observation and practice teaching.

Semester 5. Course V. (1 semester hour.) COMMUNITY HYGIENE.

Communicable diseases: cause; transmission and prevention; immunity; bacteria; parasites; responsibility of individual for communicable disease. Sanitation of water, food, air, soil, light, parks, streets. Sanitation of the home, school, community.

Course V. (1 semester hour.) NUTRITION.

The energy expenditure of the body as influenced by age, size, body composition, muscular work, mental work and climate; energy expenditure of adults and of children of different ages; energy value of different foods; requirements for building materials; vitamins; dietaries for children; malnutrition; role of the teacher in prevention and correction of malnutrition; coöperation with medical inspector and health teacher.

English

Essentials of English 1

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

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

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.

Essentials of English 2

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.

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.

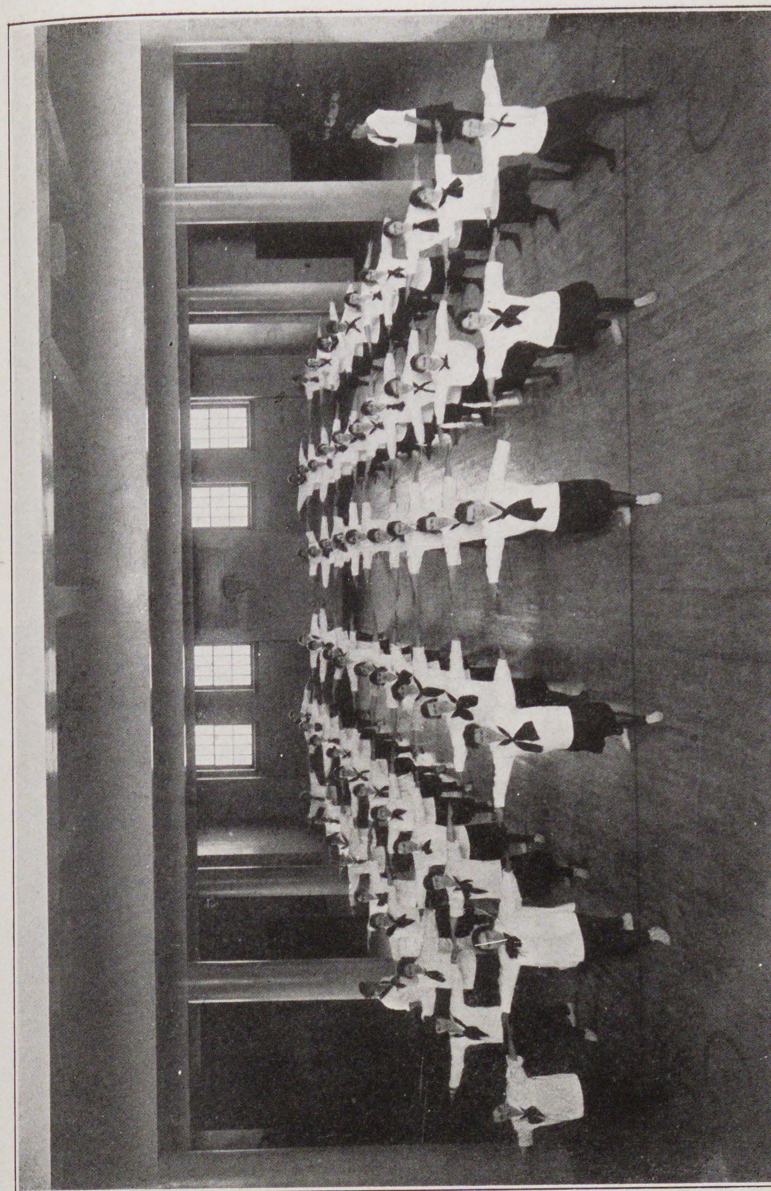
Junior High School English — Semester 6

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.

