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Helen G. Englebreck,
State Teachers College,
Buffalo, N. Y.

STATE TEACHERS COLLEGE
AT
BUFFALO



SUMMER SESSION

JULY FIRST TO AUGUST NINTH
NINETEEN TWENTY-NINE

SUMMER SESSION
BUFFALO, N. Y.

STATE TEACHERS COLLEGE AT BUFFALO

SUMMER SESSION PROGRAM

NOTE.— Students should take careful note of the fact that subjects carrying three or four semester hours of credit must be taken two periods per day in order to secure regular credit. Such courses are indicated on this program thus (*).

The number in parentheses after each course refers to the number of the course as described in the Summer Catalog. (Ed. 5) refers to Course No. 5 under Education and Psychology. Students will avoid errors in the selection of subjects by carefully consulting the catalog for statements of courses.

No student may enroll for more than two of the courses indicated by an obelisk (†)

FIRST PERIOD 8:35-9:30	Room
English Literature (Eng. 2) *	Mr. Lappin..... 218
American History Methods (Hist. and Soc. 3) *†Gram. Gds.	Mr. Dawson..... 101
History of Amer. For. Relations (Hist. and Soc. 6) *	Mr. DeMond..... 100
Elem. Educ. Sociology (Hist. and Soc. 7)	Mr. Cooper..... 316
Supervision of Geography (Geog. 7)†	Mr. Branom..... 102
Activities in Prim. Grades (Kg.-Prim. 4)†	Miss Annchester..... 211
Methods in English for Immigrants (Amer. 1) * July 1-19	Mr. Houghton..... 103
History of American Education (Ed. 5) *	Mr. Root..... 104
Trigonometry (Math. 3) *	Mr. Phillippi..... 110
Technique of Teaching (Ed. 3) *	Mr. Perkins..... 208
Oral Expression (Eng. 6) *	Mr. Grabau..... 210
Background of Upper Grade Literature (Eng. 3) *	Miss Kempke..... 200
Modern French Plays (F. L. 1)	Mr. Messner..... 212
Drawing Methods, Kg.-Prim. (Art 1) *	Mr. Bradley..... 313
Music Appreciation (Mus. 4)†	Mr. Stout..... 320
Elem. School Curriculum (Ed. 10)	Mr. Steel..... 209

SECOND PERIOD 9:35-10:30	Room
English Literature (Eng. 2) *	Mr. Lappin..... 218
European History (Hist. and Soc. 1) *	Miss Englebreck..... 100
American History to 1865 (Hist. and Soc. 5) *	Mr. DeMond..... 101
Relationships of Pub. Sch. Teaching Staff (Ed. 16)†	Composite Faculty..... Assembly
Classroom Management (Ed. 8)	Mr. Nye..... 318
Teaching of Geography (Geog. 1)†	Mr. Branom..... 102
Geography of North America (Geog. 4)	Mr. Morris..... 110
Kindergarten Theory II (Kg.-Prim. 2) *†	Miss Annchester..... 211
Methods in English for Immigrants (Amer. 1) * July 1-19	Mr. Houghton..... 103
Handwriting I (H. W. 1)	Miss Chapman..... 201
Advanced Educational Sociology (Hist. and Soc. 8) *	Mr. Neumann..... 209
Specialized Psychology (Ed. 7) * Gram. Gds.	Mr. Wilson..... 208
Principles of Education (Ed. 6) *	Mrs. Simmons..... 319
Supervision of Arithmetic (Ed. 12)	Mr. Steel..... 104
Intermediate Reading Methods (Eng. 5) *	Miss Kempke..... 200
Horace: Odes (F. L. 2)	Mr. Messner..... 212
Drawing Methods, Kg.-Prim. (Art I) *	Mr. Winslow..... 313
American Art (Art 3) *	Mr. Bradley..... 316
Music Methods, Int. and Gram. Gds. (Mus. 3)†	Mr. Stout..... 320

THIRD PERIOD 10:35-11:30	Room
Political Science (Hist. and Soc. 4)	Mr. Dawson..... 101
History of Amer. For. Relations (Hist. and Soc. 6) *	Mr. DeMond..... 100
Supervision I (Ed. 11) *	Mr. Nye..... 318
Primary Methods and Reading (Kg.-Prim. 1) *	Miss Butler..... 103
Economic Geography (Geog. 6)	Mr. Cooper..... 102
Junior High School Mathematics (Math. 2) *	Mr. Phillippi..... 110
Handwriting II (H. W. 2)	Miss Chapman..... 201
Elementary Psychology (Ed. 2) *	Mr. Wilson..... 208
Educational Measurements (Ed. 4)	Mr. Perkins..... 104
Child and Curriculum (Ed. 15)†	Miss Holston..... 200
Health Education III (H. Ed. 1) *	Miss Houston..... Gym. and 212
English Composition (Eng. 1) *	Miss Reynolds..... 210
Teaching Music Apprec. (Mus. 5) * July 1-19	Miss Barr..... 218
Music I (Mus. 1)	Miss Olief..... 320
Music Methods, Kg.-Prim. (Mus. 3)	Miss Hurd..... 331

LUNCH PERIOD 11:30-12:15

This period is left vacant each day for the benefit of students who have no other time for luncheon. This will make it possible for all to attend assembly.

ASSEMBLY

There will be three assembly periods per week: 12:20 to 1:20 Monday and Wednesday and 12:20 to 1:00 Friday. These periods will be devoted to a variety of activities including lectures by prominent educational leaders and publicists, entertainments, readings, moving pictures and educational films and community singing directed by Professor Stout. The Assembly will be one of the most valuable features of our summer program and all should take advantage of it. The "Summer School Record" will keep students informed of the Assembly programs. The assembly programs and the "Record" are financed by the student fee paid at the time of registration. Another valuable feature of the Session will be the conference period scheduled twice a week at 12:20 to 1:00 on Tuesday and Thursday. Students will have opportunity to meet the men giving the composite courses and other visiting faculty members in round table discussions. These conferences will not be limited to members of the respective classes.

FOURTH PERIOD 1:05-2:00 (Tues. Thurs. Fri.)	Room
American History Methods (Hist. and Soc. 3) *†Gram. Gds.	Mr. Dawson..... 101
European History (Hist. and Soc. 1) *	Miss Englebreck..... 100
Supervision I (Ed. 11) *	Mr. Nye..... 318
Primary Methods and Reading (Kg.-Prim. 1) *	Miss Butler..... 103
Trigonometry (Math. 3) *	Mr. Phillippi..... 110
History of American Education (Ed. 5) *	Mr. Root..... 104
Advanced Educational Sociology (Hist. and Soc. 8) *	Mr. Neumann..... 209
Principles of Education (Ed. 6) *	Mrs. Simmons..... 319
Technique of Teaching (Ed. 3) *	Mr. Perkins..... 208
Oral Expression (Eng. 6) *	Mr. Grabau..... 210
Background of Upper Grade Literature (Eng. 3) *	Miss Kempke..... 200
Supervision of English in Elem. School (Ed. 13) *†	Miss Holston..... 102
Health Education III (H. Ed. 1) *	Miss Houston..... Gym. and 212
American Art (Art 3) *	Mr. Bradley..... 316
Drawing Methods, Int. and Gram. (Art 2) *	Mr. Winslow..... 313
Music II (Mus. 2) *	Miss Hurd..... 331

