

State University of New York College at Buffalo - Buffalo State University

Digital Commons at Buffalo State

Academic Catalogs, 1871-2018

Buffalo State Archives: History of the Institution

1932

College Catalog, 1932, Summer

Buffalo State College

Follow this and additional works at: <https://digitalcommons.buffalostate.edu/buffstatecatalogs>



Part of the [History Commons](#)

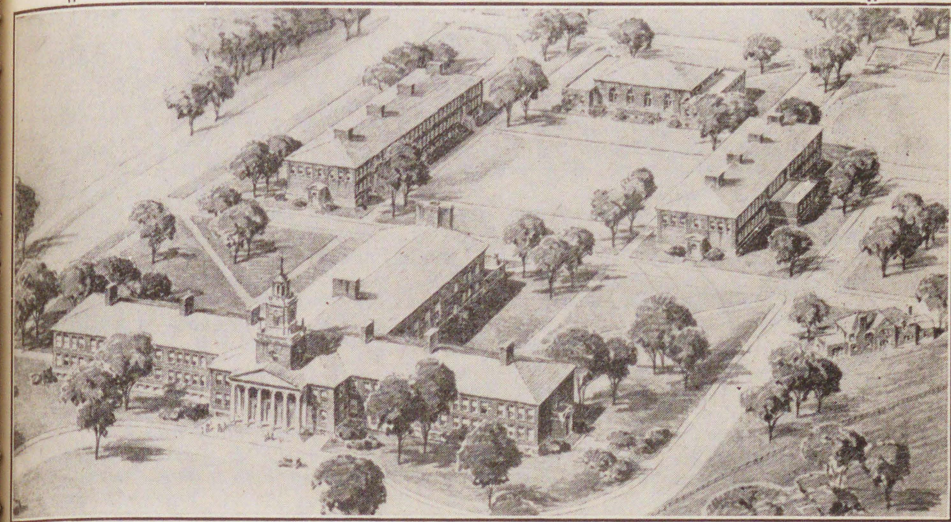
Recommended Citation

"College Catalog, 1932, Summer." Academic Catalogs, 1871-2018. Archives & Special Collections Department, E. H. Butler Library, SUNY Buffalo State.

<https://digitalcommons.buffalostate.edu/buffstatecatalogs/55>

This Book is brought to you for free and open access by the Buffalo State Archives: History of the Institution at Digital Commons at Buffalo State. It has been accepted for inclusion in Academic Catalogs, 1871-2018 by an authorized administrator of Digital Commons at Buffalo State. For more information, please contact digitalcommons@buffalostate.edu.

STATE TEACHERS COLLEGE
AT
BUFFALO



SUMMER SESSION

JULY FIFTH TO AUGUST TWELFTH
NINETEEN THIRTY-TWO

SUMMER SCHOOL FACULTY

1932

- | | |
|---|---|
| Harry W. Rockwell..... | President |
| President, State Teachers College, Buffalo, New York | |
| Charles C. Root..... | } |
| Professor of Education,
State Teachers College, Buffalo | |
| George B. Neumann..... | |
| Professor of Sociology,
State Teachers College, Buffalo | |
| Stephen C. Clement..... | Director of Extension |
| Professor of Education and Sociology, State Teachers College, Buffalo | |
| Lucile Allard..... | 4th Grade Demonstrator |
| Supervisor, Garden City, Long Island | |
| Charles B. Bradley..... | School Art |
| Professor of Fine Arts, State Teachers College, Buffalo | |
| Homer A. Bruce..... | Psychology |
| Instructor in Psychology and Education, State Teachers College, Buffalo | |
| Ina V. Burt, M. D..... | School Nursing |
| Resident Physician, Fredonia State Normal School | |
| Lewis H. Carris..... | Lecturer for Teachers of Special Classes |
| Director, National Society for the Prevention of Blindness | |
| Matie M. Carter..... | Sight Conservation |
| Supervisor, Sight Saving Classes, N. Y. State Education Department, Albany, N. Y. | |
| Luella Chapman..... | Penmanship |
| Instructor in Penmanship, State Teachers College at Buffalo | |
| Stephen C. Clement..... | Sociology |
| Professor of Education and Sociology, State Teachers College, Buffalo | |
| Charles D. Cooper..... | Geography |
| Director of Training, Brockport State Normal School | |
| C. B. Cornell..... | Educational Measurements |
| Professor of Psychology, Hartwick College, Oneonta, N. Y. | |
| Hubert E. Coyer..... | Recreation and Health Education |
| Instructor in Health Department, State Teachers College, Buffalo | |
| Walter J. Craig, M. D..... | Lecturer for Teachers of Special Classes |
| Director, Division of Orthopedics, State Health Department, Albany, New York. | |
| Earl Cranston..... | History and Philosophy |
| Associate Professor of History, Colgate University | |
| Elizabeth Curtis..... | School Nurse Director |
| School Nurse and Health Teacher, New Rochelle H. S., New Rochelle, N. Y. | |
| M. Elsie Davis..... | Arithmetic |
| Assistant Principal, School No. 8, Buffalo, New York | |
| Robert O. DeMond..... | History |
| Professor of History, State Teachers College at Buffalo | |
| Joseph J. Endres..... | Director Courses for Teachers of Handicapped Children |
| Physically Handicapped Children's Bureau, New York State Ed. Department, Albany | |
| Helen G. Englebreck..... | History |
| Instructor in History, State Teachers College, Buffalo | |
| Raymond M. Fretz..... | Science |
| Assistant Professor of Science, State Teachers College, Buffalo | |
| Marguerite Gane..... | Sociology |
| Children's Aid Society, Buffalo, N. Y. | |
| H. H. Glosser, M. D..... | Sight Conservation |
| Assistant Professor of Ophthalmology, University of Buffalo | |
| Mina S. Goossen..... | Oral Expression |
| Instructor in English, State Teachers College, Buffalo | |
| Aymer J. Hamilton..... | Administration and Supervision |
| President, State Teachers College, Chico, California | |

Catherine Flanigan.....Sight-Saving Demonstration Teacher
Sight-Saving Class Teacher, Schenectady, N. Y.

