

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

---

1933

### College Catalog, 1933, Summer

Buffalo State College

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



Part of the [History Commons](#)

---

#### Recommended Citation

"College Catalog, 1933, Summer." Academic Catalogs, 1871-2018. Archives & Special Collections Department, E. H. Butler Library, SUNY Buffalo State.  
<https://digitalcommons.buffalostate.edu/buffstatecatalogs/57>

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](mailto:digitalcommons@buffalostate.edu).



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

# STATE TEACHERS COLLEGE BULLETIN

BUFFALO, NEW YORK

VOL. I, No. 3



## SUMMER SESSION CATALOG

APRIL, 1933

Entered as Second Class Mail Matter, November  
3, 1932, at the Post Office at Buffalo, New York,  
Under the Act of Congress of August 24, 1924.



# STATE TEACHERS COLLEGE AT BUFFALO

## CALENDAR

July 3rd at 9:00 A. M.—General meeting and instructions for Registration. Auditorium, State Teachers College, Buffalo,

July 4th—Holiday.

July 5th 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 6th—Regular class work begins.

July 8th—Regular session using Monday's program.

Last day for Registering in classes for credit.

July 15th—Regular session using Wednesday's program.

Sessions will be held daily, except Saturday, from 8:10 A. M. to 3:00 P. M. As indicated above, it will be necessary to hold College on Saturday, July 8th, and July 15th.

August 11th—Summer Session closes at 3:15 P. M.

## Summer Session

JULY THIRD TO AUGUST ELEVENTH

NINETEEN THIRTY-THREE

One of Five Publications Issued by State Teachers College at Buffalo, N. Y.: In March, April, May, August, and November.



# SUMMER SCHOOL FACULTY 1933

Harry W. Rockwell	President
President, State Teachers College, Buffalo	
— Charles C. Root	Directors of The Summer Session
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	
— Grace A. Allen	Kindergarten-Primary
Assistant Director of Training, State Teachers College, Buffalo	
— Charles B. Bradley	School Art
Professor of Fine Arts, State Teachers College, Buffalo	
— Homer A. Bruce	History and Principles of Education
Instructor in Psychology and Education, State Teachers College, Buffalo	
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, New York State Education Department, Albany	
— Luella Chapman	Penmanship
Instructor in Penmanship, State Teachers College, Buffalo	
Stephen C. Clement	Sociology
Professor of Education and Sociology, State Teachers College, Buffalo	
Charles D. Cooper	Geography
Director of Training, State Normal School, Brockport	
Hubert E. Coyer	Recreation and Health Education
Instructor in Health Department, State Teachers College, Buffalo	
— Stanley A. Czurlis	School Art
Instructor in Art, State Teachers College, Buffalo	
— M. Elsie Davis	Arithmetic
Assistant Principal, School No. 51, Buffalo	
Joseph J. Endres	Director Courses for Teachers of Handicapped Children
Physically Handicapped Children's Bureau, New York State Education Department, Albany	
— Helen G. Englebreck	History
Instructor in History, State Teachers College, Buffalo	
— Catherine Flanigan	Sight-Saving Demonstration Teacher
Sight-Saving Class Teacher, Schenectady	
Burton P. Fowler	Progressive Education
President, Progressive Education Association, Principal Tower Hill School, Wilmington, Del.	
— Raymond M. Fretz	Science
Assistant Professor of Science, State Teachers College, Buffalo	
H. H. Glosser, M.D.	Sight Conservation
Assistant Professor of Ophthalmology, University of Buffalo	
— Andrew W. Grabau	Psychology and English
Instructor in English and Psychology, State Teachers College, Buffalo	
— 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. Hodgin	English
Instructor in English, State Teachers College, Buffalo	
M. Gazelle Hoffman	Rural Education
District Superintendent of Schools, Lewiston	
— Edna W. Hurd	Music
Instructor in Music, State Teachers College, Buffalo	

Alfred N. Jorgensen	Educational Measurements
Professor of Education, University of Buffalo	
Robert Hill Lane	Administration and Supervision
Assistant Superintendent of Schools, Los Angeles	
Henry A. Lappin	English Literature
Professor of English Language and Literature, D'Youville College for Women, Buffalo	
— Olga Lommen	Courses for Teachers of Crippled Children
Supervisor, Crippled Children's Classes, New York State Education Department, Albany	
— Katherine D. Lynch	Mental Hygiene
Assistant Professor of Education, University of Buffalo	
— Julia Markham	Modern Elementary Education
Principal, Bronxville Elementary School, Bronxville	
— Grace McGill	Seventh Grade Demonstrator
Teacher in Grant School, Pasadena, Cal.	
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	
— Martha G. Metz	Second Grade Demonstrator
First Grade Critic Teacher, State Teachers College, Buffalo	
Morris Mitchell	Education, and Principal of Demonstration School
Principal, Park School, Snyder	
George B. Neumann	Sociology
Professor of Sociology, State Teachers College, Buffalo	
— Mae O'Brien	Fifth Grade Demonstrator
Fourth Grade Critic Teacher, State Teachers College, Buffalo	
Frank E. Owen	School Music
Supervisor of Music, City Schools, Batavia	
Julian Park	History
Dean, College of Arts and Sciences, Professor of History, University of Buffalo	
— Joseph F. Phillippi	Mathematics
Professor of Mathematics, State Teachers College, Buffalo	
— Guy D. Plunkett	Economics
Assistant Professor of Finance, New York University, New York City	
Harry W. Rockwell	School Administration
President, State Teachers College, Buffalo	
Charles C. Root	History of Education
Professor of Education, State Teachers College, Buffalo	
— Harry J. Steel	Education and Supervision
Director of Training, State Teachers College, Buffalo	
— Marguerite Stockberger	Methods of History and Social Studies
Critic and Instructor, State Teachers College, Buffalo	
— M. Melvina Svec	Geography
Instructor in Geography, State Teachers College, Buffalo	
— John M. Thurber	Literature
Professor of English and Literature, State Teachers College, Buffalo	
— Charles A. Vail	Science
Instructor in Science, State Teachers College, Buffalo	
— Frank T. Wilson	Psychology
Instructor in Psychology, Hunter College, New York City	
— 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 1933

