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

STATE TEACHERS COLLEGE BULLETIN

BUFFALO, NEW YORK VOL. II, No. 3



CATALOG OF THE SUMMER SESSION

JULY SECOND TO AUGUST TENTH
NINETEEN THIRTY - FOUR

April, 1934

One of Five Publications Issued by State Teachers College
at Buffalo, N. Y.

In March, April, May, August, and November

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.

CALENDAR

July 2nd, at 8:30 A.M.—General meeting and instructions for Registration. Auditorium, State Teachers College, Buffalo. Registration closes at 4:00 P.M.

July 3rd—Regular classwork begins. A Late Registration fee will be charged after this date.

July 4th—Holiday.

July 7th—Last Day for registering in classes for credit. Regular session, using Wednesday's Program.

August 10th—Summer Session closes at 3:15 P.M.

SUMMER SCHOOL FACULTY 1934

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	Principal of Demonstration School
Assistant Director of Training, State Teachers College, Buffalo	
Willard Beatty	Lecturer, Progressive Education
Superintendent of Schools, Bronxville, New York	
William J. Becker	General Shop
Instructor, General Shop, Public Schools, Ithaca, New York	
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	
Mary J. Coughlin	Demonstrator, Crippled Children's Classes
Teacher Crippled Children's School, Buffalo	
Hubert E. Coyer	Recreation and Health Education
Instructor in Health Department, State Teachers College, Buffalo	
Earl Cranston	History and Philosophy
Professor and Head of Department of History, University of Redlands, Calif.	
Stanley A. Czurles	School Art
Instructor in Art, State Teachers College, Buffalo	
Marion P. Dana	Education and Industrial Arts
Kindergarten-Primary Department, State Teachers College, Buffalo	
M. Elsie Davis	Arithmetic
Assistant Principal, School No. 51, Buffalo	
George L. Dobson	General Electric Shop
Instructor in Electricity, High School, Kenmore, New York	
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 Instructor, Schenectady	
John Fontana	Metal Shop
Instructor in General Metalwork, State Teachers College, Buffalo	
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 Psychology and English, 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	

George E. Huckins	Print Shop
Instructor in Printing, State Teachers College, Buffalo	
Edna W. Hurd	Music
Instructor in Music, State Teachers College, Buffalo	
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	
Julia Markham	Modern Elementary Education
Principal, Bronxville Elementary School, Bronxville	
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	
George B. Neumann	Sociology
Professor of Sociology, State Teachers College, Buffalo	
Frank E. Owen	School Music
Supervisor of Music, City Schools, Batavia	
Julian Park	History
Dean of College of Arts and Sciences, Professor of History, University of Buffalo	
Irving C. Perkins	Vocational Guidance and Director of Shop Work
Professor of Vocational Education, State Teachers College, Buffalo	
Harold F. Peterson	Economics
Professor of Economics, State Teachers College, Buffalo	
Joseph F. Phillippi	Mathematics
Professor of Mathematics, State Teachers College, Buffalo	
Chester A. Pugsley	Administration and Supervision
Professor of Elementary School Administration and Supervision, State Teachers College, Buffalo	
George M. Quackenbush	Drawing and Design
Assistant Professor of Vocational Education, State Teachers College, Buffalo	
Margaret S. Quayle	Psychology
Assistant in Psychology, Teachers College, Columbia University	
Mary Catherine Roberts	Geography
Department of Geology and Geography, Mount Holyoke College	
Harry W. Rockwell	School Administration
President, State Teachers College, Buffalo	
Alma M. Shugrue	Third and Fourth Grade Demonstrator
Third Grade Critic teacher, Wilson Teachers College, Washington, D. C.	
Hertha G. Specht	Fifth and Sixth Grade Demonstrator
Junior High School Critic, State Teachers College, Buffalo	
George R. Staley	Lecturer in Education
Superintendent of Public Schools, Rome	
Harry J. Steel	Education and Supervision
Director of Training, State Teachers College, Buffalo	
George D. Taylor	Administration
Principal, Susan B. Anthony School, Rochester	
John M. Thurber	Literature
Professor of English and Literature, State Teachers College, Buffalo	
Charles A. Vail	Science
Instructor in Science, State Teachers College, Buffalo	
Carl Weiffenbach	General Wood Shop
Instructor in Woodworking, School No. 71, Buffalo	
Kate V. Wofford	Rural Education
Director of Rural Education, State Teachers College, Buffalo	
Livia Youngquist	Primary Demonstrator
Primary teacher, Public Schools, Winnetka, Illinois	
Isabel Houck Kideney	Registrar
State Teachers College, Buffalo	
Rosamond Olief Abate	Librarian
Assistant Librarian, State Teachers College, Buffalo	
Grace Viele	Reference Librarian
State Teachers College, Buffalo	
Margaret E. Woods	Assistant in the Library
Marion A. Clark	Financial Secretary
State Teachers College, Buffalo	
Chester G. Schoenborn	Assistant to Directors
State Teachers College, Buffalo	
Ethel M. H. Hansen	College Nurse
College Nurse, State Teachers College, Buffalo	