Oscar E. Hertzberg.....Psychology
Professor of Psychology, State Teachers College, Buffalo

Irene Hirsch.....Kindergarten-Primary Education
Kindergarten-Primary Department, State Teachers College, Buffalo

David R. Hodgkin.....English
Instructor in English, State Teachers College, Buffalo

Katherine Holmes.....Nutrition
Department of Chemistry, University of Buffalo

Frederick Houghton.....Americanization
Director of Immigrant Education, City Schools, Buffalo, N. Y.

Henry A. Lappin.....English Literature
Prof. of Eng. Language and Literature, D'Youville College for Women, Buffalo

H. L. Levin, M. D.....Psychology for Nurses & Mental Hygiene
Psychiatrist, Buffalo State Hospital, Buffalo, N. Y.

Olga Lommen.....Courses for Teachers of Crippled Children
Supervisor, Crippled Children's Classes, N. Y. State Department Education, Albany

H. F. Mace, M. D.....School Nursing
New York State Department of Education, Albany, N. Y.

Julia Markham.....Modern Elementary Education
Principal, Bronxville Elementary School, Bronxville, N. Y.

Grace McGill.....7th Grade Demonstrator
Teacher in Grant School, Pasadena, California

A. Gordon Melvin.....Education
Professor of Education, College of City of New York, New York City

Charles A. Messner.....Foreign Language and Literature
Professor of Latin and French, State Teachers College, Buffalo

Grover C. Morehart.....Education and Sociology
Professor of Education, Syracuse University, Syracuse, N. Y.

George B. Neumann.....Sociology
Professor of Sociology, State Teacher College, Buffalo

Frank E. Owen.....School Music
Supervisor of Music, City Schools, Batavia, New York

Ruby A. Peek.....Special Art
Instructor Special Art Department, State Teachers College, Buffalo

Joseph F. Phillippi.....Mathematics
Professor of Mathematics, State Teachers College, Buffalo

Chester A. Pugsley.....Elementary School Adminis. & Supervision
Professor of Elementary School Administration, State Teachers College, Buffalo

George M. Quackenbush.....Introduction to Teaching
Assistant Professor of Vocational Education, State Teachers College, Buffalo

Agnes M. Reuter.....Speech Correction
Supervisor, Speech Correction Teachers, Buffalo

Theresa A. Roehsler.....Primary Reading and Principal of Demonstration School
Second Grade Critic, State Teachers College, Buffalo

Charles C. Root.....History of Education
Professor of Education, State Teachers College, Buffalo

Maurice E. Rovner.....Economics and Political Science
Graduate Student, University of Chicago

Ruth E. Speir.....Music
Assistant Professor of Music, State Teachers College, Buffalo

Aileen W. Stowell.....2nd Grade Demonstrator
Reading Specialist, City Schools, Bronxville, N. Y.

M. Melvina Svec.....Geography
Instructor in Geography, State Teachers College, Buffalo

Marie Swanson.....School Nursing
New York State Department of Education, Albany, N. Y.

John M. Thurber.....Literature
Professor of English and Literature, State Teachers College, Buffalo

Charles A. Vail.....Science
Instructor in Science, State Teachers College, Buffalo

Chauncey D. Van Alstine, D.D.S.....Dental Hygiene
New York State Department of Education, Albany, New York

Cora E. Wadsworth.....Public Speaking
Critic, New Paltz State Normal School

Frank T. Wilson.....Education and Psychology
Instructor in Psychology, Hunter College, New York City

William V. Winslow.....School Art
Supervisor of Art, North Tonawanda City Schools

Isabel Houck Kidney.....Registrar
State Teachers College, Buffalo

Frances G. Hepinstall.....Librarian
State Teachers College, Buffalo

Grace Viele.....Reference Librarian
State Teachers College, Buffalo

Marion A. Clark.....Financial Secretary
State Teachers College, Buffalo

Chester G. Schoenborn.....Assistant to Directors
State Teachers College, Buffalo

VISITING FACULTY MEMBERS IN THE SUMMER SESSION OF 1932

During the last four 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. Courtis, E. L. Branom, Edgar A. Dawson, C. F. Allen, Verne McGuffey, and many others. The Summer Session of 1932 promises to be even more brilliant than those which have preceded it.

The Summer Session is particularly fortunate this year in the return of a number of very successful members of the staffs of previous Summer Session Faculties. Charles B. Cooper, Director of Training at Brockport Normal School, Dr. Henry A. Lappin, Professor of English, D'Youville College, Dr. Frank T. Wilson, Instructor at Hunter College, Dr. Earl Cranston, Assistant Professor at Colgate University, Dr. C. B. Cornell, Professor of Psychology at Hartwick College, Dr. Grover C. Morehart, Professor of Education at Syracuse University, William V. Winslow, Supervisor of Art at North Tonawanda, Mrs. Grace McGill, Grant School, Pasadena, Cal. and Frederick Houghton, Director of Immigrant Education in the Buffalo Public Schools will all be members of the 1932 staff.

New members of the visiting faculty include Dr. Aymer J. Hamilton President of State Teachers College at Chico, California. Dr. Hamilton received his doctorate at the University of California. He has had extensive experience in the public schools of Pennsylvania and California, has acted as principal of the University of California Demonstration School and has taught at the University of California, Claremont College and Mexico National University. Dr. Hamilton will offer courses in the field of Elementary School Administration.

Miss Julia A. Markham is principal of the elementary school at Bronxville, N. Y. Her school presents one of the outstanding practical demonstrations of progressive teaching. Miss Markham is a recognized authority in this field and has given extension and summer school work in a number of colleges and universities.

Dr. A. Gordon Melvin is an Associate Professor of Education at the College of the City of New York. He received his bachelor's degree at Dalhousie University and his doctorate at Teachers College, Columbia University. His experience includes appointments at Columbia University, Olivet College, Illinois College, and three years in the Central China Teachers College at Wuchang. He is the author of two recent books, "Progressive Teaching," and "Progressive Teaching Technique." Dr. Melvin has also traveled widely throughout Europe and Asia. Dr. Melvin has also assisted in the reorganization of a number of school systems along progressive lines.

Frank E. Owen is Supervisor of Music at Batavia, N. Y. He has had extensive experience in the British Isles and in this country in the organization and conducting of Glee Clubs and Orchestras, both for adults and in the public schools. Mr. Owen will take charge of Assembly music and it is hoped that a Summer School Glee Club and Orchestra will be organized.