FIFTH PERIOD 2:05-3:00	Room
Creative School Control (Ed. 17)†	Composite Faculty..... Assembly
American History to 1865 (Hist. and Soc. 5) *	Mr. DeMond..... 101
Europe Since 1870 (Hist. and Soc. 2)	Miss Englebreck..... 100
Visual Instruction in Geography (Geog. 2)	Mr. Cooper..... 102
Geography of South America (Geog. 5)†	Mr. Branom..... 103
Elementary Science (Sci. 2)	Mr. Morris..... 314
Kindergarten Theory II (Kg.-Prim. 2) *†	Miss Annchester..... 211
Junior High School Mathematics (Math. 2) *	Mr. Phillippi..... 110
Handwriting I (H. W. 1)	Miss Chapman..... 201
Introduction to Teaching (Ed. 1)	Mr. Quackenbush..... 104
Specialized Psychology (Ed. 7) * Gram. Gds.	Mr. Wilson..... 208
Educational Measurements (Ed. 4)	Mrs. Simmons..... 319
Intermediate Reading Methods (Eng. 5) *	Miss Kempke..... 200
Home Hygiene and Care of Sick (H. Ed. 3)	Red Cross Instructor..... 318
Literary Masterpieces in Translation (F. L. 3)	Mr. Messner..... 212
Drawing Methods, Int. and Gram. (Art 2) *	Mr. Winslow..... 313
Teaching Music Apprec. (Mus. 5) * July 1-19	Miss Barr..... 218
Music Appreciation (Mus. 4)†	Mr. Stout..... 320

SIXTH PERIOD 3:05-4:00	Room
Nature Study (Sci. 1)	Mr. Morris..... 314
Educational Measurements (Kg.-Prim. 3)	Mrs. Shugrue..... 211
Elementary Psychology (Ed. 2) *	Mr. Wilson..... 208
Junior High School Organization (Ed. 9)	Mr. Steel..... 319
Supervision of English in Elem. Sch. (Ed. 13) *†	Miss Holston..... 102
Health Education V (H. Ed. 2)	Miss Houston..... 110
English Composition (Eng. 1)	Miss Reynolds..... 210
Foundations of Language (F. L. 4)	Mr. Messner..... 212
Music II (Mus. 2) *	Miss Hurd..... 331

FACULTY

- Harry W. Rockwell.....President
 President, State Teachers College at Buffalo
- Charles C. Root..... }
 Professor of Education and Psychology, }
 State Teachers College at Buffalo } Directors of
 Summer
 Session
- George B. Neumann..... }
 Professor of Sociology, }
 State Teachers College at Buffalo }
- Stephen C. Clement.....Director of Extension
 Professor of Education and Sociology, State Teachers College at Buffalo
- Etta Annchester.....Kindergarten Primary
 Supervisor, Chicago Teachers College
- Grace Barr.....Methods in Music Appreciation
 Special Demonstrator with Victrola
- Charles B. Bradley.....Drawing and Art Appreciation
 Professor of Fine Arts, State Teachers College at Buffalo
- Mendel E. Branom.....Geography
 Head of Department of Geography, Harris Teachers College, St. Louis
- Leo J. Brueckner.....Education
 Professor of Elementary Education, University of Minnesota
- Ina V. Burt.....School Nursing
 Resident Physician, Fredonia State Normal School
- Harriet Butler.....Primary Methods and Reading
 Deputy Superintendent of Schools, Buffalo
- Luella Chapman.....Penmanship
 Instructor in Penmanship, State Teachers College at Buffalo
- Charles D. Cooper.....Sociology and Geography
 Director of Training, Brockport State Normal School
- Philip W. L. Cox.....Education
 Head of Department of Secondary Education, New York University
- Edgar A. Dawson.....History and Political Science
 Professor of History and Political Science, Hunter College, New York City
- Robert O. DeMond.....History
 Professor of History, State Teachers College at Buffalo
- Helen G. Englebreck.....History
 Instructor in History, State Teachers College at Buffalo
- Marguerite Gane.....Sociology
 Children's Aid Society, Buffalo
- Andrew W. Grabau.....English
 Instructor, State Teachers College at Buffalo
- Ernest C. Hartwell.....Lecturer in Education
 Superintendent, City Schools, Buffalo
- Katherine Holmes.....Nutrition
 Department of Chemistry, University of Buffalo
- Evelyn Holston.....English and Education
 Supervisor, Public School Department, Springfield, Mass.
- Ruth E. Houston.....Health and Physical Education
 Professor of Health Education, State Teachers College at Buffalo
- Edna W. Hurd.....Music
 Instructor, State Teachers College at Buffalo
- Frederick Houghton.....Immigrant Education
 Director of Immigrant Education, Buffalo
- Ida L. Kempke.....English and Reading
 Professor of English, State Teachers College at Buffalo
- H. L. Levin.....Mental Hygiene
 Psychiatrist, Buffalo State Hospital

Henry A. Lappin	English Literature
Professor of English Language and Literature, D'Youville College for Women, Buffalo	
Stanleigh R. Meaker	Applied Oral Hygiene
State Education Department, Albany	
Verna Thornhill Meaker	Applied Oral Hygiene
Formerly of United States Public Health Service	
Charles A. Messner	French and Latin
Professor of Latin and French, State Teachers College at Buffalo	
Alice N. Millard	Arithmetic
Substitute Instructor, State Teachers College at Buffalo	
George W. Morris	Nature Study and Science
Instructor in Science and Geography, State Teachers College at Buffalo	
J. Cayce Morrison	Lecturer in Education
Assistant Commissioner of Education, State Department of Education, Albany, N. Y.	
George B. Neumann	Educational Sociology
Professor of Sociology, State Teachers College at Buffalo	
Frank H. Nye	Supervision and Class Room Management
City School Department, Buffalo	
Rosamond Olief	Music
Instructor in Music, State Teachers College at Buffalo	
Irving C. Perkins	Educational Measurements and Technique of Teaching
Director of Vocational Education, State Teachers College at Buffalo	
J. F. Phillippi	Mathematics
Professor of Mathematics, State Teachers College at Buffalo	
George M. Quackenbush	Introduction to Teaching
Assistant Professor of Vocational Education, State Teachers College at Buffalo	
Elsie M. Reynolds	Composition
Department of English, Syracuse University	
Charles C. Root	History of Education
Professor of Education and Psychology, State Teachers College at Buffalo	
Christine K. Simmons	Education
Education Department, Fredonia State Normal School	
Barrett Stout	Music
Professor, State Teachers College, Kirksville, Mo.	
Alma M. Shugrue	Educational Measurements and Second Grade Demonstration
Instructor, State Teachers College at Buffalo	
Harry J. Steel	Education
Director of Training, State Teachers College at Buffalo	
Marie Swanson	School Nursing
New York State Education Department	
Cora E. Wadsworth	Public Speaking
Critic, New Paltz State Normal School	
Carleton Washburne	Education
Superintendent of Schools, Winnetka, Ill.	
Frank T. Wilson	Psychology
Special Supervisor, Los Angeles County, and Extension Lecturer, University of Southern California	
A. E. Winship	Lecturer in Education
Editor, Journal of Education, Boston	
William V. Winslow	Drawing
Supervisor of Art, North Tonawanda City Schools	
Isabel R. Houck	Registrar
State Teachers College at Buffalo	
Grace Viele	Librarian
State Teachers College at Buffalo	
Marion A. Clark	Secretary to the President
State Teachers College at Buffalo	

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NEW VISITING FACULTY MEMBERS IN THE SUMMER SCHOOL OF 1929

Dr. Mendel E. Branom, Head of the Department of Geography in Harris Teachers College, St. Louis, has taught in the Oshkosh Teachers College, Wisconsin, Illinois State Normal University, University of Missouri and the University of California. He is a frequent speaker before educational organizations and is a life member of the N. E. A. and the American Geographical Society. Among his publications are "The Project Method in Education," "The Teaching of Geography," "Present Factual and Problem Tests in Geography," "Practical Tests in Elementary Geography," "Practical Tests in Advanced Geography," "The Geography of Missouri," "Problem Projects for the Lower Grades," "Problem Projects for the Upper Grades," "The Measurement of Achievement in Geography," and "A Teacher's Geography". "A Teacher's Geography" was selected by the National Education Association as the most outstanding contribution made in the field of Geography in 1928.

