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1933

College Catalog, 1933-1934

Buffalo State College

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Catherine E. Reed

State Teachers College
BULLETIN

BUFFALO, NEW YORK VOL. I. NO. 2

Catalog

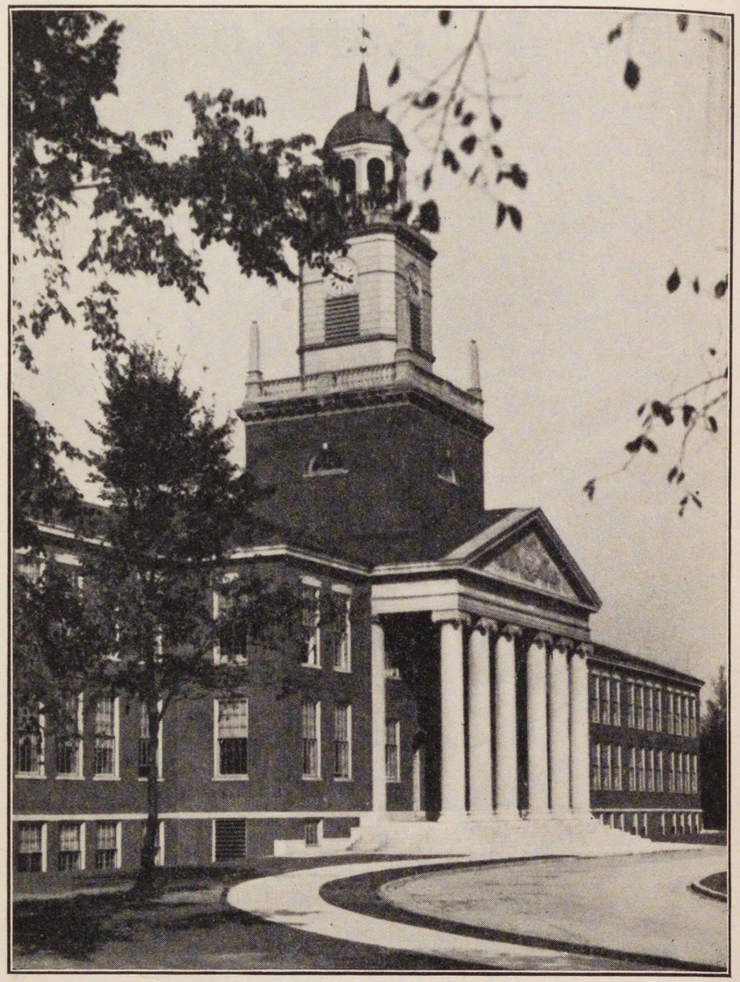
1933–34

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

State Teachers College
At Buffalo

CATALOG, 1933-1934

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



THE ENTRANCE AND PORTICO OF MAIN COLLEGE BUILDING

THE UNIVERSITY OF THE STATE OF NEW YORK

REGENTS OF THE UNIVERSITY

With years when terms expire

1934 CHESTER A. LORD M.A., LL.D., *Chancellor* - - Brooklyn
1944 JAMES BYRNE B.A., LL.B., LL.D., *Vice Chancellor* New York
1943 THOMAS J. MANGAN M.A., LL.D. - - - - - - Binghamton
1933 WILLIAM J. WALLIN M.A. - - - - - - - - Yonkers
1935 WILLIAM BONDY M.A., LL.B., Ph.D., D.C.L. - New York
1941 ROBERT W. HIGBIE M.A., LL.D. - - - - - - Jamaica
1938 ROLAND B. WOODWARD B.A. - - - - - - - - Rochester
1937 MRS. HERBERT LEE PRATT L.H.D. - - - - - - New York
1939 WILLIAM LELAND THOMPSON B.A. - - - - - Troy
1936 JOHN LORD O'BRIAN B.A., LL.B., LL.D. - - - Buffalo
1940 GRANT C. MADILL M.D., LL.D. - - - - - - - Ogdensburg
1942 GEORGE HOPKINS BOND Ph.M., LL.B., LL.D. - Syracuse

President of the University and Commissioner of Education
FRANK P. GRAVES, Ph.D., LL.D., Litt.D., L.H.D.

Deputy Commissioner and Counsel
ERNEST COLE, Pd.D., LL.B., LL.D.

Assistant Commissioner and Director of Professional Education
HARLAN H. HORNER, M.A., Pd.D.

Assistant Commissioner for Secondary Education
GEORGE M. WILEY M.A., Pd.D., LL.D.

Assistant Commissioner for Elementary Education
J. CAYCE MORRISON, Ph.D.

Assistant Commissioner for Vocational and Extension Education
LEWIS A. WILSON D.Sc.

Assistant Commissioner for Finance
ALFRED D. SIMPSON, Ph.D.

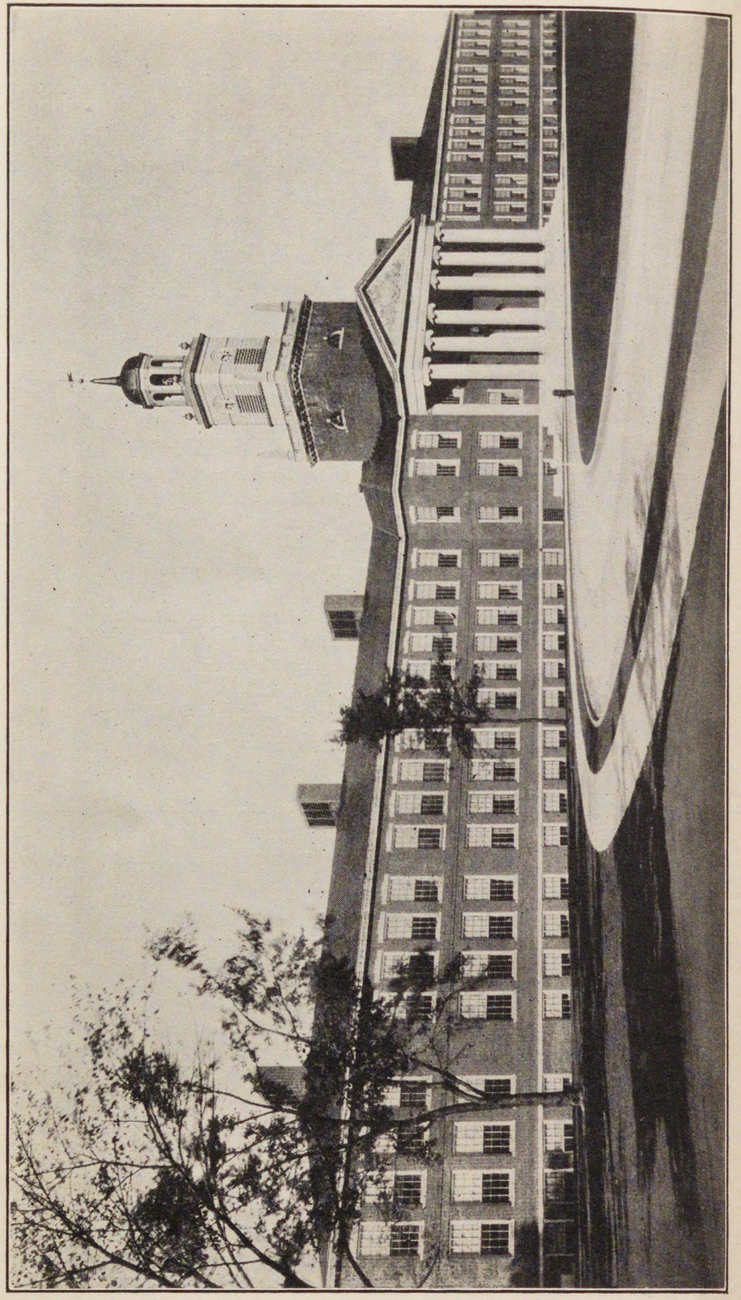
Director of Teacher Training
CHARLES C. WARD, A.M.

Local Board

1937 EDWARD H. BUTLER, *President* ..... Buffalo
1934 A. GLENNI BARTHOLOMEW, *Secretary* ..... Buffalo
1936 WILLIAM WARREN SMITH, *Treasurer* ..... Buffalo
1938 MRS. STEPHEN M. CLEMENT ..... Buffalo
1933 THOMAS B. LOCKWOOD ..... Buffalo
1935 DANIEL J. KENEFICK ..... Buffalo
1939 ALBERT HART HOPKINS ..... Buffalo

Officers of Administration

HARRY W. ROCKWELL ..... *President*
CHARLES A. MESSNER ..... *Director of Admissions and Publicity*
GEORGE B. NEUMANN .. *Director of Men's Activities and Assemblies*
CHARLES C. ROOT ..... *Director of Curricular Organization*
CATHERINE E. REED ..... *Dean of Women*
HARRY J. STEEL ..... *Director of Training*
MYRTLE V. CAUDELL ..... *Director of Home Economics Dept.*
IRVING C. PERKINS ..... *Director of Vocational-Industrial Dept.*
CHARLES B. BRADLEY ..... *Director of Special Art Dept.*
STEPHEN C. CLEMENT ..... *Director of Extension Education*
OSCAR E. HERTZBERG ..... *Director of Research Studies*
ISABEL HOUCK KIDENEY ..... *Registrar*
MARION A. CLARK ..... *Financial Secretary*



The Main College Building

CALENDAR—1933–1934

1933

Wednesday, January 4 (9:00 A. M.)—Classes resume work
Friday, January 27—First semester ends
Monday, January 30—Second semester begins
Wednesday, February 22—Washington's Birthday (holiday)
Wednesday, April 12 (4:00 P. M.)—Easter Vacation Begins
Monday, April 24 (9:00 A. M.)—Classes resume work
Tuesday, May 30—Memorial Day (holiday)
Friday, June 9—Second semester closes
June 10, 11, 12, 13—Commencement Program
Tuesday, September 12—Registration
Wednesday, November 29 (Noon)—Thanksgiving Recess begins
Monday, December 4 (9:00 A. M.)—Classes resume work
Friday, December 22 (Noon)—Christmas Vacation begins

1934

Monday, January 8 (9:00 A. M.)—Classes resume work
Friday, January 26—First semester ends
Monday, January 29—Second semester begins
Monday, February 12—Lincoln's Birthday (holiday)
Thursday, February 22—Washington's Birthday (holiday)
Wednesday, March 28—Easter Vacation begins
Monday, April 9—Classes resume work
Wednesday, May 30—Memorial Day (holiday)
Friday, June 8—Second semester closes
June 9, 10, 11, 12—Commencement Program

Summer Session—1933

Monday, July 3—Registration
Friday, August 11—Summer Session closes

THE FACULTY

HARRY W. ROCKWELL .....*President*
Brown, A.B., A.M.; Columbia, A.M.; N. Y. State College for Teachers, Pd.D.

CATHERINE E. REED.....*Dean of Women*
Syracuse University, A.B.; Teachers College, Columbia, A.M.

Professors

GRACE A. ALLEN
Assistant Director of Training, Head of Kindergarten-Primary Department
Oswego State Normal School; Teachers College, Columbia, B.S., A.M.

GERTRUDE M. BACON
Assistant Director of Training, Professor of Elementary Education
State Teachers College at Buffalo; University of Buffalo, B.S., A.M.

CHARLES B. BRADLEY
Professor of Art Education, Head of Department
Pratt Institute; State Teachers College at Buffalo, B.S.

MYRTLE V. CAUDELL
Professor of Home Economics, Head of Department
Drexel Institute; Teachers College, Columbia, B.S., A.M.

STEPHEN C. CLEMENT.....*Professor of Education*
University of Maine, A.B.; New York University, A.M.

ROBERT O. DEMOND....*Professor of History, Head of Department*
Syracuse University, A.B., A.M.; Columbia University.

OSCAR E. HERTZBERG.....*Professor of Psychology*
Head of Department
University of Wisconsin, A. B.; Teachers College, Columbia, A.M., Ph.D.

RUTH E. HOUSTON.....*Professor of Health Education*
Head of Department
Western College, A.B.; Oberlin College; University of California; Guest student at Physical Education Colleges in Denmark and Sweden.

IDA L. KEMPKE.....*Professor of English*
University of Buffalo, Pd.B.; A.B.; A.M.

CHARLES A. MESSNER.....*Professor of Latin*
Head of Department
Wabash College, A.B.; University of Chicago, A.M.; Harvard University, A.M., Ph.D.

GEORGE B. NEUMANN.....*Professor of Sociology*
Head of Department
Wesleyan University, A.B.; Teachers College, Columbia, A.M., Ph.D.

IRVING C. PERKINS.....*Professor of Vocational Education*
Head of Department
University of New Hampshire, B.S.; University of Buffalo. A.M.

JOSEPH F. PHILLIPPI.....*Professor of Mathematics*
Head of Department
University of Buffalo, A.B., A.M.

CHESTER A. PUGSLEY
Professor of Elementary School Administration
Dalhousie University, A. B.; University of California; University of Southern California; Columbia University, A.M.

CHARLES C. ROOT.....*Professor of Education*
Head of Department
Michigan State Normal College, Pd.B.; Pd.M.; University of Michigan, A.B.; University of Chicago, A.M.

HARRY J. STEEL.....*Director of Training, Professor of Education*
Mankato Normal School; University of Minnesota, B.S. A. M.

JOHN M. THURBER.....*Professor of English*
Head of Department
Colgate University, A.B., State University of Iowa, Ph.D.

Assistant Professors

RAYMOND M. FRETZ.....*Assistant Professor of Science*
Columbia, B.S.; Teachers College, Columbia, A.M.

ANNA M. GEMMILL.....*Assistant Professor of Science*
Head of Department
University of Buffalo, B.S., A.M.; Teachers College, Columbia.

EILEEN MULHOLLAND.....*Assistant Professor of English*
University of Chicago, Ph.B.; Columbia, A.M.

GEORGE M. QUACKENBUSH.....*Assistant Professor of Vocational Organization*
Rensselaer Polytechnic Institute; University of Rochester, B.S. in Education; University of Buffalo, A.M.

MILDRED L. SIPP.....*Assistant Professor of Teacher Training*
Teachers College, Columbia, B.S., A. M.

RUTH E. SPEIR.....*Assistant Professor of Music, Acting*
Head of Department
Virgil School of Music; Columbia; Skidmore; New York University.

KATHERYNE C. THOMAS.....*Assistant Professor of Geography*
Head of Department
Vassar College, A.B.; Clark University, A.M.

Instructors

H. ARNOLD BENNETT.....*Instructor in History*
Wesleyan University, A.B.; University of Iowa, A.M.

HOMER A. BRUCE .....*Instructor in Education*
Arkansas State Teachers College, L. I.; University of Oklahoma, B.S.; Teachers College, Columbia, A.M.

CLINTON B. BURKE .....*Instructor in Woodworking*

LUELLA CHAPMAN .....*Instructor in Penmanship*
Iowa State Teachers College; Palmer School of Penmanship.

MARION A. CLARK.....*Financial Secretary*
Cornell University, A.B.

VELMA R. CLARK.....*Director of Practice House*
Iowa State College, B.S., M.S.

HUBERT E. COYER.....*Instructor in Health Education Department and Coach*
Springfield College, B.P.E.; University of Buffalo.

STANLEY A. CZURLES.....*Instructor in Art*
Syracuse University, B.F.A.

ROSAMONDE D. CYR.....*Instructor in Foods*
Framingham State Normal, B.S.; New York University, M.A.

MARION P. DANA....*Instructor in Kindergarten-Primary Method*
Wheaton Seminary; Teachers College, Columbia, B.S., A.M.

MARGARET DUPRE.....*Instructor in Science*
Texas State College for Women, B.S.

HELEN G. ENGLEBRECK.....*Instructor in History*
Elmira College, A.B.; Teachers College, Columbia, A.M.

JOHN FONTANA.....*Instructor in Mechanics*
State Teachers College at Buffalo, B.S.

MINA S. GOOSSEN.....*Instructor in English and Dramatics*
Syracuse University, B.O.E.; Phidela Rice School of the Spoken Word.

ANDREW W. GRABAU..... .....*Instructor in English*
State Teachers College at Buffalo; University of Buffalo, B.S.; Teachers College, Columbia, A.M.

FRANCES G. HEPINSTALL.....*Head Librarian*
Syracuse University, B.S., in Library Science.

CAROLYN W. HEYMAN.....*Instructor in Art*
New York School of Fine and Applied Arts; Western Reserve University, B.S.

IRENE HIRSCH.....*Instructor in Kindergarten-Primary Method*
Drake University, B.S.; Teachers College, Columbia, A.M.

DAVID R. HODGIN.....*Instructor in English*
University of North Carolina, A.B., A.M.

GEORGE E. HUCKINS.....*Instructor in Printing*
State Teachers College at Buffalo.

EDNA W. HURD.....*Instructor in Music*
Oberlin College; Cornell University; Chicago Musical College; Bush Conservatory, Chicago, B.M.; Leipsic, Germany.

FAYE KEEVER.....*Instructor in Clothing*
University of Minnesota, B.S.; Teachers College, Columbia, A.M.

ISABEL HOUCK KIDENEY.....*Registrar*
Cornell University, A.B.

RUTH McLEAN.....*Instructor in Art*
Ohio Wesleyan University, A.B.

MARY LOUISE MCMAHON.....*Instructor in Music*
Elmira College; Cornell University; State Teachers College at Buffalo, B.S.; New York University.

EDWARD L. MORRICE..*Instructor in Methods and Practice Teaching*
State Teachers College at Buffalo, B.S.

MAY C. NYE.....*Instructor in Foods*
Oberlin College, A.B.; Teachers College, Columbia, A.M.

RUBY A. PEEK.....*Instructor in Art*
University of Texas, B.S.; Columbia University, M.S.

MARTHA S. PRATT.....*Instructor in Teacher Training*
Michigan State College, B.S.; Teachers College, Columbia, A.M.

GERTRUDE E. ROACH.....*Instructor in Health Education*
Buffalo General Hospital, R.N.; State Teachers College at Buffalo.

JENNIE ROBSON.....*Instructor in Mathematics and Education*
New York State College for Teachers, Pd. B.

WINIFRED SALOM.....*Instructor in Health Education*
Savage School of Physical Education; New York University, B.S.

MARGARET A. SHADDUCK.....*Instructor in Clothing*
Michigan State College, B.S.; University of Missouri, A.M.

CHARLES A. VAIL.....*Instructor in Science*
University of Michigan, B.S.; Teachers College, Columbia, A.M.

GRACE VIELE.....*Reference Librarian*
Smith College, B.L.

WALTER B. WEBER.....*Instructor in Electricity*
State Teachers College at Buffalo, B.S.

Critics

School of Practice

ELEANOR M. GOVER.....*Sixth Grade Critic*
State Teachers College at Buffalo; University of Buffalo, B.S. in Education.

MARY L. JAMISON.....*Kindergarten Critic*
Oswego State Normal School; Teachers College, Columbia, B.S.

CARL H. KUMPF.....*Junior High School Critic in Mathematics and Science*
State Teachers College at Buffalo, B.S.

MARTHA G. METZ.....*First Grade Critic*
State Teachers College at Buffalo, B.S.

MAE O'BRIEN.....*Fourth Grade Critic*
Teachers College, Columbia, B.S., A.M.

STELLA O'REILLY.....*Fifth Grade Critic*
State Teachers College at Buffalo.

THERESA A. ROEHSLER.....*Second Grade Critic*
State Teachers College at Buffalo; University of Buffalo, B.S.

MURIEL S. SHOEMAKER.....*Third Grade Critic*
University of California at Los Angeles, B.E.; Teachers College, Columbia, A.M.

ELIZABETH B. SMALL
Junior High School Critic in English and Latin
State Teachers College at Buffalo.

MARGUERITE STOCKBERGER
Junior High School Critic in History and Social Studies
Indiana University, A.B.; Teachers College, Columbia, A.M.

M. MELVINA SVEC.....*Junior High School Critic in Geography*
University of Wisconsin, B.A.; A.M.

Critics

School No. 38 (350 Vermont St.)