VISITING FACULTY MEMBERS IN THE SUMMER SESSION OF 1934

During the last six years the Summer Sessions at the State Teachers College have been rendered noteworthy by the presence of visiting faculty members, experts in their various fields, who have been recruited from the entire country. Among those who have previously acted in the capacity of regular faculty members, or as Assembly and Conference leaders, we are proud to note the following: Carleton E. Washburne, A. E. Winship, P. W. L. Cox, J. Cayce Morrison, S. A. Curtis, E. L. Branom, Edgar A. Dawson, C. F. Allen, Verne McGuffy, Dean John W. Withers, Lucille Allard, Aileen Stowell, Aymer J. Hamilton, Benjamin Frazier, C. B. Cornell, Grover C. Morehart, William W. Winslow, Frank T. Wilson, Burton Fowler, Morris M. Mitchell, Superintendent Robert Hill Lane, and many others. The Summer Session of 1934 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 at Brockport Normal School; Dr. Henry A. Lappin, Professor of English, D'Youville College; Dr. A. Gordon Melvin, Professor of Education, College of the City of New York; Miss Julia Markham, Principal, Bronxville; Frank E. Owen, Supervisor of Music, Batavia; Mrs. Alma M. Shugrue, third grade critic teacher, Wilson Teachers College, Washington, D. C.; Dr. Julian Park, Dean of the College of Arts and Sciences, University of Buffalo; Dr. Earl Cranston, Professor of History, University of Redlands, California.

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. Willard Beatty, Superintendent of Schools, Bronxville, New York, 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. Miss Livia Youngquist, teacher in the schools of Winnetka, Illinois, associated with Superintendent Carleton Washburne as author of the Washburne-Youngquist series of readers, will have charge of the demonstration work in the Primary grades. She is also President of the Kindergarten-Primary Section of the N. E. A. These are in addition to other progressive members of our staff who are continuing with us from previous summers.

Principal George D. Taylor, of the Susan B. Anthony School No. 27, Rochester, New York, will offer courses for Elementary School Principals. Mr. Taylor was recently President of the State Association of Elementary School Principals.

Miss Kate Wofford, our new Director of Rural Education, will be with us for the first time this summer and will offer courses in Rural Education and provide one or more rural education conferences at which time we shall hope to bring outstanding leaders of Rural Education to our campus.

Miss Quayle comes to us from Teachers College, Columbia University, where she is completing her work for the doctorate. She has had an extensive experience in hospitals and child guidance clinics.

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 7. Absences due to late entrance will count as a part of the possible excused absence. Students entering July 5 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 and 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 7. 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 1934 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. This will be discontinued after September 1, 1934. 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.

(5) State Teachers College at Buffalo is now on a four-year basis in all departments. No one will be graduated hereafter who has not completed the work for the bachelor's degree.

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

11:25-12:1
12:35-1:15

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

On Tuesdays 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.).

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 entertainment.

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.

VI. Industrial Arts Curriculum. The following courses will be offered for teachers in service who wish to pursue summer work in completion of the requirements for the license in Industrial Arts: General Shop, Print Shop, Electrical Shop, General Metal Shop, and Industrial Arts Design. Students enrolling for these courses may enjoy the privilege of selection from other departments.

THE DEMONSTRATION SCHOOL

This school was used extensively last summer and strengthened the courses in Education materially. The same service will be continued in the School of Practice this summer. Three rooms, including six grades of the Elementary school, will be in session during the entire six weeks. One room will combine the First and Second grades, another the Third and Fourth grades and the other the Fifth and Sixth grades. Lack of funds prevented the offering of any Junior High school work this summer. The committee feels that the inclusion of six Elementary grades will more than compensate for this omission. The members of the Demonstration School faculty have been selected because of their broad experience and their special interest in 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 Demonstration classes will begin at 9:00 A.M. and the Primary room will close at 12:15 daily. Plans are being made to keep the middle and upper rooms open till 1:30, or possibly 2:00 o'clock, in order to provide for a greater variety of work and to give college students more opportunity for observation. 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 excellent 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 8:30 A. M., Monday, July 2nd, 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. A cooperative book store is maintained for the benefit of students.

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.

Orchestra. Under the leadership of Miss Edna Hurd of our Music Department we developed a very fine orchestra last summer. We plan to continue this feature of our Summer Session in 1934 and invite and urge students to make plans to join our orchestral group. We are giving this advanced notice so that students from a distance may bring their instruments with them. Anyone who plays is invited to participate.

REDUCED RAILROAD FARES FOR SUMMER SCHOOL

A number of our students may be interested in the announcement that the various railroads belonging to the various passenger associations in the northeastern part of the United States have agreed to make the concession of 1 and 1/3 fares for the round trip from all points in their territories to Buffalo and return. This concession applies to members of the faculties as well as students and includes dependent members of families. Students expecting to attend the Summer Session may obtain from the Registrar's office identification certificates entitling them to the reduced railroad rates. The tickets based on the reduced rates will be on sale from June 28th to July 5th, inclusive. The final return limit will be August 14th and tickets will be good only via the same route in both directions. Tickets will have to be validated for the return trip by the railroad ticket agent at Buffalo.

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 hour credits. 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. Two sections will be offered: one for Primary and Intermediate grades and the other for Grammar grades. Required of Juniors. Three semester hours credit. Eight hours per week. Miss Hirsch, Mr. Steel.

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 hour 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.

V.-303s. Vocational and Educational Guidance. A course in Vocational Guidance open to Juniors and Seniors of the General College department. Carries elective credit. For description, see Vocational courses in the back of the catalog. Two semester hours credit. Five hours per week. Mr. Perkins.

330s. Rural Education I. A course dealing with the internal problems of the Rural school and including such units as: the problems of program making for the Rural school, the organization of curriculum materials with special emphasis on Curriculum Bulletins Nos. I and II of the New York State Department of Education, the supervision of free time, the measurements of educational results, Rural school management as it is related to child welfare, and the problems relating to the in-service development of the Rural teacher. Required of all Elementary teachers for graduation. Should precede practice teaching. Three semester hours credit. Eight hours per week. Miss Wofford.