Dr. Leo J. Brueckner is Professor of Elementary Education at the University of Minnesota. His previous experience includes the assistant deanship of Detroit Teachers College and the directorship of instructional research at Minneapolis. He has held office in many educational organizations, and has written widely in the field of supervision of arithmetic, geography and language. Dr. Brueckner will participate in the composite courses.

Dr. Philip W. L. Cox is Head of the Department of Secondary Education at New York University. He has been Superintendent of Schools at Solvay, N. Y., Professor of Social Science at Harris State Teachers College, Principal of Ben Blewett High School, St. Louis, Principal of Washington High School, New York City and Principal of the Senior High School, Lincoln School, Teachers College. His publications include, "Curriculum Adjustment in the Secondary School," "Creative School Control," and a large number of articles in educational magazines. Dr. Cox will assist in the composite courses.

Dr. Edgar A. Dawson is the foremost authority on history methods in the east. He is a graduate of Davidson College, received his M. A. at the University of Virginia, and completed his doctorate at the University of Leipzig. At present he is Professor of History and Political Science at Hunter College. His wide teaching experience includes positions at Delaware College, Princeton University, University of California, Columbia University, University of Oregon and the University of Colorado. He is secretary of the National Council for the Social Studies. His latest text is "Teaching the Social Sciences." Dr. Dawson will teach courses in history methods and political science.

Dr. Carleton Washburne has been Superintendent of Schools in Winnetka, Illinois, since 1919. He is the leading national exponent of individualized instruction and is world-famous as an executive, teacher and lecturer. His recent book, "New Schools in the Old World," attempts to bring out the application of European experiments to American educational problems. Dr. Washburne is to be in Buffalo for the last two weeks of the summer session, participating in the composite courses.

Miss Etta L. Annchester is a graduate of Milwaukee State Teachers College and received both her Bachelor's and Master's Degrees at Columbia University. She has taught in the Milwaukee Public Schools and the Walden School, New York City. She is Director of Play Schools for the Child Study Association and Supervisor of Kindergarten and Primary Practice Teaching at Chicago Teachers College. Miss

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Annchester is to give work in the Kindergarten-Primary Department on both the third and fourth year levels.

Dr. J. Cayce Morrison, Assistant Commissioner of Elementary Education for New York State, is a graduate of Valparaiso University and received his Ph.d. Degree from Teachers College, Columbia University, in 1922. His teaching experience has been broad, including high school principalship, superintendency, teaching appointments at Teachers College, Columbia University, New York State College for Teachers at Albany and Ohio State University. Dr. Morrison will offer material on the relationship of the teacher to the State and on outstanding developments in New York State education as his contributions to the composite courses.

Mr. Barrett Stout is Professor of Elementary School Music at the State Teachers College at Kirksville, Missouri. He is well known through the middle west as one of the leaders in modern music education. Mr. Stout will lead assembly music in addition to giving courses in Music Appreciation and Music Methods for the upper grades.

Dr. A. E. Winship has been Editor of the Journal of Education since 1886. His tremendous fund of educational experience and acquaintanceship render him especially fitted to develop the historical background of modern school movements. He will be the first speaker in the composite courses.

Miss Evelyn T. Holston has been since 1922 the Supervisor of Elementary Education in the public schools of Springfield, Mass. Her undergraduate work was done at Drexel Institute where she majored in English and Literature. She later did graduate work in Education at Teachers College, Columbia University, where she earned the degree of B. S. in Education and A. M. Her experience in public schools is very broad. She is also acquainted with the work of teacher training both as a critic and demonstration teacher in the City Training School, Akron, Ohio. It may be recalled by some that Miss Holston was a very able member of our faculty in the Summer Sessions of 1922 and 1923. Her work this summer consists of two courses: "Supervision of English in the Elementary School" and "The Child and the Curriculum".

Christine K. Simmons did her undergraduate work at the University of South Dakota graduating with the degree of A.B. She later pursued graduate work at the University of Chicago where she earned the M.A. degree in the School of Education. After leaving Chicago she spent a year in the bureau of research of the public schools of Louisville, Ky. In addition to public school experience she has been engaged for some time in the work of teacher training. In her work at Fredonia, she has supervised practice teaching and taught courses in Education. She will teach Educational Measurements and Principles of Education in the Summer Session.

CALENDAR

June 29th. First registration day beginning at 9:30 A. M. Students are urgently requested to arrange for registration on this date.

July 1st at 9:30 A. M. General Meeting for further registration and instructions, Assembly Hall, State Teachers College at Buffalo.

July 4th. National Holiday.

Sessions will be held daily, except Saturdays, from 8:30 A. M. to 4:00 P. M. However, it will be necessary for

school to remain in session on Saturday, July 6th, because of the holiday occurring the first week.

July 19th. Americanization Class closes.

July 22nd. Demonstration class in Teaching of Music Appreciation begins.

August 9th. Summer Session closes.

ADMISSION

Any person who has taught or who intends to teach the coming year in the schools of the State will be admitted to the Summer Session. Tuition is free to all residents of New York State, excepting the extension fee announced hereafter; others will pay a fee of \$10.00 per course or \$25.00 for three or more courses. Registration for credit will not be allowed after July 6th. Students entering after July 1st will be required to pay a late registration fee. The session is not open to high school graduates without teaching experience, or to students who have not completed high school. No high school work is offered in the Summer Session.

STUDENT EXTENSION FEE

On August 5, 1928, the summer school student body of the State Teachers College voted a self-assessment of \$10 each in 1929 and thereafter for the purpose of providing additional faculty members and also to finance student social activities, assembly programs and the Summer School Record.

This fund is to be collected by the Board of Directors of the Extension Fund, which body is also to supervise the distribution of the funds. The Board of Directors is entirely separate from the State Teachers College, being a group of present students and alumni, representing as wide a geographical and interest distribution as feasible. The Board of Directors, while it is working in co-operation with the college, is entirely distinct. All courses given under the direction of the Board are held within the college walls and are given college credit.

In accordance with the above vote the Director of Extension has engaged the services of a number of eminent educators whose names appear elsewhere in this catalog.

The Board of Directors of the Extension Fund has adopted the following regulations:

Each student will be expected to pay a student extension fee of \$10 upon registration. Payment of this fee will entitle said student to register for not to exceed two of the courses given by visiting faculty members, will entitle him to receive the Summer School Record, and will admit him to all summer school social and extra-curricular activities and assembly lectures.

Any student who shows financial inability or other satisfactory reason, may, if application is made to the Director of Extension on or before June 1, be excused from such payment.

No student, unless officially excused from payment of fee, will be admitted to extension courses or to the indicated social activities or special lectures until such payment is made. Payment must be made to an official representative of the Board of Directors of the Extension Fund before registration.

In order that all students may have an equal opportunity, no student will be admitted to more than two extension courses.

BOARD AND ROOMS

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

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

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

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

All inquiries concerning room and board should be addressed to the Housing Committee, State Teachers College at Buffalo, Buffalo, N. Y.

CREDIT

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

(1) Work done in courses at the Summer Session will be as nearly as possible equivalent to the work of the same courses during the regular session. Therefore, courses will be credited hour for hour on the basis of semester-hour credit.

Six semester hours of credit toward the State Teachers College Curriculum may be taken ordinarily but special permission to carry eight hours may be given by the Student Program Committee if the previous scholastic record of the applicant indicates that the larger assignment of work may be undertaken with reasonable assurance of success.