AGNES AGNITCH.....*Third Grade Critic*
GRACE G. BALLARD, B.S. in Education.....*Fourth Grade Critic*
HELGA C. CASTREN, B.S. in Education.....*Seventh Grade Critic*
MARY L. DARKER.....*Second Grade Critic*
LENA S. DENEKE, B.S. in Education.....*Fifth Grade Critic*
MARY J. DOE.....*Fourth Grade Critic*
M. JOSEPHINE DURNEY, B.S. in Education
Junior High School Critic in English
GENEVIEVE D. FEUCHTER.....*Fifth Grade Critic*
EDNA R. GARDNER
Junior High School Critic in Geography and Hygiene
LINA L. GIELOW, B.S. in Education
Junior High School Critic in History and Civics
THELMA M. HEPP, B.S.....*Second Grade Critic*
ETHEL H. HERLAN, B.S. in Education, A.M....*First Grade Critic*
ELLEN C. MOCKLER.....*First Grade Critic*
CHARLOTTE M. MOORE
Junior High School Critic in Arithmetic and Algebra
ROSE PHILLIPS .....*Second Grade Critic*
MARY HOFMANN ROBERTS, B.S. in Education...*Fifth Grade Critic*
FRANCES M. RUDELL.....*Second Grade Critic*
EDNA L. SHAW.....*Kindergarten Critic*
ELMA R. SMITH.....*Third Grade Critic*
MARION P. WAKEMAN, B.S. in Education.....*Sixth Grade Critic*

Administrative and Clerical Assistants

ROSAMOND OLIEF ABATE, B.S.....*Assistant Librarian*
PAULINE ESTERHAY BOTTY, B.S...*Alumni and Placement Secretary*
HARRY W. CURTIN.....*Superintendent of Grounds and Buildings*
MABEL B. GILBERT.....*Cafeteria Director*
ETHEL M. H. HANSEN, R.N.....*College Nurse*
INA J. MEAD, B.S.....*Assistant Registrar*
MARY RINDONE, B.S.....*Manager of the Book Store*
CHESTER G. SCHOENBORN.....*Assistant in Extension Dept.*

JENNIE L. DI ADARIO.....*Stenographer*
PAULINE DELAMATER EISS.....*Stenographer*
KATHRYN S. GRAHAM.....*Stenographer*
CHARLOT MOEHLAU, B.S.....*Assistant Manager of Book Store*
MILDRED KRIER PATTI.....*Stenographer*
HAZEL J. SCHAFFER, B.A.....*Stenographer*

STANDING COMMITTEES OF THE FACULTY

Student Program Committee

Mrs. Kideney, Chairman
Miss Caudell
Miss Chapman
Mr. Perkins
Dr. Rockwell
Mr. Root
Miss Thomas
Mr. Clement

Registration Committee

Mrs. Kideney, Chairman
Miss Allen
Miss Bacon
Miss Chapman
Miss Clark
Miss Dana
Mr. DeMond
Miss Englebreck
Mr. Fretz
Dr. Hertzberg
Miss Hirsch
Dr. Messner
Miss Mulholland
Mr. Pugsley
Miss Robson
Mr. Root
Mr. Steel
Miss Thomas
Dr. Thurber
Mr. Vail

Summer School Committee

Mr. Root (Director)
Dr. Neumann (Director)
Dr. Rockwell
Mr. Clement

Blanket Tax Apportionment Committee

Dr. Rockwell, Chairman
Miss Reed
Mr. Quackenbush
Five students appointed by Student Association

Assembly Speakers Committee

Dr. Neumann, Chairman
Mr. Bradley
Miss Houston
Dr. Rockwell

Research Committee

Dr. Hertzberg, Chairman
Mr. Clement
Dr. Neumann
Mr. Pugsley
Mr. Root
Dr. Messner
Mr. Steel

Placement Committee

Mr. Steel, Chairman
Miss Allen
Miss Bacon
Miss Caudell
Mr. Perkins
Mr. Bradley
Mr. Phillippi
Dr. Thurber
Dr. Rockwell

Admissions Committee

Dr. Messner, Chairman
Dr. Hertzberg
Mrs. Kideney
Miss Caudell
Mr. Perkins
Mr. Steel

HISTORICAL STATEMENT

By special act of the Legislature in 1866 four new Normal Schools were authorized. In the fall of 1866 the City of Buffalo agreed to purchase a suitable site and the County of Erie to erect and fully equip a suitable building provided the State Commissioners decided to locate one of the four schools in the City of Buffalo. On November 7, 1866, Mr. Jesse Ketchum, a public spirited citizen of Buffalo and a man much interested in public education, agreed to deed to the City of Buffalo at the nominal price of $4,500 the lot bounded by Jersey, Fourteenth, York and Thirteenth (now Normal Avenue) Streets, so that the city might fulfill its share of the contract.

In April, 1867, the Legislature passed a special act authorizing the establishment of the Buffalo State Normal School. The City of Buffalo and the County of Erie jointly appropriated $90,000 for the purpose of erecting and equiping a building. The first session of the State Normal School was opened September 13, 1871, with fifty-seven students in the Normal Department. The first graduating class in 1873 numbered twenty-three. The faculty, including that of the School of Practice, numbered seventeen with Henry B. Buckham as principal. Oliver G. Steele was Chairman of the Building Committee and President of the Local Board of Managers from 1874 to 1879. At a later period, Hon. Grover Cleveland was a member of the Local Board of Managers of the institution. In 1887, the Science Building was erected and in 1893 the residence for the principal was made available.

The Home Economics Department was established in 1911 and the increasing registration made necessary the erection of the former building which was completed and occupied in September, 1914. Public School 38 was affiliated with the State Normal School in September, 1916, in order to provide necessary additional practice facilities and the first Summer Session was inaugurated the following summer. The Board of Regents gave to the Home Economics Department on July, 31, 1919, the privilege of offering a four year course with the degree of Bachelor of Science in Home Economics. The Vocational-Industrial Department previously established was augmented in 1920 by the transfer of a similar department from Albany from the New York State College for Teachers and the establishment of twenty-five State scholarships.

Shortly after, the General Normal Course was extended from two to three years and on April 25, 1925, the Board of Regents approved the establishment of an optional four-year course for elementary and junior high school teachers, leading to the degree of Bachelor of Science in Education. This degree was definitely authorized on June 24, 1926. Greatly increased registration and overcrowded facilities suggested the advisability of providing a larger plant and a campus adequate for future expansion. On April 1, 1927, Governor Smith signed the bill approving the transfer of ninety acres of land held

by the State Hospital and of the old State Normal School to the City of Buffalo in exchange for the guarantee by the City of Buffalo to erect a new State Teachers College on a portion of the land thus transferred. This proposed college plant and campus, forming a part of the new educational center which also includes the Albright Art Gallery, the Historical Building, the new proposed Art School and McKinley Vocational School, had the constant active support of the Mayor and the City Council. Plans looking toward the erection of the four college buildings with quadrangle were prepared by the State Architect. In March, 1928, the State Legislature confirmed the action of the Board of Regents and gave to the institution the legal title of New York State College for Teachers at Buffalo. The briefer and more euphonious name, State Teachers College at Buffalo, as originally recommended by the Board of Regents will be regularly used. At the same time the State Legislature extended to the State Teachers College at Buffalo the same plan of organization now used by the New York State College for Teachers (at Albany). On November 7, 1928, ground was broken with an appropriate ceremony, by President Butler and Mayor Schwab, marking the beginning of the construction of the new plant. The corner stone of the main College building was laid by President Butler on October 9, 1929. Impressive ceremonies, including addresses by State and City representatives, marked the occasion. On January 1, 1931, the old home of the State Teachers College was formally turned over to the City of Buffalo, and on January 12, 1931, college work was resumed after the Christmas vacation in the new buildings located on the campus on Elmwood Avenue opposite the Albright Art Gallery. The opening day was marked by a student procession from the former quarters, a special assembly program, in which representatives of other educational institutions in the city joined, student visitation of all the buildings and a housewarming dance in the gymnasium, On December 17, 1931, the new college was formerly dedicated with the Board of Regents in attendance, the dedicatory address being delivered by the Commissioner of Education, Dr. Frank Pierrepont Graves.

ENTRANCE REQUIREMENTS

1. Candidates for admission to the General College must present a Regents' academic diploma or evidence of graduation from an approved four-year high school. Such academic diploma or four-year high school diploma should include the following minimum requirements: English, 4 years; Foreign Language, 2 years; Mathematics, 2 years; Science, 2 years; History, 1 year; together with sufficient electives to complete the full four-year requirements aggregating fifteen units or its equivalent. Elementary Representation and Elementary Design, though not required, are urgently recommended.

2. Candidates must be at least sixteen years of age.

3. Because of the necessity of limiting the freshman enrollment to about 200 students for the year 1933-34, application for admission

will be considered only in the cases of candidates who make an average grade of 77 or more on the Regents' Examinations. Past experience shows that candidates whose averages are below 80% have only a slight chance of admission. Candidates should address the President or the Registrar of the State Teachers College at Buffalo and request application blanks for entrance.

4. The Medical Record Blank should be filled out by a registered physician and forwarded by him to the Registrar of the College, before June 1st if possible, but not later than July 1st. Applicants will be subjected to a check-up on their health records, especially those persons who may be admitted on probation in this respect. The New York State Education Department requires that "a candidate for admission to a teacher training institution must present satisfactory credentials from a registered physician showing freedom from physical defects or disease that would unfit the candidate for the duties of teaching." Candidates will also be required to pass a voice test before final admission is assured.

5. The High School Record Blank should be filled out by the candidate and the principal of the high school from which the candidate graduated, and also must bear the signature of the local superintendent of schools, except that if such application is forwarded by a student residing in Buffalo, the signature of the city superintendent of schools is not required. The High School Record Blank should include all the June Regents' marks of the candidate and should not be submitted before Regents' marks are ready for presentation.

6. The Confidential Information Blank must be filled out by the principal or superintendent of the high school from which the student graduated and also returned by him to the Registrar of the College.

7. The High School Record Blank and the Confidential Information Blank should be returned by July 1st.

8. Candidates for admission to the General College are required to take a series of matriculation examinations under the supervision of the Director of Research. Various centers for giving this testing program will be established by the State Department of Education and, according to present plans, the tests will be given before the close of the school year in June. Notice will be sent to all high schools of the date and places of the examinations. The Regents' averages and the combined scores on these tests will serve as a guide toward selecting the group to be admitted. A minimum fee of $1.25 to cover the cost of these tests will be charged at the time of examination.

9. Notices of acceptance or rejection are sent out shortly after August 1st. Candidates who fail to meet the entrance requirements will therefore have sufficient time for making arrangements to enter other institutions. They will, however, not be eligible for transfer to the State Teachers College at Buffalo until they have completed one year of work elsewhere and make a creditable record.

10. Candidates who are accepted for entrance are expected to be present on the opening day of the college year and will not be ad-

mitted thereafter except by special permission. Where such absences occur, those on the immediate waiting list will be given consideration. The right to impose a fee for late registration is reserved.

11. Applications received after August 1st cannot be considered.

12. Students will not be received from Monroe, Livingston, and Chautauqua counties unless they intend to take the four-year course. The Normal Schools at Brockport, Geneseo, and Fredonia, can more conveniently care for applicants from these counties.

13. Tuition is free to residents of the State of New York. Residents of other states may be admitted by special permission in which case they are required to pay in advance a tuition of one hundred dollars a semester or two hundred dollars a year. Textbooks and all other supplies may be purchased at the College Book Store. A registration fee not to exceed five dollars each semester will be charged.

Program for Determining and Correcting Elementary Subject Matter Deficiencies

Standard subject matter tests covering achievement in the elementary subject matter fields of Reading, Music and Art, will be given to all entering students not later than the first week of the semester in which they are entering.

Any student who does not reach or exceed a designated minimum standard in the tests in the above mentioned fields will be required to take remedial courses in these fields, probably on Saturday mornings. Instructional costs for these courses will of necessity be carried by the students as they will be outside the regular work of the college.

All elementary subject matter deficiencies must be removed before the beginning of the student's third semester.

All remedial courses shall be counted as two-hour courses without credit, and the regular student load shall be reduced accordingly. No student shall be allowed to carry more than two remedial courses per semester.

Students will not be permitted to enter upon practice teaching assignments until all remedial course requirements have been met.

Admission to Advanced Standing

Applicants for admission to advanced standing are required to file in the Registrar's office before August 1st regular application forms and official transcripts of work completed in other institutions.

Students entering this college in the General Elementary Curriculum who have had at least one year of successful teaching experience following graduation from training class, and who have graduated from training class since 1926, will be allowed one year or thirty-two semester hours of advanced standing credit distributed as follows, provided the high school record of the applicants preceding training class is creditable:

Introduction to Teaching and Observation	2
Geography I	3
History of Civilization (for Kind.–Prim. only)	3
Library Methods	1
Educational Psychology	3
Health I	2
Arithmetic I	2
General Science	3
Art I	2
History Methods (for Inter. and Grammar only)	3
Sociology	2
Practice Teaching	6
Elective	3
	35

The credit in practice teaching for third year is provisional. To make it final, the student must earn a grade of "C" or better in the second year assignment.

Students entering the General Elementary Curriculum will receive not more than eight semester hours of credit if holders of the first grade or the rural school renewable certificates and not more than sixteen semester hours of credit if holders of the state life certificate. In order to receive such credit the applicants must have successful teaching experience and no additional credit for experience alone can be allowed.

No additional credit for experience will be given to students entering from other institutions unless the candidate has had at least five years' successful teaching experience. In this case one-half of the practice teaching requirement must be met, during which the candidate for advanced standing must demonstrate to the director of the training school his fitness for teaching. If the work in the practice school merits the grade of A or B the other half of the practice teaching requirement may be credited. When such credit is allowed for practice teaching on the basis of experience, an equivalent number of semester hours of elective credit earned in regular class attendance must be offered in place of the practice teaching from which the student has been excused.

Credit for experience having been granted in connection with the state life, rural school renewable, first grade, or training class certificates no additional credit can be given for further experience in teaching. No credit toward graduation may be given for experience alone.

An applicant possessing a degree from a regular approved four-year college course may be admitted as a special student, and if possessing unusual aptitude for teaching may receive the regular three-year diploma on completion of one full year of professional work. One who presents credentials from a registered college showing the completion of two full years of academic work and who leaves the institution in good standing, may be given one year's credit on the regular three-year course. One who presents credentials showing the satisfactory completion of one year's college work, will be credited with the approximate equivalent of one semester.

Students who have pursued courses in the summer session in Normal Schools or Teachers Colleges will be fully credited for such courses as apply on the curriculum. It should be noted that four or five summer sessions are the approximate equivalent of one year of regular work, provided that during such summer sessions the student passed the necessary semester hours.

Diplomas and Certificates Granted

The following diplomas and certificates are given in the general college: The degree of Bachelor of Science in Education; the three-year course diploma; the Limited Normal Certificate (until September 1, 1934).

A student completing the regular elementary teachers course of three years will obtain a diploma valid for life to teach in the elementary schools of this State. Students desiring to teach in junior high schools will select this field for special study at the end of the freshman year.

A student completing the first two years of the elementary teachers course may receive a limited certificate to teach for a three-year period in rural schools. This certificate may be extended for two years on the completion of twelve semester hours credit in advanced professional courses of the third year, when the certificate becomes void. By action of the Regents of the University of the State of New York this certificate will be discontinued on and after September 1, 1934.

Requirements for Degree of Bachelor of Science (In Education)

Students desiring to earn the degree of Bachelor of Science in Education, after completing the requirements of the present three-year curriculum, will be required to complete thirty-two semester hours for the fourth year. Graduates of this institution who desire to return and register as candidates for this degree, will be required to complete the equivalent of one resident semester of work (sixteen hours in resident study). The other required sixteen hours may be credited on study in other approved institutions. Graduates of the three-year general course at New York State Normal Schools entering as candidates for this degree will be required to complete the equivalent of one year's work (thirty-two semester hours) in resident study. Since Jan. 1, 1930, all candidates for a degree are required to complete in residence the last semester of work preceding graduation. On the curriculum which was in effect until 1929 the hours required are thirty instead of thirty-two, and fifteen instead of sixteen. Residence credit is given for all intra-mural credit courses, either in the regular session, the summer session, or the Saturday classes.

Candidates specializing in the Kindergarten-Primary or Intermediate grades will be required to complete twenty-one of the thirty-two hours of the fourth year in two of the following fields of study: Education, English, Social Studies, (including History), Mathematics, Educational Psychology, Science, Foreign Language. The course in Elementary School Curriculum is required of all candi-

dates for the Intermediate or Kindergarten-Primary course. Candidates who choose Education or Psychology for one group should choose a content subject for the second field of concentration.

Special Preparation for Junior High School Teachers

Candidates for the degree of Bachelor of Science in Education who specialize in the grammar or junior high school grades will be required to select a major and a minor field of study, or a major and two minor fields. These selections must be made in the fields of Education, English, Social Studies (including History, and Geography), Mathematics, Educational Psychology, Science, or Foreign Language. The major requirement shall include not less than twenty-four hours and the minor not less than twelve. If a major and two minors are selected, the major shall include not less than eighteen hours and the minors not less than twelve hours each, such hour requirements to include courses taken in the selected field throughout the entire four-year period of study, with the exceptions noted below. At least six semester hours in the major field and three semester hours in the minor field must be completed during the fourth-year's work. Junior high school candidates will be licensed for junior high school teaching in their major and minor groups only, and those choosing Education or Psychology as a major or minor group must offer, in addition, two content groups as minors or as major and minor.

A major in Social Studies shall include in addition to the courses required in the three-year curriculum the following elective work: six semester hours in Geography; six semester hours in History, three of which must be in American History; three semester hours in Sociolgy. A minor in Social Studies shall include in addition to the courses required in the three-year curriculum the following elective work: three semester hours in Geography; three semester hours in History.

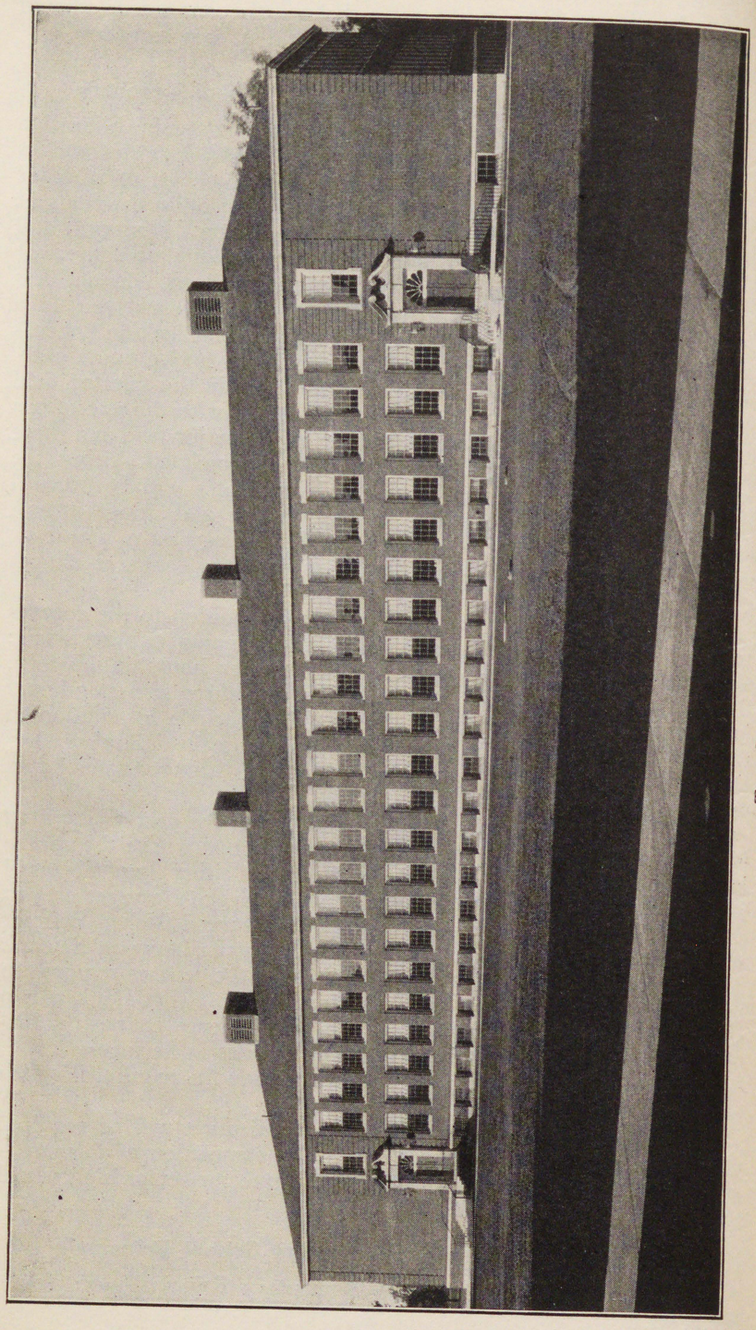
A major in Science shall include in addition to the courses required in the three-year curriculum the following elective work: the course in Junior High School Methods in Science; either two advanced Biology courses, and one advanced Physical Science course, or two advanced Physical Science courses and one advanced Biology course; sufficient additional work to total at least eighteen hours in Science. A minor in Science shall include in addition to the courses required in the three-year curriculum the following elective work: either two advanced Biology or two advanced Physical Science courses; sufficient additional work to total at least twelve hours in Science.

