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Buffalo State College

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STATE TEACHERS COLLEGE
BULLETIN

BUFFALO, NEW YORK

Vol. IV, No. 3



**CATALOG OF THE
SUMMER SESSION**

**June Twenty-ninth to August Seventh
Nineteen Thirty-six**

April, 1936

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

In March, April, May, August, and November

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3, 1932, at the Post Office at Buffalo, New York, Under the Act of
Congress of August 24, 1924.

CALENDAR

June 29th, at 8:30 A.M.—General meeting and instructions for Registration. Auditorium, State Teachers College, Buffalo. Registration closes at 4:00 P.M.

June 30th—Regular classwork begins. A Late Registration fee will be charged after this date.

July 3rd—Last Day for registering in classes for credit.

August 7th—Summer Session closes at 3.15 P.M.

SUMMER SCHOOL FACULTY

1936

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	
John C. Ballantyne.....	Literature
Acting Instructor of English, State Teachers College, Buffalo	
Muriel J. Bardwell.....	Rural Demonstrator
High School, Briarcliffe Manor, New York	
Leslie Barnette.....	Assistant in Music and Psychology
Instructor, Buffalo Collegiate Center, Buffalo	
William Breach.....	School Music
Director of Musical Education, Buffalo City Schools	
Charles B. Bradley.....	School Art
Professor of Fine Arts, State Teachers College, Buffalo	
J. C. Brown.....	Special Lecturer on Arithmetic
Superintendent of Schools, Pelham, New York	
Homer A. Bruce.....	History and Principles of Education
Instructor in Psychology and Education, State Teachers College, Buffalo	
William R. Buell.....	Rural Education
District Superintendent of Schools, East Aurora, New York	
Charles D. Cooper.....	Geography
Director of Training, State Normal School, Brockport	
Hubert E. Coyer.....	Recreation and Health Education
Instructor in Health Department, State Teachers College, Buffalo	
Gerald C. Craig.....	Special Lecturer in Elementary Science
Associate Professor of Natural Science, Teachers College, Columbia University	
Marion P. Dana.....	Kindergarten-Primary Education
Kindergarten-Primary Department, State Teachers College, Buffalo	
George L. Dobson.....	Electric Shop
Instructor in Electricity, Kenmore High School	
Reuben S. Ebert.....	Mathematics
Instructor in Mathematics and Education, State Teachers College, Buffalo	
Helen G. Englebreck.....	History
Instructor in History, State Teachers College, Buffalo	
John Fontana.....	General Shop and General Metal Shop
Instructor in Metalwork, State Teachers College, Buffalo	
Raymond M. Fretz.....	Science
Assistant Professor of Science, State Teachers College, Buffalo	
Hertha S. Ganey.....	Methods in English and Literature
Junior High School Critic, State Teachers College, Buffalo	
Anna M. Gemmill.....	Science
Assistant Professor of Science, State Teachers College, Buffalo	
Andrew W. Grabau.....	Psychology and English
Instructor in Psychology and English, State Teachers College, Buffalo	
Mary Alice Hartwell.....	Laboratory Assistant
Student Assistant, University of Buffalo	
Irene Hirsch.....	Kindergarten-Primary Education
Kindergarten-Primary Department, State Teachers College, Buffalo	
M. Gazelle Hoffman.....	Rural Education
District Superintendent of Schools, Lewiston	
Edna W. Hurd.....	School Music
Instructor in Music, State Teachers College, Buffalo	
Harry C. Johnson.....	Education and Mathematics
Junior High School Critic and Mathematics Instructor, State Teachers College, Buffalo	
Jane E. Joslin.....	3rd and 4th Grade Demonstrator
Critic Teacher, State Normal School, Cortland	

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

Robert Hill Lane.....Administration and Supervision
 Assistant Superintendent of Schools, Los Angeles, California

Harry J. Linton.....Vocational and Educational Guidance
 Director of Secondary Education, Schenectady

Henry Mandel.....Auto Mechanics
 Instructor in Auto Mechanics, Saunders Trade School, Yonkers

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

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

Joyce Moore.....Penmanship
 Formerly Assistant Director of Penmanship, Buffalo City Schools

Eileen Mulholland.....Literature
 Assistant Professor of English, State Teachers College, Buffalo

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

Mae O'Brien.....5th and 6th Grade Demonstrator
 Intermediate Grade Critic, State Teachers College, Buffalo

Julian Park.....European History
 Dean of College of Arts and Sciences, Professor of History, University of Buffalo

Ruby A. Peek.....School Art
 Instructor in Art, State Teachers College, Buffalo

Irving C. Perkins.....Education and Director of Shop Work
 Head of Industrial Teacher-Training Department, State Teachers College, Buffalo

Harold F. Peterson.....History and Economics
 Instructor of Economics and History, State Teachers College, Buffalo

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

Chester A. Pugsley.....Administration and Supervision
 Professor of School Administration and Supervision and Principal Demonstration
 School, State Teachers College, Buffalo

George M. Quackenbush.....Seminar in Vocational Education
 Assistant Professor of Vocational Education, State Teachers College, Buffalo

Margaret S. Quayle.....Psychology and Mental Hygiene
 Acting Professor of Education, State Teachers College, Buffalo

Catherine E. Reed.....Vocational and Educational Guidance
 Dean of Women, State Teachers College, Buffalo

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

M. Melvina Svec.....Geography
 Junior High School Critic and Geography Instructor, State Teachers College, Buffalo

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

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

Arnold R. Verduin.....Sociology and History
 Director, Buffalo Collegiate Center, Buffalo

George Webster.....Administration and Supervision
 Principal School No. 63, Buffalo

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

Rosamond Olief Abate.....Librarian
 State Teachers College, Buffalo

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

Margaret E. Woods.....Assistant Librarian
 Teacher, Public School No. 38, Buffalo

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

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

Ethel M. H. Hansen.....College Nurse
 State Teachers College, Buffalo

VISITING FACULTY MEMBERS IN THE SUMMER SESSION OF 1935

During the last seven 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 V. Winslow, Frank T. Wilson, Burton Fowler, Morris R. Mitchell, Willard Beatty, A. Gordon Melvin, Livia Youngquist Peterson, Earl Cranston, Principal George D. Taylor, Mrs Alma M. Shugrue, M. Elsie Davis, Wilson Gee, William S. Gray, Clarence R. Stone, Frank E. Owens, Frederick J. Moffitt, Carrie Graham, Leo J. Brueckner, and many others. The Summer Session of 1936 will introduce several new personalities.