Courses carrying two semester hours of credit in the regular curriculum are conducted one hour daily in the Summer Session; those carrying three semester hours of credit will meet eight hours per week; those carrying four semester hours of credit in the regular curriculum are conducted two hours daily in the Summer Session. No partial credits are given. Students who are delinquent in the regular session and desire to make up such delinquency in the Summer Session must receive permission from the Student Program Committee before applying for registration in the Summer Session.

(2) Students are now required to complete a three-year curriculum in this institution in order to secure a life diploma. The completion of two years of the three-year curriculum will, however, entitle a student to a limited certificate valid for at least three years in the rural and village schools. The renewal of such certificate may be secured by earning twelve semester hours of credit in summer sessions. The third year of the requirement may be completed by further attendance at the regular session and during summer sessions. All candidates for such certificate and diploma must be graduates of a high-school curriculum and approved by the Commissioner of Education.

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

(4) Beginning September 1926 a fourth year leading to the degree of Bachelor of Science (in Education) was added to the curriculum. Credit toward this degree may be earned in part by our two-year and three-year graduates in the Summer Session after consultation with the Registrar, Student Program Committee or President.

PROGRAM

First Class Period.....	8:35— 9:30
Second Class Period.....	9:35—10:30
Third Class Period.....	10:35—11:30
Lunch Period.....	11:30—12:15
Assembly Period (Monday and Wednesday).....	12:20— 1:20
Assembly Period (Friday).....	12:20— 1:00
Conference Period (Tuesday and Thursday).....	12:20— 1:00
Fourth Class Period (Tuesday, Thursday and Friday).....	1:05— 2:00
Fifth Class Period.....	2:05— 3:00
Sixth Class Period.....	3:05— 4:00

NOTE: Students in School Nursing must reserve afternoon for demonstrations, observation trips and conferences.

ASSEMBLY

As indicated above there will be three assembly periods each week. Attendance is optional but students are urged not to be absent. In fact, the programs for this part of the summer session are of such a nature that no student can afford to miss them. The "Summer School Record" will give advance information concerning speakers and entertainments.

On account of the holiday, Thursday, July 4, Thursday's program will occur on Friday and Friday's program on Saturday of the first week. The second assembly of the first week will therefore fall on Saturday.

CURRICULA

I. General Elementary Curriculum

Candidates desiring to earn credit on the General Normal Curriculum toward the diploma or degree may do so by electing the proper courses. Care should be taken that subjects elected apply on the desired curriculum and form the proper sequences. If in doubt consult the Registrar or Student Program Committee.

The vote of the student body taken in August, 1928, will insure funds which will make the Summer Session of 1929 particularly rich in special courses provided by experts in their respective fields who will be brought here from various parts of the country. A detailed statement of the qualifications of these faculty members will be found elsewhere in this catalog.

II. Curriculum for Teachers in Service

In the arrangement of our summer school offerings, special thought is always given to the needs of the teacher in service. While many of these will be desirous of working toward the three-year diploma or the degree, there will still be some who wish primarily to improve their professional preparation for their work. For such, there will be found listed among the various courses much that will be of interest.

III. Curriculum for Dental Hygiene Teachers

These courses are designed to meet the requirement for certification by the Education Department as a dental hygiene-teacher, specified as "completion of at least 12 semester hours in approved professional courses in health education." The subjects offered are such as have been found requisite and desirable for the proper co-ordination of the

dental hygienists' professional training with school programs. Registrants must be graduate dental hygienists. Afternoons are reserved for demonstrations, conferences and observation trips. Applicants for admission should apply by letter to Dr. S. R. Meaker, Supervisor of Oral Hygiene, State Education Department, Albany, N. Y., before June 25th.

IV. Curriculum for School Nurse Teachers

Under the auspices of the Education Department, courses are given to meet the requirements for certification as school nurse teachers. (The subjects offered are such as have been found desirable for the proper co-ordination of the nurses' professional training with the school program). Applicants are expected to apply for admission by letter to the Director and Registrar of the course, Miss Marie Swanson, State Supervisor of School Nurses, Education Department, Albany, New York before June 25th. In case of over crowded courses later applicants may be refused admission. Registrants must show evidence of graduation from a training school registered by the Regents, registration as an R.N. in New York State and a Regents High School diploma or evidence of the successful completion of an approved four-year high school course or its equivalent unless they already hold a school nurse or health teacher certificate.

V. Americanization Curriculum

Under the auspices of the State Bureau of Immigrant Education, special courses of interest to teachers of Adult Immigrants evening and day classes will be offered as indicated in the list of courses. They are open to students who have graduated from an accredited high school or who have had equivalent training plus two years of further study either at Normal School, Training Class or College.

For students successfully completing the required work, certificates will be issued by the State Department.

VI. Home Economics Curriculum

While the State Department of Education did not find it possible to finance a special curriculum for home economics teachers at this session, there are included in the general curriculum a number of courses that may be credited either for elective or prescribed work in the special field.

THE DEMONSTRATION SCHOOL

Another innovation that will strengthen the summer program materially will be a summer demonstration school to be conducted in the School of Practice rooms in the college building. Three grades, selected to represent the primary, intermediate, and junior high school grades will be in session during the entire six weeks conducted by a faculty selected from the critic and demonstration faculties of the college and of the Buffalo city schools. The object of this demonstration school is to furnish opportunity for the observation of instruction for students of education. This observation will be an integral part of certain courses in Education and Methods. In addition there will be opportunity for general observation in the school for all members of the summer session. The school will be in session from 8:45 to 11:45 A. M. each day. Applications for admissions as pupils in this school may be addressed to H. J. Steel, State Teachers College at Buffalo, Buffalo, N. Y.

EDUCATION AND PSYCHOLOGY

1. **Introduction to Teaching.** Designed to orientate the beginning student, to give an introduction to teaching as a profession and to serve as a guide to the intelligent selection of a specific curriculum at the end of the first year. Required of freshmen. Two semester hours credit. One hour daily. Mr. Quackenbush.

2. **Elementary Psychology.** An introduction to educational psychology which places the emphasis on child psychology as a basic science to teaching, with particular attention to the psychology of learning and related topics. Required of freshmen. Three semester hours credit. Eight hours per week. Mr. Wilson.

3. **Technique of Teaching.** The fundamental principles of the teaching-learning process are given practical application in the organization of subject matter and planning of different types of lessons and classroom activities. Open to second-year students of the intermediate and grammar grade divisions. Three semester hours credit. Eight hours per week. Mr. Perkins.

4. **Educational Measurements.** Designed to give elementary teachers sufficient acquaintance with standard tests and scales to enable them to use such instruments for the improvement of classroom instruction. Differentiated for primary and upper grades. Required of juniors. Two semester hours credit. One hour daily. Mr. Perkins, Mrs. Shugrue, Mrs. Simmons.

5. **History of American Education.** A brief study of the evolution of our American State school system including the European background, transplanting of European ideas, their adaptation to American conditions, the establishment of our State system and the recent rapid expansion and extension of that system to meet the needs of our modern life. Required of juniors. Three semester hours credit. Eight hours per week. Mr. Root.

6. **Principles of Education.** Aims to integrate for teachers the details of educational theory and practice represented by the preliminary courses in education and psychology, thus furnishing them with a unified body of educational doctrine. This is accomplished by viewing the educational process as the "life process." From the natural laws of this process are developed the fundamental principles and goals for education. Required of juniors. Three semester hours credit. Eight hours per week. Mrs. Simmons.