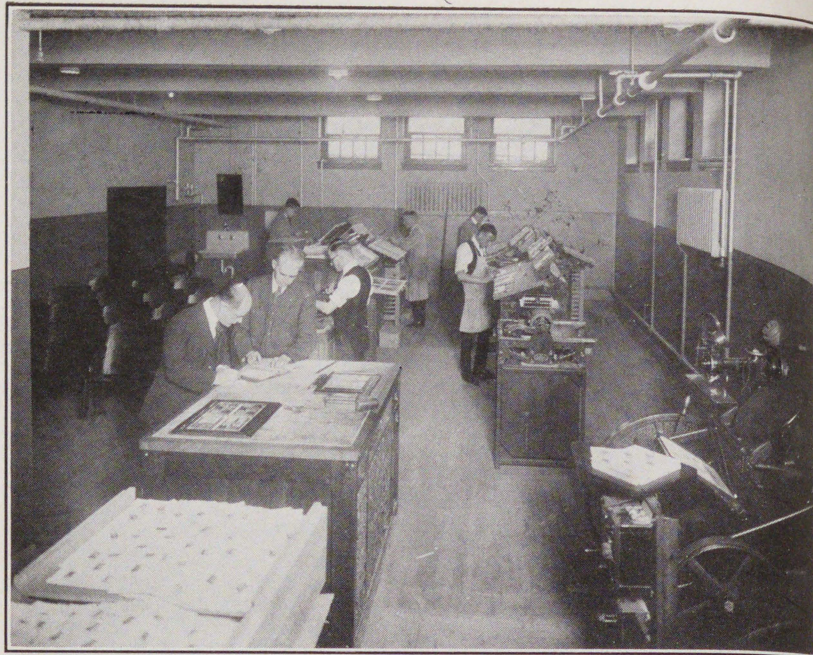
History

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.



THE GYMNASIUM



THE PRINT SHOP



THE PRINT SHOP

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.

Suggested 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 1

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.

Representation: 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.

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.

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

Industrial Arts

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.

Typical problems 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.

Advanced Drawing (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.

Art Appreciation (elective)

The work should be of college grade

Suggested elective course in art appreciation.

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.

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

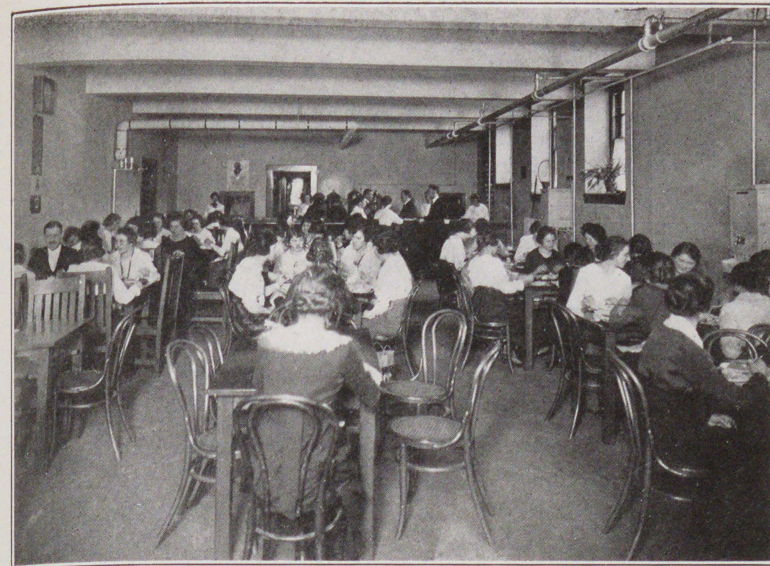
The work of the two semesters should accomplish the following:

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 domi-



CAFETERIA



FACULTY DINING ROOM



INDIAN LIFE PROJECT, SECOND GRADE, SCHOOL OF PRACTICE.

nant, 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.

