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Buffalo State College

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STATE TEACHERS COLLEGE
BULLETIN

BUFFALO, NEW YORK

Vol. VIII, No. 3

S. T. C. AT BUFFALO
RECEIVED
OCT 18 1946



CATALOG OF THE
SUMMER SESSION

July First to August Ninth
Nineteen Forty

April, 1940

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

In March, April, May, August, and November

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BULLETIN

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CALENDAR

- July 1st—8:30-9:00 A.M.—Faculty meeting.
- July 1st at 9:00 A.M.—General meeting and instructions for registration. Auditorium, State Teachers College, Buffalo. Registration closes at 4:00 P.M.
- July 2nd—Regular classwork begins. A late registration fee will be charged after this date. Late registrants will report to Registrar's office.
- July 4th—Legal Holiday.
- July 6th—Last day for registration in classes for credit. College will be in session the first Saturday, July 6th, to compensate for the Thursday holiday.
- August 9th—Summer Session closes at 3:15 P.M.

SUMMER SCHOOL FACULTY

1940

- Harry W. Rockwell.....President
President, State Teachers College, Buffalo
- Charles C. Root.....Director of the Summer Session
Professor of Education, State Teachers College, Buffalo
- Robert E. Albright.....Sociology
Professor of Sociology, Head of Department,
Director of Extension, State Teachers College, Buffalo
- Grace Allen.....Principal Demonstration School
Assistant Director of Training, State Teachers College, Buffalo
- Inez Bates.....Demonstration Teacher, Rural School Education
Demonstration Teacher, Parker School District, Greenville, South Carolina
- Ella Beach.....Demonstration Teacher, Seventh Grade
Teacher, Junior High School, Gloversville, N. Y.
- Harold Blodgett.....English
Assistant Professor of English, Union College, Schenectady, N. Y.
- Genevieve Bowen.....Rural Education
Department of Rural Education, State Teachers College, Duluth, Minnesota
- Charles B. Bradley.....Art Education
Professor of Art Education, Head of Art Department,
State Teachers College, Buffalo
- Julius Braun.....Industrial Arts
Head, Industrial Arts Department, Public Schools, Hamburg, New York
- Homer A. Bruce.....Education
Instructor in Education, State Teachers College, Buffalo
- Orpah Cable.....Lecturer on Orthopedics
Physiotherapist, Crippled Children's Guild, Buffalo
- Lewis H. Carris.....Lecturer on Sight Conservation
General Director, National Society for the Prevention of Blindness,
New York City
- Mattie M. Carter.....Sight Conservation
Supervisor, Sight Saving Classes, New York State Education Department,
Albany, New York
- Hubert E. Coyer.....Recreation and Health Education
Instructor in Health Department and Athletic Coach,
State Teachers College, Buffalo
- Walter J. Craig.....Lecturer on Orthopedics
Director of Division of Orthopedics, State Department of Health, Albany
- Earl Cranston.....History
Head Department of History, University of Redlands, Redlands, California
- William Cruickshank.....Special Education
Graduate Student in Special Education, University of Michigan, Ann Arbor
- Mary L. Darker.....Demonstration Teacher, First Grade
First Grade and Supervisor of Student Teaching,
School 52, Buffalo
- Ben H. Darrow.....Radio in Education
Education Director of Radio Station, WBEN, Buffalo
- Reuben Ebert.....Mathematics
Instructor of Mathematics, State Teachers College, Buffalo
- Joseph J. Endres.....Consultant on Special Class Education
Chief, Physically Handicapped Children's Bureau,
New York State Education Department, Albany
- Raymond Fretz.....Science
Assistant Professor of Science, State Teachers College, Buffalo

Hertha Ganey English
 Instructor in English and Latin, School of Practice,
 State Teachers College, Buffalo

H. H. Glosser Lecturer on Sight-Conservation
 Ophthalmologist, Buffalo

V. Spencer Goodreds Dramatics
 Professor of Dramatics, Middlebury College, Middlebury, Vermont

Eleanor M. Gover Demonstration Teacher, Fifth Grade
 Fifth Grade and Supervisor of Student Teaching, School of Practice,
 State Teachers College, Buffalo

Andrew W. Grabau English and History
 Instructor in English, State Teachers College, Buffalo

Anna Henry Practicum for Teachers of Orthopedic Classes
 Principal, Christopher School, Chicago, Illinois

Irene Hirsch Literature and Education
 Psychology and K-P. Education, State Teachers College, Buffalo

Oscar E. Hertzberg Education
 Head Psychology Department and Director of Research,
 State Teachers College, Buffalo

Carolyn W. Heyman Art
 Instructor in Art, State Teachers College, Buffalo

Arthur D. Hollingshead Elementary School Supervision
 Principal, Ashland School, East Orange, N. J.

Harry C. Johnson Mathematics
 Junior High School Critic and Mathematics Instructor,
 State Teachers College, Buffalo

Laurence C. Johnson Elementary School Supervision
 Principal, Public Schools, Orchard Park, New York

R. Pratt Krull Consultant in Special Education
 Associate Superintendent of Extension Education, Buffalo, N. Y.

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

Mildred Law Demonstration Teacher, Sight Conservation
 Teacher, Sight Conservation Class, Niagara Falls, N. Y.

Olga Lommen Consultant on Orthopedic Class Education
 Supervisor, Orthopedic Classes, New York State Department, Albany

Helen Lyvers Dramatic Arts and Choral Speaking
 Formerly Instructor, State Teachers College, Buffalo

Ruth McCoy Lecturer on Sight-Conservation
 Prevention of Blindness Bureau, State Department of Social Welfare,
 New York City

Elizabeth McDowell Speech and Literature
 Ex-Chairman, Department of Speech, Teachers College, Columbia University,
 New York City

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

Julia Markham Elementary Education
 Principal, Bronxville, Elementary School, Bronxville, New York

Charles A. Messner Foreign Languages and Literature
 Professor of Foreign Language, Head of Department,
 State Teachers College, Buffalo

Martha G. Metz Demonstration Teacher, Third Grade
 Instructor in First Grade, School of Practice,
 State Teachers College, Buffalo

Frank E. Owen Music
 Supervisor of Music, Batavia Public Schools, Batavia, N. Y.

Ruth Palmer Nutrition
 Instructor in Home Economics, State Teachers College, Buffalo

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

Irving C. Perkins Guidance and Driver Training
 Director of Industrial Arts Department, State Teachers College, Buffalo

Margaret S. Quayle Psychology
 Assistant Professor of Education, State Teachers College, Buffalo

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

Harold Roesser Science
 Instructor in Science, State Teachers College, Buffalo

Werner J. Rose Lecturer for Teachers of Physically Handicapped Children
 Assistant Professor of Medicine, Medical School, University of Buffalo.
 Assistant Attending Physician, Buffalo General Hospital

Ida E. Scheib Safety Education
 Formerly Supervisor of Safety Education,
 Massachusetts State Department and Member of National Safety Council

Frederick Schultz Elementary School Supervision
 Principal School 31, Buffalo Public Schools, Buffalo

Marie S. Shine Demonstration Teacher, Orthopedic Class
 Teacher, Christopher School, Chicago, Illinois

Paul W. Sloan Education
 Professor of Education, State Teachers College, Buffalo

Marguerite Stockberger History
 Instructor in History, State Teachers College, Buffalo

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

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

O. E. Underhill Science
 Science Department, State Teachers College, New Britain, Connecticut

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

Willem Van Royen Geography
 Associate Professor of Geography, University of Nebraska, Lincoln, Nebraska

George Webster Elementary School Supervision
 Principal of School No. 63, Buffalo

Kathryn Whittemore Geography
 Associate Professor in Geography, Head of Department,
 State Teachers College, Buffalo

D. Kenneth Winebrenner Art
 Instructor in Art, State Teachers College, Buffalo

Otto Yntema History
 Instructor in Social Studies, Western State Teachers College,
 Kalamazoo, Michigan

Isabel Houck Kideney Registrar
 Registrar, State Teachers College, Buffalo

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

Rosamond Abate Assistant Librarian
 State Teachers College, Buffalo

Marion A. Clark Financial Secretary
 State Teachers College, Buffalo

Marion F. Ayers Assistant College Nurse
 State Teachers College, Buffalo

John V. Wadsworth College Physician
 State Teachers College, Buffalo

Ray C. Schiferle Assistant to Director; Chairman, Extra-Class Program
 Instructor, Nichols School, Buffalo

VISITING FACULTY MEMBERS IN THE SUMMER SESSION OF 1940

The summer session of the Buffalo State Teachers College has been noteworthy for a number of years because of many capable visiting faculty members representative of the country at large and several leading colleges and universities. A glance over the roster of past summers indicates that approximately one hundred different visitors have contributed to our summer sessions for a part or a whole of an entire session and some have returned for several sessions. We are proud to mention among these distinguished visitors such names as Carlton Washburne, A. E. Winship, P. W. L. Cox, John W. Withers, A. Gordon Melvin, William S. Gray, Robert Hill Lane, J. C. Brown, E. W. Butterfield, Gerald Craig, Guy Harold Smith and Boyd H. Bode.

The visiting members of the 1940 faculty represent a wide geographical distribution, namely: New York, California, Vermont, Minnesota, Illinois, Nebraska, South Carolina, Michigan, Pennsylvania, Massachusetts and Connecticut. No less than a dozen colleges and universities and thirteen public school systems are represented by our visiting faculty.

