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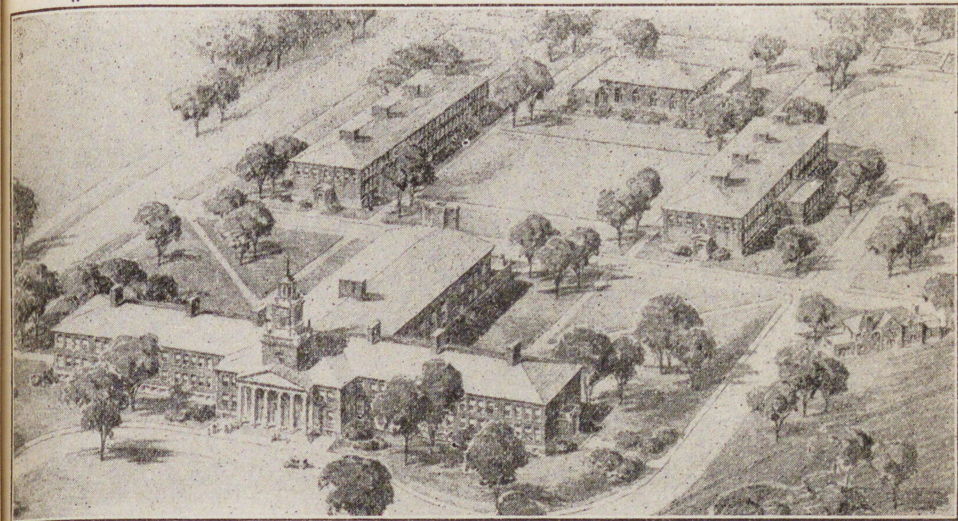
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STATE TEACHERS COLLEGE
AT
BUFFALO



SUMMER SESSION

JUNE TWENTY-NINTH TO AUGUST SEVENTH
NINETEEN THIRTY-ONE

SUMMER SCHOOL FACULTY
1931

Harry W. Rockwell	President, State Teachers College at Buffalo	President
Charles C. Root	Professor of Education, State Teachers College at Buffalo	} Directors of the Summer Session
George B. Neumann	Professor of Sociology, State Teachers College at Buffalo	
Stephen C. Clement	Professor of Education and Sociology, State Teachers College at Buffalo	Director of Extension
Chester A. Pugsley	Professor, Elementary School Administration, State Teachers College at Buffalo	Director, Demonstration School
Grace A. Allen	Head Kindergarten-Primary Department, State Teachers College at Buffalo	Kindergarten-Primary Education
H. Arnold Bennett	Instructor in History and Economics, State Teachers College at Buffalo	Economics and Government
Charles B. Bradley	Professor of Fine Arts, State Teachers College at Buffalo	School Art
Homer A. Bruce	Instructor in Education, State Teachers College at Buffalo	Education and Psychology
Marguerite H. Burnett	State Director of Adult Education, Wilmington, Delaware	Immigrant Education
Veronica Burns	Traveling Instructor for A. N. Palmer Co., New York City	Handwriting
Ina V. Burt, M. D.	Resident Physician, Fredonia State Normal School	School Nursing
Lewis H. Carris	Director, National Society for the Prevention of Blindness	Lecturer for Teachers of Special Classes
Stephen C. Clement	Professor of Education and Sociology, State Teachers College at Buffalo	Sociology and Psychology
Charles D. Cooper	Director of Training, Brockport State Normal School	Geography
C. B. Cornell	Professor of Psychology, Hartwick College, Oneonta, N. Y.	Educational Measurements
Walter J. Craig, M. D.	Director, Division of Orthopedics, State Health Department, Albany	Lecturer for Teachers of Special Classes
Earl Cranston	Professor of History, State Teachers College at Buffalo	History
Elizabeth Curtis	Director of School Nurses, City Schools, New Rochelle, N. Y.	School Nurse Director
Joseph J. Endres	Physically Handicapped Children's Bureau, New York State Education Department, Albany	Director, Courses for Teachers of Handicapped Children
Helen G. Englebreck	Instructor in History, State Teachers College at Buffalo	History
Benjamin Frazier	Specialist in Teacher Training, U. S. Office of Education, Washington, D. C.	Elementary School Administration and Supervision
Raymond M. Fretz	Assistant Professor of Science, State Teachers College at Buffalo	Arithmetic and Science
Marguerite Gane	Children's Aid Society, Buffalo	Sociology
Oscar E. Hertzberg	Professor of Psychology, State Teachers College at Buffalo	Psychology
Irene Hirsch	Head Kindergarten Department, Drake University, Des Moines, Iowa	Kindergarten-Primary Education
Katherine Holmes	Department of Chemistry, University of Buffalo	Nutrition
Marguerite Kastrup	Teacher in Sight Conservation Classes, Cleveland, Ohio	Clinic Teacher in Sight Conservation
Henry A. Lappin	Professor of English Language and Literature, D'Youville College for Women, Buffalo	English Literature
H. L. Levin, M. D.	Psychiatrist, Buffalo State Hospital, Buffalo, N. Y.	Mental Hygiene
Olga Lommen	Principal, Michael Dowling School for Crippled Children, Minneapolis, Minnesota	Courses for Teachers of Crippled Children