During the last five 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 McGuffy, Dean John W. Withers, Earl Cranston, Lucille Allard, Aileen Stowell, Aymer J. Hamilton, Benjamin Frazier, C. B. Cornell, Grover C. Morehart, William B. Winslow, and many others. The Summer Session of 1933 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 D. Cooper, Director of Training and Brockport Normal School; Dr. Henry A. Lappin, Professor of English, D'Youville College; Dr. Frank T. Wilson, Instructor at Hunter College; Dr. A. Gordon Melvin, Professor of Education, College of the City of New York; Miss Julia Markham, Principal, Bronxville Elementary School, Bronxville; Frank E. Owen, Supervisor of Music, Batavia; Mrs. Grace McGill, Grant School, Pasadena, Cal., all will be members of the 1933 staff.

We are especially fortunate in having with us a number of people who are active in the Progressive Education Movement. Foremost among this group will be Mr. Burton P. Fowler, President of the Progressive Education Association, who will be with us to assist in giving courses and arranging for our Demonstration School set-up, and conducting conferences for those interested in Progressive Education. Dr. Morris M. Mitchell, Principal of the Park School, well known in this vicinity as a leader in Progressive Education, will also be with us to give a major course in that field, and act as director of the Demonstration School.

We are happy to have associated with us this summer several members of the faculty of the University of Buffalo for either part-time or full-time class work. Dr. Julian Park, Dean of the College of Arts and Sciences, will give two courses in History; Dr. A. N. Jorgensen, Professor of Education, will offer a course in Educational Measurements. Dr. Jorgensen is the author of a text, entitled "The Use and Interpretation of Educational Tests and Measurements." Miss Katherine D. Lynch, Assistant Professor of Education, will offer a course in Mental Hygiene.

Dr. Robert Hill Lane, Assistant Superintendent of Schools in Los Angeles, Cal., will offer courses for Elementary School Principals.

Miss M. Gazelle Hoffman, District Superintendent of Schools, Lewiston, will give courses of especial value to prospective teachers of rural schools.

Mr. Guy D. Plunkett, Assistant Professor of Finance, New York University, will present courses in the field of economics. His course on the Fundamental Principles of Business Finance and Investment should be of interest to every public school teacher.

## IDEAL LOCATION OF TEACHERS COLLEGE

State Teachers College, located in Buffalo, the Queen City of the Lakes, is an ideal place to spend a summer vacation. The climate, tempered by the westerly winds from the Great Lakes region, has a mean summer temperature lower than any other of the eastern cities. This factor is exceedingly important in determining the success and satisfaction of a summer session.

All highways lead to Buffalo, and hence it may be easily reached by those who wish to travel by automobile. Possession of a car facilitates week-end motor trips to Niagara Falls and other places of scenic beauty, as well as to many points of historic interest in the area of which Buffalo is the center. Situated at the head of Lake Erie, and a terminal point for important boat lines and railways, Buffalo is convenient of access to persons wishing to travel by water or by rail.

The Campus is conveniently located on Elmwood Avenue adjacent to Delaware Park and Park Lake, and it is easily reached by trolley or taxi service. With the nearby Albright Art Gallery and the Historical Museum, it constitutes an important educational center.

## 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 Registration and Incidental 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 8. Absences due to late entrance will count as a part of the possible excused absence. Students entering July 6 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, \$3.00 per week and upwards.

Two persons occupying a room, from \$2.00 per person per week and upwards.

Room and board in same house (two in a room), from \$6.00 and upwards per person per week.

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

## REGISTRATION AND INCIDENTAL FEES

The State Department has authorized the collection of Registration and Incidental Fees from all students attending Normal schools and Teachers colleges. This is made necessary by the small appropriation available for summer sessions. The fund thus collected is used to supplement the state appropriation in providing additional faculty members,



to finance student social activities, assembly programs, the Summer Session "Record," and the catalog. The fee is payable at the time of registration. No refunds will be made after July 8th. All checks in payment of fees should be made to Summer Session, State Teachers College. This fee is the same for all students and for the session of 1933 has been fixed at \$20.00.