A major or minor in English shall not include the required English courses of the freshman year.

The course in Junior High School Organization will be required of all Junior High School candidates. The completion of this curriculum does not license the holder of the degree for senior high school teaching.

Special Preparation for Elementary School Principals

For information regarding the Elementary Principal's certificate, see p. 41.



REQUIREMENT FOR GRADUATION

All students must complete the prescribed curriculum of the department in which they are registered with an average grade of C or better for all work completed subsequent to July, 1927. An average grade of C is also required in Practice Teaching before a student will be recommended for graduation.

Number of Semester Hours Allowed Each Semester

No student shall be registered for more than 17 semester hours of work without written permission from the Registrar. All students registering in the regular session are required to carry a minimum program of 12 semester hours.

Academic Probation

A student failing in any semester to earn eight credit points shall be placed on academic probation for the following semester. Failure to earn credit points during the probationary semester sufficient to raise the total number for the two consecutive semesters to sixteen credit points shall bring the student's name before the program committee for dismissal unless the committee finds extenuating circumstances warranting another probationary semester. Failure to remove probation in three successive semesters will cause the student's automatic dismissal.

Conditions Under Which Students Will Be Dropped

A student failing a required subject for the third time may be required to leave college.

A student failing one-half of the semester's work is dropped from the college.

GRADING SYSTEM

The following grades are used:

A—Superior work.
B—Work above average.
C—Average work.
D—Work below average, but passing.
E—Failure.
Inc.—Work incomplete because of excusable absence from class or final examination. May be made up subject to the approval of the Student Program Committee.

Credit Point System

The following credit point system is used in determining averages:

For each hour of A: 3 credit points
For each hour of B: 2 credit points
For each hour of C: 1 credit point
For each hour of D: 0 credit points
For each hour of E: 0 credit points

The total number of credit points divided by the total number of semester hours gives the average.

Absences

1. No cuts are permitted.

2. Students whose absences from any one class do not exceed the number of times per week the class meets should arrange directly with the instructor for making up the work missed. If the absence seems to the instructor excusable, the student may be permitted to make up the work to the satisfaction of the instructor. Every unexcused absence or absence for which the work is not made up lowers the class standing of the student one letter.

3. Students whose absences exceed the number of times per week the class meets, but amount to less than four weeks, must apply to the Registrar for a special written permit to be presented to the instructor before the work may be made up.

4. Arrangements for making up work missed must be made with the instructor within two weeks of the student's return to college. The Registrar will not issue make-up after the expiration of this time limit of two weeks, and the instructor will not honor a permit unless it is presented within this limit. Make-up work must be completed within four weeks after the student's return to class. Special cases will be decided by the Student Program Committee.

5. Absence from a class for more than four weeks obliges a student to drop the course and repeat it another semester.

Special Requests

Requests for special permission relating to academic matters such as extra hours of work, deviations from the prescribed curriculum, credit to be transferred from other institutions, special examinations, extension and summer session work, changes in program, absences, etc., are to be made to the Registrar, who is chairman of the Student Program Committee.

Special Examinations

Special examinations are given once each semester during the first month of the semester, under the supervision of the Student Program Committee. These examinations are open to those students who have missed the regular examinations during the semester immediately preceding for good and sufficient reasons, such as illness, and who have been recommended for special examinations. Students missing regular final examinations for reasons not considered grounds for special examinations, such as mistaking the time of the examination, are frequently permitted to try the next regular examination provided the quality of their class work warrants the permission.

Application for Diploma

Students expecting to qualify for diplomas or degrees in January or June of any year are required to make application in the Registrar's office for such diploma or degree by November 1st of the year in which they expect to graduate. Diplomas will not be ordered for students who fail to make application, and the college

cannot be responsible for the graduation of any who fail to make application. Students completing the requirements for the diploma or degree during the summer session are required to make application for the diploma or degree before the close of the summer session.

Withdrawal and Honorable Dismissal

Any student who finds it necessary to withdraw from college, either permanently, or for part of a semester or year, must report immediately the fact of his withdrawal, and the circumstances, to the Registrar. Students who fail to comply with this requirement may have difficulty in securing honorable dismissal or re-admission.

Cancellation of Courses

After the final date set for changes in schedule each semester, students may cancel courses only with the permission of the Registrar or by action of the Student Program Committee. Courses may be cancelled only by the use of the official cancellation card, and students who drop courses without official cancellation will receive the grade of E in such courses.

Transcripts of Record

Transcripts of record are not given to students either undergraduate or graduate, but will be forwarded upon request to educational authorities whom the students may designate. No charge is made for the first transcript, but a charge of $1.00 is made for each additional transcript.

The Registrar's office cannot ordinarily furnish transcripts of record during registration week of any semester and, because of the large number of requests, students are urged to make application for transcripts some time before the date on which they are needed.

Assembly Attendance

1. All students not otherwise assigned are required to be present at each college assembly and to report for roll call as assigned.
2. Tardy students shall be recorded as absent unless an explanation acceptable to the instructor is made on the day of the tardiness.
3. Excuses for tardiness due to transportation difficulties will be granted only in cases of emergency.

EXTRA-CURRICULAR ACTIVITIES

A wide variety of opportunities in the extra-curricular field is open to students. Some of the more prominent are briefly described in the following paragraphs. When wisely used, these opportunities contribute much of enrichment to one's life in the college and aid greatly in the development of those participating in them. These organizations afford training for leadership by cultivating powers of initiative and organizing ability, and also by fostering a sense of responsibility for group conduct. Several of the clubs grow out of

academic interests of students and are helpfully associated with the curricular program:

Governmental

Students Association:

Preamble

"Cognizant of the value of community government in which student body and faculty have their legitimate interplay of responsibilities, we, the students of State Teachers' College at Buffalo, in order to provide an organization for the control of all matters of general student concern, do ordain and establish the following constitution."

Publications

The Record

The Record is the weekly college paper written, edited and printed by a staff composed entirely of students. It is subsidized by a blanket tax appropriation, and is distributed every Friday morning to all of the students and faculty. It has four general purposes, namely, to give information, to stimulate student thinking, to elevate student conduct and scholarship, and to provide a forum for student and faculty opinion. It also endeavors to encourage student literary expression.

The Elms

The Elms is the official publication of the graduating class containing complete representation of all organizations and college activities, photographs and sketches of the graduating class, and important chronology of the events of student life. The staff is composed of members of the graduating class.

The Handbook

The Handbook is prepared annually for distribution to those who have need of the data and directions accumulated therein for acquaintance with practices current on the campus.

GROUP INTERESTS

The Athletic Association

The Athletic Association as the name implies, has for its object the management and direction of all athletic activities in the college. It commands the support of the entire faculty and student body.

It promotes and fosters athletics for both men and women. The major activities offered at present are: basketball, baseball, tennis and riding. The interest centered in athletics is very keen.

Y. W. C. A.

The Young Women's Christian Association is allied directly with the national organization and maintains religious and social activities

to which all young women in the college are eligible without regard to the sect, creed or denomination to which they may owe personal allegiance.

Campus Club

This club provides for the men of the college opportunities for the discussion of a wide variety of questions and problems of interest to college men of today. It undertakes to conduct a freshmen camp just before college opens in the fall as a helpful introduction of the freshmen into college life. Those interested in voluntary service in some form of social work are helped to find the opportunities most attractive to them.

Non-Resident Association

The Non-Resident Association studies the interests of all out-of-town girls of the college. The organization attempts to develop the best possible "living" environment and to provide social opportunities for this group.

Men's Club

Membership is open to all the men of the college. Meetings are held usually twice a month with programs varying in character but always affording opportunities for the men of different departments and classes to come to know each other. Through the club the men secure adequate representation in all student affairs and are able to express themselves as a group on matters of particular interest to the men of the college.

DEPARTMENTAL CLUBS

The Home Economics Club

The purpose of this club is to foster the spirit of Home Economics, to broaden the students by professional contacts, and to introduce a social note into the department life. Any one is eligible who is interested in Home Economics life. The club is connected with the National Home Economics Association, and sponsors a Home Economics Day and an annual dance.

The Dramatic Club

The Dramatic Club is open to all those whose interest in the subject leads them to try out for parts in either the Christmas or the Spring Play, or those interested in costume and scenery design. Besides these two major productions, it usually presents an assembly program. The club provides an opportunity to develop an oral expression, originality in the creative fields and gives pleasurable activity and enjoyment.

Musical Organizations

The Musical Organizations invite the membership of all students having ability and interest in music. There are three glee clubs for girls: the Junior Girls' Glee Club for Freshmen, the Senior Girls'

Glee Club for upper-classmen with more training and the Triads, an auxiliary girls' glee club. There is also the Men's Glee Club.

The Orchestra welcomes to membership anyone who can play an instrument. One college credit is given for each years' membership in the orchestra. Rehearsals are held regularly for each organization and annual musical performances given.

The clubs aim to contribute to the musical and social interest of the students.

The Art Kraft Klub

The Art Kraft Klub develops and maintains artistic standards in the school enhancing the beauty of its surroundings, arousing interest and developing ability in the arts and crafts. A certain degree of ability as shown by articles made is required, coupled with an interest in the work and a desire to take part in it manifested by a period of participation. The club supervises posters and bulletin boards, sponsors an annual Stunt Night, the proceeds of which have been devoted toward the establishment of an annual scholarship.

HONORARY ORGANIZATIONS

Nu Lambda Sigma

Nu Lambda Sigma, honorary literary organization of the State Teacher's College at Buffalo, has as its purpose the furtherance of the study of contemporary literature, including the novel, short story, drama and poetry.

The membership is honorary, and is limited to twenty-five; new members being chosen each year from the honor students of the various literature courses of the college.

Kappa Delta Pi

On June 8, 1931, Gamma Mu Chapter of Kappa Delta Pi, honorary educational society, was established at State Teachers College at Buffalo, the first New York State teacher training institution to have a chapter of this national ~~fraternity.~~ society.

Kappa Delta Pi maintains the highest educational ideals, and fosters fellowship, scholarship, and achievement in educational work. Members are selected from those Junior and Senior students whose general scholarship is in the upper quartile of their class, upon the indication of continued interest in the field of education, and the manifestation of desirable social qualities.

Sigma Upsilon—Honorary Literary Fraternity

In 1932 there was established at State Teachers College, Alpha Delta chapter of Sigma Upsilon, which was the forty-first chapter of this national collegiate honorary literary fraternity. It is the first charter granted to a teacher training institution, and chapters are located in colleges and universities only of first rank.

The purpose of the fraternity is to encourage interest in creative writing and in literature in general. It conducts annually contests

in the writing of stories, drama, poetry and the essay, both locally and nationally. ~~The fraternity publication appears quarterly and is called The Scarab.~~

Phi Upsilon Omicron

Mu Chapter of Phi Upsilon Omicron was established in the Home Economics Department at State Teachers College at Buffalo in December, 1923. Its members are selected from upper-classmen who have maintained a high scholastic record and have shown qualities of ability and leadership in college activities. The organization supports and contributes to some of the institutional activities which are for the common good and it also carries on professional work each year. For several years, the group has collected illustrative material in connection with teaching clothing selection which it loans to teachers in the state not having access to such materials.

SORORITIES AND FRATERNITIES

The sororities of the college are seven in number: Alpha Sigma Alpha, Alpha Sigma Tau, Delta Sigma Epsilon, Pi Delta Theta, Pi Kappa Sigma, Sigma Sigma Sigma, Theta Sigma Upsilon.

The men maintain three fraternities: Kappa Kappa Kappa, Psi Phi and Sigma Tau Gamma.

These organizations include from twenty-~~five~~ to ~~fifty~~ members each and have as their aim the promotion of friendship, the principles of group organization, and the attainment of academic success.

COLLEGE SPORTS

In the field of men's athletics the college is officially represented by basketball and tennis teams.

Basketball is at present the major sport. Practice begins in October and the season closes early in March. Practice sessions are held in the new gymnasium.

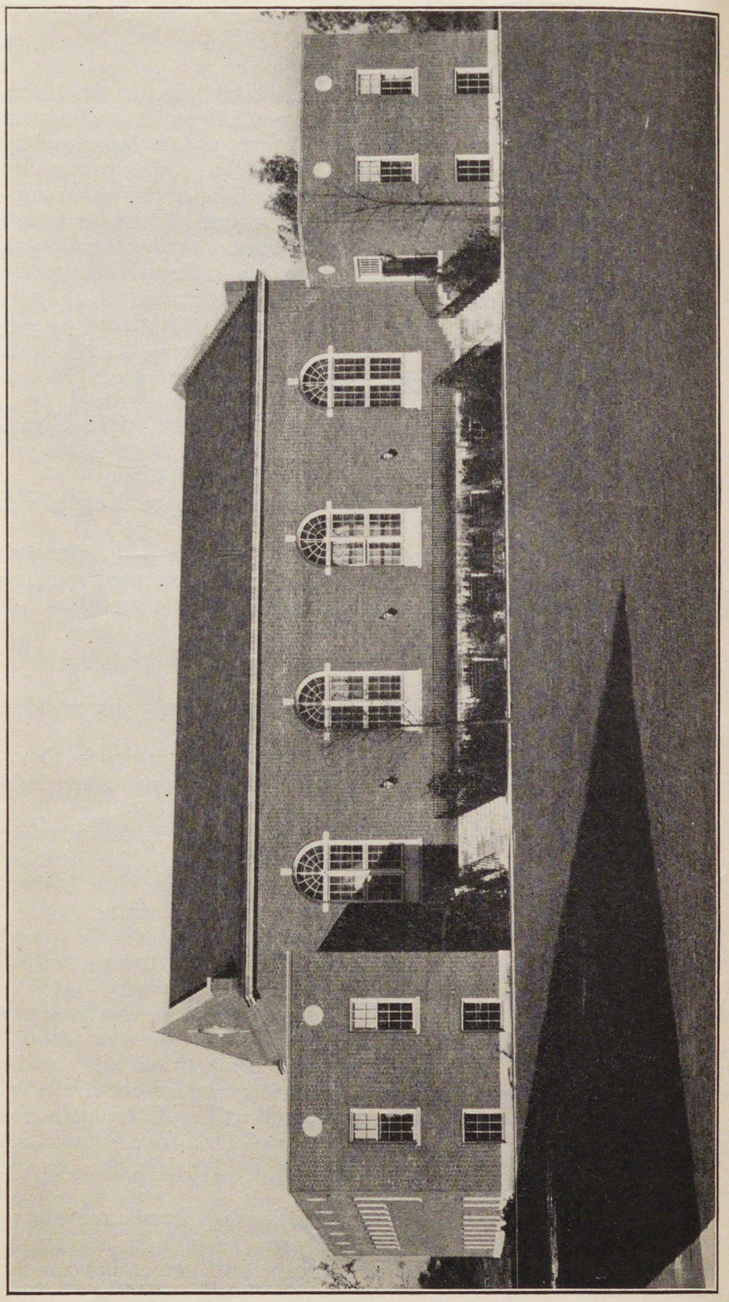
Games with normal school and college teams comprise the schedule of both the varsity and the reserve basketball teams. The opening of the regular season is annually preceded by an inter-class basketball league in which about forty men students participate.

The varsity tennis schedule includes matches played in May and June with local school, college and park-club teams. A tennis tournament is annually conducted for the members of the squad.

Football and hockey have to date been confined to inter-class competition. It is hoped that regular teams will soon represent the college in these sports. Swimming and track competition will also be developed as soon as full facilities for these activities are available.

Girls' sports will receive a new impetus because of the attractive and spacious gymnasium and the proximity of Delaware Park which will offer recreational facilities until a sports field is developed on the campus.

Volley-ball, indoor baseball, archery, basketball, tennis and swimming form the major activities. Each year the girls hold a freshman and upper-class basketball series, and a final game between the winners of each series at which enthusiasm is very evident.



THE GYMNASIUM BUILDING

Swimming is required of all freshmen as a part of the Health Education course and is open to all upper classes at hours to fit the various schedules. It is hoped that a large number will become so proficient that they can qualify for a Red Cross Life Saving certificate.

In addition to the sports possibilities in the gymnasium numerous outdoor activities may be enjoyed in Delaware Park—tennis, archery, hiking, horseback riding, baseball, golf, boating, skating, tobogganing, and skiing.

A regulation uniform is required of students in the Health Education courses—this may be purchased from the College Book Store. A minimum pool and shower-room fee is required of all using such facilities.

ANNUAL SOCIAL EVENTS

Sophomore Reception to Freshmen.
Faculty Reception to Freshmen.
Freshmen Days.
Christmas Week:
The Christmas Play.
Christmas Assembly Program.
Kindergarten-Primary Children's Party.
College Christmas Party.
Evening Caroling by the Glee Clubs.
Singing of waits in halls.
School of Practice Christmas Program.

Junior Prom. (Formal.)
Senior Ball. (Formal.)
Stunt Night—Sponsored by Art Kraft Klub.
Home Economics Day
Spring Musicale given by Glee Clubs and Orchestra.
Annual Spring Play—Dramatic Club.
Kindergarten-Primary Day and Exhibit.
Moving-Up Day.
President's Reception to Local Board, Faculty and Graduates.
Alumni Day.
Baccalaureate Sunday.
Class Day.
Commencement.

COLLEGE DANCES

College dances, except in the case of Senior Ball and Junior Prom, are held on the campus. The semi-formal dances are sponsored by various organizations connected with the college. They are held on Friday nights and close at twelve o'clock.

Faculty members are invited to act as patrons or chaperones. Invitations to these dances are limited to members of the college and their escorts.

THE SOCIAL CENTERS

Recognizing the value of social interest and activity, opportunities for recreation and for meetings are offered in the rooms designated as Social Centers. Attractively furnished and equipped with facilities for serving light refreshments, they afford excellent hospitality for groups, large and small.

LIVING ACCOMMODATIONS AND EXPENSES

"The college does not maintain a dormitory system, but furnishes a list of residences that have been visited and approved for student use. In order to insure an adequate living environment during their college career, non-resident students are expected to select only addresses so recommended unless previous arrangements have been made with the Dean of Women or the Dean of Men. In any instance, each non-resident student is required to maintain an accurate record of his or her Buffalo address in the Dean's office."

Room and board may be secured at rates from $8.00 to $12.00 per week. There are opportunities for girls to meet a part or all of their boarding expenses by assisting in homes. Such arrangements are made through the office of the Dean of Women.

A cafeteria is maintained by the college for students who desire lunching facilities at the noon hour. Well-cooked food in varied menus is offered at prices covering actual cost plus a small service charge.

Candidates for entrance to the college will do well to carefully consider their financial ability to take care of their necessary expenses. While the college is ready to cooperate so far as possible with those seeking to earn part of their way through, the opportunities for this, especially so far as the men are concerned, are not at all commensurate with the demands and should not be relied upon too confidently.

Students must be prepared to pay minor expenses for travel to meet practice teaching assignments.

BLANKET TAX

In 1924 the student body voted unanimously to accept the plan proposed by the Faculty-Student Council for financing certain student activities. The present plan provides for the payment of $10.00 by each student, $5.00 payable at the beginning of each semester, the resulting fund being used to finance the activities of the annual, The Elms; the college paper, The Record; the Athletic Association, the Musical Clubs, the Dramatic Club, the Christmas Program and the Assembly Programs.

This fund is apportioned annually by a committee consisting of the President, the Dean of Women, the Faculty Treasurer of the fund and five students appointed by the Students Association.

Possession of a Blanket Tax Receipt admits the holder to all athletic contests, to all performances of the Dramatic and Musical Clubs and to all the events of the Christmas Program. It includes subscriptions to the Yearbook, The Elms; and to The Record, the

weekly college paper, for the year; and provides a large number of able speakers who appear in the regular college assemblies.

The President is empowered to excuse any student from payment of the tax who shall present to him satisfactory proof of financial inability.

HOW TO REACH THE COLLEGE

The campus of the State Teachers College at Buffalo is located at 1300 Elmwood Avenue. It is adjacent to Delaware Park and directly opposite the Albright Art Gallery. Utica and Forest cross-town trolley lines and Delavan Avenue bus connect with the Elmwood car line that passes the college.

OUR NEW STATE TEACHERS COLLEGE

The inadequacies of our old plant, the limitation of our site to a single city block making proper expansion an impossibility and the congested urban conditions in our immediate neighborhood, suggested several years ago the necessity of removing our institution to a new campus. Fortunately, the state possessed a comparatively unoccupied tract of ninety acres bordering on Elmwood Avenue and Scajaquada Boulevard. The most desirable portion of this acreage, a tract of twenty acres having a frontage of 600 feet on Elmwood Avenue, seemed admirably situated as a new home for our Teachers College, located directly opposite the beautiful Albright Art Gallery which was erected in 1901 for the use of the Pan-American Exposition and which still remains one of the most attractive classic structures in Buffalo. It was evident also that the new college might also have as its neighbor another building of classic Doric style, namely, the City Historical Building, which was likewise erected for the Pan-American and served as the New York State Building. Across the street and near at hand on Elmwood Avenue is the Buffalo Fine Arts Academy, soon to be housed in a beautiful structure, for the erection of which the Rumsey-Carey Estate has given the City of Buffalo $450,000.00. Across Scajaquada Creek is the McKinley Vocational School, housed in a broadly extended and picturesque brick building.