Maurice E. Rovner graduated from Buffalo State Teachers College in 1928. Since that date he has nearly completed requirements for the doctorate at the University of Chicago, working in the field of History and Political Science.

A Demonstration School is to be organized as an exposition of progressive techniques. Miss Lucile Allard of Garden City, L. I. and Miss Aileen Stowell of Bronxville will teach fourth and second grades. Mrs. Grace McGill of the Grant School, Pasadena, California will teach seventh grade. This will be Mrs. McGill's second summer on the Demonstration School faculty.

Chauncey D. Van Alstine, D.D.S., Director and Registrar of the Dental Hygiene Teachers course will again be in charge of the Dental Hygiene Group and will be assisted by a capable corps of assistants.

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 Lewis H. Carris, Managing Director of the National Society for the Prevention of Blindness; Olga L. Lommen, Supervisor, Crippled Childrens' Classes, State Department of Education, Albany; Matie M. Carter, Supervisor Sight Saving Classes, New York State Education Department; Walter J. Craig, Director, Division of Orthopedics, State Health Department; H. H. Glosser, Assistant Professor of Ophthalmology, University of Buffalo; Agnes M. Reuter, Supervisor Speech Correction teachers, Buffalo, and Catherine Flanigan, Sight-Saving Class teacher, Schenectady, New York.

CALENDAR

July 5th, at 9:30 A.M.—General meeting for registration and instructions. Auditorium, State Teachers College at Buffalo.

July 6th, at 9:00 A.M.—Registration continued. Meet in auditorium. A late registration fee will be charged after this date.

Note—Registration closes at 4:00 P.M. each day.

July 7th.—Regular class work begins.

July 9th.—Regular session using Monday's program. Last day for registering in classes for credit.

July 16th.—Regular session using Wednesday's program.

Sessions will be held daily except Saturday from 8:25 A.M. to 3:15 P.M. As indicated above, it will be necessary to hold school on Saturday, July 9th and July 16th.

August 12th.—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. Admission to classes for credit will not be allowed after July 9. Absences due to late entrance will count as a part of the possible excused absence. Students entering July 7 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 College 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 refunds will be made after July 9. This fee is the same for all students. All checks in payment of fees should be made to Summer Session State Teachers College.

No student, unless officially excused from payment of fee, on or before June 1, 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.

The maximum amount of credit allowed is eight semester hours. Students are strongly advised to attempt not more than six semester hours of work.

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 approved 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 three 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. These requirements for certification become effective September, 1932.

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 and furnish satisfactory evidence of experience. 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 15.

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 June 1. 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, approved professional experience 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 does 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. Interested students should secure the approval of the Director of Home Economics for taking such courses.

VIII. Special Courses. Special courses for the training of teachers of (1) Crippled Children, (2) Sight Conservation, and (3) Speech Correction will be offered by specialists in these various fields. Teachers specializing in these will enjoy the privilege of selections in other departments restricted only by the requirements of their own special program.

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 consisting of teachers selected from leading city schools of the country because of their experience in the field of progressive education. 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.

EXTRA-CLASS ACTIVITIES

A student-faculty committee is being formed which will have direction of these activities. Membership of 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 previous to last year. 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 Wednesday 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 we hope we shall have a singing summer session, under the able leadership of Frank E. Owen, our visiting director. Moving pictures of particular interest to the students will be shown from time to time during the summer.

The engagement of Hubert Coyer 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 on Lake Erie 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. Students in all courses 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. No checks, either for faculty members or students, will be cashed at the Financial Secretary's office.

Kodak Club. The Kodak Club has come to be a popular form of extra-class activity in the public schools. The Eastman Kodak Company has agreed to send representatives to the college to give instructions in the organization and conduct of such clubs. Anyone interested in this form of activity will have opportunity to join such an organization during the Summer Session. This notice is given so that those from a distance will be sure to bring their cameras.

LIBRARY

The college library is situated on the second floor of the main college building, facing the Albright Art Gallery. It occupies a spacious room seating about 150 students. The open shelves, reserved books, magazines and newspapers are available to all students and faculty. The picture and pamphlet files supplement other material and are for the use of the student teacher. Bound magazines are kept in the stack room, which is directly above the reading room. The library, modern in every respect, affords a splendid opportunity for intensive study and recreational reading.

Library Usage Course. Students on the old curriculum wishing to work off the Library Usage requirement may do so this summer. Please communi-

cate with Miss Hepinstall, Librarian, either on registration day or before. Library Usage on the old curriculum gives two semester hours credit. Miss Hepinstall.

Elective Library Work

Elective Library Work is open to a limited number of second and third year students approved by the librarian. The course comprises 10 hours of practice in desk-work, shelf-work, etc., and clerical work and appointments for conference. Prerequisite: The course in Library Usage required of all freshmen. Two semester hours credit. Miss Hepinstall.

COURSES OF INSTRUCTION

Numbering System

The numbers appearing before the titles of courses correspond to the numbering system in the general catalog. The numbers are all three-figure numbers. 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 a number indicates a parallel course given in the summer session.

EDUCATION

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. Three semester hours credit. Eight hours per week. Mr. Cornell.

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. Two semester hours credit. Five 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.

450s. Philosophy and Technique of Progressive Education. The philosophy, organization and management of the new school; practicability of progressive programs in public schools; difficulties of teachers in introduction of newer methods; study of work at Winnetka, Bronxville, New York City and various experimental schools. Emphasis on philosophy, attitudes and basic techniques. Elective for advanced students and experienced teachers. Three semester hours credit. Eight hours per week. Mr. Melvin.

451s. Organization and Materials of Progressive Education. Analysis of teacher's work in progressive schools; validity of older types of teaching; organization of teacher's work in activity program; typical teaching procedures; individual enterprises; group enterprises; teaching patterns; development of various types of school experience from children's activities. Elective for advanced students and experienced teachers. Two semester hours credit. Five hours per week. Mr. Melvin.

452s. The Progressive Elementary School. The topics considered will be factors that go to make the background of a progressive elementary school, such as: School Life As a Whole, Assemblies, Festivals, Student Councils, School Papers, Discipline, Community Relationships, Curriculum, The Impor-

tance of the Class Room Teacher, Grouping, Testing, Records, Promotions, Materials, Budgeting of Time, Activity Program, and Individual Instruction Techniques. Elective for advanced students and experienced teachers. Three semester hours credit. Eight hours per week. Miss Markham.