John Henry Lyons	Supervisor of Music, Pasadena, California	Music
H. F. Mace, M. D.	New York State Department of Education, Albany, N. Y.	School Nursing
H. Ward McGraw	Head of English Department, State Normal School, Cortland, N. Y.	English and Literature
Charles A. Messner	Professor of Latin and French, State Teachers College at Buffalo	French and Latin
Martha G. Metz	Primary Department, Buffalo City Schools; Recently, Primary Critic, State Teachers College at Buffalo	Second Grade Demonstrator
Marion Monroe	Institute for Juvenile Research, Chicago, Illinois	Kindergarten-Primary Education
Grover C. Morehart	Associate Professor of Education, Syracuse University	Education and Sociology
Anna M. Neukom	New York State Department of Education, Albany, N. Y.	School Nursing
George B. Neumann	Professor of Sociology, State Teachers College at Buffalo	Sociology
Olive S. Peck	Supervisor, Sight Conservation Classes, Cleveland, Ohio	Courses for Sight Conservation
Joseph F. Phillippi	Professor of Mathematics, State Teachers College at Buffalo	Mathematics
Chester A. Pugsley	Professor, Elementary School Administration, State Teachers College at Buffalo	Elementary School Administration and Supervision
George M. Quackenbush	Assistant Professor of Vocational Education, State Teachers College at Buffalo	Introduction to Teaching
Gertrude Roach	Instructor in Health Education, State Teachers College at Buffalo	Health Education
Charles C. Root	Professor of Education, State Teachers College at Buffalo	History of Education
Franklin Royer, M. D.	Medical Director, National Society for the Prevention of Blindness	Lecturer in Sight Conservation Course
Dora Schulman	Instructor and Demonstration Teacher in Public Schools of New York City	Courses for Teachers of Hard of Hearing
Ruth E. Speir	Assistant Professor of Music, State Teachers College at Buffalo	Music
Marie Swanson	New York State Department of Education, Albany, N. Y.	School Nursing
Katheryne Thomas	Assistant Professor of Geography, State Teachers College at Buffalo	Geography
John M. Thurber	Professor of English and Literature, State Teachers College at Buffalo	Literature
Joseph Tobin	Athletic Director, Buffalo Consistory, Buffalo, N. Y.	Swimming and Athletics
Charles A. Vail	Instructor in Science, State Teachers College at Buffalo	Science
Chauncey D. Van Alstine, D. D. S.	New York State Department of Education, Albany, N. Y.	Dental Hygiene
Cora E. Wadsworth	Critic, New Paltz State Normal School	Public Speaking
J. E. W. Wallin	Professor of Educational Psychology, Atlantic University, Virginia Beach, Virginia	Lecturer on Special Education and Educational Psychology
Frank T. Wilson	Special Supervisor, Los Angeles County and Extension Lecturer, University of Southern California	Education and Psychology
William V. Winslow	Supervisor of Art, North Tonawanda City Schools	School Art
Isabel Houck Kidney	State Teachers College at Buffalo	Registrar
Frances G. Hepinstall	State Teachers College at Buffalo	Librarian
Grace Viele	State Teachers College at Buffalo	Reference Librarian
Marion A. Clark	State Teachers College at Buffalo	Financial Secretary

VISITING FACULTY MEMBERS IN THE SUMMER SESSION OF 1931

During the last three years the Summer Sessions at the State Teachers College have been rendered noteworthy by the presence of visiting faculty members, experts in their various fields, who have been recruited from the entire country. Among those who have previously acted in the capacity of regular faculty members, or as Assembly and Conference leaders, we are proud to note the following: Carleton E. Washburne, A. E. Winship, P. W. L. Cox, J. Cayce Morrison, S. A. Curtis, E. L. Branom, Edgar A. Dawson, C. F. Allen, Verne McGuffey, and many others. The Summer Session of 1931 promises to be even more brilliant than those which have preceded it. Visiting faculty members are listed below:

Miss Marguerite Burnett, State Director of Adult Education at Wilmington, Delaware, has made an enviable reputation for herself in her work in immigrant education and in the development of an all-around State adult education program. Her work has included several summers at the University of California. Miss Burnett will offer courses in Immigrant Education and will conduct a series of conferences on Adult Education. These conferences will cover such subjects as, meeting the needs of a community; curriculum planning; administration and organization; financial support.

Dr. C. B. Cornell comes from Hartwick College, where he is Professor of Psychology and Director of Extension. Dr. Cornell has also been a member of the faculty of the State Teachers College at Greeley, Colorado.

Benjamin A. Frazier is senior specialist in teacher training with the Office of Education, Washington, D. C. He will offer courses in School Administration.

Miss Irene Hirsch is head of the Kindergarten Department at Drake University and will teach Children's Literature and other Kindergarten-Primary courses.

Dr. Henry A. Lappin, Dr. Frank Wilson, and Charles B. Cooper will again return to the College, offering courses in English Literature, Psychology and Geography, respectively.

John Henry Lyons is in charge of public school music in Pasadena, California. He is widely known throughout the West as a community song leader and is guest conductor of the Los Angeles Philharmonic Orchestra. His presence assures the Summer Session of inspiring musical leadership.

Dr. H. Ward McGraw, head of the English Department at Cortland State Normal School, is well known throughout the state as a teacher and leader of student activities. He will offer courses in English and Literature.

Dr. Marion Monroe, Research Psychologist of the Institute for Juvenile Research at Chicago, will develop a reading clinic. The establishment of such clinics is among the newest movements of Kindergarten-Primary Education. Miss Monroe is a leader in the field with a splendid background of experience and education.

Dr. Grover C. Morehart, Professor of Education, Syracuse University, is well known throughout the state as a lecturer in education and is the author of educational books and articles. He will offer courses in Educational Sociology and Principles of Education.

Joseph L. Tobin, Physical Director at the Buffalo Consistory, will have charge of the new swimming pool and the Summer Session athletic activities.

Chauncey D. Van Alstine, D. D. S., Director and Registrar of the Dental Hygiene Teachers course, is a graduate of the University of

Buffalo, Dental Department, class of 1908. He conducted a general dental practice for twenty-two years. Dr. Van Alstine, in addition to his general practice, was for four years a member of the Health and Sanitation Committee of the Board of Supervisors. He also served three years as a member of the Health Committee in the New York State Assembly.

Faculty for Special Class Teachers' Institute. The courses for teachers of physically handicapped children will be under the direction of Joseph J. Endres of the State Education Department. He will be assisted by an able faculty including J. E. W. Wallin, Professor of Educational Psychology at Atlantic University; Franklin Royer, Medical Director of the National Society for the Prevention of Blindness; Lewis H. Carris, Managing Director of the National Society for the Prevention of Blindness; Olga L. Lommen, Principal of the Michael Dowling School for Crippled Children; Marguerite Kastrup, Cleveland, Ohio; Olive S. Peck, Cleveland, Ohio; and, Dora Schulman, New York City.