We are fortunate this summer in the return to our campus of a number of former visiting faculty members. The roster will include Dr. Earl Cranton, Head of the History Department, University of Redlands, Redlands, California; Miss Genevieve Bowen, Department of Rural Education, State Teachers College, Duluth, Minnesota; Mr. Julius Braun, Head, Industrial Arts Department, Public Schools, Hamburg, New York; Miss Matie Carter, Supervisor, Sight Saving Classes, New York Education Department, Albany, New York; Mr. Ben H. Darrow, Education Director of Radio Station, WBEN, Buffalo; Miss Mary L. Darker, First Grade and Student Supervisor, School 52, Buffalo; Mr. V. Spencer Goodreds, Professor of Dramatics, Middlebury College, Middlebury, Vermont; Miss Anna Henry, Principal, Christopher School, Chicago, Illinois; Dr. Laurence Johnson, Principal, Public Schools, Orchard Park, N. Y.; Dr. Henry A. Lappin, Professor of English Language and Literature, D'Youville College for Women, Buffalo; Miss Mildred Law, Teacher, Sight Conservation Class, Niagara Falls, N. Y.; Miss Helen Lyvers, formerly instructor, State Teachers College, Buffalo; Mr. Henry Mandel, Instructor in Auto Mechanics, Saunders Trade School, Yonkers, N. Y.; Miss Julia Markham, Principal, Bronxville Elementary School, Bronxville, N. Y.; Mr. Frank E. Owen, Supervisor of Music, Batavia Public Schools, Batavia, N. Y.; Dr. Julian Park, Dean of College of Arts and Sciences and Professor of History, University of Buffalo; Miss Ida Scheib, Formerly Supervisor of Safety Education, Massachusetts State Department and member of National Safety Council; Dr. O. E. Underhill, Science Department, State Teachers College, New Britain, Connecticut; Dr. Willem Van Royen, Associate Professor of Geography, University of Nebraska, Lincoln, Nebraska; Mr. George Webster, Principal of School No. 63, Buffalo; Mr. Ray C. Schiferle, Instructor, Nichols School, Buffalo.

The following members will be new to our campus this summer: Dr. Kenneth P. Bailey, Instructor in History, Oceanside Junior College, Oceanside, California; Miss Inez Bates, Demonstration Teacher, Rural School Education, Parker School District, Greenville, South Carolina; Dr. Harold Blodgett, Assistant Professor of English, Union College, Schenectady, N. Y.; Mr. William Cruickshank, Graduate Student in Special Education, University of Michigan, Ann Arbor, Michigan; Dr. Elizabeth McDowell, Ex-Chairman, Department of Speech, Teachers College, Columbia University, N. Y. C.; Mr. Frederick Schultz, Principal School 31, Buffalo Public Schools, Buffalo; Miss Marie S. Shine, Teacher, Christopher School, Chicago, Illinois; Dr. Otto Yntema, Social Studies Instructor, State Teachers College, Kalamazoo, Michigan.

In addition to the above mentioned staff members, arrangements are being made for the appearance of special lecturers in connection with our assembly programs and conferences. Among those already arranged for is Dr. William C. Bagley, Professor Emeritus of Teachers College, Columbia University. No

one will wish to miss this fine opportunity of hearing Dr. Bagley who is now the Editor of *School and Society*. Dr. Bagley's tentative date is July 29th. Plans are under way for a conference on the Social Studies at which one or more members of the State Committee on Social Studies will be present and participate. Dr. Clyde B. Moore of the School of Education at Cornell University, who is a member of the State Committee, will be the leader of the conference and will give an assembly address on some phase of the social studies program. This has been tentatively arranged for July 15th. Plans are partially completed for a Science Conference to be led by Dr. W. L. Beauchamp of the University of Chicago. Others will be announced later.

SPECIAL FEATURES OF THE 1940 SUMMER SESSION

1. A special program of courses in Education of the Handicapped taught by five leaders in this field.
2. Special work in Speech Correction in charge of a wellknown specialist in this field.
3. A wide variety of offerings in History and Sociology with courses in Geography paralleling a number of the courses in History.
4. Three popular courses in Guidance will be offered.
5. A group of offerings designed especially for students interested in the administration and supervision of the Elementary Schools and leading to certification for the Elementary School Principalship.
6. A number of Science courses suited to the work of the elementary teacher and to students who are seeking special certification for junior high school work in Science.
7. An unusually large offering in the field of English and Literature. This includes a new course in the Short Story given by an authority in this field who will give special attention to work in creative writing.
8. Emphasis upon Safety Education with a leader of national reputation in this field, supplemented by demonstrations in Auto Safety with one of the Dual Control Demonstration cars of the American Automobile Association; also providing for opportunity to earn Driver Training Certificate.
9. A Demonstration School furnishing demonstrations to Education classes and offering opportunities for individual observation. This work includes regular elementary school grades, one room rural school and orthopedic and sight-conservation units.
10. Assembly programs featuring prominent speakers in various fields and a number of varied entertainment features.
11. Several conferences or institutes dealing with current educational and social problems.
12. A program of social events and extra-curricular opportunities of significant value and interest.
13. A well organized and directed series of educational trips designed for the benefit of teachers who are interested in broadening their experiences and improving their background for teaching in the elementary field. These will be in charge of a leader who has had extensive experience in such activities who will plan this work to secure maximum educational value.
14. The special course dealing with the use of the radio in public school conducted by a wellknown leader who has been a pioneer in developing The School of the Air in two states.

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. Buffalo is a good day's drive from New York City. Hence there is a splendid opportunity to take in the New York World's Fair this summer while attending Summer Session.

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

ADMISSION

The summer session is open to any person who has taught or who intends to teach the coming year in the schools of the State. No formal application for admission to the summer session is required. Students who intend to matriculate for the Bachelor's Degree should read carefully item (7) under the statement of CREDIT. Other students may register as special students until such time as they may decide to matriculate for the degree. This session is not open to high school graduates without teaching experience or to students who have not completed high school. No secondary school work is offered in the summer session.

Students who are delinquent in the regular session and desire to make up such delinquency in Summer Session must receive permission from the Dean before applying for registration.

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". This year the total of these two fees will not exceed \$25.00. The fee is payable at the time of registration. No refunds will be made after July 6th. 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.

In addition to the above fees, out-of-state students will pay a tuition fee of \$15.00.

Students entering July 3 or later will be required to pay a late Registration Fee, which is cumulative. There is a maximum of \$3.00 for registration on July 6th, which is the last day for admission to classes for credit.

BOARD AND ROOMS

Comfortable rooms in good homes near the College may be secured at about the following rates:

One person occupying a room, \$4.00 per week and upwards.

Two persons occupying a room, from \$2.50 per person per week and upwards.

Room and board in same house (two in a room), from \$8.50 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, New York.

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 a 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 Dean before applying for registration in the Summer Session and the individual program will be adjusted in accordance with the student's previous record.

(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 the 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 President, Dean, Registrar or Director. No one will be graduated from this college in the future who has not completed his work for the Bachelor's degree and no one will be granted such degree who has not completed a minimum of 32 semester hours of work in residence. It is also required that the last semester's work before graduation must be in residence. Residence work includes all work done on this campus.

(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 1938, all New York State Normal Schools and Teachers College at Buffalo entered upon a new curriculum for the preparation of elementary teachers. The senior year of this curriculum will be completed and the first class will be graduated in June 1942. Students with advanced credit will find it necessary to have their work evaluated by the Dean or Registrar in terms of the new curriculum. An increased number of the new curriculum courses are being offered this summer. It still seems desirable to offer some of the old curriculum courses to enable students to complete their work for the degree on that basis. In all probability, future summer sessions will be conducted on the basis of the new curriculum. Students needing the old curriculum courses should consult the Dean or Registrar to make sure that acceptable substitutions are made for those courses no longer offered.

(7) Students who intend to matriculate for the Bachelor's degree in this college and who wish to transfer credit from another institution should have official transfers of their record mailed to the Registrar of this college well in advance of the opening of the summer session in order that they may be advised of their program.

(8) Normal School graduates expecting to qualify for the degree:

Students graduating from Normal School prior to 1937 are required to earn 32 hours of resident credit for their fourth year work, 21 hours of which should be elected in two fields and the other 11 are free electives.

Students graduating in 1937 and later must complete 15 hours of required courses including Drama, American History, Principles of Education, American Literature and Modern Social Trends, and 17 hours of elective courses.

In either case students seeking certification in the special fields of Kindergarten Education, or the Junior High School field, should plan to use their electives to satisfy certification requirements. These may be had on request.

SCHEDULE

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).....	10:10-11:00
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 Dean, the Director of the Summer Session or the Registrar.

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 their 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 ten years Teachers College has been developing a program for the training of Elementary School Principals. Several courses selected from this program are 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. This summer the Home Economics Department will offer a course in Nutrition which will be available for students in the General College.

V. Industrial Arts Curriculum. A single course in Elementary Industrial Arts and one in Auto Mechanics are being offered. The work in Elementary Industrial Arts will have special value for special class teachers and those interested in activity programs. Extra-curricular activity programs are becoming so popular in public schools that many teachers will find this course very valuable. Auto Mechanics will appeal especially to teachers of Industrial Arts.

VI. Courses Approved for Certification of Dental Hygienists. Because of financial difficulties special courses formerly available for Dental Hygienists are not offered in this college. In lieu of such courses the State Department will accept substitutes. It is advisable for prospective students interested in this field to communicate with either Dr. Chauncey D. Van Alstine or Dr. Hermann Cooper in the State Education Department, Albany, New York, before deciding to enroll in our summer session.

VII. Special courses. Special courses for the training of teachers of (1) Orthopedic Units and (2) Sight Conservation classes will be offered by specialists in these fields. Teachers specializing in these fields will enjoy the privilege of selections in other departments, restricted only by the requirements of their own special program. Advanced courses leading to permanent certification are now offered in this field.

VIII. Art Education. The Art Department is offering a series of six courses in Art Education, some of which will be of interest to students in Art Education. Some may be taken as electives in the General Elementary field. Special students in Art Education who are interested in taking work in the summer session should communicate with the Head of the Art Department, Mr. Charles B. Bradley, State Teachers College, Buffalo, N. Y.

IX. Courses Approved for Certification of School Nurse-Teacher. The same statement given under VI above for Dental Hygienists would apply also to courses for School Nurse-Teacher. It is advisable for prospective students interested in this field to communicate with either Miss Marie Swanson, Supervisor of School Nurses, State Department of Education, or Dr. Hermann Cooper, Assistant Commissioner for Teacher Education and Certification, Albany, before deciding to enroll in our summer session.