It seemed to those interested that if our institution could be located on such a site it would find its home happily placed in a new educational center of exceptional beauty and significance. To bring about the transfer seemed difficult of accomplishment but so many city officials and others were impressed with the desirability of the project that they gave it their immediate and enthusiastic support. On April 1, 1927, Governor Smith signed the bill authorizing the transfer of ninety acres of land held by the State in the section just described and of the present State Teachers College to the City of Buffalo in exchange for the guarantee by the City of Buffalo to erect in part a new State Teachers College on a portion of the land thus transferred. With the appropriation of the city supplemented by state funds the construction of a new teachers college was assured and on November 7, 1928, ground was broken with an appropriate ceremony. On October 9, 1929, the corner stone was laid in the presence of a large company of students and friends of the institution.

When the building requirements were presented to the State Archi-

tect providing for a plant which would ultimately accommodate 1800 college students and 600 school of practice pupils, he immediately suggested the inadvisability of accommodating such extensive requirements in one building and expressed the hope that a far more impressive architectural effect might be achieved if these accommodations could be properly placed in four buildings located so as to constitute a quadrangle after the English idea. Accordingly the administrative offices, the classrooms for the college department, the auditorium, library and cafeteria were placed in the main college building, which presents a frontage on Elmwood Avenue of 370 feet. On the southern side of the quadrangle is the Vocational Building which accommodates our two vocational departments (having a 270-foot frontage in length)—the Home Economics Department and the Vocational-Industrial Department. Directly opposite on the north side of the quadrangle is the School of Practice, almost a duplicate in appearance of the Vocational Building, with the kindergarten and first six grades on the ground and first floor and a complete junior high school unit on the second floor. At the rear or on the west side of the quadrangle is the Gymnasium with a floor space 60 x 90 feet, capable of division into two smaller gymnasium floors with adequate lockers, bath rooms, and a beautifully decorated swimming pool below, 75 x 25 feet.

The architectural style of the four buildings is the plain Georgian Colonial which is frequently to be seen in some of the older New England colleges. The buildings are set up in a so-called Harvard brick laid in Flemish bond with Indiana limestone trimming. The tower of the main college building is typically Colonial and accommodates a set of Westminster Chimes with a closk having illuminated dials. The portico in six stone columns with Ionic capitals which is the feature of the front elevation of the main building immediately commands the attention of the passerby on Elmwood Avenue. But the heart of the institution is to be found in the quadrangle which, surrounded by these impressive structures and by an anticipated development of shrubs and greenery, will become the center of institutional activity and of student life. On this broad greensward constituting the court of the quadrangle, approximately 300 feet square, pageants, physical demonstrations, dramatic presentations and perhaps an out-of-door commencement program, suggest themselves as an irresistible lure to the imagination. Off to the north of the gymnasium is ample acreage, level and perfectly adapted for the development in the near future of an athletic field including a gridiron, baseball diamond and various playground features.

There is also adequate space for tennis courts and an advantageous site for the location of a future dormitory.

A fifth structure on the campus, a residence, is located just off the quadrangle but facing the same and provides an attractive view across Scajaquada Creek toward the Historical building. This is in the same plain Georgian style of architecture and set up in the same materials as are the buildings of the Teachers College.

The auditorium located in the main building includes 1750 opera chairs for its equipment and is a room of impressive proportions with a stage 35 x 80 feet. It was first used on November 10, 1930,

by the Buffalo Symphony Society and found to be nearly perfect acoustically.

A special feature of the library is to be found in the utilization of the tower above as a book stack, reached by a lift from the charging desk below. In the tower above the stack, the four bells which sound the "Westminster Chimes" are located and operated by a Seth Thomas electric clock movement. The bells sound each quarter hour and strike the hour. The bell striking the G note was transferred from the old building. Of the other three cast by the Meneely Foundry in Troy the small bell striking the E note was presented by the Class of 1930. The staff of the Elms, the college year book, donated the C bell out of its accumulated saving during a period of years. The gift of an anonymous donor, the D bell, honoring three former principals of the institution, bears this inscription:

> "In loving memory of three former principals, whose labors have contributed to the development of this institution, Henry B. Buckham, 1871-1886; James M. Cassety, 1886-1909; Daniel Sherman Upton, 1909-1918. To live in hearts we leave behind, is not to die."

Provision was made in the original plans for only three clock faces in the new tower, leaving blank the face on the west side overlooking the new quadrangle. Psi Phi fraternity presented the clock face for this side of the tower.

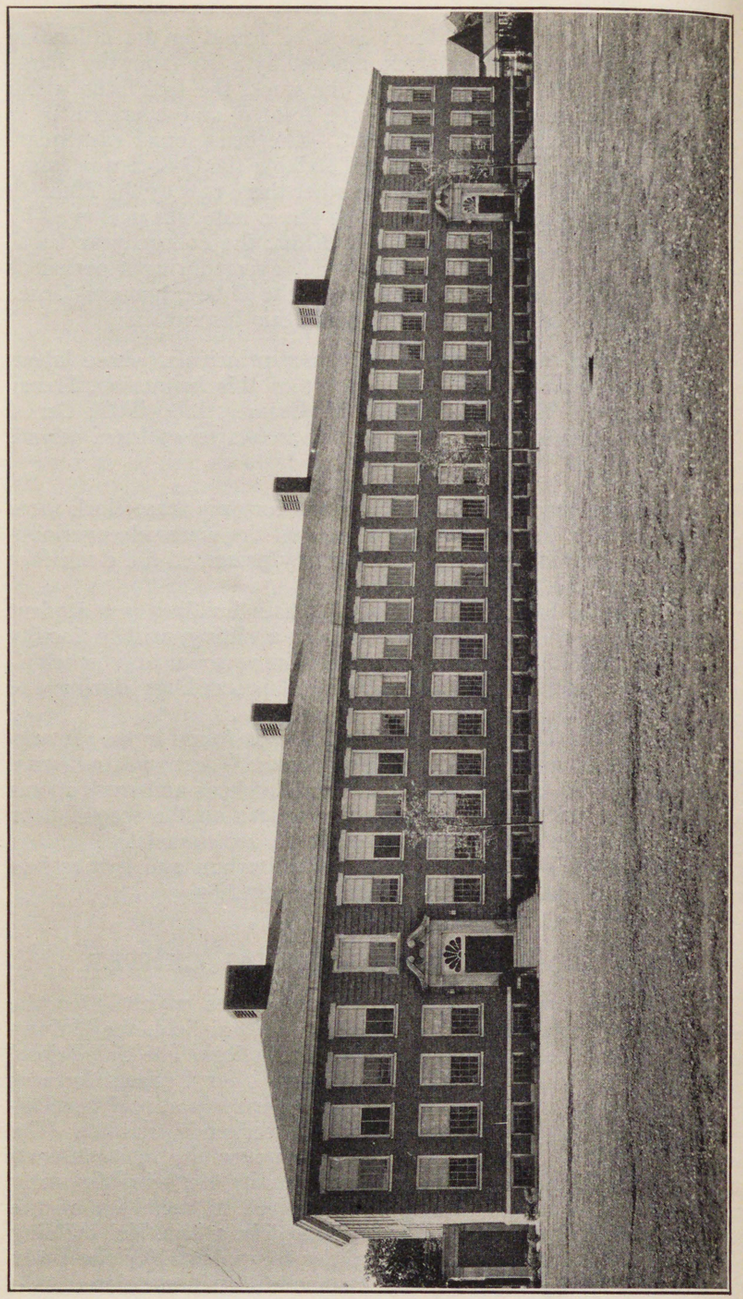
Located on the basement floor of the main building is a student cafeteria, which will accommodate 350 at a sitting, with a faculty dining room adjoining and a committee dining room also in which small groups may conduct their business proceedings during the lunch hour.

Features of the Vocational Building are to be found in the remarkably commodious and well-lighted shops for the Vocational-Industrial Department and in the science laboratories, kitchens and work rooms furnished so as to provide a home atmosphere on the second floor where the Home Economics Department is accommodated.

The School of Practice has its own auditorium and gymnasium and will accommodate twice our present registration.

BUFFALO AS AN EDUCATIONAL CENTER

Buffalo enjoys certain conspicuous advantages which offer the privilege of self-improvement. In the educational field, the University of Buffalo, Canisius College, D'Youville College, The City School Department, and the State Teachers College offer frequent lectures which have a very important bearing on modern educational development and so are of vital importance to the teacher in training. The Society of Natural Sciences, established in a new city museum costing nearly $1,000,000, offers special opportunity for scientific study and an annual course of thirty lectures free to members of the Society. The Historical Association, housed in a beautiful building in Delaware Park, offers special facilities to students for the study of history. The city is particularly fortunate in its possession of two



The Vocational Building

great libraries, the Buffalo Public Library with its numerous branch libraries, and the Grosvenor Library, one of the best equipped reference libraries in the United States, which contains thousands of reference volumes the use of which is offered to all students of Teachers College.

In the field of art, Buffalo offers the advantages of the Albright Art Gallery, one of the finest in the United States, which is free on several days of the week and in addition to the permanent exhibits there are brought annually to the gallery, exhibits of the best contemporary work in painting and allied fields of art.

Located directly across Elmwood Avenue, the Albright Gallery graciously offers its splendid facilities for our art students as does the Historical Museum, also located nearby, for those of our students who desire the best library facilities in the field of history.

In the fine arts Buffalo has shown a commendable interest. There exists in this city an unusual appreciation of music. Numerous musical organizations help to sustain and encourage wholesome musical interest in the city. Most of the leading metropolitan artists are brought here for concert programs. A Community Chorus and a Symphony Orchestra are maintained. The Studio School of the Theatre under the direction of Miss Jane Keeler, former member of the faculty of State Teachers College, offers to the public a selected group of plays always presented by a well-trained local cast.

GENERAL ELEMENTARY CURRICULUM

Kindergarten Primary

First Year

First Semester

Subject	Class Hours	Sem. Hours
Elementary Art (101)	3	2
Introduction to Teaching and Observation (101)	4	2
Outline of Science (106)	3	3
History of Civilization (101)	3	3
Geography I (101)	3	3
Written Expression (101)	2	2
Penmanship I (Eng. 110)	1	0
Library Methods (101)	1	1
Orientation (100)	1	0
	21	16

Second Semester

Subject	Class Hours	Sem. Hours
Science (103)	2	2
Survey of Literature I (103)	3	3
Educational Psychology (101)	3	3
Health I (101)	4	2
Oral Expression (102)	3	2
Arithmetic I (101)	2	2
Elementary Music (101)	3	2
Penmanship I (Eng. 110)	1	0
	20	16

Second Year

Industrial Arts (202)	3	2
Survey of Literature II (203)	3	3
Health II (210)	4	2
Art Methods (210)	3	2
Introduction to Educational Sociology (201)	2	2
Special Kindergarten-Primary Methods (213)	2	1
Children's Literature (212)	3	3
	20	15

Arithmetic and Primary Methods (210)	3	3
Methods of Teaching Reading (211)	3	3
Music Methods (210)	3	2
Technique of Teaching (201)	2	2
Practice Teaching (202)	10	6
	21	16

Third Year

History of Education (304)	2	2
Principles of Education (305)	3	3
European History (301)	3	3
Economics (301)	2	2
Music Appreciation (301)	3	2
History of Art I (302)	3	2
Elective	3	3
	19	17

Kindergarten Theory (301)	3	3
Specialized Psychology (301)	2	2
Educational Measurements (303)	3	3
Penmanship II (310)	2	2
Practice Teaching (302)	10	6
	20	16

Intermediate

First Year (Same as Kindergarten-Primary)

Second Year

Subject	Class Hours	Sem. Hours	Subject	Class Hours	Sem. Hours
Methods of Teaching History (210)	3	3	Technique of Teaching (201)	3	3
Survey of Literature II (203)	3	3	Methods of Teaching Reading (211)	3	3
Methods of Teaching Geography (210)	3	3	Music Methods (210)	3	2
Juvenile Literature (210)	3	3	Art Methods (210)	3	2
Health II (210)	4	2	Practice Teaching (202)	10	6
Introduction to Educational Sociology (201)	2	2		22	16
	18	16			

Third Year

Specialized Psychology (302)	2	2	Educational Measurements (303)	3	3
History of Education (304)	2	2	Arithmetic Methods (310)	2	2
Music Appreciation (301)	3	2	Penmanship II (310)	2	2
Principles of Education (305)	3	3	Elective	3	3
European History (301)	3	3	Practice Teaching (302)	10	6
Economics (301)	2	2		20	16
History of Art I (302)	3	2			
	18	16			

Grammar

First Year (Same as Kindergarten-Primary)

Second Year

Survey of Literature II (203)	3	3	Technique of Teaching (201)	3	3
Methods of Teaching History (210)	3	3	Junior High School English (212)	3	3
Methods of Teaching Geography (210)	3	3	Art Methods (210)	3	2
Methods of Teaching Reading and Literature (213)	3	3	Music Methods (210)	3	2
Health II (210)	4	2	Practice Teaching (202)	10	6
Introduction to Educational Sociology (201)	2	2		22	16
	18	16			

Third Year

Specialized Psychology (303)	2	2	Educational Measurements (303)	3	3
History of Education (304)	2	2	Arithmetic Methods (311)	2	2
Music Appreciation (301)	3	2	Penmanship II (310)	2	2
Principles of Education (305)	3	3	Elective	3	3
History of Art I (302)	3	2	Practice Teaching (302)	10	6
European History (301)	3	3		20	16
Economics (301)	2	2			
	18	16			

COURSES OF INSTRUCTION

Numbering System

In the 1930-31 catalog a new system of numbering courses was adopted which makes it possible to list or refer to courses more concisely. The numbers are all three-figure numbers. The first figure of the number indicates the year of the curriculum in which the course primarily belongs. Variation from the year indicated in the catalog should not exceed one year and that only with permission. The letter "s" after a number indicates a parallel course given in the summer session. In like manner an "E" following a number indicates a parallel extension course. (See summer session and extension catalogs.)

EDUCATION

Professors Root, Clement, Bacon, Steel, Pugsley, Neumann; Assistant Professor, Allen; Mr. Bruce, Miss Robson, Miss Hirsch.

101. Introduction to teaching and observation. Gives an introduction to teaching as a profession and presents a general view of the elementary and junior high school through directed observation followed by class discussion. Professional opportunities in teaching and education; professional preparation of teachers; historical background of education; purposes and problems of present-day education are among the topics treated. A basis for intelligent selection of a specific curriculum at the end of the first year is a major objective.

Required of first-year students. Four hours per week. Each semester. Two semester hours credit.

201. Technique of Teaching. A consideration of the function and meaning of education and of the fundamental principles of the teaching-learning process. The major emphasis is on the application of the principles to the work of the classroom, including problems of control, types of lessons, and class and pupil activities with the techniques involved. Correlated closely with the work in practice teaching. Differentiated for three divisions of the elementary school. Prerequisites: Introduction to Teaching and Observation, Educational Psychology.

Required of second-year students in connection with Practice Teaching. Two hours per week for Kindergarten-Primary and three hours for others. Each semester. Two or three semester hours credit.

202 and 302. Practice Teaching. Observation and participation precede, accompany and are a preparation for responsible teaching at the beginning of each assignment. Lesson plans are prepared, reviewed and revised. Teaching errors are carefully checked and corrected by the critic teacher. Frequent individual as well as group conferences are held. The guidance and control of the critic are withdrawn as soon as the student shows the ability to manage and teach the class. Prerequisites: Introduction to Teaching and Observation, Psychology and Oral Expression. Sophomores are required to take Technique of Teaching in the same semester with Practice Teaching.

Required of second and third-year students in the general curriculum. Degree students may arrange to defer teaching to the third and fourth years. Ten hours per week for one semester in second and third year. Each semester. Six semester hours credit each year, or a total of twelve credits.

303. Educational Measurements. Aims to give elementary teachers sufficient acquaintance with standard tests and scales to enable them to use such instruments for the improvement of classroom instruction. Topics treated: Nature of measurement, historical development; fundamental considerations to be observed in using tests;

bases for selection of tests; classification of measuring materials; a testing program; faults of traditional measures; improvements in school examinations; diagnosis and remedial treatment. Differentiated for primary and upper grades.

Required of third-year students. Three hours per week. Each semester. Three semester hours credit.

304. History of Education. A brief survey of the evolution of of our American State school system including the European background, transplanting of European ideas, their adaptation to American conditions, the establishment of our State system and the recent rapid expansion and extension of that system to meet the needs of our modern life.

Required of third-year students. Two hours per week. Each semester. Two semester hours credit.

305. Principles of Education. Aims to integrate for teachers the details of educational theory and practice represented by the preliminary courses in education, psychology and biology, thus furnishing them with a unified body of educational doctrine. This is accomplished by viewing the educational process as the "life process." From the natural laws of this process are developed the fundamental principles and goals for education. Six class periods will be devoted to the fundamentals of New York School Law.

Required of third-year students. Three hours per week. Each semester. Three semester hours credit.

401. Junior High School Organization. The special purposes of the institution and the characteristics of the school designed to achieve these purposes are the main features of the course. Subjects of study: The guidance program; extra curricular activities; provisions for the exploratory function for adolescent children; provision for individual differences by homogeneous grouping; the staff; the Junior High School plant; the history of the movement and tendencies toward standardization.

Required of fourth-year students in the grammar-grade curriculum. Three hours per week. First semester. Three semester hours credit.

420. The Elementary School Curriculum. Aims to acquaint teachers with the nature, composition, and use of the well constructed curriculum, and develop skill in determining acceptable subject aims, content, and method. Topics to be treated: functions of the public elementary school; setting up general and specific aims consistent with these functions; selection of curriculum content; the place of method and outcomes in the curriculum. Summarizes the research literature in the elementary school subjects. Required of fourth-year degree students in the Kindergarten-Primary and Intermediate divisions. Elective for properly qualified third-year students. Given each semester. Three hours per week. Three semester hours credit.

421. Supervision I. Technique of Supervision. This course aims to give the student a working command of the techniques

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

422. Supervision II. The Instructional Program of the Elementary School. Aims to present the work of the principal in determining and promoting the instructional program of the elementary school. Inventorying the teaching staff, the pupil personnel, the intra-school and extra-school educational resources; utilization of inventories in determining the program. Initiating the program. Selection of suitable subject-matter content and the evaluation of teaching methods. Determining the extent to which the program is attained.

Prerequisite: Elementary School Curriculum (420). Recommended: Courses 421 and 424.

Open to principals, supervisors and teachers of one or more years experience, and to others on approval of the instructor. Second semester. Three hours per week. Three semester hours credit.

423. General School Administration. Deals with the fundamental principles of school administration. Topics treated: historical beginnings of school administration; national, state, and local responsibility for education; district, township, and county units for school administration; nature and functions of boards of education; school services such as health, supervision, research, library, attendance, etc.; selection, tenure, and salary of teachers, and their growth in service; school building programs. For fourth-year and properly qualified third-year students. First semester. Three hours per week. Three semester hours credit.

424. Duties of Elementary School Principals. A survey of the manifold duties and demands placed upon the responsible head of the school. Topics dealt with are: the principal's place in school organization; problems in the moving of pupils; promotion; classification; supervision; organization devices to meet health, instructional, and enrollment needs; office management; the school plant and its care; supplies, texts, and equipment; auditorium and extra-curricular activities. Open to principals and teachers of one or more years experience and others specially qualified. First semester. Three hours per week. Three semester hours credit.

425. Record Systems and Reports. Study of procedures and necessary forms for school census, registration, enrollment, attendance, withdrawals, character evaluations, health information, scholarship ratings, classification data, results of testing, payroll, periodic pupil accounting reports. Cumulative records, filing systems, state required records, and utilization of all records will be stressed.

Elective for fourth-year and properly qualified third-year students Second semester. Two hours per week. Two semester hours credit.

426. Public Relations. Considers (a) the importance of solving the problems of intra-school and extra-school relationships, (b) means for giving the public a sound and adequate comprehension of the institution they are supporting. Topics to be dealt with are: interrelations in the school system; extra-school relationships; meeting the attempts of minority and pressure groups to use the school; appropriate methods of revealing the aims, achievements, and needs of the schools to the public; essentials of parliamentary procedure; organizing and presenting public addresses. For fourth-year and properly qualified third-year students. Second semester. Two hours per week. Two semester hours credit.