453s. Individual Instruction with an Activity Program. It is designed to give a survey of the work of the six years of the elementary school as influenced by modern educational theory.

The course will consider such topics as: The "Activity Program" of Progressive Schools; "Units of Work" versus School Subjects; Individual Instruction Techniques.

Particular attention will be given to the teaching of Reading, Written English, Manuscript Writing, and Arithmetic. Elective for advanced students and experienced teachers. Two semester hours credit. Five hours per week. Miss Markham.

454s. Introduction to Educational Philosophy. This course presents the development of educational thought as it has occurred in current movements from the ancients to the present time. Elective for third and fourth year students. Two semester hours credit. Five hours per week. Mr. Morehart.

455s. Modern Philosophy of Education. I. A discussion course aiming to present modern thought on such topics as: The nature and meaning of philosophy, action and reaction, socialization, the individual, society, measures for right and wrong, democracy in education, social control; and progress. Elective for Third and Fourth Year Students. Two semester hours credit. Five hours per week. Mr. Morehart.

ELEMENTARY SCHOOL ADMINISTRATION AND SUPERVISION

Resolution of the New York State Board of Regents:

"That, in accordance with the provisions 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. 420s. Elementary School Curriculum. It is the purpose of this course to acquaint teachers with the nature, composition, and use of the well constructed curriculum, and develop skill in determining acceptable subject aims, content, and method. Topics to be treated: the curriculum reflects the nature of society; functions the public elementary school should perform; setting up general and specific aims consistent with these functions; selection of curriculum content for the major school subjects; the place of method and outcomes in the curriculum. For Fourth Year and properly qualified Third Year students. Eight hours per week. Three semester hours credit. Mr. Hamilton.

421s. Supervision I. Technique of Supervision. This course aims to give the student a working command of the techniques essential to effective classroom visitation, lesson analysis, and teacher-supervisor conference. Topics as follows will be treated: The true meaning of supervision; the supervisor's place in the line-staff organization; improvement of the teaching act by visitation, analysis, and conference; selection of subject matter, text books, supplies and tests; organization and uses of teachers' meetings, demonstration lessons, and directed observation. Open to principals, supervisors, and teachers of one or more years experience, and others who are especially qualified. Eight hours per week. Three semester hours credit. Mr. Pugsley.

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. Hamilton.

Ed. 426s. Public Relations. It is the aim of this course to acquaint the student with (a) the importance of the intra-school and extra-school relationships of 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. Pugsley.

EDUCATIONAL PSYCHOLOGY

301s. Psychology of the Kindergarten-Primary School Child. (Specialized Psychology)* Designed to acquaint the student with the nature and development of the child from birth through the Primary School period; to supply the student with sound criteria for analyzing the behavior of children in these years and for determining proper forms of control; to emphasize the development of the learning processes at home as well as in the school. Required of Juniors majoring in Kindergarten-Primary Grades. Five hours per week. Two semester hours credit. Mr. Wilson.

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, imaginations, 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. Two semester hours of credit. Five 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. Two semester hours credit. Five hours per week. Mr. Wilson.

Psy. 405s. Diagnostic and Remedial Measures in Reading. Aims to present a system of measuring achievement, diagnosing difficulties, indicating remedial measures in reading; new methods of teaching reading as they apply to bright, average and dull normal children, to children suffering from acquired reading difficulties and to children deficient in vision, hearing, motor control and speech. Elective for Juniors and Seniors. Three semester hours of credit. Eight hours per week. Mr. Hertzberg.

407s. Educational Statistics. Prepares the student to interpret the scientific literature in psychology and education and to make original investigations by becoming skillful in the collection and classification of data; graphic and tabular expression of statistical facts, measures of central tendency, measures of variability, measures of relationship, probable errors of measurement and the use of probability tables, the meaning, interpretation and use of the above types of measurement. Elective for Juniors and Seniors. Two semester hours credit. Five hours per week. Mr. Hertzberg.

* 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.

ENGLISH AND LITERATURE

101s. Written Expression. Freshman 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 the paragraph. Required of all first year students. Five hours each week. Two semester hours credit. Mr. Hodgkin.

102s. 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 story-telling, dramatization, and extemporaneous speaking. Required of all first year students. Five hours each week. Two semester hours credit. Miss Goossen.

NOTE: Students defective in expression may be required to do three hours per week extra of assigned work.

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. 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.

302s. Dramatics. Drill in the correct use of the voice and the body. As a basis for the study of the principles of impersonation, the first act of the *Taming of the Shrew* is memorized. Attention is also given to play production, with emphasis upon children's plays, scenes from the classics, and modern one-act plays. Outside reading in dramatic literature is required. Elective in the third year. Eight hours each week. Three semester hours credit. Miss Goossen.

NOTE: This course will be given if there is sufficient demand.

409s. American Literature. A survey of the main currents of thoughts as expressed in American literature, from the colonial period to the present. Emphasis is given to such outstanding authors as Poe, Hawthorne, Emerson, Lowell and Whitman. Some time is given to contemporary poets and novelists. Elective for third and fourth years. Eight hours each week. Three semester hours credit. Mr. Thurber.

413s. Masterpieces of English Poetry. A comprehensive study of the outstanding poetry from Chaucer to Burns. The course will present an analysis of the various influences lying back of these periods of literature, and it will trace the developments of the different types of poetry and the various forms of metrical structure. Second, third, fourth year elective. Eight hours each week. Three semester hours credit. Mr. Hodgkin.

414s. Contemporary English Poetry. A study of significant verse from the early eighteen-nineties to the present time. The Beardsley period. The work of W. B. Yeats and his fellows of the Irish Literary Renaissance. The Georgians. Some poets of the younger generation. Special attention will be devoted to the work of R. L. Stevenson, Robert Bridges, Thomas Hardy and John Masefield. Reports and assigned readings. Text: *Modern British Poetry*, Untermyer. (Harcourt, Brace & Co.). Elective, third and fourth years. Two semester hours credit. One hour daily. Mr. Lappin.

PENMANSHIP

Eng. 110s. Penmanship I. A non-credit course. A prerequisite for Course II. Required of Freshmen for one hour each week until the standard required by the State Course of Study is maintained in all written work.