THE DEMONSTRATION SCHOOL

A school of seven rooms with approximately one hundred fifty children is maintained during the summer session for the purpose of demonstrating to students of Education the relationship of theory to practice in a modern school. There will be four grades covering the work of the regular elementary school. These will include grades one, three, five and seven. Another feature of the elementary school program is a room designed to represent as nearly as possible a one-room elementary school which will demonstrate many of the characteristics of a modern rural school situation. There will be two rooms for the demonstration of work with physically handicapped children, one for sight conservation and the other an orthopedic unit. Any prospective summer school students who have children in their families that they would like to enroll in the Demonstration School may have this privilege. Likewise, if they have any pupil in their school whom they would like to bring to the Demonstration School for some special purpose, we should be glad to hear from them. We shall be needing some pupils who have speech defects for clinical cases in connection with our speech correction course. We should be glad to enroll such children in our Demonstration School.

The school has been used in past summers extensively and has greatly strengthened the courses in Education. This same service will be continued and the school will also be open to summer session students for observation. There will be a limited opportunity for a few students to do practice teaching work. Arrangements for this should be made in advance of the summer session.

Miss Grace Allen, Assistant Director of Training in the Buffalo State Teachers College will be in charge of the summer Demonstration School and a corps of experienced teachers have been selected for the demonstration work. Because of their broad experience, they will be capable of demonstrating the best modern methods of teaching. The demonstration classes begin at 9:00 A.M. The primary room and the special class rooms, will be open until 12:15 daily. The other rooms may be kept open for a longer time in order to provide for a greater variety of work and give more extended opportunity for observation. Anyone desiring to enroll children in any of the classes of the Demonstration School may address communications to the Principal of the Demonstration School, Teachers College, Buffalo, New York.

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 Inez Bates, Greenville, South Carolina, 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 alteration 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 rural schools will be held during the Summer Session. Plans are being made to bring to this conference specialists of state and national reputation. Miss Genevieve Bowen, of Duluth, Minnesota, will be in charge of this special program.

NEW FEATURE IN THE SOCIAL STUDIES PROGRAM

A modification of our Social Studies offerings this summer is worthy of notice. A number of parallel courses in History and regional Geography are being offered with the idea that such a combination will be of special interest to students who are interested in integration of History and Geography. We trust this may appeal to a considerable number of students. In addition we have an unusually rich offering of History and Social Studies courses exceeding in extent the offering of any previous summer. Students should have no difficulty in finding courses to meet almost any requirement.

EXTENSION OF OFFERINGS IN SCIENCE DEPARTMENT

In addition to three members of our regular faculty, we have returning to us this summer a wellknown exponent of Science teaching. This makes possible larger offerings in Science than last summer. These offerings furnish several advantages. Students who are desiring to meet the special requirements for Kindergarten teachers will find the courses in Botany and Zoology advantageous. There will also be sufficient variety of courses to meet the needs of Industrial Arts students and general college students who seek a concentration in Science for certification purposes. Several of the courses are also well adapted to the needs of students who want to improve their background for teaching the elementary school science program.

NEW OFFERING IN ENGLISH

We are especially favored this summer in having with us Dr. Harold Blodgett of Union College. He is a wellknown authority in the field of the Short Story having recently published "The Story Survey". He will offer courses in the Short Story and English Written Expression. Dr. Blodgett was formerly Dean of the Blowing Rock Summer School of English in North Carolina. This is similar to the Bread Loaf School at Middlebury, Vermont. We are hoping that the presence of Dr. Blodgett on our campus this summer may stimulate an interest in creative writing which these two institutions have fostered.

COURSE IN SPEECH CORRECTION

A feature we have long hoped to include in our summer session is to be realized this summer. After several efforts we have been able to secure a leading authority in the field of Speech Correction in the person of Dr. Elizabeth McDowell, former Chairman of the Department of Speech at Teachers College, Columbia University. Her course will be of interest to elementary school teachers who are desirous of understanding speech defects and being able to recognize them in their incipiency. Dr. McDowell will demonstrate with clinical case work so that students will be in a position to know how to deal with such cases if they meet them in their classrooms. This work will also be of special interest to teachers of handicapped children.

EXTRA-CLASS ACTIVITIES

The extra-class activity program will be in charge of a director of activities, assisted by selected students and cooperating faculty members.

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 is available in it, including canoeing on the lake.

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

An interesting and stimulating series of programs for Assemblies is now being arranged. Leading educators, as well as men prominent in other phases of life today, are being engaged. It is expected that musical programs of unusual merit will be provided and we hope we shall have a singing Summer Session, under the able leadership of Frank E. Owen our visiting director. We hope to organize an Orchestra and Glee Clubs, correlated with our Music Appreciation Class. Students who play orchestral instruments are urged to bring them with them. Moving pictures of particular interest to the students will be shown from time to time during the summer.

For the past 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 several such opportunities 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 has 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 securing of the services of an athletic director and the assistance of a woman teacher of swimming makes possible the extensive use of the swimming pool and a variety of recreational activities, especially in the field of athletics.

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

Trips to more distant places will be arranged so far as possible, dependent upon evident interest on the part of the student body. Probably advantage will be taken of the opportunity which the New York World's Fair offers us 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.*

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 seat-

ing 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. An additional feature of our library service is known as The Bureau of Instructional Materials. This has been developed during the past two years and it is of great interest and value to student teachers and teachers in service who are seeking an abundance of rich material for the development of units. It is located in Room 203, adjacent to the Library. The Grosvenor Reference Library and the Buffalo Public Library are glad to render every possible service to students of the Summer Session.

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 the 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.

IMPORTANT NOTICES

Plan of Registration. No formal application for admission to Summer Sessions is required (see "Admission" above). Registration begins at 9:00 A.M., Monday, July 1st, 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 bookstore 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. It has been the custom in the past to recruit a summer school orchestra to assist in summer school singing. We plan to continue this feature of our Summer Session in 1940 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. Mr. Owen will cooperate and the work will be correlated with Music Appreciation.

DESCRIPTION OF COURSES

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. Variations 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.

ART

The plan this summer is to offer courses which primarily will interest general elementary teachers but which may serve in a limited way the needs of students of the special departments. Some of these courses are planned to fulfill specific curriculum requirements, some to make contributions to cultural development, and some to develop hobbies or avocational interests. The courses are open to all students who are interested (regardless of art ability) and the work will be adapted to the needs of the students.

Art 101s. Essentials of Art. Fundamental principles and techniques of art. Art as a form of expression and some vocabulary and grammar functioning in this language; drawing, painting in color, design and lettering. Eight class hours per week. Two semester hours credit. Mrs. Heyman.

Art 102s. Creative Art Activities for Elementary Grades. The creative impulse and its manifestation in the work of children. While the field of art will be stressed the creative aspects of all subjects will be considered. The course will endeavor to acquaint teachers of the primary and elementary grades with new materials and approaches. Problems will be varied and adapted to individual needs with emphasis on progressive methods of teaching. Eight class hours per week. Two semester hours credit. Mrs. Heyman.

Art 201s. Art in Everyday Life. The practical applications of the principles of art in personal grooming and dress, in the selection of home furnishings and in display arrangement. An approach to art from the standpoint of the consumer rather than the creator. Lectures, trips, readings and projects. Elective. Eight class hours per week. Two semester hours credit. Mr. Bradley.

Art 301s. Art Appreciation. Understanding the Fine Arts. Study from the layman's point of view of recognized works in architecture, sculpture, paintings and some of the minor arts. Gallery visits, illustrated lectures and readings. Elective. Eight class hours per week. Two semester hours credit. Mr. Bradley.

Representation 300s. Workshop in the Graphic Arts. This is a studio course offering opportunity for students to work individually in various mediums of graphic expression. Drawing, painting in water color or oil, or print making. Previous experience is not required but advanced students may with the written permission of the instructor and the Director of Art Education work for definitely designated credit in the field of representation. Ten class hours per week. Two semester hours credit. Mr. Winebrenner.

Craft 400s. Workshop in the Crafts. This is a studio course in various forms of craft work. Individual instruction is offered in such crafts as: tied and dyed, print, and batik design applied to textiles, metal craft, jewelry, stage work, plaster or wood carving.

The student will begin at the level suited to his ability or experience and will be assisted in the selection of mediums to work in.

Note: The two courses above may be taken as the equivalent of the required Freshman Art.

More advanced students may with the written permission of the instructor and the Director of Art Education work for definitely designated credit in the field of craft. Ten class hours per week. Two semester hours credit. Mr. Winebrenner.

EDUCATION

Ed. 102s. Child Behavior. This course considers primarily the roots of child behavior with which the teacher is daily confronted. Special attention will be given to (1) methods for developing a well-adjusted personality in the child; (2) ways of detecting and correcting early beginnings of maladjustment; (3) the school room as an agent of mental health of the child. Case material will be generously used and such problems as daydreaming, lying, stealing, fears, irritability, etc., will be dealt with. This course is planned especially to be of practical and immediate help to classroom teachers. Observations to study some of the above problems will be arranged as a part of the eight hours per week scheduled. Eight class hours per week. Three semester hours credit. Prerequisite: ed. 101 or the equivalent. Miss Quayle.

Ed. 201s. Child and Curriculum—Psychology and Measurement of Learning. The first semester's work of the two-year sequence in the Child and the Curriculum. Corresponds to the first semester's work of the Sophomore year in the new curriculum. The course emphasizes the basic factors in the development and improvement of learning and the principles and techniques involved in measuring ability and achievement in learning. Some of the topics included are: physical and psychological bases of learning; motivation; attitudes of interest; attention; factors influencing learning; methods of presentation; meaning of measurement; tests and scales; classification of measuring instruments; uses of tests and scales in the classroom. Eight class hours per week. Three semester hours credit. Mr. Bruce.

Ed. 214s. The Language Arts in the Modern Curriculum. A study of the language arts as the integration medium of the experience curriculum. A quarter of the course is devoted to backgrounds and theory; the evolution of written language, its relation to human progress, desirable objectives in teaching the language arts, and the purposes and principles of integration. The remainder is given to practical application in classroom procedures: the fostering of reading readiness, effective techniques in beginning reading, problems and principles of remedial reading, means of sharing experience through communication, creative expression and dramatization, the utilization of phonics, handwriting and spelling as contributory tools of interpretation and expression. Five class hours per week. Two semester hours credit. Miss Bowen.