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

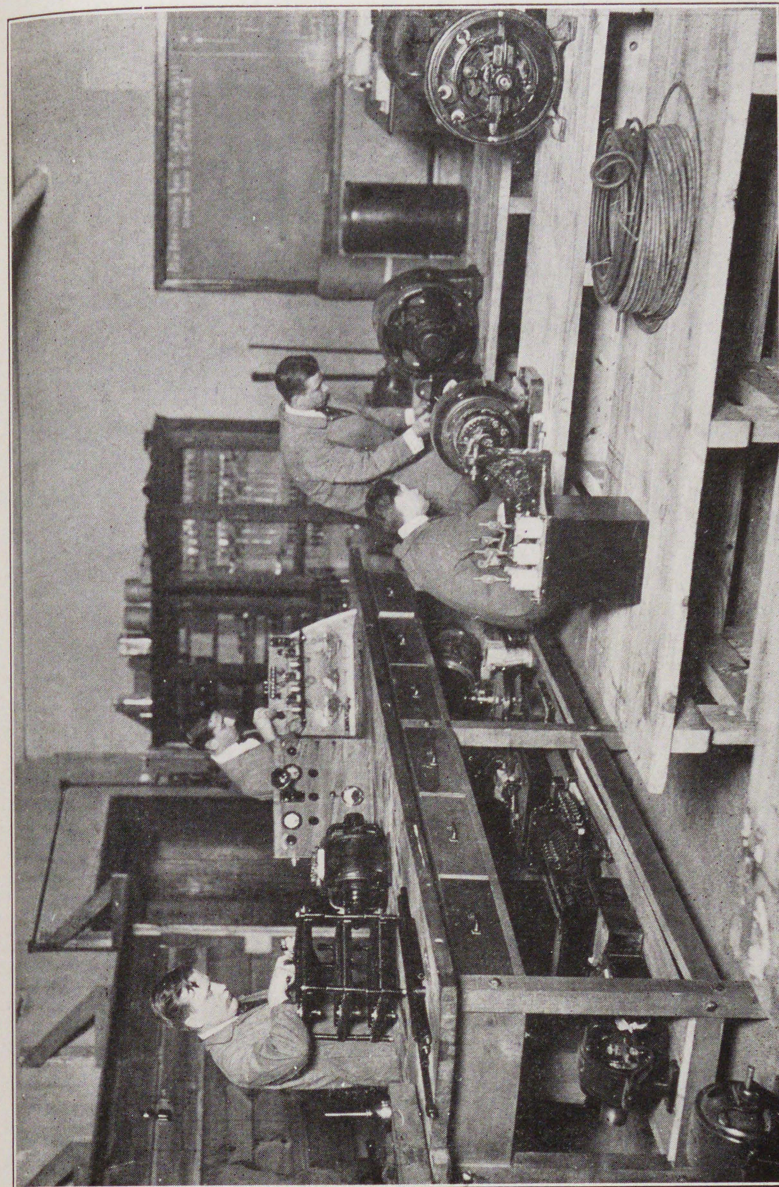
Review of the writings of educators specializing in the early period of childhood, the students analyzing the theories in the light of modern pedagogy and psychology. Survey of the kindergarten in American education and of present day tendencies and movements.

Songs and Games for Children — Fifth Semester

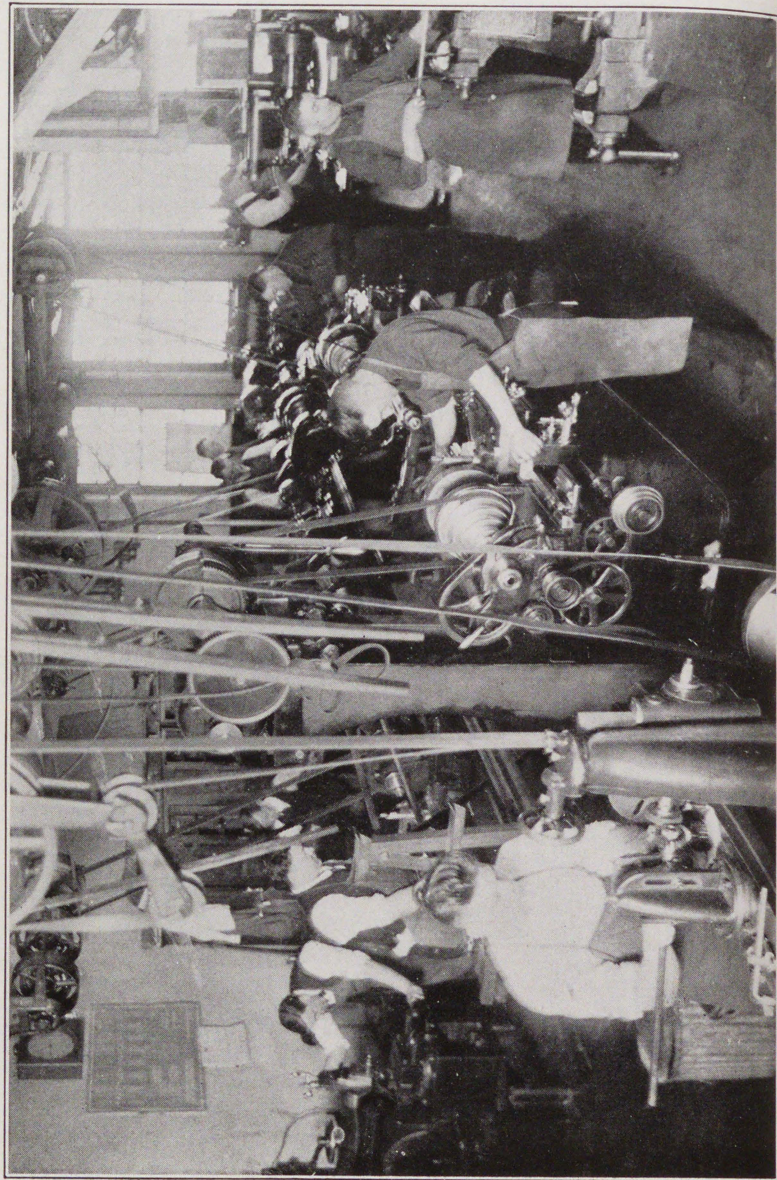
A. Study of the forces that stimulate the play of little children and of their spontaneous responses to different situations, (1) as to physical activities (locomotor, manual, or vocal), (2) as to mental alertness and emotional attitudes.