### 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,

### 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 nature that no student can afford to miss them. The Summer Session "Record" will give advance information concerning speakers and entertainments.

### PROGRAM

First Class Period .....	8:10 - 9:00
Second Class Period .....	9:10 - 10:00
Third Class Period (Monday, Wednesday and Thursday)....	10:10 - 11:00
Assembly Period (Tuesday and Friday).....	10:10 - 11:15
Fourth Class Period .....	11:10 - 12:00
Fifth Class Period .....	12:10 - 1:00
Sixth Class Period .....	1:10 - 2:00
Seventh Class Period .....	2:10 - 3:00

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

On Tuesday and Fridays the fourth period classes, and following, will begin 25 minutes after the hour and close on the quarter hour (11:25 - 12:15, etc.).

### 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 Session 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 four 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 became effective September, 1932.

IV. 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 this special field. Interested students should secure the approval of the Director of Home Economics for taking such courses.

V. Special Courses. Special courses for the training of teachers of (1) Crippled Children, (2) Sight Conservation, 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.

NOTE—The State Department reserves the right to cancel either or both of these courses in case the registration in either course should be less than ten students.



## 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 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 Principal of the Demonstration Summer School, State Teachers College, Buffalo, N. Y.

## 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 location of the College, with its greatly enlarged facilities, makes possible a very rich program of extra-class activities. Delaware Park, one of the most beautiful and most noted large city parks in this country, is directly across the avenue 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 close proximity to the College.

An interesting and stimulating series of programs for Assemblies 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. We hope to organize an Orchestra and Glee Clubs, correlated with our Music Appreciation Class. Students who play orchestral instruments are urged to bring them with them. Moving pictures of particular interest to the students will be shown from time to time during the summer.

The engagement of Hubert E. Coyer will make possible the use of the swimming pool. He will render a variety of services in connection with the pool, and also in other recreational fields, particularly in athletics.

One full day's trip is being planned and other trips will be arranged so far as possible, 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

**Plan of Registration.** No formal application for admission to Summer Session is requested (see "Admission" above). Registration begins at 9:00 A. M., Monday, July 3, when students assemble in the Auditorium for instructions regarding details of registration. Students will register in order of numbers given out as they enter the Auditorium. The first step in registration is the payment of fees (see statement under "Fees" above). Further particulars will be given at that time.

**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 Company'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.

## 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. The Grosvenor Reference Library and the Buffalo Public Library are glad to render every possible service to students of the Summer Session.



### 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.

### Special Library Facilities

The Director of the nearby Historical Museum has agreed to make available for history students their fine collection of reference materials on American History. The Albright Art Gallery has recently opened a library containing a collection of reference works on art, and the Director of the Gallery has indicated his willingness to allow the art students of Teachers College to make use of these facilities. The Museum of Natural Science in Humboldt Park has excellent facilities to supplement the work of science students.

### 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. Miss Hirsch, Mr. Jorgensen.

**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. This course combined with Education 430s will satisfy the requirements in History of Education for the College graduate professional certificate. Required of juniors. Two semester hours credit. Five hours per week. Mr. Bruce.

**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.

**330s. Rural School Teaching.** A course for prospective Rural school teachers, including a brief survey of the Rural school situation as it

exists in New York today; status of rural life and rural education; curriculum and method; state courses of study; activities; lacks and resources of rural communities; organization and management, grouping; programs; routine factors; equipment and supplies; supervision of free time; physical conditions; school management as related to pupils and discipline; measurement of results; administration of state school system, local school system, school laws, and school records; and the teacher, her professional spirit and personal traits. Elective for Juniors and Seniors. Three semester hours credit. Eight hours per week. Miss Hoffman.

**401s. Junior High School Organization.** The special purposes of the institution and the characteristics of the school designed to achieve these purposes are the main features of the course. Subjects of study: The guidance program; extra-curricular activities; provisions for the exploratory function for adolescent children; provision for individual differences by homogeneous grouping; the staff; the Junior High school plant; the history of the movement and tendencies toward standardization. Required of Fourth Year students in the Grammar grade curriculum. Three semester hours credit. Eight hours per week. Mr. Steel.

**430s. American Education Since 1900.** A survey of the educational progress in the first third of the twentieth century with the purpose of clarifying present educational thought and interpreting present trends in education. When combined with course Ed. 304 (History of Education) this will furnish sufficient credit to meet State requirements for certification purposes. Open to Third and Fourth Year students. Education 304s (or equivalent) should precede or parallel this course. Two semester hours credit. Five hours per week. Mr. Root.

**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 teachers' work in progressive schools; validity of older types of teaching; organization of teachers' 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 Importance 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.** Designed to give a survey of the work of the six years of the Elementary school as influenced by modern educational theory. It will consider practical ways and means of carrying out an activity program, school life as a whole, the room environment, selecting and checking activities, growth in sub-



ject matter through units of work. The instructor will show how individual instruction materials and techniques may be used with an activity program and illustrate in the fields of Reading, Written English, Manuscript Writing, and Arithmetic. Two semester hours credit. Five hours per week. Miss Markham.