Note: This course corresponds to the course formerly given as English 214s. Language Arts in the Elementary School which is now transferred to the Education Department. It will be of special interest to people interested in Rural Education.

Ed. 304s. The Teaching Profession. Gives the student an understanding of the teacher's relationship to administrative and supervisory officers, to the community, and to the State. Includes the following units; qualifications of the wholesome and efficient teacher; community relationships; teacher relationships to administrative and supervisory officers; professional ethics; authority and responsibility of teachers; rights, privileges, and responsibilities of students; school rules and regulations; extra-mural operation of rules and regulations; legality of incidental fees of public schools; teacher's contract; legal and illegal use of school property; contractual capacity and liability of public schools.

Required of third year general college students on the old curriculum. Two semester hours credit. Five hours per week. Prerequisite. Ed. 203-204. Mr. Bruce.

Ed. 305s. Kindergarten Education I. This course is designed to give the student an appreciation of the place of the kindergarten as an integral part of Elementary Education, as well as to give more intimate knowledge of the

growth and progress of the four and a half to the six year old child. The activities of a kindergarten in relation to the Social and Physical Sciences and the Creative Arts (with emphasis upon Music, Literature, and Dramatics) will be discussed. The responsibility of the teacher in establishing a foundation for the tool subjects will be considered. A brief survey and an investigation of the materials and equipment suitable for children of these levels will be made. The keeping of records and reports will be the basis of one unit of this course. The instructor will provide opportunity for conferences with individual students. Elective for third and fourth year students who wish to be recommended as kindergarten teachers. Eight class hours per week. Three semester hours credit. Miss Hirsch.

Ed. 310s. Juvenile Literature. 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. Should be elected by students in the general elementary curriculum and by special kindergarten-primary students, in the new curriculum. May be taken for elective credit by any student who has not taken either of these courses since 1930. Eight class hours per week. Three semester hours credit. Miss Hirsch.

Ed. 402s. Principles of Education. An attempt is made to guide the student to study critically certain principles underlying educational practice and if possible to formulate new principles for his own educational procedures. The course is organized in units of the problem type. Major problems to be considered are: (1) the nature and scope of a course in principles; (2) the nature of the child to be educated; (3) the meaning of education; (4) the kind of social order in which the child is to be educated; (5) the nature and functions of interest in education; and (6) the method of reflective thinking in its educational bearings. The writings of Plato, Rousseau, James, Dewey, Kilpatrick, Bode, and other leaders in this field are considered in the light of their contributions to the major problems of this course. Required of fourth year general college students. Eight class hours per week. Three semester hours credit. Mr. Sloan.

Ed. 403s. Junior High School Organization (Old Curriculum). 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 and 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 junior high school curriculum. Eight class hours per week. Three semester hours credit. Mr. Sloan.

Ed. 404s. Psychology of Elementary School Subjects. (Old Curriculum). 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 value of utilizing the laws of learning. Elective for Seniors and candidates for elementary school principalship certificates. Five class hours per week. Two semester hours credit. Prerequisite: Educational Psychology or its equivalent. Mr. Hertzberg.

Ed. 405s. Diagnostic and Remedial Instruction in Reading. (Old Curriculum). Causes of reading deficiencies and retardation; techniques in individual and group diagnosis; case studies; remedial group instruction of retarded readers in the Primary grades; individual instruction of non-readers

and seriously retarded readers; testing and diagnosis of a few cases in class organizing Primary reading to prevent or minimize retardation in reading. Eight class hours per week. Three semester hours credit. Mr. Hertzberg.

Ed. 406s. Mental Hygiene. This course is definitely designed to help adults, especially teachers, understand their own emotional and mental development, and how to be happier and more productive individuals in all their relationships. Well-adjusted teachers are the greatest factors in developing desirable personalities in children but the emphasis of this course will be on the individual's adjustments, not on behavior problems of children. Adult personality problems will be considered and adequate case material will be used. Prerequisites: General Psychology or Educational Psychology. Eight class hours per week. Three semester hours credit. Miss Quayle.

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

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.

Ed. 420s. Curriculum Organization for Rural Schools. The curriculum is conceived to be the whole experience of the rural child—in the home, the school and the community—which the teacher may utilize in guiding his individual and social development. Major units of study will be centered about: (1) current trends in curriculum thinking and construction; (2) Objectives of education in American democracy; (3) analysis of curriculum needs of rural children and the adaptation of curriculum organization and use to these needs; (4) classroom procedures adapted to administering the modern curriculum; (5) the integration of home and community experiences into the curriculum of the modern rural school. Eight class hours per week. Three semester hours credit. Miss Bowen.

Note: The course in Elementary School Curriculum is no longer a requisite for certification for the Elementary Principalship. Some students working on the old curriculum may need such a course to meet graduation requirements. This course will furnish a good substitute for the old course under the same number. It is intended especially for people interested in curriculum problems of the rural school. It can also be substituted for the course in the old curriculum known as Modern Elementary School Problems B (Ed. 204s). It may be taken by students needing 202s in the new curriculum.

Ed. 432s. Researches Affecting the Elementary School. Deals with the research conducted during recent years bearing on the organization, administration and supervision of the elementary school. The areas to be studied will be determined by the needs and interests of the students enrolled. Emphasis will be placed on the practical utilization of the research findings. Open to principals and teachers of experience. Eight class hours per week. Three semester hours credit. Mr. Laurence Johnson.

Ed. 440s. The Elementary School Principalship A. Organizing the school and the curriculum. The general objective of this course is to see how the principal functions as he builds the organization framework through which the planned curriculum is realized. Problems in planning a curriculum for all aspects of child life throughout the whole elementary school experience; studying the community; organizing the school and its resources, such as the halls, the library, the auditorium, the gymnasium, the cafeteria, the playground, etc.; assignment of teachers and pupils; systems of classification and promotion; problems in scheduling and office organization; board relations. This course may either precede or follow the Elementary School Principalship B. Open to principals, supervisors, experienced teachers, and others especially qualified. Three semester hours credit. Eight hours per week. Mr. Hollingshead.

Ed. 441s. The Elementary School Principalship B. The operation of the elementary school. The objective of this course is to develop an understanding of, and the ways of meeting the day to day problems of the school as its curriculum operates. Equipping the school plant; obtaining and using supplies and texts; movement of the children; policies and programs in using the school facilities; policies in classification and promotion; special services for special needs; resolving pupil maladjustments; making and using records; financing the school program; leading the community. This course may either precede or follow Elementary School Principalship A. Open to supervisors, principals, experienced teachers and others especially qualified. Eight hours per week. Three semester hours credit. Mr. Schultz.

Ed. 442s. Supervision of the Elementary School A. Leadership of teachers. The objective of this course is to comprehend the work of the principal as a professional leader of teachers. Leadership of teachers; building an education philosophy for the school; the principal in relation to other administrative and supervisory officers; classroom visitation and the analysis of teaching and learning; the nature of learning; supervisory conferences, teachers' meetings, curriculum building, demonstration teaching, directed observations, the use of specialists, and other instruments for the improvement of teaching and learning. Open to principals, supervisors, experienced teachers and to others especially qualified. Three semester hours credit. Eight hours per week. Mr. Hollingshead.

Ed. 443s. Supervision of the Elementary School B. Evaluation of the Elementary School. The objective of this course is to develop an acquaintance with instruments for evaluation and to apply the implications of the data obtained. Programs for testing achievement and scholastic aptitude; measuring the amount of overageness, normal ageness, and under-ageness; determining acceleration and retardation; evaluating the effectiveness of the school organization, record systems, educational services and school buildings; the principal's annual report. Three semester hours credit. Eight hours per week. Mr. Webster.

Ed. 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.

Ed. 455s. Principles and Problems of Personal 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 classroom teacher, the principal, the visiting teacher, the counselor, and other specialists in a guidance program; guidance services including counseling, record keeping, group conferences, coordination of guidance activities, contacts with parents, community agencies, etc. Three semester hours credit. Eight hours per week. Mr. Perkins.

Ed. 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. Eight class hours per week. Three semester hours credit. Miss Reed.

Ed. 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. Miss Reed.

Ed. 461s. Safety Education. This course endeavors first of all to show that the safety-minded teacher is a prerequisite to functioning safety education. The Stokes Bill and its implications for the curriculum; the philosophy of safety education; the objectives with means of realizing them; criteria for judging published materials; measuring the results of safety teaching; these and other phases pave the way for the more practical side. This includes preparing a year's program in the students' teaching situation, developing in detail a specific problem within the field, and study of the New York syllabi. A unit on road and driving safety will be included. Five class hours per week. Two semester hours credit. Miss Scheib.

Driver Training. There is a growing demand in Secondary Schools for instruction in auto driving by those who hold A. A. A. Driver Training Certificates. Opportunity will be given for those who wish such credit to take the work necessary to secure certification. No credit will be given for this course but certificates will be awarded by the American Automobile Association for those completing the work. Anyone wishing credit in the course must register in the Safety Education course and pursue the driver training as a supplement to that course. Such units will be in full accordance with the A.A.A. Standards. Mr. Perkins.

Ed. 462s. Radio in Education. It is the purpose of this course to give an understanding of what radio is contributing or can contribute to education. The course will include (a) Social changes brought by radio; (b) The place of radio in education; (c) Planning and supervising the school use of radio; (d) Techniques of utilizing the radio; (e) Selection and use of broadcasting equipment; (f) Producing educational radio programs; (g) Radio program appreciation by adults and children. The class will be divided into committees to prepare reports, to plan trips to broadcasting stations, to study recorded programs, to evaluate listening techniques and to follow other lines of special interest. This permits administrators and teachers to centralize on that part of the work most valuable to them. Limited to sixty students. Two semester hours credit. Five hours per week. Mr. Darrow.

Note: Additional credit of one semester hour may be earned by taking the "Radio Workshop" three hours per week.