CALENDAR

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

June 30th. At 9:30 A. M. General Meeting for further registration and instructions, Auditorium, State Teachers College at Buffalo. A late registration fee will be charged after this date.

July 1st. Regular class work begins.

July 4th. National Holiday.

July 7th. Last day for entering classes for credit.

Sessions will be held daily, except Saturdays, from 8:25 A. M. to 3:15 P. M. However, it will be necessary to hold session on Saturday, July 11th, because of the day lost in registration, Tuesday, June 30th.

August 7th. Summer Session closes at 3:15 P. M.

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. Late entrants will be expected to maintain perfect records of attendance in order to receive credit. Students entering July 1st or later 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.

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.

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.

STUDENT EXTENSION FEE

By vote of Summer Session student bodies and through custom and usage, a student self-assessment of \$10.00 is collected at the beginning of the Summer Session. This fund is used to provide additional faculty members, to finance student social activities, assembly programs, the Summer School "Record," and the catalog. The fee is payable at the time of registration.

No student, unless officially excused from payment of fee, on or before June 1st, will be admitted to extension courses or to the indicated social activities or special lectures until such payment is made. Collection and administration of the fees is under the control of the Board of Directors of the Extension Fund.

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. An exception to this rule is made in Courses requiring laboratory work. 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 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, President, or Director.

PROGRAM

First Class-period	8:25— 9:15
Second Class-period	9:25—10:15
Third Class-period (Monday, Wednesday and Thursday).....	10:25—11:15
Assembly Period (Tuesday and Friday).....	10:25—11:15
Fourth Class-period	11:25—12:15
Fifth Class-period	12:25— 1:15
Sixth Class-period	1:25— 2:15
Seventh Class-period	2:25— 3:15

NOTE: Students must plan for a lunch period in making their elections. The Cafeteria will be open from 11:15 to 1:30.
Students in School Nursing must reserve afternoon for demonstrations, observation trips and conferences.

ASSEMBLY

As indicated above there will be two 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.

CURRICULA

I. General Elementary Curriculum. Candidates desiring to earn credit on the General College curriculum toward the three-year diploma or the 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 the Student Program Committee.

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 Elementary School Principals. For the past two years Teachers College has been developing a program for the training of elementary school principals. Several courses selected from this program will be offered in the Summer Session. It is hoped that these will appeal to a number of active and prospective principals. These courses will provide credit toward the state requirements for the certification of elementary school principals.

IV. Curriculum for Dental Hygiene Teachers. These courses are designed to meet the requirements 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 hygienist's professional training with school programs. Registrants must be graduate dental hygienists. Afternoons are reserved for demonstrations, conferences and observation trips. Applications for admission should be by letter to Supervisor of Oral Hygiene, State Education Department, Albany, N. Y., before May 15th.

V. 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 Registrars of the course, the State Supervisors of School Nurses, Education Department, Albany, New York, before May 15th. 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 certificate.

VI. 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.

VII. 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.

VIII. Special Courses. Special courses for the training of teachers of (1) Crippled Children, (2) Sight Conservation, and (3) Hard of Hearing will be offered by specialists in these various fields. Teachers specializing in these will enjoy the privilege of unrestricted selections in other departments.

THE DEMONSTRATION SCHOOL

This school was used extensively last summer and strengthened the courses in Education materially. The same service will be continued in the School of Practice this summer. 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 by 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 9:00 A. M. to 12:15 P. M. each day. Applications for admission as pupils in this school may be addressed to the Director of the Demonstration Summer School, State Teachers College, Buffalo, New York.

We are glad to announce as our Director for the summer of 1931, Chester A. Pugsley, formerly Principal of elementary schools in Pasadena, California.

EXTRA-CURRICULAR ACTIVITIES

A student-faculty committee is being formed which will have direction of these activities. Membership on this committee is made up of those volunteering for it for the sake of the experience it affords and the social contacts made possible in it. Any interested in joining it

are urged to send their names to the Summer Session Social Program Committee.

The new location of the College with its new and greatly enlarged facilities, makes possible a far richer program than has been feasible hitherto. Delaware Park, one of the most beautiful and most noted large city parks in this country, is directly across the street from the College. A large variety of recreational facilities are available in it, including canoeing on the lake.

The Albright Art Gallery and the Historical Building, both located in Delaware Park, possess rich exhibits which abundantly reward visitors to them. Both buildings are in the closest proximity to the College.

An interesting and stimulating series of programs for Assemblies and for the period following the close of classes on selected afternoons is now being arranged. Leading educators as well as men prominent in other phases of life today are being engaged. It is expected that musical programs of unusual merit will be provided and more than ever before we shall have a singing summer session, under the able leadership of John Henry Lyons. Moving pictures of particular interest to the students will be shown from time to time during the summer.

The engagement of Joseph Tobin will make possible the use of the new swimming pool. He will render a variety of services in connection with the pool and also in other recreational fields.

An excursion to Cleveland and Put-In-Bay is being planned and other trips will be arranged so far as possible and dependent upon evident interest on the part of the Student Body.

A variety of trips to various interesting places in the city have been customary during the Summer Session and these will be repeated this year as it becomes evident that the students wish to have them arranged. The most popular of these trips last year—that to various social agencies—will be made possible again this summer.

The Summer Session "Record" will be published again as it has been for the last several years. It makes familiar to all, the various extra-class opportunities as they are scheduled and also constitutes 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 desires of the student body. All students expecting to attend the Summer Session are urged to write their suggestions to the Summer Session Social Program Committee.

IMPORTANT NOTICES

Required Preparation for Class Work. All courses in the Summer Session are organized on bases similar to those offered during the regular academic year with a similar amount of outside preparation required for each hour spent in the class room. It is not possible to give any definite amount of time required for this because of the varying abilities and backgrounds of students, but in general it should be understood that a minimum of an hour and a half is essential for preparation for each hour of class room work, while the average student may be expected to spend more than this.

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.