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.



ELECTRICAL SHOP



MACHINE SHOP

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.

During 1923 a distinct honor came to the department in the installation of MU chapter of the honorary Home Economics Fraternity, Phi Upsilon Omicron. This organization is based on standards of scholarship and leadership and compares with the Phi Beta Kappa in the Arts and Science.

On completion of the Vocational Homemaking 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

<i>First Semester</i>		<i>Second Semester</i>	
	Credits		Credits
Chemistry 10	4	Chemistry 20	4
Biology 10	3	Biology 20	3
English 10	3	English 20	3
Design 10—Elementary	3	History—Modern	3
Clothing 10	3	Foods 10	3
	<hr/>		<hr/>
	16		16

SOPHOMORE

<i>First Semester</i>		<i>Second Semester</i>	
	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
	<hr/>		<hr/>
	16		16

JUNIOR

<i>Major in Foods</i>		<i>Major in Clothing</i>	
	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
	<hr/>		<hr/>
	30		30

SENIOR

<i>Major in Foods</i>		<i>Major in Clothing</i>	
	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
	<hr/>		<hr/>
	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.
- 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.

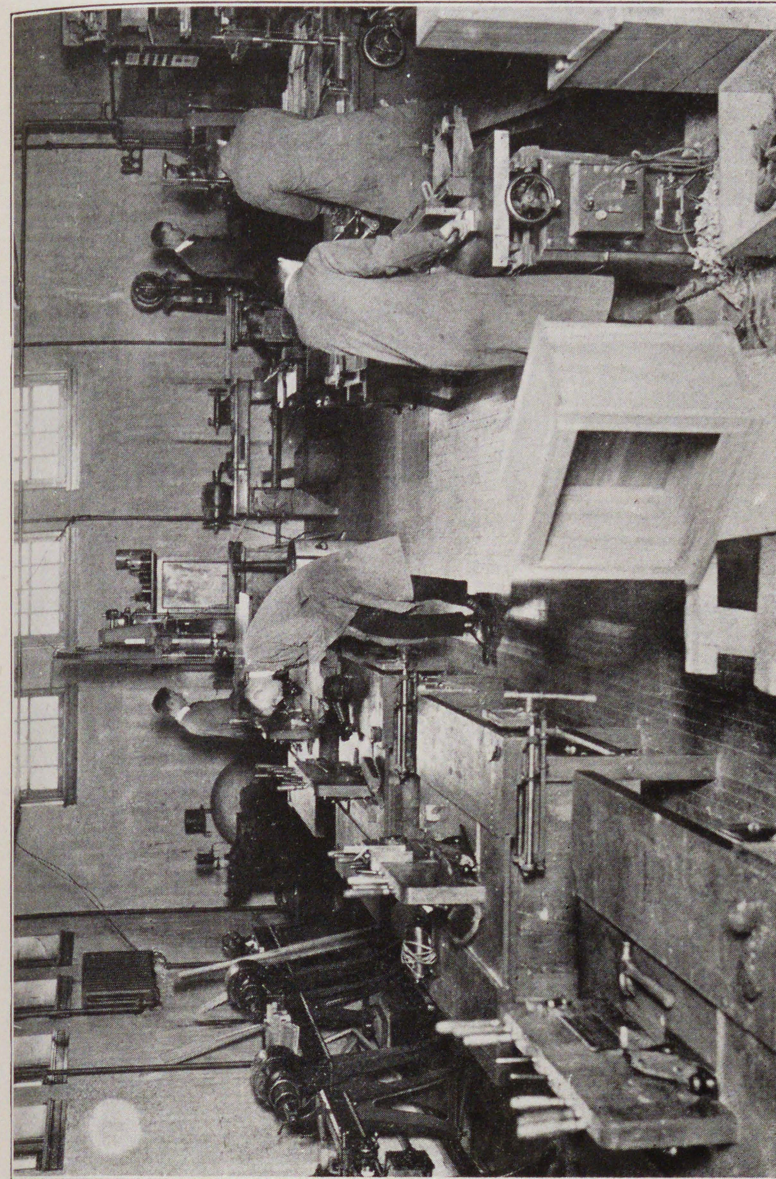
The demand for trained vocational teachers has greatly exceeded the supply during the current year. There is no question but that trained people will always be in demand for some one of the many fields of vocational education.