The Radio Workshop. Supplements Ed. 462s. and is open only to those taking Ed. 462s. It will afford an opportunity to write radio scripts and (or) to broadcast them. The rudimentary course in microphone techniques will include actual experience in broadcasting. It will also afford instruction in the wider use of drama for teaching purposes in the small school and in the larger ones possessing public-address systems. One semester hour credit. Three hours per week. Mr. Darrow and radio specialists.

Ed. 465s. Visual Education. The course will include the following topics: the psychological basis for visual education; the sources from which visual aids may be obtained; the mechanics and operation of such aids as motion picture projectors, stereopticons, opaque projectors; the techniques of teaching with pictures, slides, maps, globes, models, demonstrations and field trips; the application of such methods to the various subjects of the elementary grades. Lectures by specialists in each field.

The Summer Session Committee reserves the right to cancel this course if registration should be less than ten. The enrollment in the class will be limited to twenty in order to give each student experience in the operation of visual aids. Five class hours per week. Two semester hours credit. Mr. Root, Coordinator.

EDUCATION COURSES FOR TEACHERS OF PHYSICALLY HANDICAPPED CHILDREN

The State Education Law requires communities having ten or more physically handicapped children to establish special classes suited to their mental and physical conditions. The State further recognizes the need for this special class activity by granting subsidies to assist local communities in meeting the cost of this necessary service.

In order that the communities may receive special subsidies as indicated by law it is necessary that the teachers handling these class units have special preparation which is defined by the Teacher Education and Certification Division as indicated below.

All teachers must have completed a minimum of three years of professional training in preparation for the teaching of common branch subjects and, in addition, twelve semester hours of special preparation as follows:

Courses	Min.	Max.
	Semester	Hours
Practicum in teaching classes of physically handicapped children	6	..
Mental, social and vocational adjustments.....	2	4
Psychology of the physically handicapped.....	2	4

The present number of teachers qualified to meet these special requirements is inadequate. Because of the large number of communities in this State where special class facilities have not been established and the increasing appreciation of the need for special education adjustments suited to the mental, social and physical conditions of physically handicapped children, this area of training presents unusual opportunities for service.

New York State has recently established a new policy governing the organization and development of special units for physically handicapped children which will undoubtedly have a tendency to energize the demand for additional qualified teachers.

PROGRAM

The following practicums will be available.

Orthopedic Classes

Practicum in teaching children with orthopedic defects (organization, methods, materials, observations, practice teaching and clinic). Six semester hours credit. Hours 9-12.

Miss Henry assisted by Miss Shine and the class of crippled children.

Sight-Saving Classes

Practicum in teaching children with visual defects (organization, methods, materials, observation, practice teaching and clinic). Six semester hours credit. Hours 9-12.

Miss Carter assisted by Miss Law and the class of partially-seeing children.

Fundamentals of Speech and Speech Correction. Mrs. Elizabeth McDowell.

A course in speech correction will be given this summer and it will undoubtedly be of interest to people who are working with handicapped children. Course description under English.

Advanced Classes

Psychology of the Physically Handicapped. Two semester hours credit. Mr. Cruickshank. Time 8:10-9:10.

Mental, Social and Vocational Adjustments. Four semester hours credit. Mr. Cruickshank. Time 11:10-1:00.

ENGLISH AND LITERATURE

***201s. Written Expression (New Curriculum).** An advanced course in composition. Continued practice in writing with friendly, exacting criticism and reading assignments with attention to what makes good writing. Emphasis on exposition and informal argumentation. In both types the motive is the practical one: to fit students to organize and write clear forceful, intelligent prose, such as the source theme, editorial, interview, review, criticism, comment, panel discussion, persuasion. Encouragement and guidance will be offered for any interested in creative writing of various types. Class discussion and personal conferences. Eight class hours per week. Three semester hours credit. Mr. Blodgett.

***201s. English Literature I. (Old Curriculum).** The first half of the survey course in English literature. The material includes the outstanding elements in literature from the time of the Anglo-Saxon through the age of Pope and Dryden. Attention is given to the chronological development of the literature, and to the influences at work during the various periods, as well as to the study of the various types of literature represented. Should precede Literature II. Three semester hours credit. Eight hours per week. Mr. Blodgett.

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

Eng. 202s. Oral Expression (New Curriculum). Includes practice in group discussion and debating. Material for oral class practice will be selected from English Literature and other sources. Ample opportunity will be provided for members of the class to present prepared and extemporaneous oral topics. Conferences will be arranged with students according to individual needs. Required of all general college sophomores in the new curriculum. Eight class hours per week. Three semester hours credit. Mr. Grabau.

202s. Literature II. (Old Curriculum). Second half of the required survey of English literature. A continuation of Literature I. Traces the development of literature from the age of Classicism through the Romantic revival and the Victorian period up to the recent times. Required of all second year students in the general College department. Three semester hours credit. Eight hours per week. Mr. Lappin.

Eng. 214s. The Language Arts in the Modern Curriculum. Miss Bowen. Course description listed under Education.

301s. Dramatic Arts. A course dealing with the fundamentals of dramatic production. It includes a brief survey of the various historical methods governing the drama; assists in the choice and adapting of dramatic materials; deals with costuming, scenery, and stage business. Classic scenes are used as a basis for the study of characterization and fundamental principles. Students are required to direct plays with emphasis upon childrens drama, and are given some experience in the dramatizing of literature.

Required of all third year students. Ten hours per week. Three semester hours credit. Miss Lyvers.

304s. American Literature. A survey of the important trends in American life, and a study of its literature as the expression of the American mind. Beginning with Jonathan Edwards and Benjamin Franklin, the course will include Cooper, Irving, Bryant, Poe, Emerson, Thoreau, Hawthorne, Longfellow, Holmes, Lowell, Melville, Whitman, Mark Twain. Some time will be given to Contemporary American Literature. Three semester hours credit. Eight hours per week. Mr. Thurber.

Ed. 310s. Juvenile Literature. Miss Hirsch. Course description listed under Education.

401s. The Drama. A survey of the drama from the Greeks to modern times with emphasis placed upon the varying dramatic influences of the different periods. The course attempts to establish critical standards as a basis for judgment of the drama in the theatre and literature for the sake of improving the teachers' ability in dramatic arts. Required of all fourth year students. Eight class hours per week. Three semester hours credit. Mr. Goodreds.

407s. Romantic Movement in 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. Eight class hours per week. Three semester hours credit. Mr. Thurber.

408s. The Short Story. Reading and criticism of outstanding masters of the short story; the analytical study of technique; practice in the writing of stories and sketches. Personal conferences for manuscript criticism. Eight class hours per week. Three semester hours credit. Mr. Blodgett.

410s. Contemporary English Fiction. (Old Curriculum). A study of significant English achievement in the novel since 1880. Among the novelists to be discussed are: George Gissing, George Moore, Arnold Bennett, H. G. Wells, John Galsworthy, Joseph Conrad, Henry James, Hugh Walpole, Compton Mackenzie, Francis Brett Young, Leonard Merrick. Assigned readings and reports. Open to Third and Fourth year students. Five class hours per week. Two semester hours credit. Mr. Lappin.

Ed. 417s. Unit Teaching of English and Literature in the Junior High School. Mrs. Ganey. Course description listed under Education.

Eng. 418s. Choral Speaking. Basic to this course is a knowledge of Phonetics and voice production. This will be provided at the beginning of the course. The course will cultivate an understanding and appreciation of poetry through general lectures and discussions and through actual participation in the various types of choric speaking. Selections from the classics and modern verse will be used. Choric drama with its possibilities for theatre use will be presented. An opportunity for gaining experience in conducting the verse choir will be offered. The course serves both a cultural and practical purpose to teachers who are interested in this new Speech Art form. Upper class elective. Five class hours per week. Two semester hours credit. Miss Lyvers.

G.L. 419s. Greek Literature in English Translation. Reading in English translation selections from Greek epic, lyric, history, drama, philosophy, satire, oratory, pastoral, biography, etc. To acquaint students with the Greek background of modern literature constant reference will be made to the influence of Greek literature upon the later literature of Europe and England. Elective for juniors and seniors. No prerequisite. Five class hours per week. Two semester hours credit. Mr. Messner.

420s. Oral Interpretation of Literature. Reading aloud for enjoyment and information. Discussions on selection of materials suitable for various occasions and ages, with special emphasis on interpretation of the prose and poetry of elementary and secondary grades. Study and presentation of types of literature will be supplemented by opportunities to listen and read. Five class hours per week. Two semester hours credit. Mrs. McDowell.

421s. Fundamentals of Speech and Speech Correction. A first course in the hygienic, intelligible and acceptable use of the speech mechanism. Attention to such speech defects as delayed speech, lisping, indistinct pronunciation, foreign dialect, hoarseness, nasality, stuttering, and spastic speech among school

children as well as to the improvement of speech of the classroom teacher will be emphasized in the class discussions which will be supplemented by clinical demonstrations and practice teaching. Eight class hours per week. Three semester hours credit. Mrs. McDowell.

C.L. 423s. Nineteenth Century Masterpieces. Reading in English Translation of selected masterpieces of European literature exclusive of English in the nineteenth century. The course will begin with a study of Rousseau and his disciples as forerunners of the Romantic Movement. It will continue with a consideration of Romantic poetry, fiction and drama; and will conclude with a treatment of Realism and Naturalism in the various literary types. Among the authors to be included will be Rousseau, Chateaubriand, Lessing, Goethe, Schiller, Heine, Manzoni, Hugo, Dumas, Balzac, Flaubert, Zola, Recque, Brieux, Baudelaire, Hauptmann, Sudermann. Lectures, reading reports. No prerequisite. Five class hours per week. Elective for juniors and seniors. Two semester hours credit. Mr. Messner.

FOREIGN LANGUAGE AND LITERATURE

***G.L. 419s. Greek Literature in English Translation.** Mr. Messner. See course description under English and Literature.

***G.L. 423s. Nineteenth Century Masterpieces.** Mr. Messner. See course description under English and Literature.

***Latin 302s. Roman Life and Institutions.** Mr. Messner. See course description under Social Studies.

***Note:** Two of the three courses listed for Mr. Messner (two under English and one under Social Studies) will be offered for which there is the greatest demand.