Money. Students who come from outside the city to live in Buffalo during the Summer Session will find it possible to transfer their funds

by depositing checks in a local bank and receiving their money after collection has been made by the bank. For this service, the bank will make a minimum charge of fifteen cents and more in proportion to the size of the check. American Express Co.'s or American Bankers' checks commonly used by travelers will be found most convenient. Certified checks issued by banks or personal checks require endorsement or identification and faculty members are not to be expected to render either service.

EDUCATION

NOTE: The numbers appearing before the titles of courses correspond to the new numbering system in the general catalog. The first figure of the number indicates the year of the curriculum in which the course primarily belongs. Variation from the year indicated in the catalog should not exceed one year and that only with permission. The letter "s" after the number indicates Summer Session.

101s. 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. Students taking this course will be required to do the required observation work when they enter the regular session. (See general catalog.) Required of freshmen. Two semester hours credit. One hour daily. Mr. Quackenbush.

201s. Technique of Teaching. Begins with the formulation of a general statement of the meaning and function of education and the development of the fundamental principles of the teaching-learning process. Consideration is then given to the application of these principles to the work of the class room, including the problems of control, the selection and organization of subject matter, the planning of different types of lessons and class room activities and the various techniques involved. Correlated closely with the work in practice teaching. Illustrated by observation of types of lessons in the laboratory school. Open only to kindergarten-primary teachers of experience. Prerequisites: Introduction to teaching and observation; elementary psychology. Required of sophomores in conjunction with practice teaching. Two semester hours credit. Five hours per week. Miss Allen.

303s. 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. One section for upper grades will meet eight hours per week and carry three points credit (new curriculum). Mr. Cornell, Mr. Wilson.

304s. 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.

305s. 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 the goals for education. Required of juniors. Three semester hours credit. Eight hours per week. Mr. Bruce, Mr. Morehart.

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ELEMENTARY SCHOOL ADMINISTRATION AND SUPERVISION

Resolution of the New York State Board of Regents:

"That in accordance with the provision of Section 81 of the Regents Rules, the commissioner shall establish standards for the preparation and certification of the elementary school principal and that a principal's certificate be required of all candidates for appointment to the elementary principalships after Sept. 1, 1932."

In accordance with the above resolution, State Teachers College at Buffalo is offering courses in preparation for the work of the elementary principalship.

Ed. 424s. Duties of Elementary School Principals. This course seeks to orient prospective principals to the manifold duties and demands placed upon the responsible head of the school. Topics dealt with are: The principal's place in school organization; problems in the moving of pupils; promotions; classification; supervision; organization devices to meet health, instructional, and enrollment needs; office management; the school plant and its care; supplies, texts, and equipment; auditorium and extra-curricular activities. Open to principals and teachers of one or more years' experience and others specially qualified. Three semester hours credit. Eight hours per week. Mr. Pugsley.

Ed. 426s. Public Relations. It is the aim of this course to acquaint the student with (a) the importance of solving the problems of relationships within and without the school staff, (b) means for giving the public a sound and adequate comprehension of the institutions they are supporting. Topics to be dealt with are: interrelations in the school system; extra-school relationships; meeting the attempts of minority and pressure groups to use the schools; legitimate methods of revealing the aims, achievements, and needs of the schools to the public; essentials of parliamentary procedure. For fourth year and properly qualified third year students. Two semester hours credit. Five hours per week. Mr. Frazier.

Ed. 423s. General School Administration. It is the purpose of this course to give the student an understanding of the fundamental principles of school administration in order that the essential interrelations of all members of the school staff may be seen and appreciated. Topics treated: beginnings of school administration; nature and functions of boards of education; duties of the superintendent; school services such as health provisions, supervision, research, library facilities, attendance, etc.; selection, tenure, salary and personnel management of teachers, and their growth in service: school building programs. For fourth year and properly qualified third year students. Two semester hours credit. Five hours per week. Mr. Frazier.

Ed. 427s. Supervision of English and Social Studies. Aim: To assist the student in the direction and improvement in service of teachers of English and social studies, and to acquaint teachers or prospective teachers in these fields with desirable methods of teaching and materials of instruction. Topics treated: objectives and aims; outstanding instructional problems; applied principles of teaching and of learning; construction and adaptation of curricula and courses; collection and organization of materials; methods of instruction; observation of teaching; use of current events; testing results; how to find references and materials; supervisory techniques. For experienced teachers, principals and other qualified students. Five hours per week. Two semester hours credit. Mr. Frazier.

Ed. 428s. Advanced Problems in the Elementary School Principalship. This course will be conducted as a seminar, and will be open to

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experienced principals having important practical problems to which they wish to give intensive study and investigation. Two semester hours credit. Five hours per week. Mr. Pugsley.

EDUCATIONAL PSYCHOLOGY

302s. The Psychology of Childhood. (Specialized Psychology*) Familiarizes the student with methods of studying the development of children; nature of child's physical growth; nature and general characteristics of native behavior and mental development; development of the child's attention, perception, memory, imagination, thinking and interests during this stage; nature and significance of play; moral and religious life of the child; observation and interpretation of child behavior. Required of juniors majoring in the intermediate grades. Three semester hours credit. Eight hours per week. Mr. Wilson.

303s. The Psychology of Adolescence. (Specialized Psychology*) Treats of the nature of adolescence; the problem of saltatory versus continuous development; the physical, intellectual and emotional characteristics and needs of the adolescent; sex phenomena and mental hygiene; the problems involved in adjusting to the social order. Required of grammar grade and junior high school majors. Three semester hours credit. Eight hours per week. Mr. Bruce.

* Corresponds to the course "Specialized Psychology" given in the Normal Schools of the State of New York. Buffalo State Teachers College has differentiated this course into three courses in order to meet more adequately the special needs of kindergarten-primary, intermediate, and grammar-grade majors.

401s. Mental Tests and Measurements. Familiarizes the student with the meaning of intelligence, the influence of intelligence upon achievement, the different kinds of mental measurement, and the principles of intelligence testing; presents him with criteria for selecting tests for practical purposes, prepares him to administer tests, and to interpret the results of tests; points out the value of tests for educational and vocational guidance. Elective for juniors and seniors. Two semester hours credit. Five hours per week. Mr. Hertzberg.