456s. **Problems in Progressive Education.** Deals with the growth, during the last quarter century, of progressive ideas in education. The problems which the movement faces today in subject matter, selection and organization, and social policy will be studied through books and observation. Eight hours per week. Three semester hours credit. Mr. Mitchell.

### 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 Principals and that a Principal's certificate be required of all candidates for appointment to the Elementary Principalships after September 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. Lane.

421s. **Supervision I. Technique of Supervision.** This course aims to give the student a working command of the techniques essential to effective class room 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. Steel.

Ed. 423s. **General School Administration.** Aims to give the student an understanding of the fundamental principles of school administration in order that the essential inter-relations of all members of the school staff may be seen and appreciated. Topics treated: Historical beginnings of school administration; national, state, and local responsibility for education; district, township, and county units for school administration; nature and functions of Boards of Education; school services, such as health, supervision, research, library, attendance, etc.; selection, training, tenure, and salary of teachers and their growth in service;

school building programs. For Fourth Year and properly qualified Third Year students. Eight hours per week. Three semester hours credit. Mr. Rockwell.

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. Lane.

457s. **Administration and Supervision of the Re-directed School.** This will be a composite course to be offered by the specialists in Progressive Education: Mr. Burton P. Fowler, Dr. A. Gordon Melvin, Dr. Morris Mitchell, Miss Julia Markham, Mr. Robert Hill Lane, who will be visiting members of the Summer Session faculty. The units offered will deal with the educational theory on which the new school is organized; qualifications of staff; guidance of teachers for creative teaching; curriculum building and organization; significance and use of curriculum materials for teaching purposes; guidance of children for mental, physical and emotional growth; extra-curricular activities; and other pertinent topics. Five hours per week. Two semester hours credit.

### EDUCATIONAL PSYCHOLOGY

101s. **Educational Psychology.** An introduction to the underlying principles of educational psychology. Topics: origin, development, and general characteristics of inherited nature; reaction hypothesis and physical basis for the stimulus-response unit; individual differences; emotional development; the maladjusted school child; nature and characteristics of learning; laws governing learning; economical methods of learning; efficiency in learning. Prerequisite for Technique of Teaching and Practice Teaching. Required of all first year students in General College, Home Economics, General Industrial and Special Arts. Eight hours per week. Three semester hours credit. Mr. Grabau.

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 process 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, 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. 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.

**403s. New-Type Objective Examinations.** Aims to familiarize the student with the nature and the use of new-type objective examinations; consideration is given to types of subjective tests, their deficiencies and advantages; types of objective tests, their limitations and advantages. Practice is given in the construction, administration, scoring, and interpretation of different types of objective tests. Elective for Juniors and Seniors. Five hours per week. Two semester hours credit. Mr. Hertzberg.

**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.

**406s. Mental Hygiene.** Designed to aid teachers who are interested in helping children who have become failures or conduct cases in the regular grades. A study of home and school conditions that cause maladjustment; defense mechanisms; and abnormal behavior, will be discussed. The building of a stable personality in children, based on mental hygiene, will be emphasized. The elements of a mental hygiene program in the class room will be worked out. Opportunity for specialization will be offered through consultation periods and individual study. Elective for Juniors and Seniors and teachers with experience. Eight hours per week. Three semester hours credit. Miss Lynch.

\*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. Grabau.

**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.

**212s. Junior High School English.** Designed to prepare students to teach in the higher grades of the Elementary schools. Discussions center on certain broad problems such as the nature and dominant characteristics of the adolescent child, the social values of English in modern

life. The teaching of oral and written composition in these grades is stressed from its social aspect. Also includes a brief review of grammar. It is approached from the standpoint of function and is considered solely as being of value in giving greater clearness and conciseness to thinking and speaking. Required of all students in the Second Year Grammar section. Eight hours each week. Three semester hours credit. Mr. Thurber.

**213s. Junior High School Reading and Literature.** Embraces a study of the importance of reading in the lives of adolescent children. Deals with the technique of reading and with the principles underlying the choice of material and methods of procedure. Silent reading, of the thoughtful or work-type, is stressed in order that students may be prepared to guide pupils in the formation of habits of study. Other important features are the growth of the vocabulary, and the use of reading tests and measurements. For the recreatory type of reading, a great variety of material which will appeal to the varying interests and tastes of adolescent pupils is presented. This material combines the reading of certain classics with some reading matter which interprets modern American life and stimulates thinking concerning some of the vital issues of the day. Required of all students in the Second Year Grammar section. Eight hours per week. Three semester hours credit. Mr. Hodgins.

**Literature 407s. Development of the Drama.** A survey of the representative plays from Aeschylus to Ibsen, with an investigation of the dramatic theories and practise throughout the various periods of development. The course attempts to establish standards for appreciation and criticism of the drama as a form of expression in the theatre and in literature, contributing directly to the teacher's training in dramatic art. Upper Class elective. Five hours per week. Two semester hours credit. Mr. Hodgins.