GEOGRAPHY

201s. Geography of North America. A regional treatment of the continent with the greatest emphasis on the United States. The physical background of each region is described and the pattern of human occupation studied in relation to the physical conditions. Attention is given to the geographic background of current problems, especially those of land utilization and the conservation of natural resources.

Elective for sophomores and others. Eight hours per week. Three semester hours credit. Prerequisite: Geography 101. Miss Svec.

403s. Geography of Europe. Based upon a combination of physiographic regions and related human use regions. The conflict between these and the man-made political divisions directs attention to the geographic backgrounds of current problems. The study is directed to gain some knowledge and appreciation of the variety of natural and cultural landscape patterns that has evolved in this continent of complex national groups striving to maintain themselves. Elective for third and fourth year students. Three semester hours credit. Eight hours per week. Prerequisite: Geography 101. Mr. Van Royen.

402s. Economic Geography. The major part of the course concerns the dominant crop associations of world areas with reference to the relation between the geographic and economic conditions of production, distribution and trade. Then follows a consideration of the world manufacturing activities as related to those natural resources other than agricultural which are the raw materials of industry. Basic for those interested in the Junior High School field.

Elective for third and fourth year students. Three semester hours credit. Eight hours per week. Prerequisite: Geography 101. Mr. Van Royen.

404s. Geography of Asia. After a general survey of the continent, emphasis is given those countries of greatest importance in the world today, and special attention is given to those aspects of geography needed to understand current events. The approach or theme followed in the study of the various countries varies with the character of the region from economic to historical, political, or social geography. Elective. Eight class hours per week. Three semester hours credit. Prerequisite: Geography 101. Mrs. Whittemore.

407s. Conservation of Natural Resources. The course surveys the distribution and condition of our major natural resources together with the objectives of conservation which vary with the nature of the resources and the use made of them. Some of the major federal, state, and local plans and programs of conservation are considered. Elective. Five class hours per week. Two semester hours credit. Miss Svec.

410s. Field Geography. A course designed to give experience in several types of geographic field work. These will include, for example, the mapping and interpretation of land use in rural and urban areas and the investigation of the geography of selected industries of the Niagara Frontier. In addition, field trips will be conducted to places of geographic significance. Prerequisite: six hours of geography. Class enrollment limited to thirty. Eight class hours per week. Three semester hours credit. Additional hours for field work to be arranged. Mrs. Whittemore.

HEALTH AND PHYSICAL EDUCATION

P.E. 201-2s. (Old Curriculum) (New Curriculum 301-2s.) Physical Education. This course aims (1) to acquaint the student with the historical background of physical education; principles of physical education; nature and function of play; (2) to offer subject matter and skill basic to the activities required in the elementary school physical education program as to selection, arrangement, and use of a well-rounded and varied program of activities. Prerequisite Health Education 201-202 (new curriculum). Required of third year General College students. Either 301 or 302 will be offered according to demand. Either one carries one semester hour credit and requires three class hours and five hours of recreation per week. Mr. Coyer.

H.E. 402s. Health Protection. This course aims to familiarize the student with standard procedures in health protection through the following units: communicable disease control; community and public health in relation to water supply, sewage disposal, milk and food control; function of local and state board of health; school health service in New York State. Consideration of special public health problems such as: cancer, heart disease, narcotics, handicapped child, industrial conditions affecting health, socialized medicine, tuberculosis, venereal disease. Participation in individual and team sports that give pleasure to adult living and to community relationships is required. Swimming is elective. Prerequisite: Health Education 101-102; Physical Education 201-02 (Old curriculum) Required of third and fourth year general college students. Five class hours of work and five hours of physical and recreational activities per week. Two semester hours credit. Mr. Coyer.

HISTORY AND SOCIAL STUDIES

S.S. 101s. History of Civilization. I. A survey of man's cultural development from the earliest dawn of history to 1815. The following units are included: The philosophy of history and theories of historical interpretation; nature of the cultural pattern man has evolved; contributions of primitive man; representative Eastern Mediterranean cultures; representative Oriental cultures; Graeco-Roman culture; culture of the Middle Ages; and the political, intellectual and social revolutions of the 17th and 18th centuries. Three semester hours credit. Eight hours per week. Miss Stockberger.

S.S. 102s. History of Civilization. II. A continuation of the History of Civilization as studied in S.S. 201s. including the following topics. The rise of national states and the growth of democracy; the commercial and industrial revolutions with their effects upon trade relations; the development of nationalism, the growth of imperialism and internationalism with reference to the European problems of today. Three semester hours credit. Eight hours per week. Miss Stockberger.

S.S. 201. Contemporary Civilization. I. Students desiring credit for this course this summer should substitute History of Europe Since 1914.

S.S. 202s. Contemporary Civilization. II. The present governments of England, France, Sweden and Switzerland will be studied and compared with those in Germany, Italy and Russia. Emphasis will be placed on social and economic problems of contemporary Europe, such as, population, minorities, migration, agriculture, trade and finance. Eight class hours per week. Three semester hours credit. Mr. Yntema.

S.S. 203s. Principles of Sociology. By an analysis of community life the students are introduced to the sociological factors of special concern to the educator. This includes discussion of significant aspects of social institutions and social processes as analyzed and described by modern scientific sociology. Each student is required to make a survey of a selected community and interpret his findings in terms of their significance to education. Elective in old curriculum. Required of seniors in new curriculum. Eight class hours per week. Three semester hours credit. Mr. Albright.

S.S. 204s. 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. An attempt is made to survey not only the laws of economics but also certain of the political and cultural settings in which they operate. The course concerns itself with the appearance as well as the functioning of modern economic society. As a special aid to students of Home Economics attention is directed to phases of consumer economics, such as problems of the consumer, his place in production, and the devices of consumer protection. Required of second year students in the home economics department. Elective for second year general college students. Two semester hours credit. Five hours per week. Instructor to be announced.

S.S. 301s. American Civilization and Government. I. This course will consider the development of civilization and government in the United States to the outbreak of the Civil War. How this country gained its independence from England and developed its own democratic ideals of government will be stressed. The origin and purpose of the various governmental institutions and how they perform their work will be studied in order to picture government as a going concern. Eight hours per week. Three semester hours credit. Instructor to be announced.

S.S. 302s. American Civilization and Government. II. Continues the work covered by S.S. 301s, emphasizing the development of American civilization and government since the Civil War: the characteristics and operation of the American economic order through varying circumstances; the position of the masses; the relation of these factors to the evolution of a characteristic culture in the United States. Required of third-year general college students. Eight hours per week. Three semester hours credit. Mr. Yntema.

Latin 302s. Roman Life and Institutions. A study of the major aspects of Roman private and public life such as the home, the family, education, amusements, the theatre, occupations, business and industry, religious practices, the army, politics and the Roman state. Constant comparison of Roman life with the corresponding features of modern civilization. Lectures, reading and reports. A knowledge of Latin is not essential. Recommended for students of Latin and teachers of the social studies. Elective for juniors and seniors. Five class hours per week. Two semester hours credit. Mr. Messner.

S.S. 303s. History of Europe Since 1914. Europe between two wars; or "how Europe got this way." A bird's-eye view of the first war, followed by a somewhat detailed consideration of the treaty settlements and the areas of friction growing out of them; efforts at international security and why they failed; the causes of the present war. Five class hours per week. Two semester hours credit. Mr. Park.

S.S. 304s. History of the Far East. A study of the culture and political development of the Far East, especially China and Japan, with particular emphasis upon the impact of western civilization upon the Orient; also an analysis of the causes and implications of the Sino-Japanese conflict and other contemporary problems. Eight hours per week. Three semester hours credit. Mr. Cranston.

S.S. 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. The course includes the following units: the nature of social problems; problems of adjustment to external nature; population and its problems; distribution of wealth and income; health and physical welfare; control and care of the defective; race problems in the United States; the family; child's welfare; the meaning of social control; public opinion and its agencies; crime; alcohol as a beverage; and alcoholism; democratizing the state. Required of fourth year general college Seniors. Eight hours per week. Three semester hours credit. Prerequisite: S.S. 301-302. Mr. Albright.

S.S. 402s. American Economic History. The development of the economic life of the Nation is traced from colonial beginnings. Emphasis is given to manufacturing, commercial and agricultural phases of national development. The historical significance of economic factors with their meaning for educators is made evident. Required of third year home economics students. Elective for general college seniors. Eight class hours per week. Three semester hours credit. Mr. Grabau.

S.S. 403s. History of American Foreign Relations. A study of the diplomacy and foreign relations of the United States from the Revolution to the present time, and a comparison of the diplomacy of the new world with that of the old. Particular emphasis upon the foreign relations of the last third of a century, including such topics as the League of Nations, the Washington Conference, Latin America and efforts for peace. Especially recommended to students who are planning to teach history. Eight hours per week. Three semester hours credit. Mr. Cranston.

S.S. 412s. Background for Teaching Social Studies in the Elementary School. A study of the phenomena of present day living and an analysis of this living into its factors; education, consumption, production, communication, government, etc. A few great social generalizations will also be studied. This implies an examination of democratic principles and social change, also a study of some aspects of the development of the community, region, nation and to some degree world society. The requirements will be wide reading of research studies, books on an adult level and pamphlets, e.g., American Observer, Propaganda Analysis bulletins and Foreign Policy Association bulletins, etc. Five class hours per week. Two semester hours credit. Miss Markham.

HOME ECONOMICS

Home Economics. 302s. Nutrition. This course is a survey of all the factors that are essential for a state of optimal health. Individual food problems and needs will be considered. The supervised school lunch and nutrition of the child of school age will be studied. Daily food habits, costs of food, laboratory and equipment required, will be regarded as a means of building an adequate day's dietary for a family. Elective for general college students. Five class hours per week. Laboratory to be arranged. Two semester hours credit. Miss Palmer.

KINDERGARTEN—PRIMARY EDUCATION

Ed. 305s. Kindergarten Education I. Miss Hirsch. See description of the course under EDUCATION.