A muscular movement process is studied, practiced, mastered and applied. Special attention is given to writing on the blackboard. One hour daily in Summer Session. Miss Chapman.

Two sections each limited to thirty-five.

Eng. 310s. Penmanship II. Practice is continued until the writing on paper and blackboard are suitable for imitation and demonstration. Particular attention is given to the methods of teaching children how to write. Students observe the uses of these methods in the School of Practice.

Special attention is given to the study and the investigation of the following topics: History of Handwriting; Styles of Penmanship; Courses of Study; Handwriting Scales; Standards; Grading; Remedial Measures; Rhythm; Motivation; Correlation; Individual Differences; Left-handedness; Types of Lessons.

Palmer Certificates are required for graduation.

Required for juniors. Class limited to thirty-five.

One hour daily. Two semester hours credit. Miss Chapman.

FOREIGN LANGUAGES

French 103s. Intermediate French. Grammar review, composition, and reading of prose and verse of graded difficulty. Text: *Bové's Aventures par la lecture*. For students who have had not to exceed two year of high school French or one year in college. Elective for sophomores, juniors and seniors. One hour daily. Two Semester hours credit. Mr. Messner. At 9:25. Room 203.

General Linguistics 400s. Foundations of Language treating in non-technical fashion such topics as origin of language, language families, alphabets and systems of writing, phonetics and phonetic change, fundamental conceptions of grammar, word formation and etymology, changes in the meaning of words, history of English in its relation to Latin and the Romance tongues. Prerequisite: some knowledge of at least one foreign language. May be counted for credit in English or Foreign Language. Elective for juniors and seniors. Eight hours per week. Three semester hours credit. Mr. Messner. At 11:25 and 12:25. Room 203.

General Literature 421s. Masterpieces of European Literature. Reading in English translation of masterpieces of the mediaeval and modern periods, such as St. Augustine's Confessions, mediaeval epics and romances, mediaeval tale collections, Dante's Divine Comedy, the lyrics of Petrarch and Villon, works representative of the Renaissance, Rabelais' Gargantua and Pantagruel, Montaigne's Essays, Cervantes' Don Quixote, Molière's comedies, Goethe's Faust, etc. No foreign language required. May be counted for credit in English or Foreign Language. Elective for juniors and seniors. Eight hours per week. Three semester hours credit. Mr. Messner. At 11:25 and 12:25. Room 203.

NOTE: Courses 400s and 421s are scheduled at the same hours. The one having the greatest demand will be offered.

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 class room. Required of second year students specializing in the intermediate and grammar grades. Three semester hours credit. Eight hours per week. Miss Svec.

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.

410s. Climate and Man. A study of the climates of the world with emphasis on one of the standard classifications. The typical land forms, types of vegetation, and the characteristic soils associated with each climatic region are studied. This is followed by several type studies of man and his environment and activities in selected type regions. Five hours per week. Two semester hours credit. Miss Svec.

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. Mr. Coyer.

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.

400s. American History Before 1789. The conditions in Europe during the fifteenth and sixteenth century which influenced the discovery and settlement of the new world are considered. The economic factors of this period will be studied as an important cause of the Revolution. The struggle of the English colonies with the mother country for independence will be stressed. Third or fourth year elective. One hour daily. Two semester hours credit. Mr. De Mond.

405s. Principles of Political Science. The definition, scope, and relation of political science to the other social sciences; the origin, development, organization, and activities of the state; the departments of government in their relation to government in general rather than in application to specific countries; and an analysis of the ends of the state and the functions of government. Elective third and fourth years. Eight hours per week. Three semester hours credit. Mr. Rovner.

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. Introduction to Educational Sociology. An elementary survey of the sociological factors determining school administration, curriculum, method and measurement. Through extensive reading, class discussion and study of field problems, an attempt is made to arouse a creative interest in and an intelligent understanding of important social problems affecting education. Topics considered include: foundations of sociology in biology, psychology, anthropology and geography; the social personality; race and nation, population problems; the community; the family; the formation of public opinion; recreation; juvenile delinquency. Required of all second year students. Five hours per week. Two semester hours credit. Mr. Morehart and Mr. Clement.

Soc. 301s. Principles of Economics. The essential purpose of this course is the acquirement of a working knowledge of sound economic theory in order that the phenomena of the industrial and commercial world may be understood. The customary division of the science is followed: production, exchange, distribution, consumption. Attention is given to labor and reform movements. Required of all juniors in the general college department. Five hours per week. Two semester hours credit. Mr. Rovner.

Soc. 302s. American Economic History. The development of the economic life of the nation is traced from colonial beginnings, with a preliminary consideration of movements in Europe leading to the discovery and settlement of America. Emphasis is given to the manufacturing, commercial and agricultural phases of national development. The sociological significance of economic factors with special reference to their meaning for educators. Required of juniors in home economics department. Elective for third and fourth year students. Second semester. Eight hours per week. Three semester hours credit. Mr. De Mond.

Soc. 401s. General Sociology. The significant aspects of social institutions and social processes as analyzed and described by modern scientific sociology. The effect of these institutions and processes upon personality. Special consideration is given to social change. Throughout the course the importance of education as a factor in modern on-going society is made evident. Elective for third and fourth year students. Eight hours per week. Three semester hours credit. Mr. Neumann.

Soc. 402s. The Community as a Factor in Education. A study of the social organization, social institutions, folkways, mores, specific behavior patterns and natural areas within the community as they influence the child and the educative process. Especial attention will be given to the function of social and civic service agencies. Each student will be required to make a case study of a limited community situation. Elective for third and fourth year students. Three semester hours credit. Eight hours per week. Three semester hours credit. Mr. Clement.

Soc. 410s. "Philosophy of Life." A survey and evaluation of the prevailing philosophies of life, including reference to certain recurrent philosophical problems of history, with the purpose of discovering the values and destiny of civilization. Elective for third and fourth year. One hour daily. Two semester hours credit. Mr. Cranston.

Soc. 432s. Study of Occupations. This course affords an opportunity to discuss many vocations and to answer questions which are common to many. It will discuss subject matter for life-career classes, various methods of presenting the subject matter, and the nine heads under which the United States Census Bureau has tabulated the world's work. A method of making an analysis and the preparation for a vocation will be given. Real case problems will be used throughout the entire course. Third or fourth year elective. Five hours per week. Two semester hours credit. Mr. Quackenbush.