427. Field Work in the Elementary School Principalship. It is expected that those who are looking forward to certification as elementary school principals will have had practical contact with the work of the principal. This course offers the opportunity to spend two half-days per week in a selected group of elementary schools to study and actually participate in many of the duties which the head of a modern school must perform. The class will rate elementary school organization, elementary school buildings, make age-grade and grade-progress studies, rate the social content of a community, give first hand study to the use made of radio education, visual education, the elementary school library, the auditorum, the elementary school paper, athletics in the elementary school, extra-curricular activities, student government, etc. Special effort will be made to locate and carefully study various types of school organization, such as the Platoon school, the Co-operative group plan, the Modified Platoon, Homogeneous Grouping, the Departmentalized school. First hand study will also be given the various ways in which schools have adapted their organization to the hard-of-hearing, those with defective vision, the under-nourished, those with emotional defects, etc. Methods of child accounting, character education programs, testing programs, the activity program, selecting and purchasing of supplies and equipment and other similar problems will be studied. It will be the aim of this course to have the student assume specific responsibility for as many of the phases of the work of the principalship as opportunity and time will permit.

Enrollment, in the course, is open to fourth-year students who are directing their preparation towards the Elementary School Principalship, providing they have received the personal approval of the instructor. Each member of the class will be expected to cover his own travel expense which will probably not exceed $5.00. Second semester. Two half-days per week. Three semester hours credit.

428. Directing the Study Habits of Pupils. A course in the principles and problems underlying successful study habits. Considerable attention will be given to a survey of the study habits of pupils and remedial instruction to correct deficiencies. Devices that aid study, the physical conditions conductive to study

and the various silent reading and study techniques will be evaluated. Special consideration to the organization and practice of supervised study in the secondary school. Elective for juniors or seniors in the intermediate or grammar grade curriculum. Second semester. Two hours per week. Two semester hours credit.

430. American Education since 1900. A survey of the Educational progress in the first third of the twentieth century with the purpose of clarifying present educational thought and interpreting present trends in education. Developments in Psychology, Methods and Philosophy of Education will receive particular attention. Prerequisite: 304 (History of Education) Elective for Juniors and Seniors. Given each semester. Two hours per week. Two semester hours credit.

431. The Use of Achievement Tests in Improving Instruction. A general review of the development of techniques for measuring the results of school procedures with illustrations from the various fields in which such techniques have been successfully applied. Emphasis placed upon diagnostic and remedial treatment. Actual experience in handling the data obtained by giving tests in the classroom will be especially emphasized.

Elective for Juniors and Seniors. Given each semester. Two hours per week. Two semester hours credit.

COURSES FOR CERTIFICATION AS AN ELEMENTARY SCHOOL PRINCIPAL

General Statement

Those seeking to prepare themselves for certification as elementary school principals should note the following:

(a) An administrative and supervisory certificate is now required of all new appointees to elementary school principalships.

(b) Both provisional and permanent certificates are provided for.

(c) Special preparation beyond that required for certification as a teacher is required for these certificates.

(d) Teaching experience is desirable before entering upon this special preparation.

(e) Courses (those numbered 420 thru 427) are tentative in both title and content, but will be accepted in part fulfillment for certification as an elementary school principal pending further developement of the program.

(f) The candidate for this certification should build up a generous background in the subject-matter fields, in the field of educational psychology, and general culture courses.

For further information concerning certification requirements, consult with C. A. Pugsley, Professor of Elementary School Administration, Room 215.

Professors Hertzberg, Clement; Mr. Bruce, Miss Hirsch, Mr. Grabau.

The courses of this department have been arranged for the purpose of making the student familiar with the important contributions which psychology has made to the problems and aims of elementary and junior high school education. Emphasis is placed upon the nature and needs of the child. An attempt is made to point out what conditions should exist in the schools and what methods the teacher should employ in order to preserve the child's physical and mental health, understand and direct the unfolding of his native capacities, utilize the best modes of learning, and measure the efficiency of his responses. The offerings are designed to contribute to the general preparation of elementary and junior high school teachers, supervisors, principals, superintendents, and teachers of special subjects and classes.

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

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

302. Psychology of Childhood. (Specialized Psychology).* Familiarizes the student with methods of studying the development of children; the child's mental inheritance; physical and mental growth; perceptual-motor learning; the origins of meaning in speech and the first ideas; the growth of meanings; the organization of meanings in thinking and reasoning; why children learn—the problem of motivation; the nature and functions of play; general causes of juvenile delinquency; factors in the genesis and control of antisocial conduct; the growth of personality. Required of Juniors majoring in the Intermediate Grades. Each semester. Two hours per week. Two semester hours credit.

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

V-101. Psychology for Vocational Teachers. Deals with the biological background of psychology, the original nature of man, the laws of learning and individual differences; economy in learning; measurement, organization, and correlation of traits. Psychological aspects of employment and vocational adjustment are stressed and application of the known facts are made to the vocational school shops and to industrial and social life in general. Required for the one year vocational group. First semester. Three hours per week. Three semester hours credit.

401. Mental Tests and Measurements. Familiarizes the student with the meaning of intelligence; the influence of intelligence upon achievement; the different kinds of mental measurement; and the principles of intelligence testing; presents him with a criteria for selecting tests for practical purposes, prepares him to administer tests, and to interpret the results of tests; points out the value of tests for educational and vocational guidance. Elective for Juniors and Seniors. Three hours per week. Each semester. Three semester hours credit.

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

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

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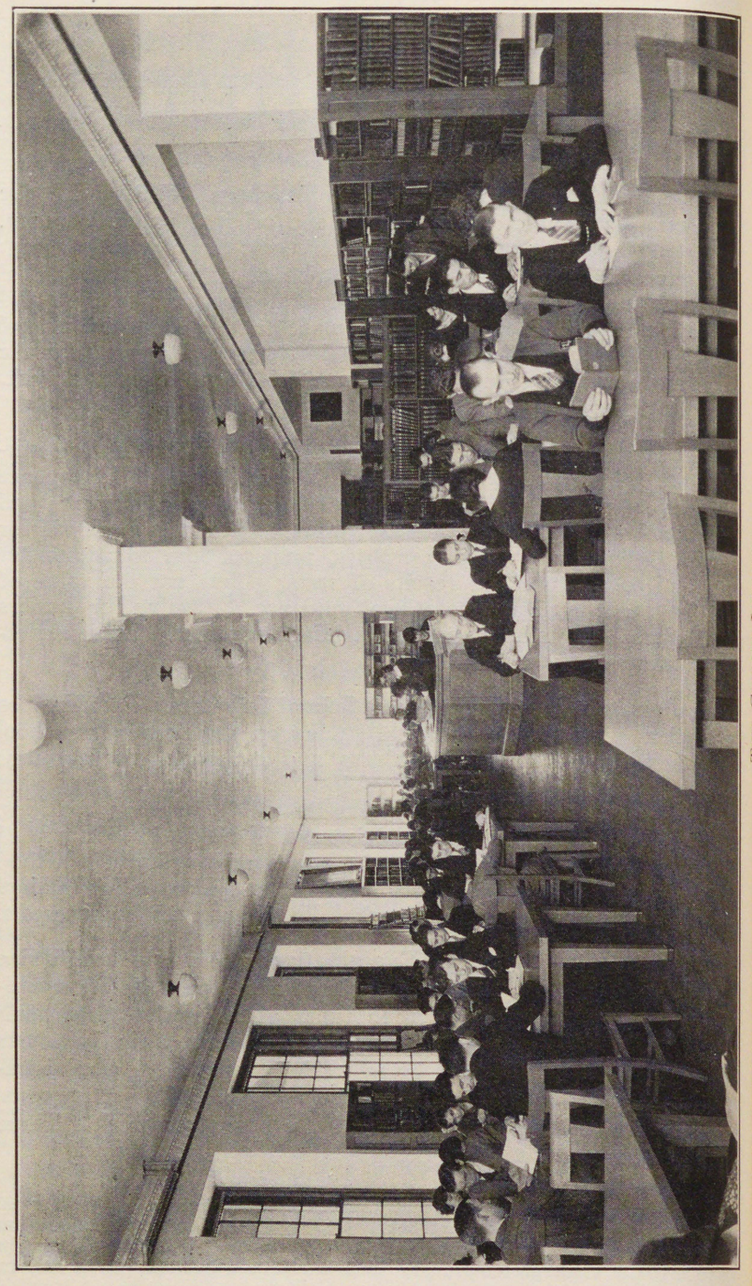
*Corresponds to the course "Specialized Psychology" given in the Normal Schools of the State of New York. Buffalo State Teachers College has divided this course into three courses in order to meet more adequately the special needs of kindergarten-primary, intermediate and grammar-grade majors.



404. General Psychology. (On request). This course is of an advanced nature in that it aims to give the student a fuller knowledge of the science of psychology than is possible in courses which are devoted to the immediate application of psychological procedures to class-room and child situations in the hope that students may have a better appreciation of the fundamental science of psychology and its relationship to all phases of human activity. Elective for Juniors and Seniors. Three hours per week. Three semester hours credit.

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

406. Mental Hygiene. The concept of mental hygiene as fundamental to a child-centered educational program. Especial attention is given to mental hygiene as a determinant of curriculum, assignment and classroom management; and to symptomology, diagnosis and treatment of maladjusted children. Each student will be required to conduct a self-survey and to make a detailed study of a maladjusted child. Prerequisite: two courses in psychology and a course in educational sociology. Elective for Juniors and Seniors. Three hours per week. Three semester hours credit.

407. Elementary Statistical Methods for Teachers and Supervisors. (On request). Prepares the student to interpret the scientific literature in psychology and education and to make the necessary computations involved in educational and mental measurements. The following topics with their applications will be taken up: collection, classification, and analysis of data; measures of central tendency such as the mode, median, and arithmetic mean; measures of variability such as quartile deviation, mean deviation, and standard deviation; measures of reliability and relationship, the use of graphical and tabular methods. Elective for Juniors and Seniors. Two hours per week. Two semester hours credit.

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

409. Psychology of Exceptional Children. The aim of the course is to familiarize the student with the following: brief survey of the nature and origin of trait differences and of the concept of

intelligence; major and minor speech disorders; the left handed child; the mentally subnormal child; special types of feeblemindedness; gifted children; special types of gifted children; the psychoneurotic child; the neurotic child; the psychopathic child; special types of children such as the blind, deaf, congenitally word-blind, delinquent, hysterical, undernourished and overweight. Elective for Juniors or Seniors. Three hours per week. Three semester hours credit.

ENGLISH

Professor Thurber, Professor Kempke, Assistant Professor Mulholland, Miss Goossen, Mr. Hodgin, Mr. Grabau, Miss Chapman.

The importance of efficiency in oral and written expression is too well known to need discussion. The desirability of amplifying one's outlook upon life through a knowledge of English literature is equally recognized. The equipping of teachers with an abundant store of literature and training them for proficiency in oral and written English is the function of this department.

Students majoring in English shall pass twenty-four semester hours of elective work in literature in addition to the usual required courses to satisfy the requirements of the department.

102. Oral Expression. A general course in oral English. Emphasis placed upon improvement of voice and diction. Voice and speech problems analyzed and corrected. Principles of reading studied and applied in oral reading of prose and poetry of literary merit. Fundamental principles in public speaking outlined, followed by delivery of extemporaneous speeches. Required of all freshmen. Two hours per week. Two semester hours credit.

302. Dramatics. Drill in correct use of voice and body. Scenes from the classics used as a basis for study of characterizations and fundamental principles of acting. Experience in directing given. Emphasis also placed on presentation of children's plays. Elective in third year. Three hours per week. Three semester hours credit.

Sophomore Literature

103 and 203. English Literature I and II. A required survey course of English literature from the Anglo-Saxon to the present day. The students are given a developing outline of literature through the centuries with proper consideration given to the great masters and to the various types and forms of literature as they have appeared. Within this period of study it is intended that the student should familiarize himself not only with the facts and backgrounds of literature, but also gain for himself an appreciation of the wealth of knowledge that literature holds in store. Given in freshman and sophomore years. Three hours per week. Three semester credits.

210. Reading and Juvenile Literature. The object of the course is to build an adequate background for teachers in the intermediate grades so that they may construct well-rounded courses of study

for their pupils and inspire in them a love of good literature. The material of the course includes readings in both the older and the more modern literature, suitable for children. Required of all students in the second-year intermediate sections. Three hours each week. Three semester hours credit.

211. Intermediate Reading Methods. The course aims to prepare students to appreciate the importance of reading in the curriculum, and to consider the methods of teaching this subject in the light of recent educational investigations. Principles underlying the teaching of oral and silent reading, appropriate reading material, growth of vocabulary, and reading tests and measurements are among the topics discussed. Required of all students in the second-year intermediate sections. Three hours each week. Three semester hours credit.

212. Junior High School English. Designed to prepare students to teach in the higher grades of the elementary schools. Discussions center on certain broad problems such as the nature and dominant characteristics of the adolescent child, the social values of English in modern life. The teaching of oral and written composition in these grades is stressed from its social aspect. Also includes a brief review of grammar. It is approached from the standpoint of function and is considered solely as being of value in giving greater clearness and conciseness to thinking and speaking. Required of all students in the second-year grammar section. Three hours each week. Three semester hours credit.

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

English Literature—Sophomore, Junior and Senior Electives

401. English Literature: The Romantic Movement. (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. First semester. Three hours per week. Three semester hours credit.

402. English Literature: The Victorian Period. (1832–1890). The poetry, fiction, and non-fiction prose of this rapidly expanding era. An analysis of the various forces finding new expressions in science, religion, industry and social customs. The works of Tennyson, Browning, Dickens, Thackeray, Carlyle, Ruskin, Arnold, Newman, and the other major and minor authors are included. Elective for sophomores, juniors, and seniors. Second semester. Three hours each week. Three semester hours credit.

403. English Literature: Recent Literature I. (1865–1915). The plays of Tom Robertson, Henry Arthur Jones, Arthur Wing Pinero, Oscar Wilde, John Galsworthy, J. M. Barrie, G. B. Shaw, A. A. Milne, and their contemporaries in the Empire and in America. This course opens one of the most interesting periods of literature and supplies a wealth of valuable material. Elective for sophomores, juniors and seniors. First semester. Three hours each week. Three semester hours credit.

404. English Literature: Recent Literature II. (1865–1915). Continuation of Recent Literature I, directing particular emphasis upon the short story and novels of the period, including British and American authors. Elective for sophomores, juniors and seniors. Second semester. Three hours each week. Three semester hours credit.

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

406. The Modern Novel. A one semester course beginning with Jane Austen. The novelists will be studied with the view of finding, in each case, his experiences of life as reflected in his work, and the development of his technique and social interest. Elective. Three hours per week. Three semester hours credit. First semester.

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

409. American Literature. A survey of the main currents of thought as expressed in American literature, from the colonial period to the present. Emphasis is given to such outstanding authors as Poe, Hawthorne, Emerson, Lowell and Whitman. Some time is

given to contemporary poets and novelists. Elective the third and fourth years. Three hours each week. Three semester hours credit.

Literature 411. Modern Continental Literature—I. A study of the representative plays and dramatic criticism of the principal European writers belonging to recent years, greatly broadening the knowledge of background, and increasing the basis of international understanding. The list of plays will include representative selections from such authors as Andreyev, Brieux, Ibsen, Björnson, Maeterlinck, Rostand, Strindberg, Tchekhov, Hauptmann, Pirandello and Anatole France, thus affording a wide field of choice. Upper-class elective. Three hours each week. Three semester hours credit. First semester.

Literature 412. Modern Continental Literature—II. Extensive study in the short story and novels of the European authors during their development. The course will attempt to familiarize the students with the works of Lägerloff, Hamsun, Balzac, Dumas, Hugo, Flaubert, Daudet, Maupassant, Merimee, George Sand, Tolstoi, Turgenev, and others as time may permit, thus providing a wealth of story and a knowledge of Continental thought. Upper class elective. Three hours each week. Three semester hours credit. Second semester.

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

Literature 414. Contemporary Poetry. An introduction to the chief figures and tendencies in twentieth century poetry, English and American. Considerable attention is directed toward critical standards, and, as may be desired, opportunity will be offered for criticism of creative writing on the part of members of the class. Second, third, and fourth-year elective. Three hours each week. Three semester hours credit. Second semester.

415. Shakespeare I. The careful reading and analysis of a group of the principal comedies, histories, and tragedies of Shakespeare with the purpose of revealing the characters, the thought, and artistry of the plays. Such a study is intended to provide a distinct contribution to the teacher in developing skill in dramatization and familiarity with plot material and plot development. Upper-class elective. Three times each week. Three semester hours credit. First semester.

416. Shakespeare II. An equal number of the comedies, histories, and tragedies is selected and studied in the same manner as in Shakespeare, 415, I. The two courses may well be taken in sequence, but are independent. Upper-class elective. Three hours each week. Three semester hours credit. Second semester.

417. Advanced Composition I. Narrative and descriptive writing. Designed especially for those students who have done creditable work in written expression, and who wish to improve themselves in creative writing. Class hours are largely devoted to the discussion and criticism of the students' work. Elective in the second, third, and fourth years. Three hours per week. Three semester hours credit.

418. Advanced Composition II. Exposition, argumentation and debate. This course is planned to provide the fundamentals required in any scholarly procedure: namely, training in clear and logical thinking. Some of the objectives will be the ability to advance from cause to effect in reasoning, and the identification of fallacies and the elimination of them from argument. Elective in third and fourth years. Three hours per week. Three semester hours credit.

General Literature

420. Latin Literature in English Translation. (See description under General Literature, Page 56.)

421. Masterpieces of European Literature in English Translation Through the Middle Ages and Renaissance. (See description under General Literature, Page 56.)

Penmanship

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

A muscular movement process is studied, practiced, mastered and applied. Special attention is given to writing on the blackboard.

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

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

Palmer Certificates are required for graduation.

Required of Juniors. One semester. Two hours. Two semester hours credit.

HISTORY

Professor DeMond, Miss Englebreck, Mr. Bennett, Miss Stockberger.

101. History of Civilization. A survey of man's constructive achievements from the earliest dawn of history to the present time,

in an attempt to present a continuous narrative of the events that have most influenced man's present-day civilization and that will furnish the student material for use in teaching. Required of all freshmen. Three hours per week. Three semester hours credit.

301. European History Since 1789. The general history of Europe from the French Revolution to the present time, with especial emphasis upon the growth of democracy, social and industrial changes, the World War, and the European problems of today. Required of all Juniors in the general department. Three hours per week. Three semester hours credit.

210. Methods of Teaching History and Civics. A critical study of such materials of instruction as courses of study, textbooks, reference books, tests, maps, exhibits and other materials valuable for the teaching of history and civics. The use and value of various activities and projects suitable for classroom use will be studied and demonstrated. Practice in planning units of subject matter and collecting suitable material for grades in which the student plans to teach will be given. Required of all Sophomores in the intermediate and grammar grades of the department. Three hours per week. Three semester hours credit.

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

402. A Survey of American History since 1865. The new economic, political, and social era which followed the Civil War, the recognition of the United States as a world power, its part in the World War, and recent developments in international affairs. Elective for Sophomores, Juniors and Seniors. Three hours per week. Second semester. Three semester hours credit.

403. Medieval European History. A study of the Roman world at the beginning of the Germanic invasions and of the type of people that resulted from the fusion of the two races, with emphasis upon the growth and organization of the Christian church and its relation to the intellectual movements and culture of the times, the crusades, cathedrals, the growth of towns, trade, the revival of learning, and the beginning of the modern state system. Elective for Sophomores, Juniors and Seniors. Three hours per week. First semester. Three semester hours credit.

405. Principles of Political Science. The definition, scope, and relation of political science to the other social sciences; the origin, development, organization, and activities of the state; the departments of government in their relation to government in general rather than

in application to specific countries; and an analysis of the ends of the state and the functions of government. Elective for sophomores, juniors and seniors. Three hours per week. First semester. Three semester hours credit.

406. History of the Foreign Policy of the United States. 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 world peace. Especially recommended to students who are planning to teach history. Elective for sophomores, juniors and seniors. Three hours per week. Second semester. Three semester hours credit.

407. Comparative Governments of Europe. A careful study of the governments of England, France, Germany, Italy, and Switzerland, with less time upon the newly-formed governments, including Soviet Russia. How these governments are organized, what sort of political machinery they use, wherein they have borrowed from the United States, and wherein they differ. Especial attention upon the effect which the World War has had on all these governments. Elective for sophomores, juniors and seniors. Three hours per week. Second semester. Three semester hours credit.

408. History of Europe Since 1914. The causes, events, and results of the World War; the treaty settlements; post-war developments and problems; present areas of friction; the League of Nations, World Court, and other efforts at international cooperation and peace. First semester. Three semester hours credit.