402s. Psychology of Elementary School Subjects. Familiarizes the student with experimental studies on the elementary school subjects with respect to procedures and conditions of learning; abilities involved in each of the subjects in order to discover what needs to be learned, what is adapted to the child's learning capacity, what kinds of assistance the child is most in need of; influence of environmental factors, native factors and special aptitudes; methods and values of utilizing the laws of learning. Three semester hours credit. Eight hours per week. Mr. Hertzberg.

406s. Mental Hygiene and the School Child. The concept of mental hygiene as fundamental to a child-centered educational program. Especial attention is given to mental hygiene as a determinant of curriculum, assignments and class-room management; and to symptomology, diagnosis and treatment of maladjusted children. Each student will be required to conduct a self-survey, and to make a detailed study of a maladjusted child. Prerequisite: Two courses in psychology and a course in educational sociology. Elective for juniors and seniors. Three semester hours credit. Eight hours per week. Mr. Clement.

ENGLISH AND LITERATURE

103s. Literature I. The first half of the survey course in English literature. The material includes the outstanding elements in literature from the time of the Anglo-Saxon through the age of Pope and Dryden.

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Attention is given to the chronological development of the literature, and to the influences at work during the various periods, as well as to the study of the various types of literature represented. Should precede Literature II. Three semester hours credit. Eight hours per week. Mr. Lappin.

203s. Literature II. Second half of the required survey of English literature. A continuation of Literature I. Traces the development of literature from the age of Classicism through the Romantic revival and the Victorian period up to the recent times. Required of all second year students in the general College department. Three semester hours credit. Eight hours per week. Mr. Thurber.

213s. Junior High School Literature and Reading. The purposes of this course are: (1) to familiarize teachers with the subject matter of the field through reading and through examination of graded book-lists and studies of pupil interests and preferences; and (2) to present principles and methods of handling literature in the junior high school grades. Attention will be given to the experiences and interests of children at the junior high school level, to types of literature within the interests of such children, to the relationship between reading and literature, and to methods and devices for enriching the classroom study of literature. The New York syllabus selections for grades seven, eight, and nine will be considered. Three semester hours credit. Eight hours per week. Mr. McGraw.

408s. Shakespeare. The reading of a number of Shakespeare's plays, with intensive study given to a few plays, and a more extensive treatment to several. Much thought is given to character analysis and to the plot developments. The various features that contribute to the success of the master dramatist are given normal consideration. Two semester hours credit. Five hours per week. Mr. Thurber.

409s. Readings in American Literature. The purposes of this course are: (1) to give background by familiarizing the student with representative works of outstanding American writers from the beginnings to the present; (2) to show the relationship between American life and literature and to trace the growth of the American spirit; and (3) to help students make literary contacts which may serve as points of departure for independent reading. Three semester hours credit. Eight hours per week. Mr. McGraw.

410s. Contemporary English Fiction. A study of significant English achievement in the novel since 1880. Among the novelists to be discussed are: George Gissing, George Moore, Arnold Bennett, H. G. Wells, John Galsworthy, Joseph Conrad, Hugh Walpole, Compton Mackenzie, Francis Brett Young, Frank Swinnerton, J. B. Priestley. Assigned readings and reports. Open to third and fourth year students. Two semester hours credit. Five hours per week. Mr. Lappin.

FOREIGN LANGUAGES

202s. Modern French Plays. Representative specimens of the leading modern dramatic types: romantic tragedy, realistic comedy of manners, drawing-room comedy, problem play, symbolistic drama, etc. Prerequisite: two years of high school French or completion of one year of French in college. Elective for sophomores, juniors, and seniors. Two semester hours credit. Five hours per week. Mr. Messner.

401s. Technical French. Reading in French of material drawn from the fields of education, psychology, history and social studies, natural sciences, literary criticism, etc., depending upon the needs of the students enrolled. Designed for students who wish to meet reading

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requirements in French or to read professional material in French. Prerequisite: fundamentals of French grammar. Elective for juniors and seniors. Three semester hours credit. Eight hours per week. Mr. Messner.

211s. **Virgil.** Study of the "Aeneid" as a literary masterpiece. Reading of at least four books. Prerequisite: three years of high school Latin. Elective for sophomores, juniors, and seniors. Three semester hours credit. Eight hours per week. Mr. Messner.

410s. **Mediaeval Latin.** For students interested in mediaeval history, mediaeval education and culture, the mediaeval background of English and Romance literature, and Latin literary tradition in the Middle Ages. Selections from all types of mediaeval Latin literature. Prerequisite: at least three years of high school Latin. Elective for sophomores, juniors, and seniors. Two semester hours credit. Five hours per week. Mr. Messner.

NOTE: The courses in Mediaeval Latin and Virgil can not both be offered. They will both appear in the daily program at the same hour. The one which is elected by the largest number of people will be given.

GEOGRAPHY

101s. **Geography I.** The study of the influences of the environmental factors upon man and his activities is the main purpose of the first semester of geography. Special attention is given the illustrations of these found in the home region. In addition, emphasis is laid upon training in the methods of geographic study. An effort is made to show how geography aids in an understanding of many current world problems. Required of freshmen. Three semester hours credit. Eight hours per week. Mr. Cooper.

210s. **Methods of Teaching Geography.** Training in the selection of geographic material suited to the various grades, in the organization and presentation of subject matter, and in the testing of results occupies the major part of the course. A study of tools such as texts, maps, pictures, and exhibits includes standards for selection as well as ways of handling them in the classroom. Required of second year students specializing in the intermediate and grammar grades. Three semester hours credit. Eight hours per week. Miss Thomas.

401s. **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. Two semester hours credit. One hour daily. Mr. Cooper.

402s. **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. Two semester hours credit. One hour daily. Miss Thomas.