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; Miss Julia Markham, Principal, Bronxville; Dr. Julian Park, Dean of the College of Arts and Sciences, University of Buffalo; Dr. Margaret S. Quayle, Acting Professor of Education, State Teachers College at Buffalo; Robert Hill Lane, Assistant Superintendent of Schools, Los Angeles, California and Dr. Arnold R. Verduin, Director of the Buffalo Collegiate Center.

In the past three Summer Sessions we have especially emphasized the Progressive Education Movement. While we have not as many outstanding representatives of this movement with us this summer, we shall still continue our interest in it. Miss Julia Markham of the Progressive Bronxville System will be here to give two courses and it is hoped that we will be able to organize at least one conference on Progressive Education. Our own Dr. Pugsley, Superintendent Lane, and our Demonstration teachers are especially interested in this field. Our Demonstration classes, both for grades and rural school, will exhibit Progressive techniques although they may not emphasize the activity curriculum as much as in recent summers.

Superintendent Robert Hill Lane of the Los Angeles School System and Principal George Webster of the Buffalo Schools will offer courses for Elementary School Principals. Superintendent Lane was with us in the summer of 1933 and many of his former students will welcome his return. He has been a very popular instructor in various summer schools on the Pacific Coast. These courses will aid in meeting the requirements for certification for Elementary School Principals.

As indicated elsewhere, we have plans for emphasizing work for rural school teachers during the forthcoming session and are fortunate in having with us again Miss Muriel J. Bardwell, of Briarcliffe High School. Miss Bardwell will organize a Demonstration class for rural teachers. We have plans for at least one conference on the problems of rural life and education.

Another feature of the 1936 session will be the emphasis which we are placing upon the improvement of teaching, especially in the common branches. For this purpose we are endeavoring to secure the services of some well known authorities on the teaching of such subjects as Arithmetic, Science, etc.

Other visiting instructors include William Breach, Director of Music Education, Buffalo City Schools; Harry J. Linton, Director of Secondary Education, Schenectady, New York, and Principal George Webster of Buffalo. Superintendent J. C. Brown of Pelham, New York and Professor Gerald C. Craig of Teachers College, Columbia, will appear as special lecturers in Arithmetic and Elementary Science respectively.

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 3. Absences due to late entrance will count as a part of the possible excused absence. Students entering June 30th 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. A student blanket tax fee will also be collected to finance student social activities, assembly programs and the summer school "Record." If the State appropriation is not decreased further this year the total of these two fees will probably not exceed \$20.00. The fee is payable at the time of registration. No refunds will be made after July 3. All checks in payment of fees should be made to Summer Session, State Teachers College. These fees are the same for all students and are in addition to the tuition fee paid by non-resident students.

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.

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

(3) 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.

(4) Beginning September, 1926, a fourth year leading to the degree of Bachelor of Science in Education was added to the curriculum. Students in all departments are now required to complete a four-year curriculum in this college, in order to receive a life diploma and degree, Bachelor of Science (in education). Credit towards this degree may be earned in part by our two- or three-year graduates in the Summer Session, after consultation with the Registrar, Student Program Committee, President or Director. No one will be graduated from this college in the future who has not completed their work for the Bachelor's degree.

(5) 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 graduation from a Training Class, may receive advanced credit equivalent to one year on the four-year curriculum.

(6) In September, 1934 all New York State Normal Schools and Teachers College at Buffalo entered upon a new curriculum for the preparation of elementary teachers. The Sophomore year of this curriculum was completed in June, and the Junior year will be in force in 1936-37. Students with advanced credit will find it necessary to have their work evaluated by the Registrar in terms of the new curriculum. As yet very little work from the new curriculum is offered in the Summer Session as it seems desirable to offer as much of the old curriculum as possible to enable students to complete their work for the degree on that basis. In all probability another summer will see the introduction of a number of courses from the new curriculum.

PROGRAM

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

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

On Mondays and Thursdays 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" and "Bulletin" will give advance information concerning speakers and entertainment.

CURRICULA

I. General Elementary Curriculum. Candidates desiring to earn credit on the General College curriculum toward their 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 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 six 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) Orthopedic Units and (2) Sight Conservation, which have been offered in past summers will not be continued here this summer. For full information regarding this work prospective students should address Mr. Joseph J. Endres, Director of Physically Handicapped Children's Bureau, New York State Education Department, Albany, New York.

VI. Courses Approved for Certification of Dental Hygienists. Because of financial difficulties, special courses formerly available for the preparation of dental hygienists for public school service are not now offered in this college. In lieu of such courses the following will be acceptable: Principles of Education; Community and School Relationships; Psychology of Childhood; Mental Hygiene; Introduction to Educational Sociology; Educational Biology.

Six semester hours chosen from these subjects will satisfy the professional requirement for the provisional dental hygienist certificate. Twelve semester hours will satisfy the professional requirements for continued certification. The complete requirements for certification may be obtained by writing directly to the Teacher Education and Certification Division, State Education Department, Albany. It is advisable for prospective students to communicate with the State Department before deciding to enroll in our Summer Session.

VII. 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, Electrical Shop, General Metal Shop, Auto Mechanics, Seminar in Vocational Education, and Supervision. 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 modern methods of teaching. The object of this Demonstration School is to furnish students of Education opportunity for the observation of instruction. 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 1:15, 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 School, State Teachers College, Buffalo, N. Y.