331s. Rural Education II. This course will deal with the external problems of the Rural school. It will include such units as the following: a brief survey of the Rural school situation as it exists in New York State today, the lacks and resources of the rural environment, the administrative problem of the Rural school, with special reference to (a) the local community (b) the supervisory district (c) the State Department of Education, school laws and school records that relate to the Rural field, professional organizations as they affect the Rural teacher, and community problems as they touch the Rural school (a) community leadership (b) P. T. A. (c) making the Rural school a community center. Required of all Elementary teachers for graduation. Three semester hours credit. Eight hours per week. Miss Wofford.

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; provision for the exploratory function for adolescent children; provision for individual difference 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.

426s. Community and School Relationships. This is a new course by Miss Markham which may be of interest to general students of education. For complete description, see under Elementary School Administration and Supervision.

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 activi-

ties. Elective for advanced students and experienced teachers. Two semester hours credit. Five hours per week. Mr. Melvin.

452s. The Progressive Elementary School. This course will endeavor to give a survey of the work of the six years of the Elementary school as influenced by modern educational theory. It will consider the basis of evaluation of curricula; the factors of school organization and management which affect directly schoolroom procedures (grouping, testing, records, school life as a whole, relationship of administrators, special teachers, etc.); the educative effect of the unified school on the pupils. The course will show how individual instruction materials and techniques may be used with the activity program. Illustrations will be taken from the field of reading, manuscript writing, arithmetic, written English. Not open to students who have had Education courses 452s. or 453s. in previous summers. Three semester hours credit. Eight hours per week. Miss Markham.

NOTE: Other courses closely related to the field of Education will be found listed and described under the head of Educational Psychology.

K. P. 401s. Comparative Education. For course description, see Kindergarten-Primary courses. Elective Third and Fourth year students. Three semester hours credit. Eight hours per week. Miss Dana.

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; function 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. Three semester hours credit. Eight hours per week. Mr. Taylor.

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

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 administra-

tion; 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. Three semester hours credit. Eight hours per week. Mr. Rockwell.

Ed. 424s. The Elementary School Principalship. A. This course deals with some of the problems in organization and administration of the Elementary school. Topics as follows are dealt with: Place of the school in the community; the principal's place in school organization; current types of Elementary school organization; business and office administration; equipment, texts and supplies; classification, promotion and movement of pupils; organizing for individual needs; care of the plant. This course may either precede or follow part B. Open to principals, teachers and supervisors of one or more years' experience, and to others specially qualified. Two semester hours credit. Five hours per week. Mr. Pugsley.

Ed. 426s. Community and School Relationships. This course will deal with the study of the forces that have a bearing on the education of the Elementary school children outside of the school. It will endeavor to show how the life inside the school and outside the school can be co-ordinated and harmonized when the school takes the responsibility of building tolerance, understanding and a feeling of mutual responsibility between the community and the school. It will discuss specific ways and means of building right relationships, the place of the classroom in the community, the utilization of environment, parental education, types of socially useful activities which the children may carry on in the community. It will offer a scale by which the administrative aspects of community and school relationships as well as school and community activities may be evaluated. Time will be given in the course to discussion and evaluation of what progressive schools are doing to meet the social needs and challenges of the present and future. May be taken as an equivalent for the course in Public Relations. (Ed. 426) in the general catalog. Designed for Elementary school principals. Two semester hours credit. Five hours per week. Miss Markham.

Ed. 432s. Problems in the Supervision of the Common Branches. This course aims to give the student insight into and ability to cope with some of the supervisory problems arising in the major subject-matter fields of the school's instructional program. Emphasis will be placed on setting up the objectives of instruction in major subject-matter fields; diagnosing pupil needs in terms of these objectives; planning the instructional program in terms of objectives and needs; directing teachers as they select subject matter, method, and other materials of instruction, to accomplish the program; measuring the degree to which the program is attained. Throughout the course the point of view that the supervisor is an expert adviser and consultant will be held. Open to principals, supervisors and teachers of experience. Three semester hours credit. Eight hours per week. Mr. Taylor.

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

301-2s. Psychology of Childhood. (Specialized Psychology*). Designed to familiarize the student with methods of studying the

physical, mental, and emotional growth and development of children; to analyze the behavior of children and determine proper forms of control; to study the nature and function of various types of learnings, the problem of motivation, the nature and function of play, the factors in the genesis and control of various forms of anti-social conduct, the growth of personality. Required of Juniors majoring in Kindergarten-Primary and Intermediate grades. Two semester hours credit. Five hours per week. Miss Quayle.

Pys. 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. Two semester hours credit. Five hours per week. Mr. Hertzberg.

406s. Mental Hygiene. Brief survey of field of Mental Hygiene and its applications to individual and social needs. The role of instinctive forces and environmental factors underlying motives and mental mechanisms involved in every-day adjustments. Case studies of children and adults will be drawn upon for illustrative material. Two semester hours credit. Five hours per week. Miss Quayle.

408s. Psychology of Personality. Purpose is to analyze the various factors which develop integrated and disintegrated personalities. Topics treated are: ego, attention, emotional tendencies, endocrine glands, unconscious attitudes, the objective attitude, fear, failure; pseudo-scientific methods of analyzing personality; objective methods of diagnosing, analyzing, and measuring personality; relationship between personality and intelligence and scholarship; importance of personality in teaching; personality adjustments of school children. Elective for Juniors or Seniors. Three semester hours credit. Eight hours per week. Mr. Hertzberg.