**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.

**416s. Shakespeare II.** Continues the study of Shakespeare, using different comedies, histories, and tragedies than those included in course 415s. Shakespeare I is not necessarily prerequisite. Elective for Third and Fourth Year students. Two semester hours credit. Five hours per week. Students desiring to earn three points credit may do so by taking three additional hours of work by arrangement with the instructor. Mr. Thurber.

## PENMANSHIP

**Eng. 110s. Penmanship I.** A prerequisite for course II (310s). Required of all Freshmen, until the requisite standard is maintained in all written work. The muscular movement process is studied, practiced, mastered and applied. Special attention is given to blackboard writings. No credit for handwriting is recorded until Penmanship II is completed. One hour daily. Miss Chapman.

NOTE—Two sections will be offered, 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 of Juniors. Class limited to thirty-five. One hour daily. Two semester hours credit. Miss Chapman.

## FOREIGN LANGUAGES

**304s. French.** Survey of Modern French Literature. Reading in French representative selections from the eighteenth and nineteenth centuries, with consideration of contemporary tendencies. Collateral studies in the history of French literature. Minimum prerequisite: two years of High school French or its equivalent. Elective for Sophomores, Juniors, and Seniors. Eight hours per week. Three semester hours credit. Mr. Messner.

**400s. General Language.** Methods in general language. A professionalized course having as one aim the training of teachers of exploratory or general language in the Junior High school. Treatment of such topics as the origin of language, speech sounds, the alphabet and its history, language families, Latin and the Romance tongues in their relation to English, phonetic change, changes in meaning, word formation and derivation. The work of the course is closely co-ordinated with the teaching of general language in the School of Practice. May be counted for concentration in English or Foreign languages. Prerequisite: consent of the instructor. Elective for Juniors and Seniors. Eight hours per week. Three semester hours credit. Mr. Messner.

**211s. Latin.** (Virgil.) Study of the Aeneid as a literary masterpiece. Reading of Books I, II, IV, and VI. Prerequisite: three years of High school Latin. Elective for Sophomores, Juniors, and Seniors. Eight hours per week. Three semester hours credit. Mr. Messner.

NOTE—The two courses 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 illustration 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 geographical 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.

**403s. Geography of Europe.** A study of the continent, based on a combination of physiographic regions and related human use regions. The conflict between these and man-made political divisions gives rise to the geographic backgrounds of many current problems which offer material for interpretation. Elective for Juniors and Seniors. Three semester hours credit. Eight hours per week. Miss Svec.

## HEALTH EDUCATION

**210s. Health II.** 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.

**210s. Methods of Teaching History and Civics.** A critical study of such materials of instruction as courses of study, text books, reference books, tests, maps, exhibits and other materials valuable for the teaching of history and civics. The use and value of various activities and projects suitable for class room use will be studied and demonstrated. Practice in planning units of subject matter and collecting suitable material for grades in which the student plans to teach will be given. Required of all Second Year students in the Grammar grades. Eight hours per week. Three semester hours credit. Miss Stockberger.

**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.

**402s. A Survey of American History Since 1865.** The new economic, political, and social era which followed the Civil War, recognition of the United States as a world power, its part in the World War, recent developments in international affairs. Open to Third and Fourth Year students. Three semester hours credit. Eight hours per week. Mr. Park.



**408s. History of Europe Since 1914.** The causes, events, and results of the World War; the treaty settlements; post-war developments and problems; present areas of friction; the League of Nations, World Court, and other efforts at international co-operation and peace. Two semester hours credit. Five hours per week. Mr. Park.

**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. 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. Plunkett.

**Soc. 305s. Sociology of Rural Life.** The growth and development of the rural community with particular emphasis on New York State rural agencies, such as the Home Bureau, the Grange, the Church, Rural Co-operative Associations, and the Parent-Teachers' Association, will be considered. Analysis will be made of the farm home, the rural community and the relationship between rural and urban life. Third and Fourth Year elective. May be substituted for Introduction to Educational Sociology (Soc. 201). Two semester hours credit. Five hours per week. Miss Hoffman.

**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 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. 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.

**Soc. 407s. Methods in the Social Studies.** Reasons for and against the integration of Social Studies. A critical study of the schemes of integration now being used on the Primary, Intermediate, and Junior High school levels. Demonstration of some of the schemes developed in the School of Practice. Practice in developing units of integrated Social Studies on the grade level of the teacher's work. Collection of materials

for teaching units of integrated subject-matter. Elective for Third or Fourth Year students. Three semester hours credit. Eight hours per week. Miss Stockberger.

**410s. Fundamental Principles of Business Finance and Investment.** Covers the general principles of investment including sources of information, criteria of good investment, bonds, stocks, mortgages and various kinds of securities, and the analysis of financial statements. As a basis for the consideration of investments, some of the important principles of business finance will be considered, such as formation and management of corporations, financial plans, capitalization, etc. Some of the most important fundamental principles of money and banking in relation to business will also be presented. Some attention will be given to a few of the most pressing of our present financial problems. This course should be of special value and interest to teachers as background material for their teaching in Social Studies and Arithmetic, as well as assisting them in solving personal financial problems. Three semester hours credit. Eight hours per week. Mr. Plunkett.