SPECIAL PROGRAM FOR RURAL SCHOOL TEACHERS

Special emphasis will be made during the Summer Session on the problems of the rural school. In addition to the courses offered in Rural Education, Miss Muriel J. Bardwell, instructor in the High school at Briarcliffe Manor, New York, will conduct a one-room school in the demonstration school. This room will consist of eight grades and efforts will be made to demonstrate the grouping of grades, the alternation of subject matter and the initiation of a progressive type of education in line with the recommendations of the New York State Department of Education. At least one conference on the problems of the rural school will be held during the Summer Session. Plans are being made to bring to this conference specialists of state and national reputation.

SPECIAL PROGRAM ON GUIDANCE AND COUNSELING

The employment of Harry J. Linton, Director of Secondary Education, Schenectady, New York, who will be ably assisted by Dean Catherine E. Reed of Buffalo State Teachers College, makes possible the offering of courses for teachers in Junior and Senior High School who wish to qualify as Vocational Counselors. These courses should also appeal to principals and superintendents who are desirous of providing for guidance needs in their schools. Plans are under way to hold an important conference on the general theme of Educational Guidance sometime during the Summer Session.

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 William Breach, 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.

For the last several years, we have been able to offer a steadily expanding athletic program for both men and women. It is expected that the offering this summer will be even more adequate than at any time hitherto. Swimming pool, gymnasium, and athletic field will all be made as completely available as possible for meeting as many different types of needs and wishes as may be found feasible.

Afternoon panel discussions have been found to be of such widespread interest that we expect to provide at least two and probably three during the summer. It is expected that each of these will deal with subjects of vital interest to our student body.

A rich variety of trips have been offered during the Summer Session for a number of years and because of their success plans are now under way for a repetition of those which have proven most popular and the provision of new trips which promise to enrich our total offering.

Social programs, consisting of informal dances and entertainment, will be included as in previous summers and will be improved on the basis of our experience of that which has been found to be most welcome.

The reengagement of Hubert E. Coyer makes 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 required (see "Admission" above). Registration begins at 8:30 A. M., Monday, June 29th, 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 classroom 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 our Music Department we developed a very fine orchestra last summer. We plan to continue this feature of our Summer Session in 1936 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. Miss Edna W. Hurd will direct and the work will be correlated with Music Appreciation.

REDUCED RAILROAD FARES FOR SUMMER SCHOOL

In previous summers the railroads belonging to various passenger associations in the northeastern part of the United States have granted a concession of 1 and 1/3 fare, for the round trip from all points in their territories to Buffalo and return. This concession applied to members of the faculty as well as students, and included dependent members of families. Due to the contemplated reduction in railroad fares this spring, the question of a similar concession being granted for the 1936 season has not been decided. If such a concession is granted the Registrar's Office will be provided with identification certificates entitling eligible persons to the reduced railroad rates. Anyone interested in this matter may write the Registrar's Office a short time before the beginning of the Summer Session.

LIBRARY

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

Elective Library Work

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

Special Library Facilities

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

COURSES OF INSTRUCTION

Numbering System

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

EDUCATION

303s. **Educational Measurements.** Designed to give Elementary teachers sufficient acquaintance with standard tests and scales to enable them to use such instruments for the improvement of classroom instruction. One section will be offered for Intermediate and Grammar grades. If necessary for graduation in August, Kindergarten-Primary students may receive special permission to enter this course. Required of Juniors. Three semester hours credit. Eight hours per week. Mr. Perkins.

304s. **History of American Education.** A brief study of the evolution of our American State school system, including the European background, transplanting of European ideas, their adaptation to American conditions, the establishment of our State system, and the recent rapid expansion and extension of that system to meet the needs of our modern life. This course combined with Education 430s will satisfy the requirements in History of Education for the College graduate professional certificate. Required of Juniors. Two semester hours credit. Five hours per week. Mr. Bruce.

305s. **Principles of Education.** Aims to integrate for teachers the details of educational theory and practice represented by the preliminary courses in Education and Psychology, thus furnishing them with a unified body of educational doctrine. This is accomplished by viewing the educational process as the "life process." From the natural laws of this process are developed the fundamental principles and the goals for education. Required of Juniors. Three semester hours credit. Eight hours per week. Mr. Bruce.

330s. **Rural School Teaching.** This course will deal with the teaching and administrative problems of the rural school. It will include such units as program making, the out-of-recitation periods, supervised study and the organization of curriculum materials with special emphasis placed on Curriculum Bulletins Nos. I and II of the New York State Department of Education. The administrative aspects of the course will include the keeping of school records, school clubs, the relationship of the teacher to the State Department of Education, school buildings, school grounds, school law and other problems relating to rural school management. Elective for Third and Fourth year students. Three semester hours credit. Eight hours per week. Miss Hoffman.

332s. **Problems of the Teacher in a Rural Community.** This will be a composite course participated in by leaders in many fields. A study of the teacher in his relationship to many large and persistent problems in the rural areas of New York State will be made. The problems to be studied will include the following: Health, recreation, adult education, libraries, social organizations, etc. These problems as they affect both small

and centralized schools in New York State will be analyzed and discussed. While Mr. Buell will do much of the teaching and will assume the responsibility for the integration of the course, outstanding specialists in the several fields will participate in the analysis of the problems. Elective for Third and Fourth year students. Three semester hours credit. Eight hours per week. Mr. Buell.

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 differences 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. Johnson.

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.

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.

455s. **Principles and Problems of Personnel Work and Guidance.** This is a basic course designed for teachers and others interested in the guidance function in the public schools. Consideration will be given to the present day objectives and principles of guidance; the function of the curriculum, the home room, extra-class activities, the classroom teacher, the principal, counselor, dean and other specialists in a guidance program; the techniques of guidance including counseling, record keeping, group conferences, coordination of guidance activities, contacts with parents, community agencies, etc. Three semester hours credit. Eight hours per week. Catherine E. Reed.