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HEALTH EDUCATION

210s. **Health II.** (New Curriculum) Special senses; safety and first aid; mental hygiene; social hygiene; health service and supervision, evaluation of medical examination, health habits survey, records, follow-up work; mental and physical influence of extra-curricular activities. Methods in unit divisions: primary, intermediate, junior high school, demonstrations and practice lessons; sources of material; and devices; correlation; New York state program; practice in teaching games, folk-dances, relief drills, self-testing activities. Prerequisite: Health I. Required of all sophomores, one semester. Two semester hours credit. Ten hours per week. Four hours participation. Miss Roach.

310s. **Health Education V.** Elementary principals 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 Roach.

NOTE: Health V is on the old curriculum. This is the last time it will be offered.

HISTORY AND SOCIOLOGY

101s. **History of Civilization.** A survey is made of man's constructive achievements from the earliest dawn of history to the present time in an attempt to present the subject as a continuous narrative. The events presented are those that have most influenced man's present day civilization and that will furnish the student material for use in practice teaching. Required of all freshmen students. Three semester hours credit. Eight hours per week. Miss Englebreck.

301s. **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 third year students, new curriculum; first year, old curriculum. Three semester hours credit. Eight hours per week. Miss Englebreck.

406s. **History of the Foreign Policy of the United States.** This is a study of the diplomacy and foreign relations of the United States from its early settlement to the present time. A comparison will be made of the diplomacy of the new world with that of the old. Much time will be devoted to our foreign relations of the last quarter of a century including such topics as the League of Nations, the Washington Conference, Latin American and the Locarno agreements. This course is especially recommended to students who are planning to teach history. Two semester hours credit. Five hours per week. Mr. Cranston.

409s. **American Political Institutions.** An advanced course in American government; national, state, and local. The actual functioning of our political institutions, as well as their structure, will be treated. The attitude throughout will be constructively critical. Two semester hours credit. Five hours per week. Mr. Bennett.

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410s. **History of the Far East.** Traces the development of the thought, history, and social institutions of China, Korea, and Japan, and to a lesser extent of India, from the earliest times to the present. Special emphasis also upon the contacts of the Occident with these cultures, and upon resulting problems and conflicts, in an effort to explain contemporary movements and to estimate the permanent values of the Eastern civilizations. Three semester hours credit. Eight hours per week. Mr. Cranston.

Soc. 201s. **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. Two semester hours credit. Five hours per week. Mr. Morehart. Mr. Clement.

Soc. 301s. **Principles of Economics.** The essential purpose of this course is the requirement of a working knowledge of sound economic theory in order that the phenomena of the industrial and commercial world may be understood and popular economic fallacies rejected. The customary five-fold division of the science is followed: production, exchange, distribution, consumption, and public finance. Much attention is given to problems of labor and reform movements. Required of all third year students. Given as a three point course for the last time this summer. Three semester hours credit. Eight hours per week. Mr. Bennett.

Soc. 404s. **Social Psychology.** Beginning with a consideration of the inherited and acquired equipment of human beings as basis of their behavior in social life, there will be a special study of development, integration and adjustment of personalities to their social environment; the part which attitudes play in group life; various types of abnormal group behavior as in riots and mobs and the controls of group action through leadership and public opinion. Prerequisite: an introductory course in sociology or consent of the instructor. Three semester hours credit. Eight hours per week. Mr. Neumann.

HANDWRITING

Eng. 310s. **Handwriting II.** Practice upon paper and the blackboard 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 third year students. Number in course limited to thirty students. Only teachers in service admitted. Two semester hours credit. Five hours per week. Mrs. Burns.

NOTE: This course completes the requirement in Handwriting on either the old or new curriculum.

KINDERGARTEN-PRIMARY COURSES

211s. **Primary Reading.** The psychology of the reading process. A practical study is made of the methods of teaching oral and silent reading in the first three grades. Examination and evaluation of various

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systems in reading. A study of between-recitation activities and self-directed seat work. Purposes and principles underlying the teaching of phonics. Measurement of reading by standard and informal tests. Remedial work. Required of second year students. Three semester hours credit. Eight hours per week. Miss Allen.

Ed. 201s. **Technique of Teaching.** Limited to kindergarten-primary teachers of experience. See educational courses for description. Two semester hours credit. Five hours per week. Miss Allen.

212s. **Children's Literature.** Selection and study is made of literature appropriate for use in the kindergarten and grades one to three, inclusive. The interests of children are investigated and trends to future, as well as current, practice are taken up. Myths, fairy tales, legends, realistic tales, poetry and the illustrators of children's works are included. A practical outcome of this course is the large collection of material acquired for use in the classroom. Required of second year students. Three semester hours credit. Eight hours per week. Miss Hirsch.

Ed. 303s. **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. Mr. Wilson.

402s. **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 relations 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. Two semester hours credit. One hour daily. Miss Hirsch.

403s. **Learning Problems of Pre-school and Primary Grades.** Nature of learning as a psychological process is discussed. Acquisition of motor habits as well as speech and social habits are considered, together with maladjustments due to defects in motor skills, to defective speech and arising from faulty social habits. Clinical studies of young children will also be a part of the course. Elective for third and fourth year students in the Kindergarten-Primary division. Two semester hours credit. Five hours per week. Miss Monroe.

404s. **The Diagnosis and Treatment of Reading Disabilities.** The quantitative measurement of reading defects will consider diagnostic reading tests, and the relationship between reading and intelligence. The qualitative measurements will be concerned with an analysis of errors in reading, the measurement of these errors at different grade levels, and a profile of these errors is a diagnostic technique. Causes of reading defects, will have a place, as well as remedial instruction and typical case studies. Two semester hours credit. Five hours per week. Miss Monroe.

NOTE: In connection with this course, there will be opportunity, under the direct supervision of the instructor, for a limited number of students to do practical work in the remedial instruction of cases where reading disabilities exist. This practical work will count for one extra semester hour of credit, and require the equivalent of three hours per week.

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SUMMER TRAINING COURSES FOR TEACHERS OF PHYSICALLY HANDICAPPED CHILDREN

The State Education Department, in co-operation with State Teachers College at Buffalo, will again offer a group of courses for teachers of the physically handicapped, during the Summer Session of 1931. Last year marked the inauguration in this state of a training service for teachers of three groups of physically handicapped, namely: (1) crippled children; (2) children with defective vision; (3) children who are hard of hearing.