404. Foundation of Modern Europe, 1500–1789. The contribution of the Middle Ages to European civilization; the development of thought and action from the Protestant Revolt, through the period of rising national states, the balance of power, the intellectual awakening, and the commercial revolution to the eve of the French Revolution. Elective for sophomores, juniors and seniors. Three hours per week. Not given in 1932-33. Three semester hours credit.

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

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

Professor Messner.

Students planning to complete the four-year course and desiring to present foreign language as one field of concentration may elect one course in foreign language each semester of their freshman year. Students may earn an 18-hour major or a 12-hour minor in either French or Latin, or a 24-hour major in Foreign Language and Literature by pursuing courses in both French and Latin.

French 101 and 102. Beginning French. A year course for students who have not had French in high school. Minimum essentials of French grammar. Phonetics as a basis for accurate pronunciation, easy oral and written composition, and copious reading of French prose and verse of graded difficulty. Elective for freshmen, sophomores, juniors and and seniors. Three hours per week. First and second semesters. Six semester hours credit.

French 201. Modern French Short Stories. Reading of representative stories of the nineteenth and twentieth centuries. Emphasis upon facility in comprehending and translating narrative prose. Oral and written composition. Prerequisite: two years of high school French or completion of French 102. Elective for freshmen, sophomores, juniors, and seniors. Three hours per week. First semester. Three semester hours credit.

French 202. Modern French Plays. Reading of representative plays of the nineteenth and twentieth centuries. Grammar review, oral and written composition. Prerequisite: two years of high school French or completion of French 102. Elective for freshmen, sophomores, juniors, and seniors. Three hours per week. Second semester. Three semester hours credit.

French 301. Masterpieces of the Seventeenth Century. Reading of the best plays of Corneille, Molière, and Racine. Prerequisite: French 201 or French 202. Elective for sophomores, juniors and seniors. Three hours per week. First semester, alternate years. Three semester hours credit.

French 302. Masterpieces of the Nineteenth Century. Reading of the chief works of French Romanticism and Realism with attention concentrated on drama, lyric, and prose fiction. Prerequisite: French 201 or French 202. Elective for sophomores. juniors and seniors. Three hours per week. Second semester, alternate years. Three semester hours credit.

French 303. Survey of French Literature to the End of the Seventeenth Century. Reading of selections with collateral studies in French literary history. Prerequisite: French 201 or French 202. Elective for sophomores, juniors and seniors. Three hours per week. First semester, alternate years. Three semester hours credit.

French 304. Survey of French Literature from the Eighteenth Century to the Present. Reading of selections with collateral studies in French literary history. Consideration of contemporary tendencies. Prerequisite: French 201 or French 202. Elective for sophomores, juniors and seniors. Three hours per week. Second semester, alternate years. Three semester hours credit.

French 401. Technical French. Reading in French of material drawn from the fields of education, psychology, philosophy, history and social studies, natural science, literary criticism, etc., depending upon the needs of the students. Prerequisite: fundamentals of French grammar. Elective for juniors and seniors. Two hours per week. Given upon demand. Two semester hours credit.

French 402. Oral French. Thorough study of French phonetics, grammar review, composition and conversation. Designed for students who wish to improve their command of the language or to meet the requirements in oral French for teachers of French in New York state. Prerequisite: consent of instructor. Elective for juniors and seniors. Two hours per week. Given upon demand. Two semester hours credit.

Latin 210. Readings from the Ciceronian Period. Rapid reading of selections from Nepos' Lives, Cicero's orations, letters, and essays, Sallust's Catiline, Caesar's Civil War, or the poems of Catullus, to develop command of vocabulary and facility in reading. Prerequisite: three years of high school Latin. Elective for freshmen, sophomores, juniors and seniors. Three hours per week. First semester. Three semester hours credit.

Latin 211. Virgil. Study of the "Aeneid" as a literary masterpiece. Reading of at least Books I, II, IV, and VI. Prerequisite: three years of high school Latin. Elective for freshmen, sophomores, juniors and seniors. Three hours per week. Second semester. Three semester hours credit.

Latin 310. Livy. Reading of Book I entire and selections from Books XXI and XXII of Livy's History of Rome. Prerequisite: four years of high school Latin or its equivalent. Three hours per week. First semester. Three semester hours credit.

Latin 311. Horace. Reading of the Odes, Books I to III, and selections from the Epodes, Satires and Epistles. Study of the poet's personality as revealed by his works and his poetry as an index to social life in the Augustan Age. Prerequisite: four years of high school Latin or its equivalent. Elective for freshmen, sophomores, juniors and seniors. Three hours per week. Second semester. Three semester hours credit.

Latin 412. Latin Prose of the Silver Age. Reading of selections from Pliny's letters, the historical writings of Tacitus, the biographies of Suetonius, or the novels of Petronius and Apuleius. Prerequisite: Latin 310 or Latin 311. Elective for sophomores, juniors and seniors. Three hours per week. First semester, alternate years. Three semester hours credit.

Latin 413. Survey of Latin Poetry. Reading of selections from Catullus, Lucretius, Virgil's pastorals, Tibullus, Propertius, Ovid, Persius, Statius, Juvenal and Martial. Some study of the development of the various forms of Latin verse. Prerequisite: Latin 310 or Latin 311. Elective for sophomores, juniors and seniors. Three hours per week. Second semester, alternate years. Three semester hours credit.

General Literature 420. Latin Literature in English Translation. Designed to furnish an acquaintance with the outstanding names in Latin literature. Reading in English works having the greatest influence on modern literature. May be counted for concentration in either English or foreign language. No knowledge of Latin required. Prerequisite: English 103 and 203. Elective for juniors and seniors. Two hours per week. First semester, alternate years. Two semester hours credit.

Latin 410. Mediaeval Latin. For students interested in mediaeval history, mediaeval education and culture, and the mediaeval background of English and Romance literature, as well as Latin literary tradition in the Middle Ages. Reading of selections from all types of mediaeval Latin literature. Prerequisite: three years of high school Latin. Elective for juniors and seniors. Two hours per week. Second semester, alternate years. Two semester hours credit.

General Language 400. Methods in General Language. A professionalized course having as one aim the training of teachers of exploratory or general language in the junior high school. Treatment of such topics as the origin of language, phonetics and phonetic change, the alphabet and its history, language families, Latin and the Romance tongues in their relation to English, formation and derivation of words and changes in their meaning. Closely coordinated with the teaching of general language in the school of practice. Prerequisite: at least six hours of foreign language in college. Elective for juniors and seniors. Three hours per week. First semester. Three semester hours credit.

General Literature 421. Masterpieces of European Literature. Reading in translation masterpieces of the mediaeval and modern periods such as St. Augustine's Confessions, mediaeval epics, romances, and tale collections, Dante's Divine Comedy, the lyrics of Petrarch and Villon, Montaigne's essays, Cervantes' Don Quixote, Molière's comedies, Goethe's Faust, etc. No foreign language required. May be counted for credit in either English or foreign language. Prerequisite: English 103 and 203. Elective for juniors and seniors. Three hours per week. Second semester. Three semester hours credit.

MATHEMATICS

Professor Phillippi, Miss Robson.

101. Arithmetic I is a review of subject matter with special emphasis on the application of denominate numbers, fractions, deci-

mals and percentage, to problems in business, in industry and the home.

Required of all freshmen. Two semester hours credit.

Arithmetic II is differentiated into: II A—Primary Methods (see Primary Department); II B—Methods in intermediate grades; II C—Methods in the grammar grades, in accordance with the State Syllabus for Teacher Training Institutions.

310. Arithmetic II B. A presentation of professionalized subject matter and method including the fundamental operations with integers, fractions, decimals, per cents, denominate numbers, problems, lesson types, tests and texts. Required of all intermediate seniors. Two semester hours credit.

311. Arithmetic II C. A presentation of professionalized arithmetic of business, industry, the community and the home including banking, thrift, investments, insurance, intuitive geometry and graphs. Problem solving, tests, examinations, devices and material aids to methods are given. Required of all grammar seniors. Two semester hours credit.

401. Junior High School Mathematics. A review of arithmetic, elementary algebra, geometry and numerical trigonometry, is accompanied by methods of presenting the above in a manner suited to the pupils of grades seven to nine. Frequent applications of these topics to practical problems is the primary objective. By opening the gateway thus it purposes to give to the student a broad background of mathematics. Elective. First semester. Three semester hours credit.

402. 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. Elective. First semester. Three semester hours credit.

403. Solid Geometry. A study of intersecting planes, rectangular and oblique solids, such as the cylinder, pyramid and cone, spheres and spheric surfaces. Students are encouraged to aid their visualization by making models to illustrate propositions. Practical applications are continually kept in mind. First semester. Three semester hours credit.

404. History of Mathematics. A history of the development of arithmetic and other mathematics as has been found through research of inscriptions and other records found in India, Europe, Northern Africa, and America. Second semester. Three semester hours credit.

405. 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. Second semester. Three semester hours credit.

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

407. Calculus. Consists of a study of derivatives of algebraic functions and their application to problems involving curves, tangents and variable speeds. Differentiation and its application to rates and transcendental functions. Integration and its application to physical problems of length of curves, areas and volumes of surfaces of revolution. Prerequisites: algebra, trigonometry, analytics. Second semester. Three semester hours credit.

SCIENCE

Assistant Professor Gemmill, Assistant Professor Fretz, Mr. Vail, Miss Dupré.

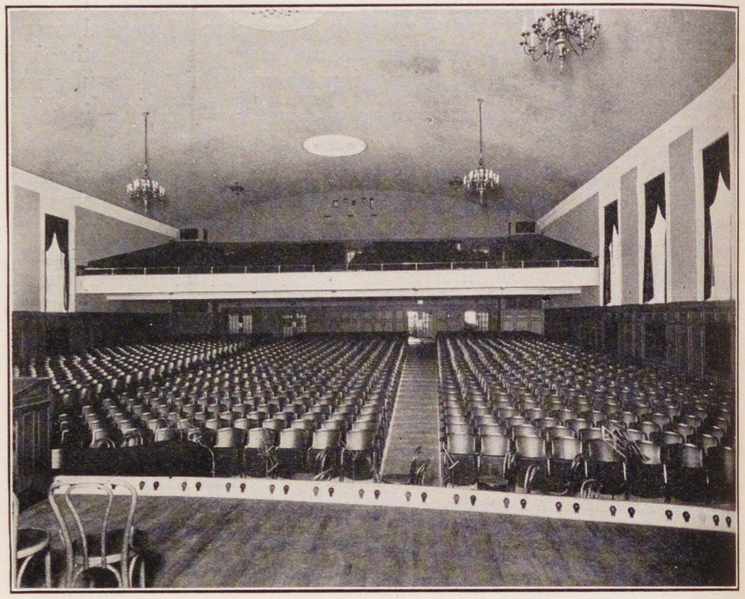
103. Biology. Educational Biology. A general outline of the field of biology and its relation to education with principles and theories which contribute towards a liberal education. General biology reviewed through a short series of life types; physical and physiological basis of life and behavior; perpetuation of life; biological variations and laws of heredity; inheritance of mental traits; the improvement of life, including some eugenics and euthenics; classification of plants and animals furnish materials for study and discussion. Required of all freshmen. Two hours per week. Two semester hours credit.

104. Biology. Microbiology. Study of morphology, distribution and relative importance of bacteria, yeasts and molds and their relations to the household. Laboratory periods given to a study of the growth characteristics and physiological changes produced by microorganisms which are common to the household. Elementary work in milk and water analysis. Required of home economics freshmen. Four hours per week (two hours laboratory). First semester. Three semester hours credit.

105. Biology. Physiology and Hygiene. Study of structure, function, and hygiene of human organs concerned with digestion, respiration, metabolism, excretion, nervous and muscular activity, and reproduction. Much emphasis upon personal and community hygiene. Required of home economics freshmen. Four hours per week (two hours laboratory). Second semester. Three semester hours credit.

301. Biology. Evolution of the form, structure and physiology of plants and animals developed from the study of a great variety of

The Cafeteria



The Auditorium

life material. Survival values, adjustments to environment, association of organisms and their distribution are included.

Science technique in classroom and management in teaching situations are taught through use and care of microscope, through making temporary and permanent slides and through care of living material and maintenance of equipment. Prerequisite: Educational Biology. Elective for juniors. Four hours per week (two laboratory hours). First semester. Three semester hours credit.

302. **Biology.** Unified outline of advanced biology in which fundamental principles of plant and animal life are illustrated by regional organisms. Students become familiar with materials in immediate environment suitable for teaching the major principles of science. Ecology, morphology, physiology and behavior of organisms are employed, with some attention to taxonomy. Prerequisite: Educational Biology. Elective for juniors. Four hours per week (two laboratory hours). Second semester. Three semester hours credit.

401. **Genetics.** A study of the facts and current theories concerning the laws of inheritance. Reproduction, the mechanisms of inheritance, Mendelism, causes of variations, development of species, heredity versus environment and eugenics are some of the topics discussed. The application of these topics to psychology, sociology and education is kept constantly before the group. Illustrative material is taken from the immediate environment so far as possible. Prerequisite: Educational Biology. Elective for seniors. Two hours per week. First semester. Two semester hours credit.

101. **Chemistry.** Inorganic chemistry including historical backgrounds, oxidation, reduction, chemical equations and symbols, acids, bases, salts, halogens, gas laws, solutions, ionization, the nature of matter, atomic structure and the newer theories of valence. Special attention is given to problems in the field of home economics such as bleaching, acids and bases in relation to food preparation, baking powders and problems of sanitation. Required of home economics freshmen. Seven hours per week (six hours laboratory). First semester. Four semester hours credit.

102. **Chemistry.** The qualitative analysis of foods is studied. Enough organic chemistry is included to enable the student to work with problems involving food composition, the nature and behavior of carbohydrates, proteins and fats, hydrogenation of oils, metals for household uses, chemistry of fuels and the silicate industries. Prerequisite: Chemistry 101. Required of home economics freshmen. Seven hours per week (six hours laboratory). Second semester. Four semester hours credit.

202. **Chemistry.** Biological chemistry. A study of carbohydrates, fats, proteins, minerals and vitamins in relation to the metabolism of the living body with special reference to the chemistry of digestion, assimulation and excretion. Prerequisites: Chemistry 101 and 102; Biology 105. Required of home economics sophomores. Five hours per week (4 hours laboratory). Three semester hours credit.

106. Outlines of Science. An effort is made to integrate the work of the elementary school and the teacher training program so that the science of modern life will be understood.

The earth, its development and relation to other heavenly bodies, the materials in its crust and their transformation into plant and animal life, unicellular plants and animals and the increasing complexity of structure and function together with man's increasing control of his physical and chemical environment are some of the subjects considered. Required of general college freshmen. Three hours per week. Three semester hours credit.

201. Physics. Household Physics. Unifying principles underlying the science are considered. The adaptation of various principles of physics in home and modern life is especially emphasized. Nature of heat, its transference, use and appliances; magnetism; electricity, its production, transportation, distribution and appliances for its use; gases, solids, and liquids, their behavior and common usefulness and the mechanics of simple machines form basis for study and discussion. Required of home economics sophomores. Four hours per week (two hours laboratory). Three semester hours credit.

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

The fundamental laws, theories and phenomena in the subject of chemistry will be used to accomplish this and also to develop an appreciation of the applications to industrial processes. The chief aim is to develop appreciation for the unity and coherence of science through chemistry. Discussions, demonstrations, projects and experiments. Elective for juniors and seniors. Four hours per week (two hours laboratory). First semester. Three semester hours credit.

304. Physical Science II. A survey of man's environment and his increasing control over it is the basic consideration.

Use is made of those laws, theories and principles of physics which will be interpretive and functional for an understanding of the appliances and mechanisms of his daily life. Discussions, demonstrations, projects and experiments. Elective for juniors and seniors. Four hours per week (two hours laboratory). Second semester. Three semester hours credit.

409. History of Science. A concise, historical account of the origins of science, its development and its achievements.

The materials of study will consist of extensive sampling of interrelated scientific knowledge from early times to its recent developments. A brief consideration will be given to the introduction of science study into American schools. Elective for juniors and seniors. Two hours per week. Two semester hours credit.

410. Field Studies in Science. An integrated series of field studies, both group and individual, designed to acquaint the student with the materials and the techniques of handling materials used in the teaching of elementary science. The course is well designed to

meet the demands of the new State Elementary Science curriculum as well as to satisfy the needs of those who wish to teach a more advanced science. The interrelations of soil, plant life, insects, birds and wild animals will be studied by means of field trips, visits to the museum and individual projects. Elective for seniors, and juniors with permission. Four hours per week. Second semester (two hours laboratory). Three semester hours credit.

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

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

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

GEOGRAPHY

Assistant Professor Thomas, Miss Gover, Miss Svec

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

210. Methods of Teaching Geography. Training in the selection of geographic material suited to the various grades and in the organization and presentation of subject matter. The study of the criteria for the selection of and actual practice in the evaluation of texts, maps, pictures, exhibits, tests, activities, and professional literature, together with ways of presentation and use, occupy the major part of the course. A modern concept and philosophy of geography is emphasized. Required of sophomores in the intermediate and grammar divisions. Three hours per week. Three semester hours credit.

301. Economic Geography. A regional survey of the geographic factors underlying the development, distribution, and production of selected commodities under the divisions (1) agricultural regions and associated crops; (2) mineral and power resources; (3) manufactural activities and trade movements. The local region contributes practical field work. Elective for juniors and seniors. Three hours per week. Alternate years. First semester. Three semester hours credit.

302. Geography of North America. A short study of the various bases for regional classification introduces the regional study of

the continent. Economic factors are emphasized, but the economic and social behavior of man is found intimately related to the physical factors of the environment. The United States is the principal objective of study. The aim is to give some practice in professional geographic thinking as applied to small regions, and a major geographic division. Elective for juniors and seniors. Three hours per week. First semester. Three semester hours credit.

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

402. Climate and Man. A detailed study of the climates of the world with emphasis on one of the standard classifications. The extent to which the climatic factors influence land occupancy and the use of resources are brought out in a series of type studies of selected regions. Typical land forms, vegetation, and characteristic soils associated with large regions are examined. Such materials as graphs of climatic data, pictures illustrating natural and cultural landscape features will provide visual instruction. Elective for juniors and seniors. Three hours per week. Alternate years. First semester. Three semester hours credit.

403. Geography of Europe. A study of the continent based on a combination of physiographic regions and related human use regions. The conflict between these and man-made political divisions gives rise to the geographic backgrounds of many current problems which offer material for interpretation. Elective for juniors and seniors. Three hours per week. Alternate years. Second semester. Three semester hours credit.

404. Physiography. Deals with relief features and land forms that make up the landscape, and the processes by which these are produced. A brief study will be made of the more common rocks and minerals from which all landscape is carved. The content includes a survey of the major physiographic regions of the United States. Interpretation of topographic maps illustrating type forms and features, the drawing of cross sections from such maps, and field trips in the local area will constitute laboratory work. Acceptable toward a major in science or social studies. Elective for juniors and seniors. Three hours per week. Alternate years. Second semester. Three semester hours credit.

405. Geography of Asia, Africa, and Australia. An understanding of the physical background in each of these continents will be given by a survey of the size, location, shape, relief, and climate. The emphasis, however, will be on the human geography, especially the trend of economic development in the various regions. The geographic interpretation of current events will be discussed. Elective for juniors and seniors. Three hours per week. Alternate years. Second semester. Three semester hours credit.

SOCIOLOGY AND ECONOMICS

Professor Neumann, Professor Clement, Mr. Bennett.

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

202. Fundamentals of Economics. This course is similar in general outline to Principles of Economics. More stress, however, will be placed upon economic reform programs. Required of all sophomores in the Home Economics' department. First semester. Three hours per week. Three semester hours credit.

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

302. American Economic History. The development of the economic life of the nation is traced from colonial beginnings, with a preliminary consideration of movements in Europe leading to the discovery and settlement of America. Emphasis is given to the manufacturing, commercial and agricultural phases of national development. The sociological significance of economic factors with special reference to their meaning for educators. Required of juniors in Home Economics department and elective for any other juniors or seniors. Second semester. Three hours per week. Three semester hours credit.

303. Sociology for Home Economics Teachers. Three objectives determine the content: familiarity with fundamental sociological conceptions; special consideration of social relationships of family life and of social institutions affecting family life; changing attitudes toward family with resultant problems. Possible contribution of Home Economics teachers toward pupils' preparation for satisfactory participation in modern home life. Required of juniors in

Home Economics department. First semester. Three hours per week. Three semester hours credit.