456s. **Techniques and Procedures in a Comprehensive Guidance Program.** A study of the guidance function, the services to be rendered, the techniques to be employed. This will include methods of securing data regarding the adjustments, the employment of educational and occupational information, the development of requisite skills or interests, exploration of aptitudes, consideration of placement, the techniques of the interview and interpretation of data from case studies. A basic course in guidance is a pre-requisite though admission to the course will be arranged for candidates who offer definite experience or ability. Evidence of growth in professional skill and the mastery of techniques is required before completion of the course. Two semester hours credit. Five hours per week. Catherine E. Reed.

457s. **Guidance Through Extra-Curricular Activities.** Deals with the guidance functions of the homeroom teacher, club sponsors, and sponsors of other pupil out-of-class activities. Consideration will be given to the study of desirable activities and to the guidance opportunities afforded through them. Special emphasis will be placed upon the value of extra-curricular activities in stimulating interest in school life, in developing qualities of leadership and in affording the opportunity for children to develop more naturally in a

school environment. Three semester hours credit. Eight hours per week. Harry J. Linton.

458s. **Organization and Supervision of Guidance.** Deals with the development of a guidance program in a school or school system. Involves a study of preliminary steps to be taken, the development of guidance consciousness upon the part of the faculty, the securing and preparation of counselors, curriculum organization to meet guidance needs, setting up of records, and supervision of the guidance program. Two semester hours credit. Five hours per week. Harry J. Linton.

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. Webster.

423s. **General School Administration.** Deals with the fundamental principles of school administration. Topics treated: historical beginnings of school administration; national, state, and local responsibility for education; district, township, and county units for school administration; nature and functions of boards of education; school services such as health, supervision, research, library, attendance, etc.; selection, salary, and tenure of teachers, and their growth in service; school building programs. Two semester hours credit. Five hours per week. C. A. Pugsley.

440s. **Elementary School Principalship A.** Organizing the school and its curriculum. This course would deal with the systematic development of a curriculum which comprehends the whole life of the child throughout his Elementary School experience. Developing within a school an organization through which the planned curriculum may be realized. Utilization of all the resources of the school such as library, auditorium, gymnasium, cafeteria, halls, classrooms, etc. Related problems in scheduling; school board relationships; classification of children; assignment of teachers. Three semester hours credit. Eight hours per week. Mr. Lane.

441s. **Elementary School Principalship B.** Operation of the Elementary School. This course will deal with financing the school program. Organizing and operating the school office. Equipping the school plant. Obtaining and using school supplies and texts. Movement of children. Promotion. School records. Community leadership. Three semester hours credit. Eight hours per week. Mr. Webster.

442s. **Supervision of the Elementary School A.** Leadership of Teachers. This course would deal with supervisory techniques such as classroom visitation and analysis of teaching and learning. Other instruments of supervision such as teachers' meetings, supervisory conferences, courses of study building, demonstration teaching, directed observation, etc. Three semester hours credit. Eight hours per week. Mr. Lane.

443s. **Supervision of the Elementary School B.** Evaluation of the Elementary School. The objective of this course is to develop a use acquaintance with the instruments for evaluation and to apply the implications of the data obtained. Programs for testing achievement and scholastic aptitudes; measuring the amount of over-ageness, normal ageness and under-ageness; determining acceleration and retardation; evaluating the effectiveness of the school organization, record systems, education services and school buildings; the principal's annual report. Two semester hours credit. Five hours per week. C. A. Pugsley.

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. Barnette.

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.

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

402s. **Psychology of Elementary School Subjects.** Familiarizes the student with the experimental studies on the Elementary school subjects with respect to procedures and conditions of learning; abilities involved in each of the subjects in order to discover what needs to be learned, what is adapted to the child's learning capacities, what kinds of assistance the child is most in need of; influence of environmental factors, native factors, and special aptitudes; method and values of utilizing the laws of learning. Elective for Juniors and Seniors. Two semester hours credit. Five hours per week. Miss Quayle.

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.

* 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.

102s. Oral Expression. A general course in oral English. Emphasis upon voice improvement, with exercises to correct nasality, throatiness, harshness, and monotony of expression. Attention is given to pronunciation and articulation. Considerable reading, and some work in story-telling, dramatization, and extemporaneous speaking. Required of all First year students. Two semester hours credit. Five hours per week. (Students defective in expression may be required to do extra hours of assigned work.) Mr. Grabau.

NOTE: Freshman students on the new curriculum who failed the work in oral composition may take this course to complete their Freshman work.

201s. English 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. Miss Mulholland.

202s. 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. Lappin.

210s. Literature for the Elementary School. The material for this course will include an appreciation of literature suited to children from kindergarten through the sixth grade; a study of sources of literature for children; an evaluation of creative work by children and selection of materials which will help integrate activities in literature with other phases of the curriculum. May be taken as a substitute for either Children's Literature or Juvenile Literature from the old curriculum. May be taken for elective credit by any student who has not taken either of these courses since 1930. Three semester hours credit. Eight hours per week. Miss Hirsch.

Eng. 214s. Language Arts in the Elementary School. Designed for teachers, supervisors, and principals who are interested in English activities and the improvement of teaching in that field. There will be discussion of different types of English programs, an examination of research studies, a review of the best that has been written concerning the teaching of English. Many types of English experiences will be studied and students will be helped to become sensitive to opportunities to broaden intellectual interests, to develop abilities and to cultivate appreciations through English: dramatics, choral reading, meeting the demands to speak well, to discuss intelligently, to write with ease and facility, to create and to appreciate. Two semester hours credit. Five hours per week. Miss Markham.

401s. Romantic Period Literature (1798-1832). A careful study of the poetry and prose of this important period, paying particular attention to the works of Wordsworth, Coleridge, Lamb, Scott, Byron, Shelley and Keats, together with those of the minor authors. The critics of the period are considered and the development of the magazines is noted. An attempt is made to reveal the spirit of Romanticism, thereby interpreting phases of contemporary thought. Elective for Sophomores, Juniors and Seniors. Three semester hours credit. Eight hours per week. Mr. Thurber.