## KINDERGARTEN-PRIMARY COURSES

**Art. 202s. Beginnings of Industrial Arts.** Students gain knowledge of experimental methods and the technic of working with materials adapted to this age level. Work with textiles, paper, painting, crayons, wood, clay and toy making will be demonstrated. An application through these materials will show the integration of the art with the various school subjects. Both method and practice are given. Reports on investigations will be included with discussion and criticism. Required of Second Year Kindergarten-Primary students. Eight hours per week. Two semester hours credit. Miss Hirsch.

**210s. Arithmetic and Primary Methods.** A survey of the work of the first three Elementary grades in Arithmetic, Spelling and the Social Sciences, as influenced by modern educational theory, by recent experiments and by special studies in subject matter and procedure. As an aid to such instruction, observation lessons with discussion following, are held. Required of Second Year students. Eight hours per week. Three semester hours credit. Miss Allen.

**301s. Kindergarten Theory.** Investigation and evaluation of the contributions of the earlier educators in this field are studied, together with those that are prominent at the present time. Pre-school and parental education are discussed. Materials and procedure for present day Kindergarten work are presented. New curricula are critically examined. Required of Third Year students. Eight hours per week. Three semester hours credit. Miss Allen.

**Ed. 303s. Educational Measurements.** Differentiated course for Kindergarten-Primary teachers. For course description see Education courses. Eight hours per week. Three semester hours credit. Miss Hirsch.

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

**Psy. 405s. Diagnostic and Remedial Measures in Reading.** Should be of special interest to Kindergarten-Primary students. Elective for Third or Fourth Year students. Three semester hours credit. Eight hours per week. Mr. Hertzberg.

**Psy. 406s. Mental Hygiene.** Of value to Lower grade teachers. Elective for Third or Fourth Year and teachers with experience. For course description see Psychology courses. Eight hours per week. Three semester hours credit. Miss Lynch.



## 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.

401s. **Junior High School Mathematics.** A review of arithmetic, elementary algebra, geometry and numerical trigonometry, is accompanied by methods of presenting the above in a manner suited to the pupils of grades seven to nine. Frequent applications of these topics to practical problems is the primary objective. By opening the gateway thus it purposes to give to the student a broad background of mathematics. Open to Second, Third and Fourth Year students. Three semester hours credit. Eight hours per week. Mr. Phillippi.

402s. **College Algebra.** A rapid review of High school algebra is followed by studying mathematical induction, graphical interpretation of formulae, theory of equations, the formation and use of logarithms and such other topics as are necessary for the study of trigonometry, analytics and calculus. Prerequisite intermediate algebra. Three semester hours credit. Eight hours per week. 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. Czurlles.

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. Bradley.

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 301s. **Art Appreciation.** (Art 4). Art principles as applied in the fine and useful arts. The appreciation of the arts of building, sculpturing and painting. The minor arts of various lands. Visits to the Art Gallery and the Museums. Readings, lectures, and discussions. Text book: "Understanding the Arts," by Gardiner. Elective for General College Juniors. Satisfies the art requirement in Junior year of the General curriculum.

\*Art 302s. **History of European Art.** 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. Required of Special Art students. Elective for General College Juniors and Seniors and Home Economics students. Three semester hours credit. Eight hours per week. Mr. Czurlles.

\*NOTE—The three courses marked (\*) are all printed in the schedule of classes. Only the two will be given for which the largest number of students register.

## 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 Session which can be applied toward the requirements for the degree with a major in Art Education. Art 302, listed above, is a required course in this curriculum.

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. No other special art courses are offered this summer. For students contemplating special art work, a number of the General College courses are required.

## 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. Miss Hurd.

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 Hurd and Mr. Owen.

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. Mr. Owen hopes to correlate this course with such music activities as Glee Club, Orchestra and Chorus work.

## 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.

392s. **Biology.** Unified outline of advanced biology in which fundamental principles of plant and animal life are illustrated by regional organisms. Students become familiar with materials in immediate environment suitable for teaching the major principles of science. Ecology, morphology, physiology and behavior of organisms are employed, with some attention to taxonomy. Elective for Third and Fourth Year students. Prerequisite: High school biology or elementary educational biology. Three semester hours credit. Eight recitation hours per week. Two semester hours of laboratory work per week may be required. Mr. Fretz.

304s. **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.

410s. **Field Studies in Science.** As 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.

### 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 1933. The year 1930 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 of Physically Handicapped Children, State Education Department, Albany, N. Y.

### 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 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.

NOTE—Because of financial uncertainties the State Department stipulates that these two courses will be offered if and when application has been made and provisions established for a minimum group of ten in each class.