7. **Specialized Psychology.** A more advanced treatment of educational psychology dealing with the characteristics of school children in the intermediate and grammar grades and the implications for the proper treatment and instruction of children in these grades. Required of juniors. Three semester hours credit. Eight hours per week. Mr. Wilson.

8. **Classroom Management.** The teacher with reference to the qualities making for success or failure; the pupil; hygiene of the classroom; discipline; the assignment; the lesson; drill; use of incentives and rewards; elimination of waste; and general consideration of classroom economy. Elective for third-year students and those working to renew certificates. Two semester hours credit. One hour daily. Mr. Nye.

9. **Junior High School Organization.** The special purposes of the institution and the features of the school designed to achieve these purposes are the main features of this course. Subjects of study; the guidance program; extra curricular activities; provision for the exploratory function for adolescent children; provision for individual

differences by homogeneous grouping; the staff; the school plant; the history of the movement and tendencies toward standardization. Required of senior degree candidates in the grammar grade division. Two semester hours credit. One hour daily. Mr. Steel.

10. Elementary School Curriculum. A study of the principles underlying the organization of subject matter for the elementary school; examination of curricula; syllabi; and texts in the light of these principles; a survey of research studies bearing on curricular content. Prerequisite, 10 credit hours in Education, including Technique of Teaching. Elective, fourth year. Two semester hours credit. One hour daily. Mr. Steel.

11. Supervision I. Supervision of Instruction. Analysis of the functions and duties of supervisors; organizations for supervision; principles underlying the improvement of instruction; objective methods of analyzing the work of teachers; conferences; the selection and organization of subject matter and the materials of instruction; value of research and experimentation in teaching methods; rating teachers; the training and personality of supervisors. Elective, fourth year and teachers of experience. Three semester hours credit. Eight hours per week. Mr. Nye.

12. Supervision of Arithmetic. Objectives of instruction; selection of materials; methods; measurement of attainment; objective analysis of typical lessons; criteria for judging texts; tests and drill devices. An advanced course for teachers, principals and supervisors who wish a review of recent developments in this field. Elective in the third and fourth years. Prerequisite, Supervision I or equivalent. Two semester hours credit. One hour daily. Mr. Steel.

13. Supervision of English in the Elementary School. Objectives of English instruction in the elementary school (English to include spoken and written language, reading, spelling, and handwriting); content and grading of subject matter; suggestions for teaching in various fields in the light of outcomes; provisions for individual differences and the classification of pupils; measurement of achievement and use of results for diagnosis and improvement of instruction; criteria for evaluation and selection of text-books. Elective, fourth year and teachers of experience. Three semester hours credit. Eight hours per week. Miss Holston.

14. Supervision of the Teaching of Geography. The work of the Geography teacher will be analyzed from the standpoint of the supervisor. An attempt will be made to discover the characteristics that a superior geography teacher should have, and plans, which will permit the teacher through in-service training to move toward this goal, will be presented. The function of the supervisor and effective methods of enlisting the wholehearted co-operation of geography teachers will be discussed. Elective, fourth year and teachers of experience. Two semester hours credit. One hour daily. Mr. Branom.

15. The Child and the Curriculum. A critical analysis of the modern school. A background of educational philosophy and psychology will be developed through reference readings and class discussions. The tendencies in American thinking, out of which the modern school has emerged, will be examined. This preliminary work will be directed toward the development of sections of the curriculum in a "child centered school." Original units of teaching will be required as part of the written work of the course. Elective, third and fourth years and teachers of experience. Two semester hours credit. One hour daily. Miss Holston.

16. Relationships of the Public School Teaching Staff. The several instructors will treat the different relationships and problems pertaining to the teaching staff of a public school in the light of modern principles and practice. They will include relationships of teachers to superintendent, principals, supervisors, parents, community and the individual pupil; problems of curriculum and method; creative education and extra-curricular activities; and their relationship to the state. Credit will be based upon notebooks, collateral readings, tests and examinations. Elective, third and fourth years and teachers of experience. Two semester hours credit. One hour daily. Mr. Winship, Mr. Washburne, Mr. Cox, Mr. Brueckner, and Assistant Commissioner Morrison.

17. Creative School Control. The newer objectives in education and their influence upon curriculum and methods; creative work and specific objectives; citizenship; vocation and avocational adjustments; vocational and educational guidance; what New York State is doing in modern creative education; "New Schools for Old" in the United States and foreign countries. Credit will be based upon notebooks, collateral readings, tests and examinations. Elective, third and fourth years and teachers of experience. Two semester hours credit. One hour daily. A composite course given by Mr. Winship, Mr. Washburne, Mr. Cox, Mr. Brueckner and Assistant Commissioner Morrison.

18. Advanced Educational Sociology. (For description of this course Cf. No. 8 under History and Sociology.)

ENGLISH

1. English Composition. Considerable practice in writing with the intention to develop first, the ability to write clear and correct English, and secondly, those qualities of originality and individuality which are characteristics of all good style. Special emphasis is given to the sentence and to the paragraph. Similar to Essentials of English II for first year students. Eight hours per week. Three semester hours credit. Miss Reynolds.

2. English Literature. A survey course covering the leading literary figures from Chaucer to Hardy. The latter half of the course is devoted entirely to the writers of the nineteenth century. Required for first year students. Eight hours per week. Three semester hours credit. Mr. Lappin.

3. Backgrounds of Upper Grade Literature. The material for this course will be selected largely from the reading lists for the sixth, seventh, and eighth grades. Through biographical and critical discussion, and through wide collateral reading in the work of the writers under consideration, the student should gain from the course a richer background in literature which may be used to make more effective and authoritative the teaching of English in the upper grades. Elective for second or third year students in the Grammar Grade division. One hour daily. Two semester hours credit. Miss Kempke.

5. Intermediate Reading Methods. The course aims to prepare students to appreciate the importance of reading in the curriculum and to consider the methods of teaching this subject in the light of recent educational investigations. Principles underlying the teaching of oral and silent reading, appropriate reading materials, growth of vocabulary, and reading tests and measurements are among the topics discussed. For second year students in Intermediate division. Eight hours per week. Three semester hours credit. Miss Kempke.

6. **Oral Expression.** A general course in Oral English. Emphasis upon voice improvement with exercises to correct nasality, throatiness, harshness, and monotony of expression. Attention is given to pronunciation and articulation. Considerable reading and some work in storytelling, dramatization, and extemporaneous speaking. Corresponds to Essentials of English I for first year students. Eight hours per week. Three semester hours credit. Mr. Grabau.

7. **Supervision of English in the Elementary School.** Objectives of English instruction in the elementary school (English to include spoken and written language, reading, spelling, and handwriting); content and grading of subject matter; suggestions for teaching in various fields in the light of outcomes; provisions for individual differences and the classification of pupils; measurement of achievement and use of results for diagnosis and improvement of instruction; criteria for evaluation and selection of textbooks. Elective, fourth year or teachers of experience. Eight hours per week. Three semester hours credit. Miss Holston.

FOREIGN LANGUAGES

1. **French IV.** Modern French Plays. Reading of representative specimens of the following modern dramatic types: romantic tragedy, realistic comedy of manners, problem play, symbolistic drama. Minimum prerequisite: two years of high school French or one year of French in college. One hour daily. Two semester hours credit. Mr. Messner

2. **Latin VI.** The Odes of Horace. Reading of selected poems from Books I to IV. Study of the poet's personality as revealed in his poems, and his poetry as an index to social life in the Augustan Age. Minimum prerequisites: four years of high school Latin or its equivalent. One hour daily. Two semester hours credit. Mr. Messner.

3. **Masterpieces of Latin Literature in English Translation.** Designed to afford a classical background and a broadened acquaintance with the outstanding names in Latin literature. Reading in English works representing the following types: history, drama, lyric, didactic prose and verse, satire, fiction. No previous knowledge of Latin required. One hour daily. Two semester hours credit. Mr. Messner.