402s. Victorian Literature. (1832-1890). The poetry, fiction, and non-fiction prose of this rapidly expanding era. An analysis of the various forces finding new expressions in science, religion, industry and social customs. The works of Tennyson, Browning, Dickens, Thackeray, Carlyle, Ruskin, Arnold, Newman, and the other major and minor authors are included. Elective for Sophomores, Juniors and Seniors. Three semester hours credit. Eight hours per week. Mr. Ballantyne.

404s. 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. Three semester hours credit. Eight hours per week. Mr. Thurber.

405s. The Essay. A survey of the essay from Montaigne to the present. Consideration is given to the development of the essay as a literary type, and emphasizes the personality of the essayist in relation to his art, and the various influences which entered into the forming of both his style and the content of his work. Elective for third and fourth year students. Three semester hours credit. Eight hours per week. Miss Mulholland.

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

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

417s. Unit Teaching of English and Literature in the Junior High School. Current changes in English teaching create new problems for the teacher. New materials are demanded, new types of organization and new procedures.

This course will offer an opportunity to study the newer practices and materials in the teaching of poetry, drama, biography, and short story on the junior high school level. Units of work will be set up, pupil and teacher bibliographies prepared, sources for correlated and illustrative materials examined, and individual projects worked out to meet the specific needs of the members of the class. Three semester hours credit. Eight hours per week. Mrs. Ganey.

PENMANSHIP

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

FOREIGN LANGUAGE AND LITERATURE

***French 101s. French Prose.** Emphasis will be placed upon improving the ability to read and understand French prose of graded difficulty. The content will include French short stories, longer prose narrative, essays, and semi-technical prose, depending upon the needs and desires of the class. Some grammar review and composition. Minimum prerequisite: two years of high school French. Three semester hours credit. Eight hours per week. Mr. Messner.

***General Language 400s.** A professionalized course providing information of a non-technical nature regarding language and languages. Treatment of such topics as the origin of language, the nature and psychology of

language, phonetics and phonetic change, the alphabet and its history, language families, Latin and the Romance tongues in their relation to English, formation and derivation of words and changes in their meaning. Attention will be given to the Lectures, reference reading, special topics and reports. Prerequisite: some knowledge of at least one foreign language. Three semester hours credit. Eight hours per week. Mr. Messner.

*General Literature 421s. Masterpieces of the Middle Ages. Reading in English translation such literary masterpieces of the medieval period as Saint Augustine's Confessions and City of God; Boethius's Consolations of Philosophy; the medieval epics: Song of Roland, Niebelungenlied, Poem of the Cid; the medieval romances: Aucassin and Nicolette, Tristan and Iseult; medieval tale collections including Boccaccio's Decameron; medieval lyric verse including Petrarch and Villon, Dante's Divine Comedy. No basic text. No knowledge of foreign languages required. No prerequisite. Two semester hours credit. Five hours per week. Mr. Messner.

* Of the three courses listed above, the two will be offered for which there is the greatest demand.

GEOGRAPHY

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

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 special problems and required field trips the economic geography of Buffalo and the surrounding region is stressed while the student gains experience in methods of research. Elective for Third and Fourth year students. Recommended for students specializing in the Junior High school field. Two semester hours credit. One hour daily. Mr. Cooper.

402s. Climate and Man. A study of the climates of the world with emphasis on one of the standard classifications. The typical land forms, types of vegetation, and the characteristic soils associated with each climatic region are studied. This is followed by several type studies of man and his environment and activities in selected type regions. Three semester hours credit. Eight hours per week. Miss Svec.

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

HEALTH EDUCATION

210s. Health II. Special senses; safety and first aid; mental hygiene; social hygiene; health service and supervision, evaluation of medical examination, health habits survey, records, follow-up work; mental and physical influence of extra-curricular activities. Methods in unit divisions: Primary, Intermediate, Junior High school, demonstration 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

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, old curriculum; First year, Home Economics. 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.

404s. Foundations of Modern Europe, 1500-1789. The contribution of the Middle Ages to European civilization; the development of thought and action from the Protestant Revolt, through the period of rising national states, the balance of power, the intellectual awakening, and the commercial revolution to the eve of the French Revolution. Three semester hours credit. Eight hours per week. Miss Englebreck.

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.

409s. American Political Institutions. An advanced course in American government: national, state, and local. The Constitution of the United States is studied and interpreted in the light of current research. Theoretical and practical aspects of politics are considered. Elective for Juniors and Seniors. Three semester hours credit. Eight hours per week. Mr. Verduin.

410s. International Relations. Problems of nationalism, imperialism and international disputes which result in the clash of national interests and the methods by which these clashes can be avoided and peace preserved. Elective for Juniors and Seniors. Three semester hours credit. Eight hours per week. Mr. Verduin.

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. 401s. Modern Social Trends. Two types of problems are considered: (1) the major difficulties arising as society seeks to increase and distribute human adequacy; (2) the more important maladjustments constituting social pathology. Special consideration is given to the significance of these problems for teachers. Among the units discussed in the course are the following: the nature and cause of social changes and the power of society to control them; the changes occurring in our natural resources; population; distribution of wealth and income; the family; rural and urban life; activities of women outside the home; delinquency and crime; public opinion and propaganda. The new curriculum includes this course as required of Fourth year general college Seniors. Prerequisite: an introductory course in sociology or consent of the instructor. Three semester hours credit. Eight hours per week. Mr. Neumann.

KINDERGARTEN-PRIMARY COURSES

210s. **Arithmetic and Primary Methods.** A survey of the work of the first three Elementary grades in Arithmetic, Reading, Spelling and the Social Sciences, as influenced by modern educational theory, by recent experiments and by special studies in subject matter and procedure. As an aid to such instruction, observation lessons with discussion following, are held. Required of Second year students. This course will be especially valuable for Intermediate and Grammar Grade students who wish to teach in the Rural School. Such students may take the course for elective credit. Three semester hours credit. Eight hours per week. Miss Dana.