415s. Diagnostic and Remedial Measures in Elementary Subjects. (Excluding Reading). Difficulties, especially in arithmetic, spelling and writing, which confront the school room teacher, will be diagnosed and remedial measures examined and appraised. Special emphasis will be put on correction of difficulties. Two semester hours credit. Five hours per week. Miss Quayle.

*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. Two semester hours credit. Five hours per week. 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.

203s. English Literature II. (Survey Course). The last half of the required survey course in English Literature. Students are expected to

familiarize themselves with the facts and the backgrounds of literature and also to gain an appreciation of what literature holds in store for them. Required of Sophomores. Three semester hours credit. Eight hours per week. Mr. Hodgkin.

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. Two semester hours credit. Five hours per week. Mr. Thurber.

404s. English Literature: Recent Literature II. (1865-1915). Continuation of Recent Literature I, directing particular emphasis upon the short story and novels of the period, including British and American authors. Elective for Sophomores, Juniors and Seniors. Two semester hours credit. Five hours per week. 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. Two semester hours credit. Five hours per week. 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, Untermeyer. (Harcourt, Brace & Co.). Elective. Third and Fourth Years. Two semester hours credit. One hour daily. Mr. Lappin.

415s. Shakespeare I. The careful reading and analysis of a group of the principal comedies, histories, and tragedies of Shakespeare, with the purpose of revealing the characters, the thought, and artistry of the plays. Such a study is intended to provide a distinct contribution to the teacher in developing skill in dramatization and familiarity with plot material and plot development. 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.

GENERAL LITERATURE

The following courses are designed to provide teachers with a background in the literature and culture of the Old World. An attempt will be made to include particularly those writings which have had the greatest influence on the later literature of England and America and may rightly be said to form a part of the literary heritage of all modern peoples. Special attention will be given to the material from European sources, ancient and modern, which has found a place in the present-day program in literature and history for the intermediate and upper grades. All the selections will be read in English translation and no knowledge of foreign languages is required. These courses may be counted for concentration in English or Foreign Languages or as free electives for Sophomores, Juniors and Seniors.

200. European Literary Backgrounds. A general survey course covering our literary heritage from the Old World, divided into the following units: Ancient Times, the Middle Ages, the Renaissance, Modern Times. This course will give the teacher some acquaintance with the great names in the literature of western Europe (exclusive of English) such as Homer, Vergil, Plato, Aristotle, Sophocles, Euripides, Lucretius, Horace, Plutarch, Augustine, Dante, Petrarch, Montaigne, Cervantes, Moliere, Rousseau, Voltaire, Goethe, Schiller, Hugo, and many others. Constant reference will be made to the influence of this material upon modern English and American literature, and bibliography and other helps will be furnished to aid in interpreting this material to children. Text: Cross and Slover: Readings in the Literature of Europe. Three semester hours credit. Eight hours per week. Mr. Messner.

NOTE: Of the two courses listed below, treating special periods of Old World literature more intensively, that one will be offered for which there is the greater demand.

419. Greek Literary Backgrounds. Reading in English translation selections from Greek epic: Homer's Iliad and Odyssey; Greek lyric poetry: Alcaeus, Sappho, Anacreon, Pindar, and the Greek Anthology; Greek history, Herodotus, Thucydides, and Xenophon; Greek drama: Aeschylus, Sophocles, Euripides, and Aristophanes; Greek philosophy: Plato and Aristotle; Greek satire: Theophrastus and Lucian; Greek oratory, pastoral, biography, etc. Text: Howe and Harrar: Greek Literature in Translation, with additional reference reading. Two semester hours credit. One hour daily. Mr. Messner.

421. Mediaeval Literary Backgrounds. Reading in English translation European masterpieces of the mediaeval period, such as St. Augustine's Confessions and City of God; Boethius' Consolations of Philosophy; the mediaeval epics; the French Song of Roland, the German Niebelungenlied, the Spanish Poem of the Cid; mediaeval romances of chivalry; Dante's Divine Comedy; mediaeval tale collections, including Boccaccio's Decameron; mediaeval lyric verse including Petrarch and Villon. No text required. Two semester hours credit. One hour daily. Mr. Messner.

GEOGRAPHY

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 Roberts.

301s. 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 specialty 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.

302s. Geography of North America. A short study of the various bases for regional classification introduces the regional study of the continent. Economic factors are emphasized, but the economic and social behavior of man is found intimately related to the physical factors of the environment. The United States is the principal objective of study. The aim is to give some practice in professional geographic thinking as applied to small regions, and a major geographic division. Elective for Juniors and Seniors. Three semester hours credit. Eight hours per week. Miss Roberts.

401s. Geography of South America. A general survey of the physical characteristics of the continent and its people is followed by a detailed study of smaller geographic regions into which the continent is divided. A geographic interpretation is given certain phases of the history of the continent, the trend of economic development, and current events. Elective for Juniors and Seniors. Three semester hours credit. Eight hours per week. Mr. Cooper.

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 which 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. Mr. Park.

401s. A Survey of American History to 1865. The conditions in Europe which influenced the discovery and settlement of the new world, the economic factors which were an important cause of the Revolution, the struggle of the English colonies with the mother country, the beginnings of the American republic, the rise and influence in politics of the common man, the growth of slavery, the contest over nationality, and the Civil War settlement. Elective for Sophomores, Juniors and Seniors. Three semester hours credit. Eight hours per week. Mr. Peterson.

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. Miss Englebreck.

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. Two semester hours credit. Five hours per week. 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. Two semester hours credit. Five hours per week. Mr. Peterson.