KINDERGARTEN-PRIMARY COURSES

211s. Primary Reading. A survey will be made of the activities of children which stimulate different types of language expression and lead to the desires and needs of reading. A practical study is made of the methods of teaching oral and silent reading in the first three grades. Examination and evaluation of the various systems of reading and self-directed seat work. Measurement of reading by informal tests. Purposes and principles of the teaching of phonics. Remedial work. Required of second year students. Eight hours per week. Three semester hours credit. Miss Roehsler.

212s. Children's Literature. A study of literature for children will be made in a sufficiently detailed way to give a good basis for the appreciation, selection and presentation of the best and suitable material for the kindergarten and primary school. Folk literature, including legends, myths and fables, modern fairy tales, realistic stories and poetry will be discussed. The work of well known illustrators is evaluated. The large collection of material acquired for use in the classroom, together with theory and actual practice in Story Telling, are the practical outcomes. Required of second year students. Eight hours per week. Three semester hours credit. Miss Hirsch.

402s. Activities in the Primary Grades. This course is intended for those who are interested in meeting and putting into practice the needs of child growth through an activity program. Educational principles underlying the work of the primary grades will be evaluated; subjects for large units of work will be discussed and criteria set up for their selection, and an outline analysis of units of work will be studied. Materials will be collected, organized and prepared for immediate use in the classroom. Catalogued materials will be available to meet individual needs. Opportunities will be given for both directed and creative work. Elective fourth year and open to teachers of experience. Eight hours per week. Three semester hours credit. Miss Hirsch.

Education. 303s. Educational Measurements. Differentiated course for Kindergarten-Primary Teachers. For course description see Education Courses. Eight hours per week. Three semester hours credit. Mr. Cornell.

Psychology 301s. Psychology of the Kindergarten-Primary Child. For course description see Psychology Courses. One hour daily. Two semester hours credit. Mr. Wilson.

MATHEMATICS

310s. Arithmetic II B. A professional presentation of subject matter and method including the fundamental operations with integers, fractions, decimals, percents, denominate numbers, problems, lesson types, tests and texts. Required of all third year intermediate students. Two semester hours credit. One hour daily. Miss Davis.

311s. Arithmetic II C. A professional presentation of the arithmetic of business, industry, the community and the home including banking, thrift, investments, insurance, intuitive geometry and graphs. Problem solving, tests, examinations, devices and material aids to methods are given. Required of all grammar grade students, third year. One hour daily. Two semester hours credit. Miss Davis.

404s. History of Mathematics. A history of the development of arithmetic and other mathematics as has been found through research of inscriptions and

other records found in India, Europe, Northern Africa, and America. Elective third or fourth year. Eight hours per week. Three semester hours credit. Mr. Phillippi.

406s. Plane Analytics. The relation of a curve to its equation and the equation to a line studied with reference to both rectangular and polar coordinates forms the basis of this course. Straight lines and conics are plotted. Numerous examples are solved in order that the student may get a clear idea of the analytic methods used in the solution of problems. Prerequisites trigonometry, college algebra. Elective fourth year. Eight hours per week. Three semester hours credit. Mr. Phillippi.

SCHOOL ART

Art 101s. Elementary Art for regular students who are behind their schedule on account of the requirement of Art 100. No students just out of high school should be admitted to this course unless they prove to the Director of the department, that they are prepared to take it. Eight hours per week. Two semester hours credit. Mr. Winslow.

Art 201s. Art Methods for Kindergarten-Primary grades. The place of Art in general education, its objectives and methods. Special attention to be given to Art for younger children. Both formal and informal methods. Required of all second year Kindergarten-Primary students. Eight class hours per week. Two semester hours credit. Mr. Winslow.

Art 201s. Art Methods for Junior High School. Study of the objectives and methods of Art education for upper grades and junior high school. Evaluation of various approaches. Discussion of tendencies in this field today and specific methods in various types of work. Required of all second year Grammar Grade students. Eight hours per week. Two semester hours credit. Mr. Bradley.

NOTE: Art Methods for Intermediate grades will not be offered this summer but students who require this work for credit may be allowed to enter one of the two above courses by permission of the Director.

Art 303s. History of Oriental and American Art. Brief study of Art of India, China and Japan in comparison with European Art. The growth and development of Art in America from pre-historic to modern times. Influences affecting American Art and the lives and works of outstanding Artists. The application of Art in industry and the modern tendencies in Art. History of European Art is a prerequisite for this course unless the student can satisfy the Director of enough general knowledge of Art to make it possible to pursue this course. Eight class hours per week. Three semester hours credit. Mr. Bradley.

Special Art Curriculum

Since the organization of a special curriculum for the training of Art teachers and Supervisors, certain courses have been offered during the year in extension and summer school which can be applied toward the requirement for the degree with a major in Art Education. Art 303, listed above is a required course in this curriculum and the two following courses are offered this summer in this field.

Advanced students who wish to qualify in this field should submit official transcripts of their work elsewhere, to the Director of the Art Department for evaluation. He will then be in a position to advise them as to the work necessary to complete the requirements.

Art 261s. Lettering. A study of the origin and development of letter forms. Historic development of lettering. Letter formation and practical letter spacing. Practice in all forms of lettering; notices, posters, etc. Eight class hours per week. Two semester hours credit. Miss Peek.

Art 361s. Interior Decoration. Art principles applied in home decoration. Period furnishings and modern problems in home furnishings. Eight class hours per week. Two credit hours. Miss Peek.

MUSIC

101s. Music I. Completion of Music 100 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. Owen.

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. Owen.

NOTE: Open to Intermediate and Grammar Grade 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 euthenics, (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.

303s. Physical Science I. A presentation of the science sequence considering the social and service value of science which is fundamental to man's everyday life experiences.

The fundamental laws, theories and phenomena in the subject of chemistry will be used to accomplish this and also to develop an appreciation of the applications to industrial processes. The chief aim is to develop appreciation for the unity and coherence of science through chemistry. Discussions, demonstrations, projects and experiments. Prerequisite, outlines of science. Elective for third or fourth year students.

Three semester hours credit. Eight recitation hours per week. Two hours of laboratory work per week may be required. Mr. Vail. Room V. 208.

301s. Biology. Evolution of the form, structure and physiology of plants and animals developed from the study of a great variety of life material. Survival values, adjustments to environment, association of organisms and their distribution are included.