4. **Foundations of Language.** A course in general linguistics studying language as a human institution, covering such topics as theories as to the origin of language, psychology of language, language families, phonetics, phonetic changes, dialects and language differentiation, changes in vocabulary, the alphabet and systems of writing, slang and good usage. Prerequisite: some knowledge of one foreign language. One hour daily. Two semester hours credit. Mr. Messner.

GEOGRAPHY

1. **Special Problems in the Teaching of Geography.** This course stresses problems dealing (a) with the selection, organization, and presentation of geographic content, and (b) with the measurement of achievement in geography. A unified viewpoint of educational geography will be developed through a series of related problems. Special attention will be given to recent attempts that have been made to vitalize geographic instruction. Problems, projects, unit instruction, the contract method, expression work, and objective tests are some of the topics that will be analyzed. Assignments, designed to assist the teacher in mas-

(14)

tering the best practices, will be given. Open to second year students. (See No. 3) Elective, third year or for renewal of certificates. Two semester hours credit. One hour daily. Mr. Branom.

2. **Visual Instruction in Geography.** Deals with the various visual aids available for the improvement of geography instruction; the stereopticon, moving pictures, stereoscope, etc. These will not only be used in class work but some training will be given students in the manipulation of the visual devices. Elective for third year students, or for renewal of certificates. Open to second year students. (See No. 3) One hour daily. Two semester hours credit. Mr. Cooper.

3. **Normal School Methods in Geography.** Students who desire credit for the regular required course in geography methods in the second year of the curriculum may take courses 1 and 2 above and receive three semester hours of credit. They must be taken during this present session to receive such credit as this combination may not be repeated. Two hours daily. Three semester hours credit. Mr. Branom and Mr. Cooper.

4. **Geography of North America.** A short study of the various bases for regional classification introduces the regional study of the continent. Economic factors are emphasized, but the economic and social behavior of man is found intimately related to the physical factors of the environment. The United States is the principal objective of study. The aim is to give some practice in professional geographic thinking as applied to small regions, and to a major geographic division. Elective for third and fourth year students. One hour daily. Two semester hours credit. Mr. Morris.

5. **The Geography of South America.** This course stresses the adjustments that man has made in South America to the physical conditions of his environment. The geographic regions will be studied from the standpoint of the interacting relations of man and nature. The resources of each region will be considered with reference to their importance to the inhabitants and to people in other parts of the world. The economic importance of South America to the United States will be given special emphasis. The content will be studied with reference to its professional implications. Various methods of teaching and testing will be revealed through classroom procedure. The course will include discussions, special reports, explanatory lectures, and selected readings. Elective for third and fourth year students. One hour daily. Two semester hours credit. Mr. Branom.

6. **Economic Geography.** The geographic factors underlying the production of a group of selected commodities are developed. In the case of each product this is followed by a study of world distribution, trade movements, and manufacture. By means of special problems and required field trips the economic geography of Buffalo and the surrounding region is stressed while the student gains experience in methods of research. Elective for third and fourth year students. Recommended for students specializing in the junior high school field. One hour daily. Two semester hours credit. Mr. Cooper.

7. **Supervision of the Teaching of Geography.** (This course is identical with Course No. 14 under Education which should be consulted for description).

HISTORY AND SOCIOLOGY

1. **Modern European History.** This course will consider the general history of Europe from the French Revolution to the present time. The growth of democracy, social and industrial changes will be emphasized. The World War with its fundamental causes and results and the world problems since the war will be discussed. Required of first year students. Eight hours per week. Three semester hours credit. Miss Englebreck.

2. **Europe Since 1870.** This course will consider the redistribution of territory by the Congress of Vienna, colonial expansion and the conditions in Europe leading to the Franco Prussian War. Emphasis will be placed upon the development of European countries and the alliances and ententes which led up to the World War. The problems on international relations since the war will be discussed. Elective, third and fourth year students. Five hours per week. Two semester hours credit. Miss Englebreck.

3. **Methods in History.** A definition of history and the related social sciences with particular reference to their use in education in the schools, an outline of the development of the teaching of history in America during the last thirty years; an examination of the present practices and tendencies in history teaching with special reference to objectives, minimum essential content, placement of content in grades, methods of teaching, and laboratory equipment. Informal lectures, class discussion and debate, written reports of group study of the problems of teaching. Required of second year students in grammar grade division. Eight hours per week. Three semester hours credit. Mr. Dawson.

4. **Introduction to Political Science.** The origin and development of democratic political institutions; discussion of the leading constitutions with special reference to the organization of the suffrage, constitution of legislative assemblies, administrative organization, local self-government or home rule, the function of written constitutions and charters and the administration of justice; an introduction to some of the outstanding proposals for readjustment or reform in these elements of government. Informal lectures, class discussion and debate, group study with group reports. Elective, third and fourth year students. Five hours per week. Two semester hours credit. Mr. Dawson.

5. **A Survey of American History to the Close of the Civil War.** The European background of American History, the conditions in Europe during the fifteenth and sixteenth centuries which influenced the settlement of the new world and the colonial background will be studied. The development of the American ideal of democracy or self-government in freedom, in preference to the economic, will be emphasized for this period. Elective, third and fourth year students. Eight hours per week. Three semester hours credit. Mr. DeMond.

6. **History of American Foreign Relations. (American Diplomacy).** A study will be made of the diplomacy and foreign relations of the United States from the colonial period to the present time. The political, economic and social phases will be considered only in so far as they have influenced our foreign affairs. Much time will be devoted to our participation in world affairs in the last quarter of a century, including such topics as the League of Nations, Washington Conference, Locarno Agreement, and the Kellogg Pact. Elective, third and fourth year students. Eight hours per week. Three semester hours credit. Mr. DeMond.

7. **Elementary Educational Sociology.** The social personality of the learner, the creation of behavior patterns and social attitudes by home, church, school, gang, immigrant group, etc. The school as a factor in effecting changes in the social personality. Changes in the social world demanding new educational procedure to secure individual adjustment. Inter-relations between the social world and school administration, curriculum, method and measurement. Attention will be given to modern techniques of social analysis. Required of third year students. Five hours per week. Two semester hours credit. Mr. Cooper.

8. **Advanced Educational Sociology.** Various types of groups are studied as social soils to discover their influence in determining personality development as well as constituting opportunities for gaining maximum satisfactions or forces which deprive their members of the rich experiences of life. Detailed consideration of the school as a socially controlled group. Analysis of the personality traits which appear as essential for adequate living in modern group life, together with the school's responsibility for development of such traits. Prerequisite: Elementary Educational Sociology or the consent of the instructor. Elective, fourth year students. Three semester hours credit. Eight hours per week. Mr. Neumann.

HANDWRITING

1. **Handwriting I.** The development of Handwriting is traced. The value of and the need for a legible, rapid, easy style of Handwriting is discussed. The characteristics of legibility are recognized. The psychology of habit building is understood. The underlying principles of the muscular movement process are studied, practiced, mastered and applied. An objective standard in speed and quality is determined upon and maintained. Attention is given to practice on the blackboard. Required of first year students. Two sections. Each section limited to thirty students. Five hours per week. Two semester hours credit. Miss Chapman.

2. **Handwriting II.** Practice upon paper and the black-board is continued until the product is suitable for imitation and demonstration. Particular attention is given to the pedagogical phases of Handwriting. The following topics are among those studied: Building of attitudes; selection of materials; setting of standards; detection and correction of errors; lefthandedness; correlation; motivation; individual differences; rhythm. Each student must earn a Palmer Method Teacher's Certificate. Required of second year students. Number in course limited to thirty students. Only teachers in service admitted. Five hours per week. Two semester hours credit. Miss Chapman.