The teaching staff was very well qualified. There was a splendid opportunity for observation of special classes in operation, and of clinical work in connection with the physical defects. The three groups of teacher students were very enthusiastic.

There is a growing need for trained teachers in these fields of work throughout the state. Many classes are already established. The larger cities are providing special schools for these groups. Numerous cities and smaller towns are planning to start special classes for their physically handicapped children, yet frequently their plans are held up because of the inability to secure a qualified teacher.

The benefits of special class service to the physically handicapped are numerous; the physical condition of the children is improved; the retardation so common among them is eliminated or lessened; the children are taught by modern methods to adjust themselves to their handicaps; their lives are made much happier; and finally, they are helped towards the goal of rendering themselves capable of earning their own living in later life, and thus to become independent and useful citizens.

Teaching the physically handicapped should have a special appeal to those who would like to do educational work having a distinct social value. Besides, such teaching affords a good chance for advancement. As a matter of fact, many branches of the teaching profession are overcrowded, while the demand for properly qualified teachers of the physically handicapped is growing more rapidly than the supply.

While the groups of children in these classes are generally small in number, a competent teacher is required, as the work presents many special problems where personality, experience and training are invaluable.

The information and training given in these courses is essential to the new teacher of the physically handicapped. Teachers already engaged in the work, supervisors of special classes, or those who plan to become supervisors will find the content of these courses of great value. Finally, the opportunity afforded of contact and discussion with others in the same kind of work, under varying conditions, is an exceptional aid in helping to solve the many problems of the special class teacher.

Inasmuch as some of the courses will not be given unless a sufficient registration is assured, all teachers interested should communicate at once with the Bureau for Physically Handicapped Children, State Education Department, Albany, New York.

COURSE IN SIGHT CONSERVATION WORK

The Teaching of Sight-saving Classes. This course is designed for students who plan to be teachers and supervisors of sight-saving classes, and for those already in the field who desire more adequate training. It considers the problems of organizing and administering these classes and of adapting the regular curriculum to the needs of children suffering with seriously defective but useful vision. It gives special consideration

to ocular problems, including the anatomy, physiology, and hygiene of the eye, together with a study of common eye diseases and refractive errors. Observation in a demonstration class and clinical work with a sight-saving class from Buffalo City Schools will form an essential part of this course. Conferences, demonstration and clinical work. Miss Peck.

COURSE IN HARD OF HEARING WORK

The Teaching of Hard of Hearing Children. This course is designed for students who plan to be teachers and supervisors of hard of hearing children and for those already in the field who desire more adequate training. It considers the problems of organizing and administering this work and of adapting the regular curriculum to the needs of children suffering with seriously defective hearing. It gives special consideration to hearing problems, including the anatomy, physiology, and hygiene of the ear, together with a study of common ear diseases. Observation in a demonstration class and clinical work with a group of hard of hearing children from the Buffalo City Schools will form an essential part of this course. Conferences, demonstration and clinical work. Miss Schulman.

COURSE IN CRIPPLED CHILDREN WORK

The Teaching of Crippled Children Classes. This course is designed for students who plan to be teachers and supervisors of crippled children classes and for those already in the field who desire more adequate training. It considers the problems of organizing and administering this work and of adapting the regular curriculum to the needs of children who have serious crippling defects. Observation in a demonstration class and clinical work in the Crippled Children's School connected with the Buffalo City Hospital will form an essential part of this course. Conferences, demonstration and clinical work. Miss Lommen.

AMERICANIZATION

Methods of Teaching English to Foreign-Born Adults. In this course principles of modern language teaching will be discussed and application made to the teaching of English to foreign-born adults. Lesson plans for different grades will be made and discussed. Special attention will be given to teaching devices. Those interested in the teaching of adults, illiterate in their own language, will be given an opportunity to work on problems incident to this teaching under the guidance of Miss Burnett. Demonstration teaching will be an important feature of this course. While the course is planned primarily for teachers of adults, it will also be of value for teachers of foreign-born children. Two semester hours credit. Five hours per week. Miss Burnett.

409s. American Political Institutions. An advanced course in American government; national, state, and local. The actual functioning of our political institutions, as well as their structure, will be treated. The attitude throughout will be constructively critical. Two semester hours credit. Five hours per week. Mr. Bennett.

MATHEMATICS

310s.—311s. **Arithmetic II.** Deals with the psychology and methodology of the subject; development of number concepts with approved devices for the recognition of number facts and drill in the same; the presentation of the various topics of elementary school arithmetic; the planning of different types of lessons; the analysis of the content of the subject as represented in outstanding syllabi and text books; the use of standard arithmetic tests, both survey and diagnostic, and attention to the available remedial materials. Required of all third year students in the intermediate and grammar grade divisions on the new curriculum. Two semester hours credit. One hour daily. Mr. Fretz.

NOTE: All grammar and intermediate grade students desiring to take this course will elect it on Monday, Wednesday and Friday in the first period. The intermediate grade students will also meet on Tuesday and Thursday in the first period. The grammar grade division will also meet on Tuesday and Thursday in the second period, (making a total of five periods).

402s. **College Algebra.** A rapid review of certain algebraic principles is followed by a study of mathematical induction, graphical interpretation of formulae, theory of equations, the formation and use of logarithms and such other topics which form the basis of the algebra found in trigonometry, analytics and calculus. Students should have had intermediate algebra as a prerequisite. Open to second, third and fourth year students. Three semester hours credit. Eight hours per week. Mr. Phillippi.

405s. **Trigonometry.** Treats of measurements by means of ratios formed by the sides of triangles. Fundamental formulae are developed from these ratios or functions. As soon as possible students apply their knowledge, by means of the transit, to actual measurement of objects and distances out of doors. Open to second, third and fourth year students. Three semester hours credit. Eight hours per week. Mr. Phillippi.