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,



PATTERN MAKING AND CABINET SHOP



SCIENCE LABORATORY



CLOTHING LABORATORY

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	YEAR	SECOND TERM	CREDIT HOURS
Applied Psychology	5	English	5	5
Mechanical Drawing	2	Theory, Principles and Problems	3	3
Trade Mathematics	3	Mechanical Drawing	3	3
Woodworking	5	Machine Shop	5	5
Printing	5	Electrical Work	5	5
	20		21	

Ten weeks of approved trade work during the summer.

FIRST TERM		SECOND YEAR	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	5
Teaching Industrial Work.....	5	Shopwork (elective)	10	10
Trade Science	2	Practice Teaching or Mechanical Drawing	5	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		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

SUMMER SESSION

The greatly increased registration of the Buffalo State Normal Summer School indicates that there is a growing demand for summer courses which will supply the needs of two 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.

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
1923	825

FACULTY FOR SUMMER SESSION 1923

FACULTY

- W. HOWARD PILLSBURY*Director*
Deputy Superintendent of Schools, Buffalo
- CHARLES C. ROOT*Director*
Head Education Department, Buffalo State Normal School

INSTRUCTORS

- ARTHUR J. ABBOTT*Music*
City Supervisor of Music, Buffalo
- GERTRUDE M. BACON*Rural School Management*
Superintendent of Teaching, Buffalo State Normal School
- CHARLES B. BRADLEY*Drawing*
Head of Art Department, Buffalo State Normal School
- CARL H. BURKHARDT*Physical Education*
Director of Physical Education, Buffalo
- LUELLA CHAPMAN*Penmanship*
Instructor in Penmanship, Buffalo State Normal School
- SUSAN F. CHASE*Psychology*
Instructor in Psychology, Buffalo State Normal School
- CHARLES D. COOPER*Geography*
Superintendent of Teaching, Brockport State Normal School
- M. ELSIE DAVIS*Arithmetic*
Assistant Principal School No. 8, Buffalo
- EDWARD S. FREEMAN*History*
Principal Franklin School, Stamford, Conn.
- EVELYN T. HOLSTON*English*
Supervisor Grades IV.-VI., Springfield, Mass.
- FREDERICK HOUGHTON*Adult Immigrant Education*
Principal Public School No. 7, Buffalo
- RUTH E. HOUSTON*Health Education*
Head of Health Education, Buffalo State Normal School
- ISABELLE R. INGRAM*Geography and History in Primary Grades*
Assistant Principal School No. 45, Buffalo
- HARRY W. JACOBS*Drawing*
City Supervisor of Drawing, Buffalo
- IDA L. KEMPKE*Reading and Grammar*
Head of English Department, Buffalo State Normal School
- HENRY A. LAPPIN*English Literature*
Professor of English Language and Literature
D'Youville College for Women, Buffalo
- DANIEL BELL LEARY*Education and Measurements*
Professor of Psychology, University of Buffalo
- BEATRICE NEUDECK*Assistant Librarian*
Instructor Public School No. 60, Buffalo

- PAUL E. NICHOLS*Music*
Head of Music Department, Hutchinson High School, Buffalo
- JULIAN PARK*European History*
Dean of the College of Liberal Arts and Professor of European
History, University of Buffalo
- J. F. PHILLIPPI*Arithmetic*
Head of Mathematics Department, Buffalo State Normal School
- P. FREDERICK PIPER*Science*
Associate Professor Geology and Astronomy, University of Buffalo
- W. HOWARD PILLSBURY*Teaching and Administration*
Deputy Superintendent of Schools, Buffalo
- CHARLES C. ROOT*History of Education and Tests*
Head of Educational Department, Buffalo State Normal School
- RUTH E. SPEIR*Music*
Instructor in Music, Buffalo State Normal School
- GRACE VIELE*Librarian*
Buffalo State Normal School
- MARY E. WATKINS*Kindergarten Methods*
City Supervisor of Kindergartens, Buffalo
- AMELIA M. WENSEL*Reading Methods*
Instructor in Methods, Brockport State Normal School
- NELLIE P. HOWLAND*Secretary to the Principal*
Buffalo State Normal School