212s. **Children's Literature.** For course description see English courses. Students needing credit in Children's Literature may take the course entitled Literature for the Elementary School, described under English 210s. Three semester hours credit. Eight hours per week. Miss Hirsch.

301s. **Kindergarten Theory.** This course is based on the text Forest's "The School for the Child from Two to Eight." Historically we investigate and evaluate the work of early educators of the young child. We include Montessori—the unification of the kindergarten and primary school and the present day tendencies in Nursery School and Kindergarten. Required of Third year students. Three semester hours credit. Eight hours per week. Miss Dana.

408s. **Activity Curriculum.** This course aims to familiarize students with the philosophy underlying the activity movement; to consider ways and means of planning activities; to evaluate basic techniques; and to observe the teacher at work with an activity program. 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. 406s. **Mental Hygiene.** Of value to Lower grade teachers. Elective for Third or Fourth year and teachers with experience. For course description see Psychology courses. Two semester hours credit. Five hours per week. Miss Quayle.

MATHEMATICS

101s. **General Mathematics.** This course seeks to give the student a foundation in mathematics, an understanding of certain algebraic principles that have a wide application in intelligent living; an appreciation of and familiarity with the real nature of algebraic analysis and a wider horizon through an extended acquaintance with more advanced topics that are being used and might be used more in educational theory and physical sciences, and to see how "pure mathematics" has led to great unexpected achievements in a practical way. Three semester hours credit. Eight hours per week. Mr. Ebert.

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

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

401s. **Junior High School Mathematics.** A review of arithmetic, elementary algebra, geometry and numerical trigonometry, is accompanied by

methods of presenting the above in a manner suited to the pupils of grades seven to nine. Frequent applications of these topics to practical problems is the primary objective. By opening the gateway thus it purposes to give to the student a broad background of mathematics. Open to Second, Third and Fourth year students. Three semester hours credit. Eight hours per week. Mr. Johnson.

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

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 200s. **Elementary School Art Methods.** The place of art in general education, its objectives and aims. Evaluation of various approaches and methods. Methods of teaching art at the various age levels of the elementary school. Selection of subject matter, material and techniques according to the needs of pupils. Credit from this course may be applied in Kindergarten-Primary, Intermediate, or grammar grade in the old curriculum. Two semester hours credit. Eight hours per week. Mr. Bradley.

Art 201s. **Essentials of Art.** Fundamental principles and techniques of elementary drawing and painting. Problems in design, lettering, color and representation adapted for use in the school room and community. Required of Second year general college students. Two semester hours credit. Eight hours per week. Miss Peek.

Art 202s. **Arts and Crafts.** Development of art and craft projects growing out of the elementary school curriculum. Individual and group work involving as wide a range of materials and subjects as possible. The integration of the arts with other subjects with emphasis on the application of art principles and the improvement of taste. Required of Second year general college students. Two semester hours credit. Eight hours per week. Miss Peek.

Art 301s. **Art Appreciation.** Art principles as applied in the fine and useful arts. The appreciation of the arts of building, sculpture, painting and the minor arts developed through lectures, readings, gallery visits and experience with various mediums. Two semester hours credit. Five hours per week. Mr. Bradley.

Special Art Curriculum

Since the organization of a special curriculum for the training of Art teachers and Supervisors, certain courses have been offered during the year in Extension and Summer Session which can be applied toward the requirements for the degree with a major in Art Education.

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 special art courses are offered this summer. For students contemplating special art work, a number of the General College courses are required.

SCHOOL MUSIC

102s. **Essentials of Music.** This is the second semester of the Freshman sequence in Elementary music. Continues study of public school music; the relationships and responsibilities of the grade teacher and a survey of school procedures and types of drill. Continued instruction and practice in correct use of the singing voice, song singing, conducting, ear training, music reading, notation and terminology. Procedures and practice in creative music. Appreciation of music through acquaintance with its medium of expression and forms. Required of Freshmen. Two semester hours credit. Eight hours per week. Miss Hurd.

NOTE: Students requiring credit for Music Methods on the old curriculum may substitute Music 102.

302s. **History and Appreciation of Music.** 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 on the old and new curriculums. Open to Kindergarten-Primary, Intermediate and Grammar grade students. Mr. Breach plans to correlate this course with such music activities as Glee Club, Orchestra, and Chorus work. Two semester hours credit. Eight hours per week. Mr. Breach.

SCIENCE

206s. **Botany.** The structure and physiology of the various types of plant life are studied to illustrate the different stages in the evolution of plants. The major part of the course is academic in character but special attention is given to the development of demonstrations, activities, and experiments for use at the various school levels. Lectures and demonstrations, supplemented by field and museum trips constitute the major work of the course. Elective for Sophomores in the new curriculum. May be taken as an elective on the old curriculum. Two semester hours credit. Eight hours per week. Prerequisite: Freshman Biology. Mr. Fretz.

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, adjustment 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.

Sc. 305s. **Physical Science for the Grade Teacher.** A survey course of the physical sciences, embracing chemistry and physics; proceeding toward that organization of the practical situations, activities and phenomena which are recognized as dealing directly with the mechanisms and appliances of every day life, and the teaching of these in the grades. A great many demon-

strations suitable for grade teaching will parallel the discussions. Students will be encouraged to plan and give some of the demonstrations. This course will aid the teacher with the new State science syllabus. Third and Fourth year elective. Two semester hours credit. Five hours per week. Mr. Vail.

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 Seniors, and Juniors with permission. Three semester hours credit. Eight hours per week. Mrs. Gemmill.

411s. **Junior High School Methods in Science.** A survey of various research studies and the resulting curricula is undertaken with especial attention to the New York State curriculum for General Science.

Along with conventional classroom procedures methods for conducting field trips are discussed together with various techniques for handling the materials obtained from such trips.

It is expected a reasonable familiarity with the literature in the field of science will be acquired during the course. Elective for Seniors and Juniors. Three semester hours credit. Eight hours per week. Mrs. Gemmill.

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 1935.

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. Three semester hours credit. Fifteen hours per week. One section only, mornings, 8:10-11:00. Mr. Fontana.