## 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 12 of this catalog.

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

### FIRST PERIOD — 8:10-9:00

	Room
Geography Methods (210s)*..... Miss Svec .....	115
Contemporary English Fiction (410s)..... Mr. Lappin .....	V. 206
Educational Measurements (Kg-Pr) (Ed. 303s)*..... Miss Hirsch .....	222
Philosophy and Technique of Progressive Education (450s)*..... Mr. Melvin .....	214
Supervision I (421s)*..... Mr. Steel .....	223
The Progressive Elementary School 452s)*.... Miss Markham....	P. 105-6
Junior High School Mathematics (401s)*..... Mr. Phillippi .....	116
History of European Art (302s)*..... Mr. Czurles .....	204
Art Methods (Upper Grades) (201s)*..... Mr. Bradley .....	209
History of American Education (Ed. 304s).... Mr. Bruce .....	221
Intr. to Educational Sociology (Soc. 201s)..... Mr. Clement .....	107
Written Expression (Eng. 101s)..... Mr. Grabau .....	119
Advanced Physical Science II (Sc. 304s)*..... Mr. Vail .....	V. 208

### SECOND PERIOD — 9:10-10:00

	Room
History of European Art (Art 302s)*..... Mr. Czurles .....	204
Geography Methods (210s)*..... Miss Svec .....	115
Educational Measurements (Kg-Pr) (Ed. 303s)*..... Miss Hirsch .....	222
Diagnostic and Remedial Reading (Psy. 405s)*..... Mr. Hertzberg ..	220
Philosophy and Technique of Progressive Edu- cation (450s)*..... Mr. Melvin .....	214
Supervision I (421s)*..... Mr. Steel .....	223



The Progressive Elementary School (452s)*	Miss Markham	P. 105-4
Literature I (Eng. 103s)*	Mr. Lappin	V. 206
Geography I (Geog. 101s)*	Mr. Cooper	118
Junior High School Mathematics (410s)*	Mr. Phillippi	116
Rural Sociology (Soc. 305s)	Miss Hoffman	112
Primary Methods (Kg-Pr) (210s)*	Miss Allen	206
Junior High School English (Eng. 212s)*	Mr. Thurber	217
Development of the Drama (Eng. 407s)	Mr. Hodgin	218
Adolescent Psychology (Psy. 303s)	Mr. Wilson	118
Modern European History (Hist. 301s)*	Miss Englebreck	117
Principles of Economics (Soc. 301s)	Mr. Plunkett	107
Arithmetic Methods, Gram. Grades (Math. 310s)	Miss Davis	104
Art Methods, Upper Grades (201s)*	Mr. Bradley	206
Elementary Music (101s)*	Miss Hurd	104
Europe since 1914 (Hist. 408s)	Mr. Park	118
Advanced Physical Science II (Sc. 304s)*	Mr. Vail	V. 206
Virgil (Lat. 211s)*	Mr. Messner	206

### THIRD PERIOD — 10:10-11:00 (Assembly 10:10-11:15)

#### ASSEMBLY TUESDAY AND FRIDAY, CLASSES MONDAY, WEDNESDAY AND THURSDAY

Literature I (Eng. 103s)*	Mr. Lappin	V. 206
Geography I (Geog. 101s)*	Mr. Cooper	118
Rural School Teaching (Ed. 330s)*	Miss Hoffman	222
Music Methods, Upper Grades (Mus. 210s)*	Mr. Owen	104
Primary Methods (Kg-Pr) 210s)*	Miss Allen	206
Modern European History (301s)*	Miss Englebreck	117
Junior High School English (212s)*	Mr. Thurber	217
American History since 1865 (Hist. 402s)*	Mr. Park	118
Social Psychology (Soc. 404s)*	Mr. Neumann	107
Duties of Elementary School Principals (Edu. 424s)*	Mr. Lane	112
Principles of Education (Ed. 305s)*	Mr. Bruce	221
Elementary Music (Mus. 101s)*	Miss Hurd	104
Art Methods (Kg-Pr) (Art 201s)*	Mr. Bradley	206
Elementary Art (Art 101s)*	Mr. Czurlis	211
Diagnostic and Remedial Reading (Psy. 405z)*	Mr. Hertzberg	220
General School Administration (Ed. 423s)*	Mr. Rockwell	218
Biology II (Sc. 302s)*	Mr. Fretz	V. 206
Virgil (Lat. 211s)*	Mr. Messner	206
History Methods (Hist. 210s)*	Miss Stockberger	118

### ASSEMBLY

There will be two Assembly periods per week, 10:10-11:15, 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 incidental 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 — 11:10-12:00 M., W., Th. (11:25-12:15 Tu., F.)

	Room
Rural School Teaching (Ed. 330s)*	Miss Hoffman 222
College Algebra (402s)*	Mr. Phillippi 116
Music Methods, Upper Grades (210s)*	Mr. Owen 104
American History Since 1865 (402s)*	Mr. Park 118
Social Psychology (Soc. 404s)*	Mr. Neumann 107
Duties of Elementary School Principals (Ed. 424s)*	Mr. Lane 112
Psychology of Childhood, Int. Grades (Psy. 302s)	Mr. Wilson 119
Organization and Materials of Prog. Ed. (Ed. 451s)	Mr. Melvin 223
†Shakespeare II (Eng. 416s) (See Note †)	Mr. Thurber 217
Junior High School Organization (Ed. 401s)*	Mr. Steel P. 114
Principles of Education (305s)*	Mr. Bruce 221
General School Administration (Ed. 423s)*	Mr. Rockwell 218
Health Education II (210s)*	Mr. Coyer G. 102
Penmanship I (Eng. 110s)	Miss Chapman 120
General Language (F. L. 400s)*	Mr. Messner 203



Geography of Europe (Geog. 403s)*.....	Miss Svec .....
Biology II (Sc. 302s)*.....	Mr. Fretz .....
Art Methods, Kg-Pr (Art 201s)*.....	Mr. Bradley .....
Elementary Art (Art 101s)*.....	Mr. Czurles .....
Arithmetic Methods, Intermed. Grades (Math. 311s) .....	Miss Davis .....
History Methods (Hist. 210s)*.....	Miss Stockberger .....
Community as a Factor in Educa. (Soc. 402s)* .....	Mr. Clement .....
Industrial Arts (Art. 202s)*.....	Miss Hirsch .....