SCHOOL ART

Art 201s. **Art Methods.** (Formerly listed as Art II). Art in general education, its place and value. Methods and subject matter differentiated for kindergarten-primary, intermediate, and junior high school. The problems of each group will include typical work in representation, design, lettering, color and picture study. Two sections will be provided for the Summer Session: kindergarten-primary and junior high school. Intermediate students may enroll in the latter if necessary. Two semester hours credit. Eight hours per week. Mr. Winslow.

Art 302s. **History of European Art.** (Formerly listed as Art Appreciation.) The historic development of art as illustrated in architecture, sculpture, painting and the minor arts. As the development is traced from prehistoric to modern times, the relation of art to the civilization which produced it is stressed. Art principles are studied, discussed and used in the comparative study of works of art. Lantern slides, prints and museum study are used as a means to develop a background for the appreciation of art. Three semester hours credit. Eight hours per week. Mr. Bradley.

Art 252s. **Blackboard Drawing.** Demonstration drawing on blackboard and large paper with chalk and crayons. Blackboard design, lettering and representation, in neutrals and color. Rapid work to acquire confidence and ease of expression of ideas for use in teaching. Two semester hours credit. Ten hours per week. Mr. Bradley.

Art 163s. **Color Theory.** Various color theories and their application; agreement and conflict of systems. Color terms, application of design principles in color, psychology of color. Color experiments and the making of color charts. Two semester hours credit. Ten hours per week. (Instructor to be announced.)

Art 262s. **Costume Design.** Art principles applied in costume design. Historic periods in costume design and modern problems in adaptation of costume to individual and occasion. Various renderings. Two semester hours credit. Ten hours per week. (Instructor to be announced.)

MUSIC

101s. **Music I.** Completion of Music O or its equivalent a prerequisite of this course. Training in the use of the singing voice. Instruction and practice in musical notation and terminology, ear training, music reading and song singing. Required of freshmen. Two semester hours credit. Eight hours per week. Mr. Lyons.

210s. **Music II.** Completion of Music I is a prerequisite to this course. Classified as kindergarten-primary, intermediate and grammar. Discussion of music as an educational force and its adaptation to the mental, physical, emotional and vocal capacities of the child. Methods of teaching developed through demonstration lessons with children, observation and practice teaching in class, lesson plans, discussion and assigned readings. Required of sophomores. Two semester hours credit. Eight hours per week. Miss Speir.

301s. **Music III.** Discussion of music appreciation as an educational factor and its place in the school curriculum. Standard compositions studied as to medium of expression, form and historical development. Methods of teaching music appreciation to children taken up. Current musical events discussed. Attendance at concerts encouraged. Required of third year students. Two semester hours credit. Eight hours per week. Mr. Lyons.

Conferences on Leadership and Directing. It is planned to have Mr. Lyons arrange a time for conferences with those who may be interested in this subject. This will be without credit and will probably not occupy more than one or two hours per week and will be arranged entirely for the help and benefit of a limited number of students.

SCIENCE

103s. **Educational Biology.** A general outline of the scope of biology and its relation to education with enough principles and theories to contribute toward a liberal education: (1) general biology review through a short series of life types, (2) physical and physiological basis of life and behavior, (3) perpetuation of life, (4) biological variations and laws of heredity, (5) inheritance of mental traits, (6) the improvement of life, including some eugenics and eugenics, (7) classification of plants and animals. Required of first year students and training class graduates. Prerequisite for other biology courses. Two semester hours credit. Five hours per week. Mr. Vail. Room V. 208.

302s. **Advanced Physical Science II.** A brief discussion of the science of physics with emphasis placed upon those laws, theories and principles which are essential in understanding the applications and mechanisms used in modern life. The discussions will be accompanied with demonstrations, projects and experiments. Especially designed

to aid the teacher of junior high school science by giving a background in the field of physics. Three semester hours credit. Eight recitation hours per week. Two hours of laboratory work per week may be required. Mr. Vail. Room V. 208.

304s. Advanced Biology II. The more advanced principles of biology are developed from a study of regional organisms. Students become familiar with biological materials in the immediate environment suitable for teaching the principles of science. While the relationships of organisms to their environment is stressed, students may specialize in the taxonomy of a group of organisms as a laboratory project. Prerequisite: high school biology or elementary educational biology. Three semester hours credit. Eight recitation hours per week. Two hours of laboratory work per week may be required. Mr. Fretz.

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 Registrars of the course, the State Supervisors of School Nurses, Education Department, Albany, New York, before May 15th. 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 are designed for nurses just entering school work. Nurses holding a limited certificate may elect with the approval of the Registrar from subjects H 1 to H 7 sufficient to complete their requirements. Other electives are offered by the college.

DENTAL HYGIENE TEACHERS COURSE

These courses are designed to meet the requirements 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 who wish to enter New York State Public School work should 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, Supervisor of Oral Hygiene, State Education Department, Albany, N. Y., before May 15th.

Those who are taking the first year summer course will take the first year subjects: Applied Oral Hygiene, Introduction to Education, and Child Health. Those having their limited certificate and taking the second year course will take the second year subjects: Mental Hygiene, Sociology and Nutrition.

DESCRIPTION OF COURSES

H-1. School Nursing. Principles of public health nursing; school nursing, its objectives, scope, organization and methods, legal status,

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economic value to the system; records and reports; publicity; school hygiene; social hygiene; mouth hygiene; communicable disease control; 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; instruction and practice in public speaking. Two semester hours credit.

H-2. Child Health. Standards of health and growth including habit formation, conditions retarding development, preventable diseases, health hazards, nutrition problems, behavior problems, general school and home hygiene, the community's social and health agencies dealing with children. Two semester hours credit.

H-3. 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, (the psychology of learning). School machinery (course of study and personnel) for teaching health habits and information to pupils; the outstanding present-day problem of our educational work. Two semester hours credit.

H-4. 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. Two semester hours credit.

H-5. 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. Two semester hours credit.

H-6. 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. Two semester hours credit.

H-7. 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; instruction and practice in public speaking. Two semester hours credit.

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 healthfulness.

Readmission to classes after absences will be with the permission of the physician.

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