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. Mr. Clement.

403s. Social Problems. Two types of problems are considered: first, the major difficulties arising as society seeks to increase and distribute human adequacy; second, the more important maladjustments constituting social pathology. Analysis of causes of problems of both types and analysis of directions in which lie greatest promise of relief. Special consideration is given to the significance of these problems for educators. Prerequisite: an introductory course in sociology, or consent of the instructor. Elective for Juniors and Seniors. Three semester hours credit. Eight hours per week. Mr. Neumann.

Soc. 410s. Life Problems, Individual and Social. 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. Two semester hours credit. One hour daily. Mr. Cranston.

KINDERGARTEN-PRIMARY COURSES

Art 202s. Beginnings of Industrial Arts. This course will be of value to any who are interested in learning how to use materials and tools adapted to the Elementary and Intermediate levels. We provide the facilities for shop work, study, and discussion. We work with

wood, clay, textiles, crayons, paints and many new materials. The making of puppet shows, doll houses, library furniture, and toys will give one manual dexterity. Industrial Arts has become a natural and very interesting part of the school program. It aids the child to express himself in relation to other school subjects and to life. Two semester hours credit. Eight hours per week. Miss Dana.

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 Sophomore students. May be taken for credit by Training Class graduates or graduates from the old two-year curriculum. Three semester hours credit. Eight hours per week. Miss Allen.

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 most suitable materials 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 will be 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 Sophomore students. May be taken for credit by graduates from the old two-year curriculum. Three semester hours credit. Eight hours per week. Miss Hirsch.

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

Psy. 301s. Psychology of the Kindergarten-Primary Child. For course description, see Psychology courses. Two semester hours credit. One hour daily. Miss Quayle.

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.

K. P. 401s. Comparative Education. The course in Comparative Education is not planned for any particular field of education, viz., Elementary, Intermediate, Grammar, or Secondary Education, but is a survey of the New Schools of Europe. It shows their attempts to adjust education to a changing world. Any country where an interesting experiment is taking place may be studied and compared with our own progressive school methods. A discussion of current events is included. The course is based on I. L. Kandel's recent book: "Comparative Education", and on several educational tours of Europe made by the instructor. Elective, Third and Fourth Year students. Three semester hours credit. Eight hours per week. Miss Dana.

MATHEMATICS

210s. 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 IIC. 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. Two semester hours credit. One hour daily. 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. Three semester hours credit. Eight hours per week. Mr. Phillippi.

405s. Trigonometry. Treats of measurements by means of ratios formed by the sides of triangles. Fundamental formulae are developed from these ratios or functions. The application of trigonometry to measurement is illustrated by the use of the transit by the class. Prerequisite: College 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. Two semester hours credit. Eight hours per week. Mr. Czurlles.

Art 201s. Art Methods. The place of art in general education, its objectives and methods; both formal and informal methods; evaluation of various approaches; discussion of tendencies in art education and specific methods in various types of work. Required of all Second Year students in the General College. This course is planned particularly for Intermediate and Grammar grade teachers. Two semester hours credit. Eight hours per week. Mr. Bradley.

NOTE: Students requiring art methods for Kindergarten-Primary teachers for graduation at the end of the Summer Session may make arrangements with the instructor to enroll in this course and do special work in the Primary field.

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. Two semester hours credit. Five hours per week. Mr. Bradley.

***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.

***Art 303s. Oriental and American Art.** Brief study of the art of India, China and Japan in comparison with European art. The growth and development of art in America from prehistoric to modern times. Influences affecting American art and the lives and works of outstanding artists. The application of art in industry and discussions of contemporary movements. Required for Special Art sophomores. Elective for General Juniors and Seniors. Three semester hours credit. Eight hours per week. Mr. Czurlles.

NOTE: The two courses marked () are printed in the schedule at the same hours, and the one will be offered for which there is the greater demand.

Art 371s. Mechanical Drawing. If there are art students desiring credit in Mechanical Drawing they may register for a course in Mechanical Drawing offered in the Vocational-Industrial courses. For description, see the course in Drawing I (Industrial Arts 150) in the back of

the catalog. Two semester hours credit. Eight hours per week. Mr. Quackenbush.

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, and 303, are required courses 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.

201s. 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 plans 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 tuehenics, (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.

301s. Biology I. 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 biology. Three semester hours credit. Eight recitation hours per week. Two hours of laboratory work per week may be required. Mr. Fretz.

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.

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.

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 1934. 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.

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 Lommen.

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 selected from the Buffalo city schools, conferences, demonstrations and clinical work will form an essential part of this course. 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. All teachers interested should communicate at once with the Bureau of Physically Handicapped Children, State Education Department, Albany, N. Y.

SPECIAL COURSES IN THE VOCATIONAL-INDUSTRIAL DEPARTMENT

The following courses will be open to those Industrial Arts students who wish to repeat courses in shop work and to those who hold a Vocational certificate and desire to qualify for an Industrial Arts license. Election of these courses is open to women who desire to acquire some knowledge of shop work to assist them in an activity program.

The registration fee of \$20.00, plus a laboratory fee of \$5.00, will be charged, as in the Summer Session of 1933.

Description of Courses

General Statement

All courses in shop work as described below aim to clarify the requirements as set forth in the State Syllabus for Industrial Arts work in Junior and Senior High schools. The purpose is not to develop a particularly high degree of skill in the short time these courses will run, but to emphasize a thorough understanding of the elementary shop activities such as would be covered by a group of boys in the Elementary and the High school grades. Discussions in classes and required work will include the preparation of short units of instruction which would be valuable to the teachers in the grades previously mentioned.