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. Three semester hours credit. Fifteen hours per week. One section only, afternoons, 12:00-3:00. 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. Three semester hours credit. Fifteen hours per week. One section only, afternoons, 12:10-3:00. Mr. Fontana.

Auto Mechanics. This course is designed to give the student a working knowledge of the practical work commonly taught in an Industrial Arts or part-time school shop. Lectures covering the theory of the various units and the best shop practices form an important part of this course. Three semester hours credit. Fifteen hours per week. Two sections, mornings, 8:10-11:00, and afternoons, 12:10-3:00. Mr. Mandel.

Seminar in Industrial Education. In this course a critical evaluation will be made of present philosophy in Industrial Arts or in Vocational

Education in Junior and Senior High Schools. Individual work will consist of special problems in organization, studies of administrative practice, Vocational schools and readjustment, and similar problems with which educators are faced. Individual reports which will contribute to the better understanding of Vocational Education or Industrial Arts problems are expected from each student. Four semester hours credit. Two hours daily. Mr. Quackenbush.

Supervision. The course in Supervision will treat of the usual topics as outlined in any accepted text on Supervision. The text probably to be used is by Kyte entitled "How to Supervise". The essential difference between this course and a general course in Supervision will be to draw illustrative material and carry on discussions from the point of view of shop and laboratory teachers. Ways and means of bringing about broader conceptions of Industrial Arts through the development of the enlarged curricula and the applications of more recent testing materials will be an important part of this program. Two semester hours credit. Five hours per week. Mr. Perkins

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 more courses are scheduled than can be given by an instructor, the two 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 12 of this catalog.

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

FIRST PERIOD — 8:10-9:00

Elementary School Curriculum (Ed. 420s)*	Mr. Webster	Room 222
General Literature (G. L. 421s)†	Mr. Messner	203
The Progressive Elementary School (452s)*	Miss Markham	P. 105-6
Contemporary English Poetry (414s)	Mr. Lappin	112
Recent Literature II (404s)*	Mr. Thurber	217
Europe Since 1914 (Hist. 408s)	Miss Englebreck	117
Trigonometry (405s)*	Mr. Phillippi	116
History of American Education (Ed. 304s)	Mr. Bruce	221
Modern European History (Hist. 301s)*	Mr. Park	214
Advanced Physical Science I (304s)*	Mr. Vail	V. 208
Art Methods in Elementary School (200s)*	Mr. Bradley	208
Literature in the Elementary School (210s)*	Miss Hirsch	P. 114
Geography of Europe (403s)*	Miss Svec	113
Music Appreciation (301s)*, Section 1	Mr. Breach	104
General Mathematics (101s)*	Mr. Ebert	106
Personnel Work and Guidance (Ed. 455s)*	Miss Reed	205
Auto Mechanics, Section A (3 periods)	Mr. Mandel	V. 3
General Shop (3 periods)	Mr. Fontana	V. 5
Supervision	Mr. Perkins	V. 102

SECOND PERIOD — 9:10-10:00

Elementary School Curriculum (Ed. 420s)*	Mr. Webster	Room 222
General School Administration (Ed. 423s)	Mr. Pugsley	P. 207
The Progressive Elementary School (452s)*	Miss Markham	P. 105-6
Elementary School Principalship A (Ed. 440s)*	Mr. Lane	220
Recent Literature II (404s)*	Mr. Thurber	217
Trigonometry (405s)*	Mr. Phillippi	116
American Education Since 1900 (Ed. 430s)	Mr. Root	218
Economic Geography (401s)	Mr. Cooper	221
Rural School Teaching (Ed. 330s)*	Miss Hoffman	222
Modern European History (301s)*	Mr. Park	214
Advanced Physical Science I (304s)*	Mr. Vail	V. 208

Art Methods in Elementary School (200s)*	Mr. Bradley	Room 208
Literature in the Elementary School (210s)*	Miss Hirsch	P. 114
Geography of Europe (403s)*	Miss Svec	115
Literature II (Eng. 202s)*	Mr. Lappin	112
Music Appreciation (301s)*, Section 1	Mr. Breach	104
General Mathematics (101s)*	Mr. Ebert	106
Personnel Work and Guidance (Ed. 455s)*	Miss Reed	205
Auto Mechanics, Section A (3 periods)	Mr. Mandel	V. 3
General Shop (3 periods)	Mr. Fontana	V. 5
Seminar in Vocational Education*	Mr. Quackenbush	V. 109

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

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

Junior High School Science (411s)*	Mrs. Gemmill	V. 206
American History to 1865 (401s)*	Mr. Peterson	118
Modern Social Trends (Soc. 401s)*	Mr. Neumann	107
Junior High School Mathematics (401s)*	Mr. Johnson	116
American Literature (409s)*	Mr. Ballantyne	214
Principles of Education (Ed. 305s)*	Mr. Bruce	221
Elementary School Principalship A (Ed. 440s)*	Mr. Lane	220
International Relations (Hist. 410s)*	Mr. Verduin	204
Rural School Teaching (Ed. 330s)*	Miss Hoffman	222
Guidance Through Extra-Curricular Activities (Ed. 457s)*	Mr. Linton	119
Educational Measurements (303s)*	Mr. Perkins	223
Biology I (Sc. 301s)*	Mr. Fretz	V. 208
Kindergarten Theory (K. P. 301s)*	Miss Dana	205
Essentials of Art (201s)*	Miss Peek	211
Literature II (Eng. 202s)*	Mr. Lappin	112
Essentials of Music (102s)*, Section 1	Miss Hurd	105
Music Appreciation (301s)*, Section 2	Mr. Breach	104
Auto Mechanics, Section A (3 periods)	Mr. Mandel	V. 3
General Shop (3 periods)	Mr. Fontana	V. 5
Seminar in Vocational Education*	Mr. Quackenbush	V. 109

ASSEMBLY

There will be two Assembly periods per week, 10:10-11:15, Monday, and Thursday. 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. Breach. 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 Tu., W., F. (11:25-12:15 M., Th.)