Ed. 310s. Juvenile Literature. Miss Hirsch. See description of the course under EDUCATION.

Sc. 206s. Botany. Mr. Fretz. See description of this course under SCIENCE.

Sc. 205s. Zoology. Mr. Fretz. See description of this course under SCIENCE.

SPECIAL COURSES IN THE INDUSTRIAL ARTS 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.

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 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. The offering in Elementary Industrial Arts is intended to be of benefit to teachers interested in the activity program and for special class teachers.

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. Fifteen class hours per week. Three semester hours credit. Mr. Mandel.

Elementary Industrial Arts for Special Class and Activity Programs: This course is designed for teachers interested in adapting the tools and materials of Industrial Arts, for use in elementary activity programs and for special class needs. Demonstrations in various manipulative media and opportunities for experiencing and adapting them to the individual's classroom situation will be provided.

Materials included in project creation are leather, yarn, plaster, wood, metal, bookbinding material and others which may meet the needs, interests and abilities of the students. An opportunity to work out individual problems in the way of demonstration models, sample projects, activity units and building simple classroom workshop equipment will be available.

Guided tours of prominent frontier industries, studied in the elementary school curriculum, will also be included. The class will meet in the General Shop. Fifteen class hours per week. Three semester hours credit. Mr. Braun.

Note: A second section of each of these courses may be arranged to meet if there is sufficient demand.

Note: Consult Science Department for Science Electives.

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. Harry Johnson.

* **201s. 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. Harry Johnson.

* **303s. 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. Harry Johnson.

* Note: Of the two courses marked* the one will be offered which has the larger enrollment.

304s. Plane Analytics. The relation of a curve to its equation and the equation to its curve with reference to both rectangular and polar coordinates forms the basis of this course. Numerous problems concerning straight lines, conics, and other curves are solved in order to acquaint the student with the analytic method. Junior elective. Three semester hours credit. Eight hours per week. Mr. Ebert.

402. History of Mathematics. Deals with the development of arithmetic and other mathematics as it has come down to us through inscriptions on tablets and other materials and fragmentary, ancient manuscripts still preserved in museums. Great men and their contributions to mathematics are given considerable attention throughout the whole discussion. Senior elective. Eight class hours per week. Three semester hours credit. Mr. Ebert.

MUSIC

Music 101-102. Essentials of Music. A study of Public School Music: its aims and means of adaptation to the life and educational experience of the child. A survey of current procedures. Correct use of the singing voice. Development of a keen sense of pitch and rhythm. Individual and class performance in Music reading, song singing, elementary conducting and ear training. Practical application of notation and terminology. Acquisition of song repertoire. Procedures and practice in creative music. Music Appreciation. Music 101 or 102 may be taken separately. Work arranged to meet the needs of individual students. Four semester hours credit. Ten hours per week. Mr. Owen.

301s. 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 curriculums. Open to Kindergarten-Primary, Intermediate and Grammar grade students. Mr. Owen 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. Owen.

SCIENCE

Sc. 201s. **Physics I.** First semester of the regular course in Physics covering primarily mechanics and heat, with the purpose of conveying a better and more scientific understanding of the present day highly mechanized mode of living. It is the purpose of this course to indicate the possibility of demonstrating physical laws with simple, inexpensive and occasionally home-made equipment. Required of all Industrial Arts sophomores. It may be elected for credit towards a science concentration by students in the third or fourth year of the general college department. Ten class hours per week including laboratory. Three semester hours credit. Mr. Roesser.

Sc. 202s. **Physics II.** Second semester of the regular course in Physics covering units in sound, light and electricity. The work will cover the modern applications of the theories of these branches of the science. Numerous demonstration and individual laboratory work will serve to illustrate the development of physics and its bearing on our environment. Required of all Industrial Arts sophomores. It may be elected for credit towards a science concentration by students in the third or fourth year of the general college department. Ten class hours per week including laboratory. Three semester hours credit. Mr. Roesser.

Sc. 205s. **Zoology.** A study of the structure and physiology of a series of animal types that illustrate the stages of evolution of animal life. The development of general concepts, principles and generalizations dealing with adaptations and adjustments to changing environmental factors are emphasized. Elective for sophomores. May be taken by advanced students on the old curriculum if they have not had the equivalent. Ten class hours per week, including laboratory. Three semester hours credit. Prerequisite Elementary Biology or equivalent. Mr. Fretz.

Sc. 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. Ten class hours per week including laboratory. Three semester hours credit. Mr. Fretz.

Sc. 301s. **Chemistry I.** The course is the first half of a six-hour sequence in Chemistry. The work will consist of a thorough introduction and grounding in elementary inorganic college chemistry laying the foundation for the understanding of commercial and industrial manufacturing procedure. It consists of a study of general theory together with the more recent applications to our immediate environment. This course is required of all Industrial Arts juniors. It may be elected for credit towards a science concentration by students in the third or fourth year of the general college department. Ten class hours per week including laboratory. Three semester hours credit. Mr. Vail.

Sc. 310s. **Science in the Elementary Grades.** This course aims to give familiarity with material from the physical sciences, so organized as to make it useful in the development of elementary school science as provided in the New York State science program. Emphasis will be placed upon experimental work which may be carried on with materials easily procurable in an elementary school situation, and opportunity for individual experimental work will be given. Such areas will be studied as Man's Use of Heat Energy to Do Work, Transportation, Communication, Production and Use of Electric Power, Heating and Ventilation, Music and Musical Instruments, Light and Optical Instruments. Elective for students toward a Science concentration. Two sections will be offered. Ten class hours per week including laboratory and shopwork. Three semester hours credit. Mr. Underhill.

Sc. 412s. **Everyday Science Problems.** A course in functional science. A survey of the Advancement of Science through research and its application to many aspects of modern life. Students will be assisted in their interpretation and appreciation of recent devices, appliances and technological developments through discussion of newer scientific theories and methods and their application. Basic scientific knowledge involved will be included to enable students to understand the topics under discussion. Topics will be selected from current books and periodicals. The interests and preparation of students will be considered to some extent in the selection of topics. Five class hours per week. Two semester hours credit. Mr. Vail.

UNIVERSITY OF BUFFALO, N. Y.

SUMMER SESSION PROGRAM

JULY 1-AUGUST 9, 1940

NOTE.—Students should take careful note of the fact that subjects three or four semester hours of credit must be taken two periods in order to secure regular credit. Certain other courses also require double credit. Such courses are indicated on this program thus (*).

Where more courses are scheduled than can be given by an instructor, the one having the larger enrollment will be given. Such courses are indicated by a (#).

The number in parenthesis after each course refers to the number of course as described in the Summer Session catalog; e.g. (Ed. 304s) refers to the course in The Teaching Profession. For explanation of numbers, see "Numbering System" on Page (15) of the Summer Session catalog.

Students will avoid errors in the selection of subjects by carefully reading the catalog for statements of courses. If in doubt, consult Faculty or the Registrar.

FIRST PERIOD — 8:10-9:00

Name of course and Cat. No.	Instructor
Guidance Through Extra-Curricular Activities (Ed. 457s)*	Miss Reed.....
Elementary School Principalship A (Ed. 440s)*	Mr. Hollingshead.....
Contemporary English Fiction (Eng. 410s)	Mr. Lappin.....
Diagnostic & Remedial Instruction in Reading (Ed. 405s)*	Mr. Hertzberg.....
American Literature (Eng. 304s)*	Mr. Thurber.....
Europe Since 1914 (S.S. 303s)	Mr. Park.....
Roman Life and Institutions (Lat. 302s)	Mr. Messner.....
Nutrition (Home Ec. 302s)	Miss Palmer.....
American Civilization and Government I (S.S. 301s)*
Art Appreciation (Art. 301s)*	Mr. Bradley.....
Music Appreciation (Mus. 301s)*	Mr. Owen.....
Zoölogy (Sc. 205s)*	Mr. Fretz.....
Sociology (S.S. 203s)*	Mr. Albright.....
#Trigonometry (Math. 303s)*	Mr. H. Johnson..
#College Algebra (Math. 201s)*	Mr. H. Johnson..
Psychology and Measurement of Learning (Ed. 201s)*	Mr. Bruce.....
Physics I (Sc. 210s)*	Mr. Roesser.....
Essentials of Art I (Art. 101s)*	Mrs. Heyman.....
History of Civilization I (S.S. 101s)*	Miss Stockberger..
Psychology of Physically Handicapped	Mr. Cruickshank..
Auto Mechanics (3 periods)	Mr. Mandel.....

SECOND PERIOD — 9:10-10:00

Name of course and Cat. No.	Instructor	Room
Guidance Through Extra-Curricular Activities (Ed. 457s)*	Miss Reed.....	205
Elementary School Principalship B (Ed. 441s)*	Mr. Schultz.....	223
Elementary School Principalship A (Ed. 440s)*	Mr. Hollingshead..	222
Interpretation of Literature (Eng. 420s)	Mrs. McDowell...	120
Diagnostic and Remedial Instruction in Reading (Ed. 405s)*	Mr. Hertzberg....	220
Geography (Geo. 407s)	Miss Svec.....	116
Geography of Asia (Geo. 404s)*	Mrs. Whittemore..	117
Geography of Europe (Geo. 403s)*	Mr. Van Royen...	115
Home Garden Education I (Ed. 305s)*	Miss Hirsch.....	Kg. Rm.
American Literature (Eng. 304s)*	Mr. Thurber.....	217
American Civilization and Government I (S.S. 301s)*	118
Art Appreciation (Art. 301s)*	Mr. Bradley.....	204
Music Appreciation (Mus. 301s)*	Mr. Owen.....	104
Age Arts in the Modern Curriculum (Ed. 201s)*	Miss Bowen.....	214
Psychology (Sc. 205s)*	Mr. Fretz.....	V 210
Sociology (S.S. 203s)*	Mr. Albright.....	119
Trigonometry (Math. 303s)*	Mr. H. Johnson..	106
College Algebra (Math. 210s)*	Mr. H. Johnson..	106
Literature II (Eng. 202s)*	Mr. Lappin.....	218
Psychology and Measurement of Learning (Ed. 201s)*	Mr. Bruce.....	221
Essentials of Art I (Art. 101s)*	Mr. Roesser.....	V 206
Essentials of Art I (Art. 101s)*	Mrs. Heyman.....	209
History of Civilization I (S.S. 101s)*	Miss Stockberger..	V 102
Medical Class Practicum (3 periods)	Miss Henry and..	P 211
	Miss Shine.....	P 100
Saving Class Practicum (3 periods)	Miss Carter and..	P 209
	Miss Law.....	P 102
Auto Mechanics (3 periods)	Mr. Mandel.....	V 3