General Shop. General Shop, during the coming summer, will cover three Industrial activities, namely: elements of woodworking and finishing, fundamentals of general metal activities, with basic principles of electricity and operation of electrical machines. Special attention will be given to methods of management of a Comprehensive shop and to such items as purposes and methods of conducting a group in the Elementary and Secondary fields. Fifteen clock hours per week. One class held in the morning; a second class held in the afternoon. Three semester hours credit. Mr. Becker.

Print Shop. A program in general printing activities which will include hand composition and press work, together with information regarding the kinds and uses of papers required in general printing. The use of half-tones, linoleum block cuts and zinc etchings will be included in the presswork. The principles of elementary bookbinding, such as are common to the school print shop, will be covered. Some time will be given to the organization of units of instruction, and a study of the equipment suitable for Elementary schools and Secondary schools will be carried on. Fifteen clock hours per week. One class held in the morning; a second class held in the afternoon. Three semester hours credit. Mr. Huckins.

Electric Shop. General Electricity. This course will touch upon all phases of the electrical industry that deal with common appliances used in and about the home, as well as the underlying principles of domestic lighting and heating. Attention will be given to such of the newer developments in the electrical field as is consistent with the purposes of Industrial Arts classes. Special demonstrations will be made of the use of model electrical machines which may be constructed in the shop. Fifteen clock hours per week. One class held in the morning; a second class held in the afternoon. Three semester hours credit. Mr. Dobson.

General Metal Shop. Four distinct activities in the metal field will be covered, namely: elements of machine shop practice, hardening and tempering, acetylene welding, sheet metal and art metal construction. Each student will be expected to cover basic operations in each of the divisions mentioned. Discussions relating to class management in the General Metal shop will be a feature of the course and special units of instruction will be prepared during the progress of the work.

Fifteen clock hours per week. One class held in the morning; a second class held in the afternoon. Three semester hours credit. Mr. Fontana.

Industrial Arts Design. A brief study of the principles of design applying to projects suitable for use in grades Seven, Eight, and Nine. Course will include sketching, blackboard drawing, and pictorial composition. The course seeks to improve the design of school projects and to illustrate the development of design in industrial practice; a course for Industrial Arts Juniors and those teaching under a Vocational License who desire to earn a license in Industrial Arts. Four clock hours per week. Two semester hours credit. Class will meet in one section, mornings only, from 8:10 to 9:00. Mr. Quackenbush.

General Woodworking Shop. The chief purpose of this course will be to familiarize students with the principles of cabinet making, pattern making, and other forms of woodworking construction which may be used in the Junior and Senior High school. Attention will be given to the handling of tools and the use and adjustment of woodworking machinery. Elementary woodfinishing will also be included. At least one project folder will be required of each student taking the course, in addition to other professional requirements. Fifteen clock hours per week. One class held in the morning; a second class held in the afternoon. Three semester hours credit. Mr. Weiffenbach.

V.-303s. Vocational and Educational Guidance. History of the guidance movement in America; relation to Vocational and General education, to the Junior and Senior High school; the media of guidance; occupational studies; duties and responsibilities of the counselor; placement and follow-up systems; the use of tests in counseling and in guidance; studies of record keeping; and type studies. Required of Industrial Arts Juniors and Vocational students. Elective for Juniors and Seniors of the General College department. Especially recommended for Junior High school teachers. Two semester hours credit. Five hours per week. Mr. Perkins.

Ind. Arts 150. Mechanical Drawing. (Drawing I) Orthographic and isometric projection in both free-hand and scale drawing; elements of machine and architectural drawing used as a basis. Regents outline for Drawing I used as a guide. May be elected by Vocational students working for the Industrial Arts certificate, or by students in Art Education for credit toward the degree. Two semester hours credit. Eight hours per week. Mr. Quackenbush.

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 (*).

Where two courses are scheduled at the same time for the same instructor, the one having the larger enrollment will be given. Such courses are indicated by a (†).

The number in parenthesis after each course refers to the number of the course as described in the Summer Session Catalog. (Ed. 304s) refers to the course in History of Education under Education. For explanation of numbers, see "Numbering System" on page 11 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
Organization and Materials of Progressive Education (451s)	Mr. Melvin 214
The Progressive Elementary School (452s)*....	Miss Markham .. P. 105-6
Supervision I (421s)*	Mr. Pugsley..... 223
Contemporary English Poetry (414s).....	Mr. Lappin 107
Recent Literature II (404s).....	Mr. Thurber 217
Europe Since 1914 (Hist. 408s).....	Miss Englebreck 117
Trigonometry (405s)*	Mr. Phillippi 116
Educational Measurements (Kg.-Pr. and Int.) (Ed. 303s)*	Miss Hirsch 222
History of American Education (Ed. 304s).....	Mr. Bruce 221
Modern European History (Hist. 301s)*.....	Mr. Park 118
Advanced Physical Science I (Sc. 303s)*.....	Mr. Vail V. 208
History of European Art (302s)* †.....	Mr. Czurles 204
Oriental and American Art (303s)* †.....	Mr. Czurles 204
Geography Methods (210s)*.....	Miss Roberts 115
Written Expression (Eng. 101s).....	Mr. Grabau 119
Industrial Arts Design (Ind. Art. 351).....	Mr. Quackenbush V. 109
General Metal Shop, Section A (3 periods).....	Mr. Fontana V. 100
Print Shop, Section A (3 periods).....	Mr. Huckins V. 105
Electric Shop, Section A (3 periods).....	Mr. Dobson V. 101
General Shop, Section A (3 periods).....	Mr. Becker..... V. 5
General Wood Shop, Section A (3 periods).....	Mr. Weiffenbach V. 103
Organization and Administration of Sight-saving Classes	Miss Carter P. 209
Organization and Administration of Crippled Children's Classes	Miss Lommen P. 206