304. Advanced Educational Sociology. Various types of groups are studied as social soils to discover their influence in determining personality development. Detailed consideration of the school as a socially controlled group. Analysis of the personality traits which appear to be essential for adequate living in our modern group life, together with school's responsibility for development of such traits. Required of juniors in grammar sections of the General College Department. Elective for any other juniors or seniors. Three hours per week. Three semester hours credit.

401. General Sociology. The significant aspects of social institutions and social processes as analyzed and described by modern scientific sociology. The effect of these institutions and processes upon personality. Special consideration is given to social change. Throughout the course the importance of education as a factor in modern on-going society is made evident. Elective for any juniors and seniors. First semester. Three hours per week. Three semester hours credit.

402. The Community as a Factor in Education. A study of the social organization, social institutions, folkways, mores, specific behavior patterns and natural areas within the community as they influence the child and the educative process. Especial attention will be given to the function of social and civic service agencies. Each student will be required to make a case study of a limited community situation. Elective for any juniors and seniors. Two semester hours credit. (Offered only in extension and summer session.)

403. Social Problems. Two types of problems are considered: first, the major difficulties arising as society seeks to increase and distribute human adequacy; second, the more important maladjustments constituting social pathology. Analysis of causes of problems of both types and analysis of directions in which lie greatest promise of relief. Special consideration is given to the significance of these problems for educators. Prerequisite: an introductory course in sociology or consent of the instructor. Second semester. Three hours per week. Three semester hours credit. (Not offered in the year 1933-34.)

404. Social Psychology. Beginning with a consideration of the inherited and acquired equipment of human beings as a basis of their behavior in social life, there will be a special study of development, integration and adjustment of personalities to their social environment; the part which attitudes play in group life; various types of abnormal group behavior as in riots and mobs, and the controls of group action through leadership and public opinion. Prerequisite: an introductory course in sociology or consent of the instructor. Second semester. Three hours per week. Three semester hours credit.

Assistant Professor Allen, Miss Dana, Miss Hirsch, Miss Jamison, Miss Metz.

202. Beginnings of Industrial Arts. (See description under Art Dept.)

210. Arithmetic and Primary Methods. A survey of the work of the first three elementary grades in arithmetic, spelling and the social sciences, as influenced by modern educational theory, by recent experiments and by special studies in subject matter and procedure. As an aid to such instruction, observation lessons with discussion following, are held. Required of sophomore students. Three hours per week. Three semester hours credit.

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

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

213. Special Kindergarten-Primary Methods. Importance of play is discussed, together with underlying theories, in relation to suitable methods and materials. Games are considered as an outgrowth of play life. Practice in their construction is given. Musical needs and interests of young children will be considered, especially in regard to the teaching of songs, rhythmic expression and the use and construction of simple musical instruments. Required of sophomore students. Two hours per week. One semester hour credit.

301. Kindergarten Theory. Investigation and evaluation of the contributions of the earlier educators in this field are studied, together with those that are prominent at the present time. Preschool and parental education are discussed. Materials and procedure for present day kindergarten work are presented. New curricula are critically examined. Required of junior students. Three hours per week. Three semester hours credit.

401. Comparative Education. The purpose of this course is to deal with the most vital characteristics of education in France, Eng-

land, Germany, Russia and other countries, in so far as these are related to American interests. Their educational systems are being revised to meet present day needs. The materials of the course will consist of current events from newspapers, magazines and data accumulated yearly by the International Institute of Columbia University. Elective for junior and senior students. Three hours per week. Three semester hour credits.

402. Progressive Education in the Primary Grades. This course will have as a basis the underlying principles concerned with an activity curriculum. There will be constructive discussion and evaluation of units of work. Each member of the class will construct a unit applicable to a specific situation. This will be done through lectures, discussions and conferences. The course will parallel practice teaching as far as possible. Much of the material in this course is the same as that used in the previous course called Activity Curriculum. Prerequisites: Arithmetic, Primary Methods, Children's Literature and Primary Reading. Elective for junior or senior students. Four hours per week. (This includes one laboratory hour.) Three semester hours credit.

MUSIC

Assistant Professor Speir, Miss Hurd, Miss McMahon.

Tests will be given in September and students will be assigned to Music 101 or a remedial course.

101. Elementary Music. A study of public school music, its aims and objectives. Training in the use of the singing voice. Instruction and practise in musical notation and terminology, ear training, music reading and song singing. Required of freshmen. Three hours per week. Two semester hours credit.

210. Music Methods. Prerequisite: Music 101. Classified as Kindergarten-Primary, Intermediate and Grammar. Music as an educational force and its adaptation to the mental, physical, emotional and vocal capacities of the child. Methods of teaching developed thru demonstration lessons with children, also thru observation and practice teaching in class, lesson plans, discussion and assigned readings. Required of sophomores. Three hours per week. Two semester hours credit.

301. Music Appreciation. 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 juniors. Three hours per week. Two semester hours credit.

302. Voice Culture. Fundamental principle of voice production. Application of these principles thru song singing and interpretation. Elective for all juniors and kindergarten-primary seniors. Three hours per week. Three semester hours credit.

ART

Professor Bradley, Mrs. Heyman, Miss McLean, Miss Peek, Mr. Czurles.

Art 101. Elementary Art. Instruction and practice in representation, lettering, design and color theory. Use of various media in drawing and study of subject matter as a foundation for methods in art. The study of definite art principles is followed in each case with assigned class problems which give practice in the technique of drawing and call for individual art judgment. Required of all general freshmen. Three hours per week. Two semester hours credit.

Art 201. Art Methods. Art in general education, its place and value. Methods and subject matter differentiated for kindergarten-primary, intermediate, and junior high school. The problems of each group will include typical work in representation, design, lettering, color and art appreciation. Prerequisite: Art 101.

Required of all General sophomores. Three hours per week. Two semester hours credit.

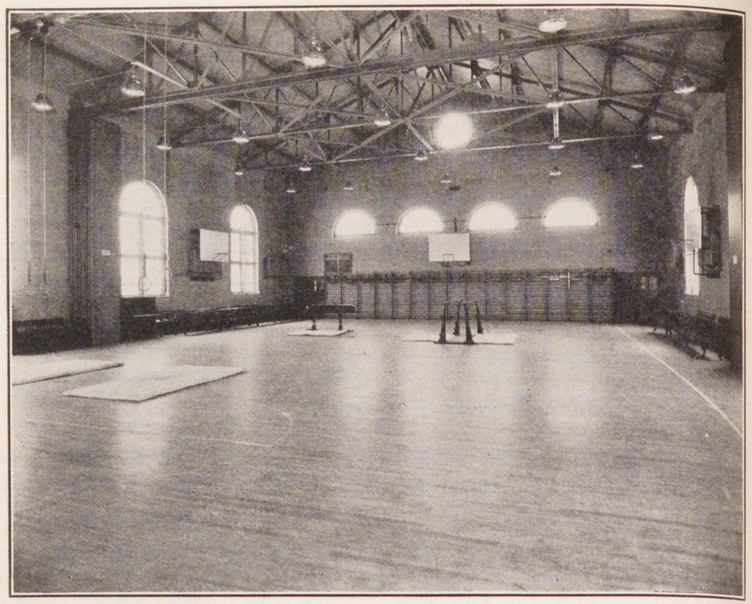
Art 202. Beginnings of Industrial Arts. Students gain knowledge of experimental methods and the technic of working with materials adapted to this age level. Work with textiles, paper, painting, crayons, wood, clay and toy making will be demonstrated. An application through these materials will show the integration of the art with the various school subjects. Both method and practice are given. Reports on investigations will be included with discussion and criticism. Prerequisite: Art 101. Required of Kindergarten-Primary sophomores. Three hours per week. Two semester hours credit.

Art 302. History of European Art. The historic development of art as illustrated in architecture, sculpture, painting and the minor arts. As the development is traced from prehistoric to modern times, the relation of art to the civilization which produced it is stressed. Art principles are studied, discussed and used in the comparative study of works of art. Lantern slides, prints and museum study are used as a means to develop a background for the appreciation of art.

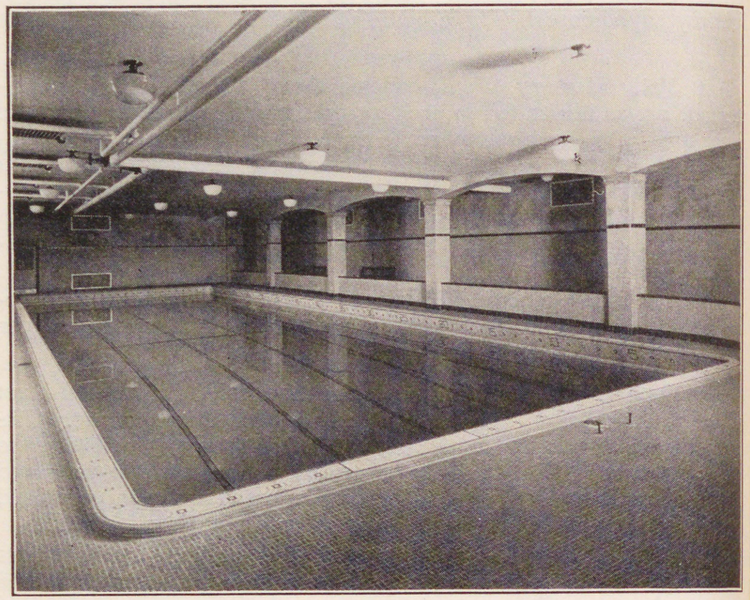
Required of all general juniors and Special Art sophomores, elective for Home Economics juniors and seniors. Three hours per week. Three semester hours credit.

Art 303. Oriental and American Art. Brief study of the art of India, China and Japan in comparison with European art. The growth and development of art in America from prehistoric to modern times. Influences affecting American art and the lives and works of outstanding artists. The application of art in industry and discussions of contemporary movements. Prerequisite: Art 302.

Required for Special Art sophomores. Elective for general juniors and seniors. Second semester. Three hours per week. Three semester hours credit.



Interior of The Gymnasium



The Swimming Pool

Art 126. Fundamental Foundations of Design, and Art Structure. Development of structural design through adaptations of materials to form and function. Principles of design studied and applied in assigned projects to develop appreciation of refinement on structure, form, color and decoration. Required for Home Economics freshmen.

Five hours per week. (Four hours studio.) Three semester hours credit.

Art 226. Elementary Costume Design. Practical problems in costume design for modern life. Consideration of dress in relation to individual types and various occasions. Structural and decorative problems in clothing design. Prerequisite: Art 126.

Required for Home Economics sophomores. Four hours per week. Two semester hours credit.

Art 326. Costume Design. Historic style in costume studied as background and inspiration for modern-day dress. Costumes in their relation to period settings. Design principles applied in the problems of dress. Prerequisite: Art 226. Elective for Home Economics Juniors and Seniors.

Four hours per week. Two semester hours credit.

Art 327. House Planning. Guiding principles in selection of a location and in planning and building a modern house. Styles in domestic architecture, simple architectural drawing to gain ability to express ideas of arrangement and the common conventions. Blueprint reading and field trips to study styles and house construction. Projected layouts for home and school equipment.

Required for Home Economics Juniors. Four hours per week. Two semester hours credit.

Art 328. Home Decoration. Theory and practice of interior decoration based on a knowledge of historic periods, principles of design and the practical considerations of economy and good taste. Selection and arrangement of the furnishings of a simple home. Prerequisite: Art 327. Required for Home Economics Juniors.

Four hours per week. Two semester hours credit.

HEALTH EDUCATION

Professor Houston, Miss Salom, Miss Roach, Mr. Coyer.

101. Health I. Historical development of health education; structure and function of body to develop health intelligence for personal and professional use with special reference to personal cleanliness, nutrition, prevention of fatigue, exercise; posture; environmental health in home, school and community with special emphasis upon prevention of communicable diseases.

Gymnasium work. Kind and amount determined by medical, postural, health habits examination and physical fitness index. Free exercises, rhythms, folks-dancing, games of low and high organization and swimming.

Required of freshmen one semester. Four hours per week. Two hours semester credit.

210. Health II. Special senses; safety and first aid; mental hygiene; social hygiene; health service and supervision—procedure and evaluation of medical examination, health habits survey, records, follow-up work, mental and physical influence of extra-curricular activities.

Methods in unit divisions. Primary, intermediate, Junior high school. Demonstrations and practice lessons; sources of material and devices; correlation; New York state program; practice in teaching games, folk-dances, relief drills, self-testing activities. Prerequisite Health I. Required of all sophomores one semester.

Four hours per week. Two hours semester credit.

LIBRARY

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

Library Usage

Miss Hepinstall, Miss Viele.

101. An opportunity to develop civic responsibility in the use of books and libraries. Lectures and class discussions on library citizenship, the use and care of books, classification, the card catalog, dictionaries, encyclopedias, periodicals, indexes, and special reference books are followed by problems involving the actual handling of each book or tool studied. Required of all freshmen. One hour per week. One semester hour credit.

Elective Library Work

Elective Library Work is open to a limited number of second and third year students approved by the librarian. The course comprises four hours each week of practice in desk-work, shelf-work, etc., and clerical work and one weekly appointment for conference. Prerequisite: Library usage. Elective. Five hours (one hour conference) per week. Two semester hours credit.

ORIENTATION

Dean Reed.

100. The course in Orientation is given to freshmen girls to assist in their adjustment to educational and professional needs. Questions are raised concerning college relationships, professional

requisites of etiquette and attire, and principles of individual or group morale. It is hoped that through group discussion, student opinion will be clarified and soundness of judgment will be developed. Required of all freshman girls. First semester. One hour per week. Non-credit.

FRESHMEN MEN'S FORUM

Dr. Neumann.

Discussion of experiences in college and the challenges and problems involved including group and personal relationships and their potential contribution to the enrichment of students' personalities with emphasis on the programs essential if the finest values are to be secured from college life. The techniques of efficient study are particularly emphasized. First semester. One hour per week. Non-credit.

SCHOLARSHIPS AND AWARDS

The Jesse Ketchum Medal is given each Commencement to that graduate who has attained the highest scholastic standing throughout the course. A first gold medal and a second silver medal are usually awarded.

The Shaw Memorial Medal is given in memory of a former instructor, Professor Albert Shaw, from the proceeds of a fund donated by his former students. This medal is given for excellence in teaching and is announced at the Commencement Exercises.

The Bishop Honor Medal is awarded to the young woman of the graduating class who is adjudged by a vote of the class and by a joint committee of faculty and students to possess outstanding character, leadership and scholarship. This medal is awarded by Delta Sigma Epsilon Sorority.

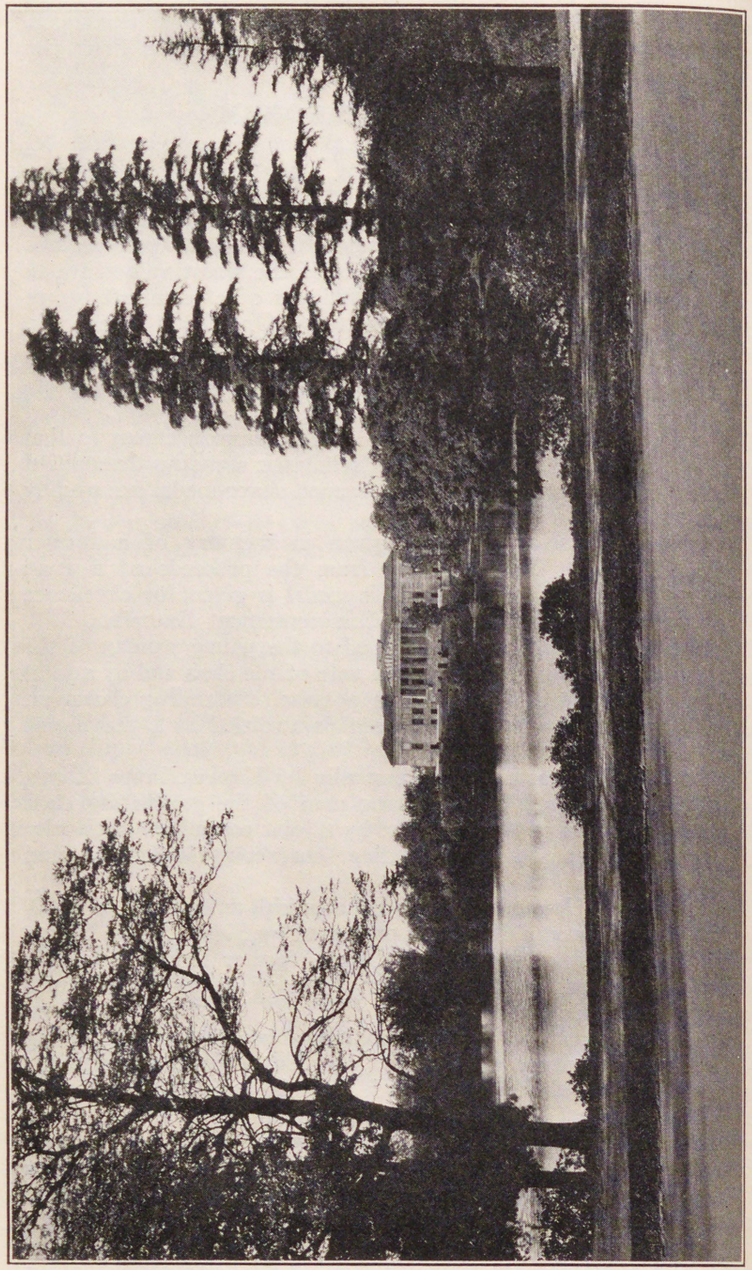
The Tri-Kappa award, offered annually by Kappa Kappa Kappa Fraternity, is conferred on the young man of the graduating class adjudged by the men of the class and by a joint committee of faculty and students to possess outstanding character, leadership and scholarship.

The Tri-Sigma Upton Memorial Scholarship, amounting to $100, being the annual income of a fund presented by Sigma Sigma Sigma Sorority in memory of Dr. Daniel Upton, former Principal of this institution, is granted each year to a deserving student who seems most worthy of such financial aid.

The Alpha Sigma Tau Sorority maintains an annual scholarship of $100 which is awarded each year to a student of creditable scholarship who is notably deserving of such financial assistance.

The Fourth Year Class Award has been given to a deserving third-year student who expects to return for the work of the fourth year.

The Charles F. Wheelock Memorial Scholarship, amounting to $100 per year, is appropriated to this institution by the Associated Academic Principals of the State of New York in memory of former Assistant Commissioner of Education, Charles F. Wheelock, to be awarded to a male member of the graduating class and candidate for the Degree of B.S. in Education, who has shown outstanding qualities



of leadership, high scholarship, marked teaching ability and good character.

The Students' Aid or Loan Fund was established by the Alumni Association for the purpose of aiding worthy students. To take advantage of this aid, it is necessary to secure the approval of Dr. Rockwell who in turn recommends the student to Miss Gertrude Bacon and Mrs. Charles North, members of the Student Loan Committee. Having secured their joint approval, it is possible for students to borrow not to exceed $150 for a one or two-year period at 6 per cent interest. As this money is returned in the payment of the students' notes, it becomes again a part of the revolving fund which is loaned to other students on their application.

UNIVERSITY SCHOLARSHIPS

Holders of the University Scholarships issued by the Regents of the University of the State of New York, if admitted to this institution under the conditions prescribed, are entitled to receive the sum of $100 per year for four years. As no tuition is charged residents of the State, the holders of the scholarships receive $100 a year in two payments of $50 each without restriction. Students awarded such scholarships must sign a statement on entrance to the effect that they intend to remain in the institution for the four-year course leading to the degree of Bachelor of Science in Education or Bachelor of Science in Home Economics. The continuance of these scholarships for four years depends upon the maintenance of a satisfactory standard of scholarship.

PRACTICE TEACHING FACILITIES

Opportunities for practice teaching are afforded to the students of the college by the School of Practice, and by one of the city elementary schools.

The School of Practice is an elementary school containing all grades, from the kindergarten through the ninth, located in a separate building facing the quadrangle. The children in this department enjoy the benefits of the instruction given by the specialists in art, music, penmanship, physical education, home economics and manual training, from the college staff. The school has always enjoyed a reputation for careful training of its pupils. The number of applicants has always been so large that many are denied admission. The school has been able to attain this excellent standard while giving training to student teachers, because the lessons taught by the students are always carefully planned before presentation in the classroom and are closely supervised by the faculty. In addition, approximately two-fifths of the lessons are taught by the faculty. At such times careful observations of good teaching procedure are made by the student teachers and by groups of college students who plan to teach later.

Public School No. 38 is a large elementary school located on Vermont Street. A cosmopolitan group of children is in attendance and

the usual staff and facilities of a well-organized elementary school are found here, with the exception that the staff has been selected for the important work of guiding the student while he or she is learning to teach.