HEALTH EDUCATION

1. **Health Education III. (Home, School, and Community Hygiene and Floor work) Theory.** The health and physical welfare of the growing child are considered, and a study made of the various environmental conditions affecting the health of the child. Training is given in intelligent health observations in the classroom, and methods of prevention of abnormal conditions are stressed. Floor work—Progression from Health 1 and 2 which are requisites. Limited to students who need it to complete their second year work and to those not in attendance at the regular session; permission to be obtained from the instructor. Three semester hours credit. Eight hours per week. Miss Houston.

2. **Health Education V.** (Elementary principles of nutrition, and Principles and Methods of Teaching Health Education). General survey of the nutritional needs of the body, with special reference to the needs of children at various ages. Principles and Methods of teaching applicable to different age groups provide authoritative health information for classroom use. Opportunity is given each student to participate in a variety of teaching situations. Limited to students who are completing their third year work in summer session and to those not in attendance at the regular session; permission to be obtained from the instructor. Two semester hours credit. One hour daily. Miss Houston.

3. **Home Hygiene and Care of the Sick.** (In cooperation with the American National Red Cross). Study of health problems of individual, home and community with demonstrations and student practice work based upon the Red Cross textbook. Emphasis is placed upon preventative measures and upon the practice of those ordinary procedures which every student should be able to carry out in the care of the sick in the home. Open to students and teachers. Classes limited to sixteen. Certification is given for this work by the American Red Cross. Elective in third year. Five or six hours per week. Two semester hours credit. Instructor furnished by American Red Cross.

KINDERGARTEN-PRIMARY COURSES

1. **Primary Methods and Reading.** The important aims and principles of primary instruction are taken up, together with the application of these to the selection of subject matter and materials and to the derivation of methods. Consideration is given to method in Spelling, Arithmetic, Geography, Nature Study, the Social Studies and Reading. An aid to such consideration is given by observation and discussion of lessons taught before the class. Required of third year students. Eight hours per week. Three semester hours credit. Miss Butler.

2. **Kindergarten Theory II.** The progress in kindergarten education, emphasizing the contributions of the earlier as well as the present educators is given. The theories of Froebel, Montessori, Hill, Dewey, Rugg and others, are evaluated. The use of the "scientific method" and the "creative method" in the reconstruction of the curriculum is discussed. Means of adapting the more progressive methods in our public schools are considered. New curricula are critically examined and experience given in making a unit of the curriculum. Required of third year students. Eight hours per week. Three semester hours credit. Miss Annchester.

3. **Educational Measurements.** Designed to give Kindergarten-Primary teachers sufficient acquaintance with standard tests and scales to enable them to use such instruments for the improvement of classroom instruction. Required of third year students. Two semester hours credit. One hour daily. Mrs. Shugrue.

4. **Activities in the Primary Grades.** This course is intended for those who are interested in meeting the needs of child growth through activities. Objectives of the work in the primary grades will be evaluated; criteria for the selection of large units of work will be developed. Type projects—constructive, dramatic and intellectual, which will aid the child in his understanding of social life—will be presented. The social skills will be considered in their relation to the social study units. In this connection, courses of study will be examined. Basal texts: Curriculum Making in an Elementary School, Lincoln School Staff

(1927), Ginn & Company; Unified Kindergarten and First Grade Teaching, Parker and Temple (1925), Ginn & Company. Elective, fourth year and teachers of experience. One hour daily. Two semester hours credit. Miss Annchester.

MATHEMATICS

1. **Arithmetic.** An intensive study of the subject matter guided by the State Syllabus; 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 from actual business practice, emphasizing clarity of expression; lesson plans and most effective methods are presented. Required of first year students. Ten hours per week. Four semester hours credit. Mrs. Millard.

2. **Junior High School Mathematics.** A review of arithmetic, elementary algebra, geometry and numerical trigonometry, is accompanied by methods of presenting these topics in a manner suited to pupils of the seventh, eighth and ninth grades. It enables the student to get a rather definite notion of the meaning of mathematics. Open to third and fourth year students. Eight hours per week. Three semester hours credit. Mr. Phillippi.

3. **Trigonometry.** Treats of measurements by means of ratios formed by the sides of triangles. Fundamental formulae are developed from these ratios or functions. Formulae and the transit are used in practical measurement. Open to third and fourth year students. Eight hours per week. Three semester hours credit. Mr. Phillippi.

SCHOOL ART

1. **Kindergarten-Primary Methods.** (Drawing II). The study of the subject matter and technique of drawing and art appreciation adapted to the primary grades. Expression and representation in nature drawing, action figures, landscape and illustration. Development and application of decorative design, the selection, mounting and appreciation of pictures. Eight hours per week. Three semester hours credit. Mr. Bradley and Mr. Winslow.

2. **Grammar Grade Methods.** (Drawing II). The subject matter and technique of drawing and art as adapted to the upper grades. The emphasis is placed on theory and practice of design and perspective as well as color. Work will include original design, poster making, picture interpretation and the application of theories in costume and in the home. Eight hours per week. Three semester hours credit. Mr. Winslow.

3. **American Art.** Traces the historic development of the arts in American from Colonial to Modern times and attempts to develop an appreciation of art principles. Acquaintance will be made with our American artists and their contributions. Constant reference will be made to illustrative material from art in industry as well as painting, sculpture and architecture. Elective, for third or fourth year students. Eight hours per week. Three semester hours credit. Mr. Bradley.

SCHOOL MUSIC

1. **Music I.** Training is given in the use of the singing voice. Rote songs suitable for primary grades are memorized. Proficiency in

elementary music reading, ear training, notation and terminology is developed. Special attention is given to students defective in pitch. At the close of the course, students who do not measure up in pitch requirements but whose work is otherwise satisfactory, are marked "incomplete" and must repeat the course. Five hours per week. Two semester hours credit. Miss Olief.

2. **Music II.** Training is given in the use of the singing voice. Proficiency in simple melody writing and advanced music reading, ear training, notation and terminology is developed. Patriotic and community songs are memorized and used as a basis for interpretation and practice in conducting. Part songs are studied and individual work in carrying a part other than the melody is required. A mark of "incomplete" as in Music I may be given. Eight hours per week. Three semester hours credit. Miss Hurd.

3. **Music III.** Classified as Kindergarten-Primary, Intermediate and Grammar. It is presupposed that all students enrolled have completed Music I and II. Methods of teaching music are studied according to accepted standards of present day pedagogy, psychology and principles of education. The work is developed through observation, the preparation of lesson plans, practice teaching before the class, demonstration lessons with children and class discussion. Five hours per week. Two semester hours credit. Kindergarten-Primary Methods, Miss Hurd. Intermediate and Grammar Methods, Mr. Stout.

4. **Music IV—Music Appreciation.** Through listening to music, students are made familiar with standard compositions and various types of voices and instruments. A short survey of music history is given. Vocal and instrumental forms are studied. Note books are required. Current events are noted and discussed. Attendance at concerts is urged and encouraged by offering special student rates. Five hours per week. Two semester hours credit. (Two sections). Mr. Stout.

5. **Teaching Music Appreciation.** Deals with the teaching of music appreciation in the elementary grades. The work will be demonstrated throughout the course by means of the victrola. Students in the second and third years may use this course for elective credit. It will be given two hours daily for the last three weeks. Two semester hours credit. Miss Barr.

SCIENCE

1. **Nature Study.** A preliminary view of the surrounding biological world with nature materials used as an introduction to the study of our environment as one means of culture. Brief presentation and identification of the plants, animals and physiographic processes with some appreciation of their meaning. Five hours per week. Two semester hours credit. Mr. Morris.