SECOND PERIOD — 9.10-10:00

The Progressive Elementary School (452s)*	Miss Markham	P. 114
Problems in Supervision of Common Branches (Ed. 432s)*	Mr. Taylor	.....
Supervision I (421s)*	Mr. Pugsley	.....
American Education Since 1900 (Ed. 430s)	Mr. Root	.....
Diagnostic and Remedial Reading (Psy. 405s)	Mr. Hertzberg	.....
Masterpieces of English Poetry (Eng. 413s)	Mr. Hodgin	.....
History of Far East (410s)*	Mr. Cranston	.....
Geography of South America (Geog. 401s)*	Mr. Cooper	.....
Trigonometry (405s)*	Mr. Phillippi	.....
Educational Measurements (Kg.-Pr. and Int.) (Ed. 303s)*	Miss Hirsch	.....
Rural Education I (330s)*	Miss Wofford	.....
Modern European History (Hist. 301s)*	Mr. Park	.....
Arithmetic Methods, Grammar Grades (Math. 311s)	Miss Davis	.....
Advanced Physical Science I (Sc. 303s)*	Mr. Vail	.....
History of European Art (Art 302s)* †	Mr. Czurles	.....
Oriental and American Art (Art 303s)* †	Mr. Czurles	.....
Junior High School English (Eng. 212s)	Mr. Thurber	.....
Primary Reading (Kg.-Pr.) (211s)*	Miss Allen	.....
Geography Methods (210s)*	Miss Roberts	.....
Art Methods, Upper Grades (201s)*	Mr. Bradley	.....
Literature I (Eng. 103s)*	Mr. Lappin	.....
Elementary Music (101s)*	Miss Hurd	.....
Vocational and Educational Guidance (V. 303s)	Mr. Perkins	.....
General Metal Shop, Section A (3 periods)	Mr. Fontana	.....
Print Shop, Section A (3 periods)	Mr. Huckins	.....
Electric Shop, Section A (3 periods)	Mr. Dobson	.....
General Shop, Section A (3 periods)	Mr. Becker	.....
General Wood Shop, Section A (3 periods)	Mr. Weiffenbach	.....
Eye Hygiene	Miss Carter	.....
Orthopedic Conditions—Causes and Treatment	Miss Lommen	.....

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

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

Philosophy and Technique of Progressive Education (450s)*	Mr. Melvin	.....
Problems in Supervision of Common Branches (Ed. 432s)*	Mr. Taylor	.....
General School Administration (Ed. 423s)*	Mr. Rockwell	.....
Comparative Education (K.-P. 401s)*	Miss Dana	.....
History of Far East (410s)*	Mr. Cranston	.....
Social Problems (Soc. 403s)*	Mr. Neumann	.....
Geography of South America (Geog. 401s)*	Mr. Cooper	.....

Room

Principles of Education (Ed. 305s)*	Mr. Bruce	.....	221
Educational Measurements, Grammar Grades (Ed. 303s)*	Mr. Steel	.....	223
Rural Education I (330s)*	Miss Wofford	.....	222
Biology I (Sc. 301s)*	Mr. Fretz	.....	V. 208
Primary Reading (Kg.-Pr.) (211s)*	Miss Allen	.....	P. 114
Art Methods, Upper Grades (201s)*	Mr. Bradley	.....	209
Music Methods, Upper Grades (Mus. 210s)*	Mr. Owen	.....	104
Literature I (Eng. 103s)*	Mr. Lappin	.....	112
Elementary Music (101s)*	Miss Hurd	.....	105
General Metal Shop, Section A (3 periods)	Mr. Fontana	.....	V. 100
Print Shop, Section A (3 periods)	Mr. Huckins	.....	V. 105
Electric Shop, Section A (3 periods)	Mr. Dobson	.....	V. 101
General Shop, Section A (3 periods)	Mr. Becker	.....	V. 5
General Wood Shop, Section A (3 periods)	Mr. Weiffenbach	.....	V. 103
Methods of Teaching Sight-saving Classes*	Miss Carter	.....	P. 209
Methods of Teaching Crippled Children's Classes*	Miss Lommen	.....	P. 206

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 Session 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.)

Philosophy and Technique of Progressive Education (Ed. 450s)*	Mr. Melvin	.....	214
General School Administration (Ed. 423s)*	Mr. Rockwell	.....	218
Comparative Education (Kg.-Pr. 401s)*	Miss Dana	.....	205
Duties of Elementary School Principals—A. (Ed. 424s)	Mr. Pugsley	.....	112

Diagnostic and Remedial Measures in Elementary Subjects (Psy. 415s).....	Miss Quayle.....
Shakespeare I (Eng. 415s) See Note ‡.....	Mr. Thurber
Greek Literary Backgrounds (G.L. 419s) †.....	Mr. Messner
Medieval Literary Backgrounds (G.L. 421s) †.....	Mr. Messner
American History to 1865 (401s)*.....	Mr. Peterson
Educational Measurements, Grammar Grades (303s)*	Mr. Steel
Social Problems (Soc. 403s)*.....	Mr. Neumann
Principles of Education (305s)*.....	Mr. Bruce
Geography of North America (Geog. 302s)*.....	Miss Roberts
Arithmetic Methods, Intermediate Grades (Math. 310s)	Miss Davis.....
Biology I (Sc. 301s)*	Mr. Fretz
Children's Literature (212s)*.....	Miss Hirsch
Health Education II (210s)*.....	Mr. Coyer.....
Introduction to Educational Sociology (201s) ..	Mr. Clement.....
Music Methods, Upper Grades (210s)*.....	Mr. Owen.....
History of Civilization (101s)*.....	Miss Englebreck
Penmanship I (Eng. 110s).....	Miss Chapman....
Elementary Art (Art 101s)*.....	Mr. Czurlles
Methods of Teaching Sight-saving Classes*.....	Miss Carter
Methods of Teaching Crippled Children's Classes*	Miss Lommen.....