THIRD PERIOD — 10:10-11:00, Tuesday, Wednesday and Friday, CLASSES 10:10-11:15, Monday and Thursday, ASSEMBLY

Home Work and Guidance (Ed. 455s)*	Mr. Perkins.....	V 102
Elementary School Principalship B (Ed. 441s)*	Mr. Schultz.....	223
Teaching of English and Literature (Ed. 301s)*	Mrs. Ganey.....	222
Story (Eng. 408s)*	Mr. Blodgett.....	217
Geography of Asia (Geo. 404s)*	Mrs. Whittemore..	117
Geography of Europe (Geo. 403s)*	Mr. Van Royen...	115
American Foreign Relations (S.S. 403s)*	Mr. Cranston....	119
Principles of Education (Ed. 402s)*	Mr. Sloan.....	221
English (Eng. 401s)*	Mr. Goodreds....	214
Age Arts in the Elementary Grades (Section 1) (Ed. 310s)*	Mr. Underhill....	V 206

Name of course and Cat. No.	Instructor
Kindergarten Education I (Ed. 305s)*	Miss Hirsch
Plane Analytics (Math. 304s)*	Mr. Ebert
American Civilization and Government II (S.S. 302s)*	Mr. Yntema
Chemistry I (Sc. 301s)*	Mr. Vail
Workshop in the Graphic Arts (Rep. 300s)*	Mr. Winebrenner
Oral Expression (Eng. 202s)*	Mr. Grabau
Literature II (Eng. 202s)*	Mr. Lappin
Art in Everyday Life (Art 201s)*	Mr. Bradley
Child Behavior (Ed. 102s)*	Miss Quayle
Orthopedic Class Practicum (3 periods)	Miss Henry and Miss Shine
Sight-Saving Class Practicum (3 periods)	Miss Carter and Miss Law
Auto Mechanics (3 periods)	Mr. Mandel
FOURTH PERIOD — 11:10-12:00 Tu., W., F. (11:25-12:15 M.)	
Visual Education (Ed. 465s)	Mr. Root et. al.
Safety Education (Section 1) (Ed. 461s)	Miss Scheib
Personnel Work and Guidance (Ed. 455s)*	Mr. Perkins
Research Affecting the Elementary School (Ed. 432s)*	Mr. L. Johnson
#Nineteenth Century Masterpieces (G.L. 423s)*	Mr. Messner
Curriculum Organization for Rural School (Ed. 420s)*	Miss Bowen
Choral Speaking (Eng. 418s)	Miss Lyvers
Unit Teaching of English and Literature (Ed. 417s)*	Mrs. Ganey
Background for Teaching the Social Studies (S.S. 412s)	Miss Markham
Short Story (Eng. 408s)*	Mr. Blodgett
Psychology of Elementary School Subjects (Ed. 404s)	Mr. Hertzberg
American Foreign Relations (S.S. 403s)*	Mr. Cranston
Economic Geography (Geo. 402s)*	Mr. Van Royen
Principles of Education (Ed. 402s)*	Mr. Sloan
Drama (Eng. 401s)*	Mr. Goodreds
Science in the Elementary Grades (Section 1) (Sc. 310s)*	Mr. Underhill
Plane Analytics (Math. 304s)*	Mr. Ebert
American Civilization and Government II (S.S. 302s)*	Mr. Yntema
Chemistry I (Sc 301s)*	Mr. Vail
Workshop in the Graphic Arts (Rep 300s)*	Mr. Winebrenner
Oral Expression (Eng. 202s)*	Mr. Grabau
Art in Everyday Life (Art. 201s)*	Mr. Bradley
History of Civilization II (S.S. 102s)*	Miss Stockberger

Name of course and Cat. No.	Instructor	Room
Art Activities for Elementary Grades (Art 102s)*	Mrs. Heyman	209
Principals of Music (Mus. 101-2s)*	Mr. Owen	104
Child Behavior (Ed. 102s)*	Miss Quayle	205
Physical, Social and Vocational Adjustments*	Mr. Cruickshank	P 213
Orthopedic Class Practicum (3 periods)	Miss Henry and Miss Shine	P 211 P 100
Sight-Saving Class Practicum (3 periods)	Miss Carter and Miss Law	P 209 P 102
FIFTH PERIOD — 12:10-1:00 Tu., W., F. (12:25-1:15 M., Th.)		
Organization and Supervision of Guidance (Ed. 408s)	Miss Reed	205
Progressive Elementary School (Ed. 452s)*	Miss Markham	P 105-6
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Research Affecting the Elementary School (Ed. 432s)*	Mr. L. Johnson	218
Speech Correction (Eng. 421s)*	Mrs. McDowell	120
Curriculum Organization for Rural School (Ed. 420s)*	Miss Bowen	V 109
Romantic Movement in Literature (Eng. 407s)*	Mr. Thurber	217
Economic Geography (Geo. 402s)*	Mr. Van Royen	115
Modern Social Trends (S.S. 401s)*	Mr. Albright	119
Children's Literature (Ed. 310s)*	Miss Hirsch	P. 114
Teaching Profession (Ed. 304s)	Mr. Bruce	221
History (Sc. 206s)*	Mr. Fretz	V 210
Principles of Economics (S.S. 204s)		118
Statistics II (Sc. 202s)*	Mr. Roesser	V 206
Geography of North America (Geo. 201s)*	Miss Svec	116
History of Civilization II (S.S. 102s)*	Miss Stockberger	117
Art Activities for Elementary Grades (Art. 102s)*	Mrs. Heyman	209
General Mathematic (Math. 101s)*	Mr. H. Johnson	106
Principals of Music (Mus. 101-2s)*	Mr. Owen	104
Elementary Industrial Arts (3 periods)	Mr. Braun	V 5
Physical, Social and Vocational Adjustments*	Mr. Cruickshank	P 213
SIXTH PERIOD—1:10-2:00 Tu., W., F. (1:25-2:15 M., Th.)		
Safety Education (Section 2) (Ed. 461s)	Miss Scheib	204
Progressive Elementary School Education (Ed. 452s)*	Miss Markham	P 105-6
Supervision of Elementary School B (Ed. 443s)*	Mr. Webster	218
Supervision of Elementary School A (Ed. 442s)*	Mr. Hollingshead	222
Speech Correction (Eng. 421s)*	Mrs. McDowell	120
Greek Literature in English Translation (G.L. 409s)	Mr. Messner	223
Everyday Science Problems (Sc. 412s)	Mr. Vail	V 208
Physical Geography (Geo. 410s)*	Mrs. Whittemore	115

<i>Name of course and Cat. No.</i>	<i>Instructor</i>
Romantic Movement in Literature (Eng. 407s)*	Mr. Thurber
Mental Hygiene (Ed. 406s)*	Miss Quayle
American Economic History (S.S. 402s)*	Mr. Grabau
History of Mathematics (Math. 402s)*	Mr. Ebert
Modern Social Trends (S.S. 401s)*	Mr. Albright
Junior High School Organization (Ed. 401s)*	Mr. Sloan
Workshop in the Crafts (Craft 400s)*	Mr. Winebrenner
Juvenile Literature (Ed. 310s)*	Miss Hirsch
Science in the Elementary Grades (Section 2) (Se. 310s)*	Mr. Underhill
History of the Far East (S.S. 304s)*	Mr. Cranston
Dramatic Arts (Eng. 301s)*	Miss Lyvers
Botany (Se. 206s)*	Mr. Fretz
Contemporary Civilization II (S.S. 202s)*	Mr. Yntema
Physics II (Se. 202s)*	Mr. Roesser
†Physical Education I or II (P.E. 201 or 202s)*	Mr. Coyer
#English Literature I (Eng. 201s)*	Mr. Blodgett
#Written Expression (Eng. 201s)*	Mr. Blodgett
Geography of North America (Geo. 201s)*	Miss Svec
General Mathematics (Math. 101s)*	Mr. H. Johnson
Elementary Industrial Arts (3 periods)	Mr. Braun

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

Radio in Education (Ed. 462s)††	Mr. Darrow
Safety Education (Section 3 (Ed. 461s)	Miss Scheib
Supervision of Elementary School B (Ed. 443s)*	Mr. Webster
Field Geography (Geo. 410s)*	Mrs. Whittemore
Mental Hygiene (Ed. 406s)*	Miss Quayle
American Economic History (S.S. 402s)*	Mr. Grabau
Health Protection (H.E. 402s)	Mr. Coyer
History of Mathematics (Math. 402s)*	Mr. Ebert
Junior High School Organization (Ed. 401s)*	Mr. Sloan
Workshop in the Crafts (Craft 400s)*	Mr. Winebrenner
Science in the Elementary Grades (Section 2) (Se. 310s)*	Mr. Underhill
History of the Far East (S.S. 304s)*	Mr. Cranston
Dramatic Arts (Eng. 301s)*	Miss Lyvers
Contemporary Civilization II (S.S. 202s)*	Mr. Yntema
#English Literature I (Eng. 201s)*	Mr. Blodgett
#Written Expression (Eng. 201s)*	Mr. Blodgett
Elementary Industrial Arts (3 periods)	Mr. Braun
Driver Training Course†	Mr. Perkins

‡ Hours to be arranged.

† NOTE: Five hours per week of physical and recreational activity required of all students in both P. E. 201s and H. E. 402s. This work done at 3 o'clock.

†† Radio in Education is a two semester hour course. An additional credit may be earned by electing the "Workshop" three hours per week at 3 o'clock. See catalog description.

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