Science technique in classroom and management in teaching situations are taught through use and care of microscope, through making temporary and permanent slides and through care of living material and maintenance of equipment. Elective for third or fourth year students.

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.

410s. Field Studies in Science. An integrated series of field studies, both group and individual, designed to acquaint the student with the materials and the techniques of handling materials used in the teaching of elementary science. The course is well designed to meet the demands of the new State elementary science curriculum as well as to satisfy the needs of those who wish to teach a more advanced science. The interrelations of soil, plant life,

insects, birds and wild animals will be studied by means of field trips, visits to the museum and individual projects.

Elective for the fourth year. Third year students with permission. 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 June 1st. 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 approved professional experience 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 1-9-12 are designed for nurses just entering school work. Nurses holding a limited certificate may elect with the approval of the Registrar from subjects listed here and other electives offered by the College sufficient to complete their requirements.

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 and furnish satisfactory evidence of experience. 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, Social Work Problems and Nutrition.

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; 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. Two semester hours credit. Miss Curtis.

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 organiza-

tion 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. Mr. Quackenbush.

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. Miss Holmes.

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 hygienists, teachers and parents. Two semester hours credit. Dr. Levin.

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.

H-9. Introduction to Social Work. The effect of social disabilities of the family; elementary principles of case work; discussion of living standards; co-ordination of community social agencies and the school. Two semester hours credit. Miss Gane.

H-10. Social Work Problems. Study of problems of individuals and families in their Social relationships, including economic needs and their effect upon school life and health. Two semester hours credit. Miss Gane.

H-11. Principles of Social Case Work. Principles and Methods of social case work including record study of family relationships, processes of adjustment and evaluation of results. The course will be focussed on the problems encountered by the school nurse. Two semester hours credit. Miss Gane.

H-12. Psychology for Nurses I. Principles of child training to be followed in the establishment of proper health habits; utilization of the laws of learning in the nurses work; prevention and adjustment of personality and behavior disorders of childhood. Two semester hours credit. Dr. Levin.

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 order 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 in 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.

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 SAVING CLASS 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 Carter.

COURSE IN SPEECH CORRECTION

The Teaching of Speech Correction. Designed for students who plan to be teachers and supervisors of speech correction. This course is given as an alternative for the teaching of hard of hearing children given in previous summers. Miss Reuter.

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 Mr. Houghton. 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. Two hours daily from July 5 to July 22. Mr. Houghton.

NOTE: For further announcement concerning this course see statement under curricula, page 10.

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. Certain other courses also require double periods. Such courses are indicated on this program thus (*).

The number in parenthesis after each course refers to the number of the course as described in the Summer Catalog. (Ed. 304s) refers to the course in History of Education under Education. For explanation of numbers see "Numbering System" on page 13 of this catalog.

Students will avoid errors in the selection of subjects by carefully consulting the catalog for statements of courses.

FIRST PERIOD — 8:25-9:15

		Room
Educational Biology (Sc. 103s)	Mr. Vail	V. 208
Geography Methods (210s)*	Miss Svec	115
Contemporary English Poetry (414s)	Mr. Lappin	V. 206
Educational Measurements (Kg-Pr) (Ed. 303s)*	Mr. Cornell	222
Diagnostic and Remedial Measures in Reading (Psy. 405s)*	Mr. Hertzberg	220
Philosophy and Technique of Progressive Education (450s)*	Mr. Melvin	214
Supervision I (421s)*	Mr. Pugsley	223
Introduction to Educational Philosophy (454s)	Mr. Morehart	221
The Progressive Elementary School (452s)*	Miss Markham	P. 105-6
American History before 1789 (Hist. 400s)	Mr. De Mond	118
History of Mathematics (404s)*	Mr. Phillippi	116
Music Methods (Upper Grades) (Mus. 210s)*	Miss Speir	104
History of Art (Art 303s)*	Mr. Bradley	204
Methods in English for Immigrants (Americanization) July 5-22*	Mr. Houghton	113

SECOND PERIOD — 9:25 — 10:15

History of Art (Art 303s)*	Mr. Bradley	204
Geography Methods (210s)*	Miss Svec	115
Educational Measurements (Kg-Pr) (Ed. 303s)*	Mr. Cornell	222
Diagnostic and Remedial Measures in Reading (Psy. 405s)*	Mr. Hertzberg	220
Philosophy and Technique of Progressive Education (450s)*	Mr. Melvin	214
Supervision I (421s)*	Mr. Pugsley	223
The Progressive Elementary School (452s)*	Miss Markham	P. 105-6
Methods in English for Immigrants (Americanization) July 5-22	Mr. Houghton	113
Literature I (Eng. 103s)*	Mr. Lappin	V. 206
Geography I (Geog. 101s)*	Mr. Cooper	112
Literature II (203s)*	Mr. Thurber	217

Primary Reading (K-P211s)*	Miss Roehsler	P. 114
History of Education (Ed. 304s)	Mr. Root	107-8
Adolescent Psychology (Psy. 303s)	Mr. Wilson	117
Introduction to Educational Sociology (Soc. 201s)	Mr. Morehart	22
Intermediate French (Fr. 103s)	Mr. Messner	20
Modern European History (Hist. 301s)*	Miss Englebreck	11
Masterpieces of English Poetry (413s)*	Mr. Hodgkin	21
Activities in Primary Grades (K-P 204s)*	Miss Hirsch	P. 218-219
Principles of Economics (Soc. 301s)	Mr. Rovner	11
Arithmetic Methods, Intermediate Grades (Math. 310s)	Miss Davis	10
History of Mathematics (404s)*	Mr. Phillippi	11
Music Methods (Upper Grades) (Mus. 210s)*	Miss Speir	11