# FIFTH PERIOD — 12:10-1:00 M., W., Th. (12:25-1:15 Tu., F.)

Health Education II (210s)*.....	Mr. Coyer .....
Educational Measurements, Upper Grades (303s)* .....	Mr. Jorgensen ....
General Language (Fr., Lat. 400s)*.....	Mr. Messner .....
History of Civilization (Hist. 101s)*.....	Miss Englebreck .....
Economic Geography (401s).....	Mr. Cooper .....
Geography of Europe (Geog. 403s)*.....	Miss Svec .....
College Algebra (402s)*.....	Mr. Phillippi .....
Educational Biology (Sc. 103s).....	Mr. Vail .....
Junior High School Literature (Eng. 213s)*..	Mr. Hodgkin .....
Junior High School Organization (Ed. 401s)*	Mr. Steel .....
Principles of Finance and Investments (Soc. 410s)* .....	Mr. Plunkett .....
Elementary Psychology (101s)*.....	Mr. Grabau .....
Administration and Supv. of the Re-Directed School (Ed. 457s).....	Mr. Fowler, et. al. ....
Music Methods, Primary Grades (Music 210s)* .....	Miss Hurd .....
Art Appreciation (Art 301s).....	Mr. Czurles .....
Community as a Factor in Educa. (Sec. 402s)*	Mr. Clement .....
New Type Examinations (Psy. 403s).....	Mr. Hertzberg ....
Industrial Arts (201s)*.....	Miss Hirsch .....

# SIXTH PERIOD — 1:10-2:00 M., W., Th. (1:25-2:15 Tu., F.)

History of Civilization (101s)*.....	Miss Englebreck .....
Penmanship II (Eng. 310s) .....	Miss Chapman ..
Kdgtm-Primary Psychology (Psy. 301s)*.....	Mr. Wilson .....
Elementary School Curriculum (Ed. 420s)*....	Mr. Lane .....
Music Methods, Primary Grades (Music 210s)* .....	Miss Hurd .....

Room			Room
115	Elementary Psychology (101s)*.....	Mr. Grabau .....	221
V. 208	Music Appreciation (Music 301s)*.....	Mr. Owen .....	104
208	Field Studies in Science (Sci. 410s)*.....	Mr. Fretz .....	V. 208
211	Methods in Social Studies (Soc. 407s)*.....	Miss Stockberger .....	118
	History of Education Since 1900 (Ed. 430s)...	Mr. Root .....	107
106	Educational Measurements, Upper Grades (303s)* .....	Mr. Jorgensen ....	222
113	Modern French Literature (Fr., Lat. 304s)*...	Mr. Messner .....	203
	Kindergarten Theory (Kg-Pr 301s)*.....	Miss Allen .....	205
214	Individual Instruction with Activity Program (Edu. 453s).....	Miss Markham ..	P. 105-6
205	Mental Hygiene, (Psy. 406s)*.....	Miss Lynch .....	220
	Junior High School Literature (Eng. 213s)*....	Mr. Hodgkin .....	218
	Principles of Finance and Investments (Soc. 410s)* .....	Mr. Plunkett .....	106
G. 102	Problems in Progressive Education (Ed. 456s)* .....	Mr. Mitchell .....	P. 114

# SEVENTH PERIOD — 2:10-3:00 M., W., Th. (2:25-3:15 Tu., F.)

			Room
	Kindergarten Theory (Kg-Pr 301s)*.....	Miss Allen .....	205
	Elementary School Curriculum (Ed. 420s)*....	Mr. Lane .....	112
	Penmanship I (Eng. 110s).....	Miss Chapman....	120
	Music Appreciation (Music 301s)*.....	Mr. Owen .....	104
	Field Studies in Science (Sc. 410s)*.....	Mr. Fretz .....	V. 208
	Modern French Literature (Fr., Lat. 304s)*...	Mr. Messner .....	203
	Mental Hygiene (Psy. 406s)*.....	Miss Lynch .....	220
	†Shakespeare II (Eng. 416s) M., W., Th. See Note † .....	Mr. Thurber .....	217
	Problems in Progressive Education (Ed. 456s)* .....	Mr. Mitchell .....	P. 114
	Methods in Social Studies (Soc. 407s)*.....	Miss Stockberger .....	118

†Shakespeare II may be taken either for two points credit or three points credit. Those wishing three points credit will include the Seventh Period class on M. W. Th. in their program.