Climate and Man (402s)*	Miss Svec
American Literature (409s)*	Mr. Ballantyne
Elementary School Principalship B (Ed. 441s)*	Mr. Webster
Romantic Period Literature (401s)*	Mr. Thurber
Junior High School Science (411s)*	Mrs. Gemmill
Modern Social Trends (Soc. 401s)*	Mr. Neumann
American History to 1865 (401s)*	Mr. Peterson
Junior High School Mathematics (401s)*	Mr. Johnson
Educational Measurements (303s)*	Mr. Perkins
Guidance Through Extra-Curricular Activities (Ed. 457s)*	Mr. Linton
International Relations (Hist. 410s)*	Mr. Verduin
Psychology of Elementary School Subjects (Psy. 402s)	Miss Quayle
Kindergarten Theory (K. P. 301s)*	Miss Dana
Music Appreciation (301s)*, Section 2	Mr. Breach
Principles of Education (305s)*	Mr. Bruce
Biology I (Sc. 301s)*	Mr. Fretz
Foundations of Modern Europe (Hist. 404s)*	Miss Englebreck
English Literature I (201s)*	Miss Mulholland
French Prose (Fr. 101s)*†	Mr. Messner
Written Expression (Eng. 101s)	Mr. Grabau
Essentials of Music (102s)*, Section 1	Miss Hurd
Essentials of Art (201s)*	Miss Peek

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

Elementary School Principalship B (Ed. 441s)*	Mr. Webster
Supervision of Elementary School B (Ed. 443s)	Mr. Pugsley
Climate and Man (402s)*	Miss Svec
Romantic Period Literature (401s)*	Mr. Thurber
A Comprehensive Guidance Program (Ed. 456s)	Miss Reed
Music Appreciation (301s)*, Section 2	Mr. Breach
Literature and English in Jr. High School (Eng. 417s)*	Mrs. Ganey
Foundations of Modern Europe (Hist. 404s)*	Miss Englebreck
College Algebra (Math. 402s)*	Mr. Phillippi
Problems of Teacher in Rural Community (Ed. 332s)*	Mr. Buell, et al.
Physical Science for Grade Teachers (305s)	Mr. Vail
Art Appreciation (Art 301s)	Mr. Bradley
English Literature I (201s)*	Miss Mulholland
General Geography (Geog. 101s)*	Mr. Cooper
French Prose (Fr. 101s)*†	Mr. Messner
Auto Mechanics, Section B (3 periods)	Mr. Mandel
General Metal Shop (3 periods)	Mr. Fontana
Electric Shop (3 periods)	Mr. Dobson

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

General Language (400s)*†	Mr. Messner	203
Organization and Supervision of Guidance (Ed. 458s)	Mr. Linton	112
Supervision of Elementary School A (Ed. 442s)*	Mr. Lane	217
Junior High School Organization (Ed. 401s)*	Mr. Johnson	223
Victorian Literature (402s)*	Mr. Ballantyne	214
American Political Institutions (409s)*	Mr. Verduin	117
College Algebra (402s)*	Mr. Phillippi	116
Literature and English in Jr. H. S. (Eng. 417s)*	Mrs. Ganey	P. 211
Problems of Teacher in Rural Community (Ed. 332s)*	Mr. Buell, et al.	107
Field Studies in Science (Sc. 410s)*	Mrs. Gemmill	V. 208
Activity Curriculum (K. P. 408s)*	Miss Hirsch	P. 114
Penmanship II (Eng. 310s)	Miss Moore	120
Arithmetic Methods (Int. & Gram.), (310-11s)	Mr. Ebert	106
Psychology of Childhood (K. P. & Intermed.) (Psych. 301s-302s)	Miss Quayle	220
Psychology of Adolescence (303s)	Mr. Grabau	V. 104
English Essay (405s)*	Miss Mulholland	218
Language Arts in Elem. School (Eng. 214s)	Miss Markham	P. 105-6
Arith. and Primary Methods (K. P. 210s)*	Miss Dana	205
Health Education II (210s)*	Mr. Coyer	G. 102
General Geography (101s)*	Mr. Cooper	115
Essentials of Music (102s)*, Section 2	Miss Hurd	105
Elem. Educational Psychology (Psy. 101s)*	Mr. Barnette	221
Arts and Crafts (202s)*	Miss Peek	211
Botany (206s)*	Mr. Fretz	V. 206
Auto Mechanics, Section B (3 periods)	Mr. Mandel	V. 3
General Metal Shop (3 periods)	Mr. Fontana	V. 100
Electric Shop (3 periods)	Mr. Dobson	V. 101

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

General Language (400s)*†	Mr. Messner	203
Supervision of Elementary School A. (Ed. 442s)*	Mr. Lane	217
Junior High School Organization (Ed. 401s)	Mr. Johnson	223
Mental Hygiene (Psy. 406s)	Miss Quayle	220
Victorian Literature (402s)*	Mr. Ballantyne	214
American Political Institutions (409s)*	Mr. Verduin	117
Field Studies in Science (Sc. 410s)*	Mrs. Gemmill	V. 208
Activity Curriculum (K. P. 408s)*	Miss Hirsch	P. 114
English Essay (405s)*	Miss Mulholland	218
Principles of Economics (Soc. 301s)	Mr. Peterson	118
Arith. and Primary Methods (K. P. 210s)*	Miss Dana	205
Health Education II (210s)*	Mr. Coyer	G. 102
Arts and Crafts (202s)*	Miss Peek	211
Botany (206s)*	Mr. Fretz	V. 206
Elem. Educational Psychology (Psy. 101s)*	Mr. Barnette	221
Essentials of Music (102s)*, Section 2	Miss Hurd	105
Oral Expression (102s)	Mr. Grabau	V. 104
Auto Mechanics, Section B (3 periods)	Mr. Mandel	V. 3
General Metal Shop (3 periods)	Mr. Fontana	V. 100
Electric Shop (3 periods)	Mr. Dobson	V. 101