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

Administration and Supervision of the Re-Directed School (Ed. 457s).....	Mr. Beatty, et al.
Psychology of Personality (Psy. 408s)*.....	Mr. Hertzberg....
American History to 1865 (401s)*.....	Mr. Peterson
History of Mathematics (404s)*.....	Mr. Phillippi
Rural Education II (331s)*.....	Miss Wofford
Geography of North America (302s)*.....	Miss Roberts
Art Appreciation (Art 301s).....	Mr. Bradley.....
English Literature II (203s)*.....	Mr. Hodgkin
Children's Literature (212s)*.....	Miss Hirsch
Health Education II (210s)*.....	Mr. Coyer.....
Music Methods, Primary Grades (Mus. 210s)*..	Miss Hurd
Elementary Psychology (101s)*.....	Mr. Grabau
History of Civilization (Hist. 101s)*.....	Miss Englebreck
Elementary Art (Art 101s)*.....	Mr. Czurlles
Educational Biology (Sc. 103s).....	Mr. Vail
Mechanical Drawing (Art 371s) (Indus. Arts 150)*	Mr. Quackenbush
General Metal Shop, Section B (3 periods).....	Mr. Fontana
Print Shop, Section B (3 periods).....	Mr. Huckins
Electric Shop, Section B (3 periods).....	Mr. Dobson
General Shop, Section B (3 periods).....	Mr. Becker.....
General Wood Shop, Section B (3 periods).....	Mr. Weiffenbach

Room

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

Community and School Relationships (Ed. 426s)	Miss Markham ..	P. 105-6
Elementary School Curriculum (Ed. 420s)*.....	Mr. Taylor.....	112
Psychology of Personality (Psy. 408s)*.....	Mr. Hertzberg....	220
Junior High School Organization (Ed. 401s)*..	Mr. Steel	223
Community as a Factor in Education (Soc. 402s)*	Mr. Clement	214
Economic Geography (401s)	Mr. Cooper	115
History of Mathematics (404s)*.....	Mr. Phillippi	116
Field Studies in Science (Sc. 410s)*.....	Mr. Fretz	V. 208
Rural Education II (331s)*.....	Miss Wofford.....	222
European Literary Backgrounds (G.L. 200s)*..	Mr. Messner	203
English Literature II (203s)*.....	Mr. Hodgkin	218
Penmanship II (Eng. 310s).....	Miss Chapman....	120
Music Appreciation (Mus. 301s)*.....	Mr. Owen.....	104
Psychology of Childhood, K.-P. and Int. Grades (Psy. 301-2s)	Miss Quayle.....	119
Industrial Arts (Art 202s)*.....	Miss Dana.....	Shop and 205
Music Methods, Primary Grades (Mus. 210s)*..	Miss Hurd	105
Elementary Psychology (101s)*.....	Mr. Grabau	221
Mechanical Drawing (Art 371s) (Indus. Arts 150s)*	Mr. Quackenbush ..	V. 108
General Metal Shop, Section B (3 periods).....	Mr. Fontana	V. 100
Print Shop, Section B (3 periods).....	Mr. Huckins	V. 105
General Shop, Section B (3 periods).....	Mr. Dobson	V. 101
General Shop, Section B (3 periods).....	Mr. Becker.....	V. 5
General Wood Shop, Section B (3 periods).....	Mr. Weiffenbach ..	V. 103

Room

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

Elementary School Curriculum (Ed. 420s)*.....	Mr. Taylor.....	Room 112
Junior High School Organization (Ed. 401s)*..	Mr. Steel	223
Mental Hygiene (Psy. 406s).....	Miss Quayle.....	220
Shakespeare I (Eng. 415s) M., W., Th. See Note ‡	Mr. Thurber.....	217
Community as a Factor in Education (Soc. 402s)*	Mr. Clement	214
Life Problems (Soc. 410s)	Mr. Cranston.....	117
Field Studies in Science (Sc. 410s)*.....	Mr. Fretz	V. 208
Principles of Economics (Soc. 301s).....	Mr. Peterson	118
Music Appreciation (301s)*	Mr. Owen.....	104
European Literary Backgrounds (G.L. 200s)*..	Mr. Messner.....	203
Industrial Arts (Art 202s)*.....	Miss Dana	Shop & 205
Penmanship I (Eng. 110s).....	Miss Chapman....	120
General Metal Shop, Section B (3 periods).....	Mr. Fontana	V. 100
Print Shop, Section B (3 periods).....	Mr. Huckins	V. 105
Electric Shop, Section B (3 periods).....	Mr. Dobson	V. 101
Electric Shop, Section B (3 periods).....	Mr. Becker.....	V. 5
General Wood Shop, Section B (3 periods).....	Mr. Weiffenbach ..	V. 103

‡Shakespeare I 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.