2. **Elementary Science.** Some of the fundamental laws of our physical world. Topics for discussion include the following: machines, work and energy, electricity, light. Attention is given to the modern points of view; the kinetic theory of heat, the atomic theory of electricity, and the electrical theory of matter receiving especial attention. Demonstrations and laboratory experiments. Five hours per week. Two semester hours credit. Mr. Morris.

NOTE: Course 1 may be taken as satisfying the Nature Study requirement for Kindergarten-Primary students in the second year of the curriculum.

Courses 1 and 2 may be taken in combination to satisfy the requirement in Nature Study and Science for intermediate and grammar grade students in the second year of the curriculum.

SCHOOL-NURSE TEACHERS COURSE

Under the auspices of the Education Department, courses are given to meet the requirements for certification as school-nurse teachers. (The subjects offered are such as have been found desirable for the proper co-ordination of the nurses' professional training with the school program). Applicants are expected to apply for admission by letter to the Director and Registrar of the course, Miss Marie Swanson, State Supervisor of School Nurses, Education Department, Albany, New York, before June 25th. In case of overcrowded courses later applicants may be refused admission. Registrants must show evidence of graduation from a training school registered by the Regents, registration as an R.N. in New York State and a Regents High School diploma or evidence of the successful completion of an approved four-year high school course or its equivalent unless they already hold a school nurse or health teacher certificate. Afternoons are reserved for demonstration, observation trips and conferences.

Subjects H 1-2-3-4-8 are those from which nurses just entering school work may choose. Nurses holding a limited certificate may elect with the approval of the Registrar from subjects H 1 to H 8 sufficient to complete their requirements. Other electives are offered by the college.

NOTE: See description of courses following.

DENTAL HYGIENE TEACHERS COURSE

These courses are designed to meet the requirement for certification by the Education Department as a dental hygiene-teacher, specified as "completion of at least 12 semester hours in approved professional courses in health education." The subjects offered are such as have been found requisite and desirable for the proper co-ordination of the dental hygienists' professional training with school programs. Registrants from New York State must be graduate dental hygienists. Afternoons are reserved for demonstrations, conferences and observation trips. Applicants for admission should apply by letter to the Director and Registrar of this course, Dr. S. R. Meaker, Supervisor of Oral Hygiene, State Education Department, Albany, N. Y., before July 1st.

Subjects H 2-3-4-9 are those from which dental hygienists seeking a limited certificate may choose. Those holding a limited certificate, with the approval of the Registrar, may elect from all subjects offered sufficient to complete their requirements.

NOTE: See description of courses following.

DESCRIPTION OF COURSES

H-1. School Nursing. Principles of public health nursing; school nursing, its objectives, scope, organization and methods, legal status, economic value to the system; records and reports; publicity; school hygiene; demonstrations and practice in assisting the medical examiner; school program for conservation of sight and hearing; other defects and their correction; exclusion and attendance problems. 2 credits.

H-2. Public Speaking. Speech composition and delivery; construction of speeches for varying occasions and groups; selection of material; voice technique; platform presence; frequent classroom practice

and criticism in prepared and extemporaneous speaking on health topics; health stories. 2 credits.

H-3. Child Health. Standards of health and growth including habit formation, conditions retarding development, preventable diseases, health hazards, nutrition problems, mouth hygiene, behavior problems, general school and home hygiene, the communities' social and health agencies dealing with children. 2 credits.

H-4. Introduction to Education. A general introductory survey course that will set forth briefly for the students the main plans for the organization of public education; the place and importance of education in our national life; present tendencies in educational theory and practice. School machinery (courses of study and personnel) for teaching health habits and information to pupils; the outstanding present-day problem of our educational work. 2 credits.

H-5. Sociology, Principles of Family Social Work. The effect of social disabilities of the family, case method of handling problems, discussion of living standards, co-ordination of community social agencies and the school. Observation and demonstration trips will be arranged. 2 credits.

H-6. Nutrition in Health Education. The essentials of an adequate diet and the nutritive properties of common food materials; a survey of the principles of chemistry, having special reference to the elements concerned in bodily tissues; physiological processes and chemistry; food chemistry; pre and post-natal feeding; nutrition of school age child; presentation of such knowledge to individual or groups of pupils or parents; nutrition program of State Education Department. 2 credits.

H-7. Mental Hygiene. Child psychology; development of personality and behavior disorders of childhood with reference to prevention and adjustment; practical observations and demonstrations to groups; principles of child training to be followed by nurses, teachers and parents. 2 credits.

H-8. Public Health Nursing. This course should give a broad understanding of the many phases of public health nursing, their relation to each other and to educational and social improvement; the organization of public health nursing under official and nonofficial agencies; the advantages, plan of organization and work in a completely generalized or partially generalized service. 2 credits.

H-9. Applied Oral Hygiene. Place of oral hygiene in public health and school programs; problems of administration; co-operating agencies; the dental hygienist, her privileges, limitations and possibilities; a review of embryology and histology of tooth formation and eruption; topics, methods and teaching materials. 2 credits.

Lists of the text and reference books to be used in the various courses may be obtained from the Directors after May 1st. Opportunity will be given to make group orders during registration. Limited numbers of each will be available for use in the library.

Health Supervision. Since each nurse and dental hygienist is primarily a teacher of health it is essential that she should be an exponent in both her appearance and manner of life of that which she is to teach. Therefore the services of an experienced resident physician are available throughout the course to give detailed advice on the changes in habits and the solutions of health problems necessary to enable her to reach her highest possibility of helpfulness.

Readmission to classes after absences will be through the physician.

AMERICANIZATION

1. **Methods of Teaching English to Foreign-born Adults.** Two semester hours credit, two hours daily from July 1-19. Mr. Houghton. For further announcement concerning this course, see statement under Curricula, page 10.

IMPORTANT NOTICES

Required Preparation for Class Work

All courses in the Summer Session are expected to require the same standard of serious effort as similar courses given during the regular college year. To this end, classes scheduled for one hour daily assume a minimum preparation of one hour devoted daily to reading and study and those scheduled for two hours study assume a minimum preparation of two hours.

Text Books and Fees

It will be necessary to charge a fee not exceeding \$1.50 per student in the course in Educational Measurements. Students in all third and fourth year courses, in School Nursing and in certain others, will be required to purchase text books.

EXTRA-CLASS ACTIVITIES

A student-faculty committee will be formed which will have direction of these activities. Until this committee has been formed, no definite statements can be made but it is confidently expected that the following items will be included in the final program:

1. An interesting and stimulating series of programs for assemblies and for the period following the close of classes on selected afternoons. The weekly schedule has been arranged so as to allow the period of from 12:15 to 1:00 o'clock on Mondays, Wednesdays and Fridays for assemblies. Addresses by prominent and able speakers, moving pictures, both educational and entertaining and musical programs will be provided so far as funds permit.

2. Social gatherings, varied in character, will be arranged for different times during the summer session. The object of these gatherings will be to make the session one of very real pleasure as well as one of serious, academic effort.

3. Field trips and excursions, so far as possible, will be provided. The number and character of these will depend largely on evidence that they are desired by the students and will be supported by a sufficient number to warrant their being undertaken.

4. The Summer Session Record will be published as last year so as to make all familiar with the various opportunities as they are scheduled and also to constitute a journal for those who wish to have a permanent record of the summer session.

These extra-class activities will enrich the summer session just so far as they meet the needs and desire of the student body. All students expecting to attend the summer session are urged to write their suggestions as to what they would like to have included in the offerings in this field. Such communications will receive careful attention if addressed to the Summer Session Social Program Committee.