THIRD PERIOD — 10:25-11:15

ASSEMBLY TUESDAY AND FRIDAY, CLASSES MONDAY, WEDNESDAY AND THURSDAY

Literature I (Eng. 103s)*	Mr. Lappin	V. 2
Geography I (Geog. 101s)*	Mr. Cooper	11
Literature II (203s)*	Mr. Thurber	21
Primary Reading (K-P 211s)*	Miss Roehsler	P. 114
Modern European History (Hist. 301s)*	Miss Englebreck	11
Masterpieces of English Poetry (413s)*	Mr. Hodgkin	21
Activities in the Primary Grades (K-P 204s)*	Miss Hirsch	P. 218-219
American Economic History (Soc. 302s)*	Mr. DeMond	11
General Sociology (Soc. 401s)*	Mr. Neumann	22
Duties of the Elem. School Principal (Ed. 424s)*	Mr. Hamilton	11
Principles of Education (305s)*	Mr. Bruce	22
Elementary Music (Mus. 101s)*	Mr. Owen	11
Art Methods (Kg-Pr) (Art 201s)*	Mr. Winslow	22
Lettering (Spec. Art) (Art 261s)*	Miss Peek	21
Biology I (Sc. 301s)*	Mr. Fretz	V. 2

ASSEMBLY

There will be two assembly periods per week. 10:25-11:15 Tuesday and 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 Mr. Owen. 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. We hope also to arrange another valuable feature of the session in the form of conference periods to be scheduled at 3:15 at which time students will have opportunity to meet the visiting faculty members in round table discussions. These conferences will not be limited to members of the respective classes.

LUNCH PERIOD

Students must plan for a lunch period in making their elections. The cafeteria will be open from 11:15 to 1:30.

FOURTH PERIOD — 11:25-12:15

American Economic History (Soc. 302s)*	Mr. DeMond	118 +
General Sociology (Soc. 401s)*	Mr. Neumann	223
Duties of the Elementary School Principal (Ed. 424s)*	Mr. Hamilton	112
Oral Expression (Eng. 102s)	Miss Goossen	119
Pennmanship II (Eng. 310s)	Miss Chapman	120
Introduction to Educational Sociology (Soc. 201s)	Mr. Clement	214
Psychology of Childhood (Psy. 302s)	Mr. Wilson	218
Individual Instruction with Activity Program (Ed. 453s)	Miss Markham	P. 105-6
Health Education II (210s)*	Mr. Coyer	G. 102
Educational Measurements (Upper Grades) (Ed. 303s)*	Mr. Cornell	222
Principles of Education (305s)*	Mr. Bruce	221
General Linguistics (400s)*	Mr. Messner	203
General Literature (421s)*	Mr. Messner	203
Study of Occupations (Soc. 423s)	Mr. Quackenbush	113
Arithmetic Methods, Grammar Grades (Math. 311s)	Miss Davis	106
History of the Far East (410s)*	Mr. Cranston	107-8 ✓
Elementary Music (Mus. 101s)*	Mr. Owen	105
Art Methods (Upper Grades) (Art 201s)*	Mr. Bradley	209
Art Methods (Kg-Pr) (Art 201s)*	Mr. Winslow	208
Lettering (Special Art) (Art 261s)*	Miss Peek	211
Biology I (Sc. 301s)*	Mr. Fretz	V. 208
Educational Statistics (Psy. 407s)	Mr. Hertzberg	220

FIFTH PERIOD — 12:25-1:15

Health Education II (210s)*	Mr. Coyer	G. 102
Educational Measurements (Upper Grades) (Ed. 303s)*	Mr. Cornell	222
General Linguistics (400s)*	Mr. Messner	203
General Literature (421s)*	Mr. Messner	203
Written Expression (Eng. 101s)	Mr. Hodgkin	218
History of Civilization (Hist. 101s)*	Miss Englebreck	117 -
American Literature (Eng. 409s)*	Mr. Thurber	217
Economic Geography (401s)	Mr. Cooper	115
Modern Educational Philosophy (Ed. 455s)	Mr. Morehart	221
Organization and Materials of Progressive Education (451s)	Mr. Melvin	214
Public Relations (Ed. 426s)	Mr. Pugsley	113
History of the Far East (410s)*	Mr. Cranston	107-8 ✓
Childrens' Literature (K-P 212s)*	Miss Hirsch	P. 218

Plane Analytics (406s)*	Mr. Phillippi	11
Music Methods (Primary Grades) (Mus. 210s)*	Miss Speir	10
Art Methods (Upper Grades) (Art 201s)*	Mr. Bradley	20
Physical Science I (Sc. 303s)*	Mr. Vail	V. 20

SIXTH PERIOD — 1:25-2:15

History of Civilization (Hist. 101s)*	Miss Englebreck	11
American Literature (Eng. 409s)*	Mr. Thurber	21
Children's Literature (K-P 212s)*	Miss Hirsch	P. 218-1
Penmanship I (Eng. 110s)	Miss Chapman	12
Principles of Education (305s)*	Mr. Bruce	22
Kindergarten-Primary Psychology (Psy. 301s)	Mr. Wilson	22
Climate and Man (Geog. 410s)	Miss Svec	11
Dramatics (Eng. 302s)*	Miss Goossen	11
Elementary School Curriculum (Ed. 420s)*	Mr. Hamilton	11
Principles of Political Science (Hist. 405s)*	Mr. Rovner	11
The Community as a Factor in Education (Soc. 402s)*	Mr. Clement	22
Plane Analytics (406s)*	Mr. Phillippi	11
Music Methods (Primary Grades) (Mus. 210s)*	Miss Speir	10
Music Appreciation (Mus. 301s)*	Mr. Owen	10
Elementary Art (Art 101s)*	Mr. Winslow	20
Interior Decoration (Special Art) (Art 361s)*	Miss Peek	21
Field Studies in Science (Sc. 410s)*	Mr. Fretz	V. 20
Physical Science I (Sc. 303s)*	Mr. Vail	V. 20

SEVENTH PERIOD — 2:25-3:15

Principles of Education (Ed. 305s)*	Mr. Bruce	22
Dramatics (Eng. 302s)*	Miss Goossen	11
Elementary School Curriculum (Ed. 420s)*	Mr. Hamilton	11
Principles of Political Science (Hist. 405s)*	Mr. Rovner	11
The Community as a Factor in Education (Soc. 402s)*	Mr. Clement	22
Penmanship I (Eng. 110s)	Miss Chapman	12
Philosophy of Life (Soc. 410s)	Mr. Cranston	107-4
Music Appreciation (Mus. 301s)*	Mr. Owen	10
Elementary Art (Art 101s)*	Mr. Winslow	20
Interior Decoration (Spec. Art) (Art 361s)	Miss Peek	21
Field Studies in Science (Sc. 410s)*	Mr. Fretz	V. 20