COURSES OFFERED IN 1923

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. Primary Projects (2)
- 8.* History of American Education (2)
- 9.* Educational Measurements (2)
10. Types of Teaching (2)
11. Administration of the Elementary School (2)

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

12. Rural School Management
13. Grammar (old curriculum)
- 14.* Grammar Grade Literature (old curriculum)
15. Methods in Primary Reading I
16. Methods in Primary Reading II
- 17.* Arithmetic

†(Junior Normal)

- 17.(a). Primary Arithmetic
18. Arithmetic (academic certificate)
- 19.* Geography Methods
20. Geography Methods (academic certificate)
- 21.* United States History
- 21.(a). U. S. History (academic certificate)
- 22.* Nature Study
- 23.* General Science
- 24.* Physical and Health Education
- 25.* Drawing
- 26.* Music
- 27.* Penmanship
28. Adult Immigrant Education
29. Geography and History for Girls I to IV
30. Mental Testing
31. Algebra
32. Kindergarten Methods.

EXTENSION COURSES

Daily from 4:30 to 5:30, and on Saturday mornings. During the year 1923 and 1924, fourteen extension courses, most of which carry college credit, have been offered for the professional benefit of teachers in service from the city of Buffalo and vicinity. These courses have attained such popularity that approximately 800 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, especially 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 4:30 P. M. and 5:30 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 1923-1924:

- Administration . . . Ernest C. Hartwell, Superintendent of Schools
Buffalo
- Contemporary Fiction and Poetry . . . Henry A. Lappin, Professor
of English Language and Literature,
Literature, D'Youville College for Women, Buffalo
- Educational Measurements . . . Daniel B. Leary, Professor of
Psychology, University of Buffalo
- General Methods in Primary Grades . . . Harriet L. Butler, Deputy
Superintendent of Schools, Buffalo
- Projects in The Primary Grades . . . Laura L. Remer, Buffalo State
Normal School
- Class Management . . . W. Howard Pillsbury, Deputy
Superintendent of Schools, Buffalo
- History of American Education . . . Harry W. Rockwell, Principal,
Buffalo State Normal School
- Methods in Primary and Intermediate Arithmetic . . . M. Elsie Davis,
Asst. Principal, School No. 8, Buffalo
- A. Methods in Intermediate Language —
B. Subject Matter in Geography . . . Mary A. Chambers,
Principal, School No. 40, Buffalo
- A. Methods in English for Upper Grades —
B. Subject Matter in Geography . . . Charles P. Alvord,
Deputy Superintendent of Schools, Buffalo
- Sand Table Work for Intermediate Grades . . . Harry W. Jacobs,
Supervisor of Drawing, Buffalo
- European History . . . Julian Park, Dean, College of Arts and
Sciences, University of Buffalo
- Art Appreciation . . . Charles B. Bradley, Head of Art Department,
State Normal School, Buffalo
- English Literature . . . Charles E. Rhodes, Principal of Bennett
High School and Associate in English,
University of Buffalo

The last three courses are offered to teachers with the opportunity of supplementing them with European travel. Such groups will be conducted in Europe by the above named instructors who are giving the courses. College credit at the University of Buffalo is offered for students who pursue these courses, take the travel feature and pass the prescribed examinations.



"YE GARMENT SHOPPE"



PRINCIPAL'S RESIDENCE

VOCATIONAL EXTENSION COURSES

- Walter B. Weber Instructor, Buffalo State Normal School
Methods of Vocational Teachers.
- Wendell T. Applebee Instructor, Buffalo State Normal School
Types of Vocational Education.
- Stephen C. Clement Instructor, Buffalo State Normal School
Sociology.
- Wendell T. Applebee Instructor, Buffalo State Normal School
Vocational Guidance.

THE BUFFALO PLAN OF TEACHER-TRAINING

Several years ago the details of a far-reaching plan were perfected whereby all the existing institutions of the city for the training of teachers were closely co-ordinated. The most striking feature of this 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 1923-24

General Normal (Elementary Teachers).....	652
Vocational Homemaking	148
Vocational Industrial	69
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	869
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Extension Courses (late afternoons and Saturday)	800
Evening Industrial and Commercial Classes in Buffalo, Rochester and Niagara Falls....	125
Summer School, 1922.....	825
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Total Registrations for year in all departments	2,619
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Practical School	323
Practice Grades at School No. 38.....	520
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