As the college has grown and additional practice facilities were needed, through the generosity of the schools in the vicinity a number of rooms were made available.

The organization of the school and its curriculum is such that every student teaches in four different rooms for one-half of each day for a period of about nine weeks in each room. These assignments are made so that the student gains experience in different grades with varying types of children and under conditions as nearly normal as it is possible to obtain. Three general supervisors are employed to observe and check up the work of these student teachers.

HOME ECONOMICS DEPARTMENT

The Home Economics Department, which offers a four-year curriculum, is organized to train teachers for the vocational homemaking departments in high schools of New York State. The graduates of this department are also eligible to teach home economics in elective high school courses, junior high schools, elementary schools, part-time and evening schools.

Special features are provided in connection with the college to give opportunity for a well-rounded teacher training course in home economics. Student teaching facilities are made possible through classes from the School of Practice and a nearby junior-senior high school, and also several homemaking departments in nearby out-of-town high schools. A home management house is maintained and seniors assume the managerial responsibility while living in the house during the senior year. Students from the various classes assist with the housekeeping duties. A baby is an important member of the family, for the purpose of emphasizing child care and training in the home.

To supplement college courses, students are required to gain added experience as follows:

1. In definite home problems during the summer following Foods 101.
2. In home activities in the foods field either parallel with or during the summer following Foods 201.
3. In activities in the clothing field, in which need for more experience is desirable, following Clothing 202.
4. In commercial or community activities in the fields of foods, clothing, child training or social welfare during the summer between the junior and senior years, except by special arrangement. This experience can be gained in such places as hospitals, clubs, tearooms, dressmaking shops, department stores, and health camps.

Entrance Requirements

Candidates for the home economics course must meet the requirements of the State Education Department for a diploma in academic, classical, college entrance, or vocational subjects. They must present a Regents' diploma from an approved four-year high school course. The number of entering students is restricted each year to those holding the best record on the basis of high school record, health and personal qualifications. The applicants who are accepted are expected to finish the course and render a period of teaching service in the state. On completion of this course, the University of the State of New York will grant a college degree of Bachelor of Science.

Advanced Credit

All former students or graduates of this department (two-year or three-year course), or students from other institutions holding advanced credit, may apply to the department in writing, submitting credentials, and request a statement regarding their further requirements in college credits and subjects for the degree. Application for admittance with advanced standing for September, 1933, must be made before August 1st.

Curriculum

FRESHMAN YEAR

First Semester		*Second Semester*	
Chemistry 101	4	Chemistry 102	4
Biology 104	3	Biology 105	3
English 104 Written	3	English 103 Lit. I	3
Art 126	3	European History 102	3
Foods and Nutrition 101	3	Clothing 101	3
	16		16

SOPHOMORE YEAR

Physics 201	3	Chemistry 202	3
English 202 Oral	3	English 203 Lit. II	3
Clothing 201	3	Clothing 202	3
Art 226	2	Educational Psychology 101	3
Education 251	2	Foods and Nutrition 201	3
Elements of Economics 202	3		
	16		15

JUNIOR YEAR

Foods and Nutrition 301	3	Clothing 301	3
Sociology for H. E. Teachers 303	3	American Economic History 302	3
Art 327	2	Art 328	2
Foods and Nutrition 302	3	Home Management 301	2
Education 351	2	Child Training 301	3
Education 352	2	Elective	3
	15		15

SENIOR YEAR

Home Management 401	6	Education 451	2
Education 453	2	Education 452	4
Electives	6	Electives	6-9
	14		15

NOTE.—Three credits of elective work must be chosen in general subjects and three credits in Foods and Nutrition or Clothing and Textiles.

Physical Training required—no academic credit.

The Dean's Course in Orientation, one meeting per week—no academic credit.

Freshman Round Table, one meeting per week—no academic credit.

Address all inquiries regarding the Home Economics Department to the Director of Home Economics Department, State Teachers College at Buffalo.

DESCRIPTION OF COURSES

101. Foods and Nutrition—Elementary. Study of foods and nutrition through selection, preparation and service of meals. Breakfast and luncheon units emphasized. Required of freshmen.

Five hours per week (four hours laboratory). Three semester hours credit.

201. Foods and Nutrition—Family Service. A continuation of the study of elements of nutrition, food cost, preparation and serving on the meal basis. Aims to develop an appreciation of economy of time and energy. Emphasis upon skill developed through home management problems. Prerequisite: Foods and Nutrition 101. Required of sophomores.

Five hours per week (four hours laboratory). Three semester hours credit.

301. Foods and Nutrition—Advanced Foods. Study of the problems of organization, equipment and management of school lunch; the adaptation of classwork to school lunch problems and the educational, the social, and the economic value of school feeding. Study of the planning, preparation and serving of meals for various occasions; informal and formal table service. Prerequisite: Foods and Nutrition 201. Required of juniors.

Five hours per week (four hours laboratory). Three semester hours credit.

302. Foods and Nutrition—Advanced Nutrition. Deals with food requirement of the individual in health throughout infancy, childhood, adolescence, adult life, and old age. Dietaries planned for each period and the energy value, nutritive properties of protein, carbohyrates, fat, minerals, and vitamins determined. Part of semester given to diet in disease. Both preventive and corrective diets are planned. Prerequisites: Chemistry 201, Foods and Nutrition 201. Required of juniors.

Six hours per week (four hours laboratory). Three semester hours credit.

303. Foods and Nutrition—Foreign Cookery and Food Demonstration. Study of the characteristic foods of the foreign born, and the food habits of the nationalities in New York State.

Preparation and serving of national dishes. Instruction in technique of food demonstration for class room teaching. Prerequisite or Parallels: Foods and Nutrition 201. Junior and senior elective.

Five hours per week (four hours laboratory). Three semester hours credit.

304. Foods and Nutrition—Marketing. Study of the consumer's responsibility in buying, the relation of the producer to the consumer, food legislation and technique for buying specific foods. Projects include practical laboratory studies, field work and group excursions to retail and wholesale markets. Prerequisite or Parallel: Foods and Nutrition 301. Junior and senior elective.

Five hours per week (four hours laboratory). Two semester hours credit.

305. Foods and Nutrition—Experimental Cookery. An intensive and comparative study through experimentation with food materials and methods of preparation. Emphasis is placed upon those variations which affect time and energy involved in preparation and quality of food products. Prerequisite or Parallel: Foods and Nutrition 201. Junior and senior elective.

Five hours per week (four hours laboratory). Two semester hours credit.

330. Problems in Foods and Clothing. A course including units in budget planning, in nutrition, in simple food preparation and service. Also a unit in clothing, designed to develop appreciation of beautiful, becoming and suitable clothing. Elective for General College students.

Three hours per week. Three semester hours of credit.

101. Clothing—Clothing Appreciation and Textiles. Study of textiles from viewpoint of consumer. Selection, care and use for clothing and home furnishing. Development of appreciation of correct and becoming dress. Prerequisite or Parallel: Art 126. Required of freshmen.

Five hours per week (four hours laboratory). Three semester hours credit.

201. Clothing—Personal Clothing. The girl's wardrobe. Making garments involving the simpler construction processes. Use of commercial patterns and sewing machines. Prerequisite: Clothing 101. Required of sophomores.

Five hours per week (four hours laboratory). Three semester hours credit. First semester.

202. Clothing—Clothing Construction. Continuation of Clothing 201. Construction of wool dress or suit, silk dress or blouse, and a speed problem, applying the principles of costume design. Fundamental principles of fitting. Prerequisite: Clothing 201. Required of sophomores.

Six hours of laboratory per week. Three semester hours credit. Second semester.

301. Clothing—Clothing Economics. Study of social and economic aspects of clothing. Fashion. Clothing budgets. Develop-

ment of more intelligent consumers of clothing and textiles through special studies of shoes, hose, gloves, underwear, etc. Prerequisite: Clothing 202. Required of juniors.

Three hours per week. Three semester hours.

302. Clothing—Dress Design. Application of principles of costume design. Emphasis on freedom of design and proper technique in handling. Construction of two garments modeled. Prerequisite: Clothing 202. Junior elective.

Six hours of laboratory per week. Three semester hours of credit.

303. Clothing—Children's Clothing. Clothing for infants and children. Principles for selecting layette and wardrobe for older children. Construction of garments for infants and small children. Prerequisite: Clothing 202. Junior elective.

Four hours laboratory per week. Two semester hours credit.

304. Clothing—Millinery. Designing, construction and renovation of hats. Prerequisite: Clothing 202. Junior elective.

Four hours laboratory per week. Two semester hours credit.

305. Clothing—Advanced Textiles. Special problems in the selection of textile fabrics for clothing and home furnishings. Prerequisite: Clothing 101, Economics, Chemistry 102, Physics 201. Junior elective. Six hours of laboratory per week. Three semester hours credit.

306. Clothing—Commercial Clothing Construction. A course planned to give wider experience in designing and constructing garments than is obtained in Clothing 201, through the making of garments for other people. Prerequisite: Clothing 202. Junior elective.

Six hours laboratory per week. Three semester hours credit.

307. Clothing—Clothing Decoration. An application of the principles of design to dress decoration. Various media and crafts used in individual interpretation and adaptation of selected designs; and in planning and developing decoration for all types of garments. Prerequisite: Clothing 202, Art 226. Junior elective.

Four hours laboratory per week. Two semester hours credit.

301. Child Training. Study of care and training of infants and small children in home environment and Nursery School. Physical, mental and recreational needs considered. Observation of little children individually and in groups. Child welfare movement outlined. Prerequisite: Elementary Educational Psychology. Required of juniors.

Three hours per week. Three semester hours credit.

301. Home Management. A study of the underlying principles involved in the selection, operation, care and arrangement of household equipment. Practice in hand and machine methods in household tasks as a basis for studies considering efficiency, and economy of time, energy, and cost. The aim of these studies is to develop intelligent judgment of the best equipment and the best method to

be used in a given situation. Prerequisite: Physics 201. Required of juniors.

Five hours per week (four hours of laboratory). Three semester hours credit.

401. Home Management. Residence in the Home Management House for a period of five weeks affords an opportunity for the student to apply the principles of scientific management and child development, and to demonstrate her ability to deal with social, recreational and economic problems of the home. Class discussions of such topics as human relationships in the home and community with consideration of the influence of environment on adult and child; suitable housing in rural and urban localities, home security, insurance, investment and savings. Prerequisites: Freshman, sophomore, and junior required Home Economics subjects. Required of seniors.

Three hours per week and residence in Home Management House. Six semester hours credit.

251. Education—Introduction to Teaching. General survey of teaching field, its requirements, needs, theories and accomplishments. Observation in junior high school of academic subjects. Required of sophomores.

Two hours per week. Two semester hours credit.

351. Education—Technique of Teaching. Study of teaching in relation to the learning process. Problems of control, types of lessons, techniques of classroom activities.

Prerequisites: Education 251 and Psychology, Parallel to Education 352.

Required of juniors. Two hours per week. Two semester hours credit.

352. Education—Junior Teaching. Introductory experience in teaching, directed observation and participation in home economics classes. Weekly general conference discussing lesson plans, class books and records, texts, examinations, illustrative material, etc.

Prerequisites: Education 251, Psychology, Parallel to Education 351.

Required of juniors. Two hours per week. Two semester hours credit.

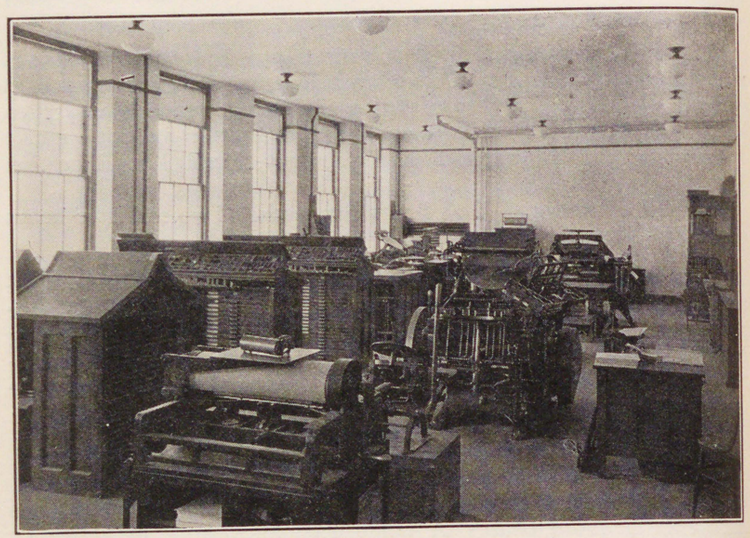
451. Education—Organization and Teaching of Home Economics. Study of types of home economics work in New York State elementary, secondary, part-time and evening schools. Planning courses of study, reports of studies made in home economics teaching, organization of home economics departments with regard to cost, equipment, publicity, etc.

Parallel to Education 452. Required of seniors.

Two hours per week. Two semester hours credit.

452. Education—Senior Teaching. Opportunity provided to teach two or more phases of home economics work in junior or

THE FOODS LABORATORY



THE PRINT SHOP

senior high schools and to direct activities other than class teaching as: exhibits, assembly programs, mothers' teas, home projects, etc.

Prerequisites: Psychology, Education 251, Education 351, Education 352.

Required of seniors. Four semester hours credit.

453. Education—History of Education. Similar in content to History of Education in the General College Course but with more emphasis upon the study of the development of vocational education. Required of seniors.

Two hours per week. Two semester hours credit.

VOCATIONAL—INDUSTRIAL TEACHER TRAINING DEPARTMENT

Purpose and Organization. The Department offers to young men and to men with industrial experience, courses which lead to State licenses to teach in the State-aided schools in New York. This license is recognized in many other states.

For high school graduates with special prerequisites, the College offers a three-year Industrial Arts program. Graduates of this course who remain for a fourth year may take subjects which will complete requirements for a degree in Industrial Arts Education.

Men who have sufficient experience in a specific trade and who have the stated educational requirements, may enroll for a one-year day course which gives a permanent vocational license or they may enroll for a two-year evening course which leads to a limited license, which is valid for three years. This limited license becomes permanent upon the completion of additional work, which may be taken in extension courses or during summer sessions.

Credits. Description found on pages 82–83.

General Qualifications of Students. No person who has a noticeable physical handicap of body or who has defective voice, eyesight or hearing may enroll for these courses. Due to the nature of the work, boards of education do not wish to employ teachers of Industrial Arts or Vocational work who do not measure up to a high standard in these respects.

Positions Open to Graduates. The college does not guarantee positions to its graduates for the reason that the student cannot guarantee to accept any position that may be open. Worthy students are assisted in every way possible to secure positions, and it may be said that graduates of the department enjoy considerable prestige from the training that is afforded them.

Absences from Class. No student may be absent from shop or classroom work except for excusable reasons. Members of the faculty are permitted and expected to arrange for the make-up of absences in classroom work up to a number equal to the number of semester hours any course carries. In shop work or laboratory work, this regulation should apply for not to exceed six clock hours because of the difficulty involved for both instructor and student in making up for lost time. For absences in excess of those mentioned,

excuses must be arranged with the Registrar. Students who are absent for any reason to the extent of four weeks for classroom work or two weeks from shop work may not receive credit for the course, but will be obliged to repeat the course the next time it is offered on the program.

Three-Year Industrial Arts Teacher Training Curriculum

Admission. Candidates for admission to the Industrial Arts teacher training curriculum must be at least 18 years of age, free from psysical defects which would unfit them for the duties of teaching, and must present evidence of having been graduated from an approved four-year high school as represented either by a Regents' diploma or by a local diploma. Such a diploma must include: English, four years, 3 units; history, 1 unit; algebra and either advanced algebra or plane geometry or the combination of solid geometry and trigonometry, 2 units; general science or biology and either physics or chemistry or applied chemistry, 2 units; together with sufficient electives to complete the full four-year requirement aggregating a minimum total of 15 units or its equivalent, as determined by the Commissioner of Education.

Because of limited registrations special examinations will be given prior to acceptance of any candidate. Average Regents' standings and results of the special examinations will determine those to be admitted.

The Three-Year Industrial Arts Teacher Training Curriculum is as follows:

FIRST YEAR

First Semester		Credit Hours	*Second Semester*		Credit Hours
Educational Psychology	101	3	English II	V-102	3
Introduction to Teaching	101	2	History I	101	3
Essentials of English	101	3	Applied Mathematics	121	3
Drawing I	150	2	Shop	141	7
Shop	140	7			16
		17			

SECOND YEAR

First Semester		Credit Hours	*Second Semester*		Credit Hours
Technique of Teaching	201	3	Principles of Industrial Education	202	3
Applied Science	230	3	Practice Teaching	230	3
Literature I	V-103	3	Literature II	V-203	3
Shop	142	7	Shop	143	7
		16			16

THIRD YEAR

First Semester		Credit Hours	*Second Semester*		Credit Hours
Organization of Courses	301	2½	Organization of Courses	302	2½
Vocational Guidance	303	2	History II	311	3
Drawing II	250	2	Drawing III	350	2
Composite Shop	340	5	Economics	301	2
Practice Teaching	320	3	Industrial Arts Design	351	2
Sociology	201	2	Elective, Shop		5
		16½			16½

One-Year Day Industrial Teacher Training Curriculum

Admission. Candidates for admission to the one-year day industrial teacher training curriculum should preferably be not less than 23 or more than 38 years of age and shall present evidence of meeting the approval of the Commissioner of Education of (1) 5 years of trade, industrial or technical training of not less than journeyman grade; (2) one year of high school work; (3) good morals, health and personal qualifications necessary to success in teaching. Admission further depends upon examinations conducted by the State Education Department.

The curriculum to be pursued in the one-year program is as follows:

First Semester		Credit Hours	*Second Semester*		Credit Hours
Trade Analysis	160	2½	Organization of Courses of Study	161	2½
English	101	3	Public Speaking	V-102	3
Methods of Teaching Mechanical Drawing or Shopwork	350	3	Teaching Industrial Subjects	201	3
Vocational Guidance	303	2	Methods of Teaching Trade Science	130	2
Educational Psychology	V-101	3	Principles of Industrial Education	202	3
Industrial History and Economics	311	3	Practice Teaching	220	5
		16½			18½

Certificate and License. A graduate of the one-year day curriculum will receive a certificate attesting to the completion of the industrial teacher training curriculum. This certificate is a permanent vocational certificate and is valid for life to teach:

1. The specific trade, industrial or technical subject or the immediately related group of vocational subjects for which the person is qualified in a unit trade or technical school, part-time or continuation school, a general industrial school or an evening vocational school.
2. The specific field of shopwork (manual training or industrial arts) and mechanical drawing for which the person has had approved industrial, trade or technical experience, in an elementary or secondary school.

Outline of Programs Leading to the Degree of Bachelor of Science in Industrial Arts Education and a Degree of Bachelor of Science in Vocational-Industrial Education

Industrial Arts Teacher Training

Admission. Candidates for admission to the Industrial Arts teacher training curriculum must be at least 18 years of age, free from physical defects which would unfit them for the duties of teaching, and must present evidence of having been graduated from an approved four-year high school as represented either by a Regents' diploma or by a local diploma. Such a diploma must include: English, four years, 3 units; history, 1 unit; algebra and either advanced algebra or plane geometry or the combination of solid geometry and trigonometry, 2 units; general science or biology and either

physics or chemistry or applied chemistry, 2 units; together with sufficient electives to complete the full four-year requirement aggregating a minimum total of 15 units or its equivalent, as determined by the Commissioner of Education.

Prescribed Four-Year Industrial Arts Education Course

Subjects	*Semester hours*
Psychology and education	
Psychology 303	3
*Educational psychology 101	3
*Introduction to teaching 101	2
*Technique of teaching 201	3
Industrial education	
*Industrial education 202	3
*Organization of industrial arts courses of study 301 and 302	5
*Guidance—vocational and educational 303	2
Supervision of instruction in vocational schools 421.	2
Electives	2
English	
*Essentials of English I (written) 101	3
*Essentials of English II (oral) V-102	3
*Literature I V-103	3
*Literature II V-203	3
Electives (or a modern language, see below)	6
Modern languages—elective	
French, or	6
German, or	6
Spanish, or	6
Italian	6
(If a modern language is elected, as it may be in lieu of 6 semester hours of elective work in English, it *must be a continuation* of a language offered by the student for admission.)	
Social studies	
*History I (background course) 101	3
*History II (industrial) 311	2
History—electives	6
Economic history (Soc. 302)	3
*Sociology 201	2
*Economics 301	2
Science	
*General science (pure and applied) 230	3
Chemistry 101 and	3
Physics, 301 or	3
Electives	6

Subjects	*Semester hours*
Mathematics	
*General mathematics (pure and applied) 121	3
Electives, or	9
Algebra, 402 and	3
Trigonometry, 405 and	3
Solid geometry 403	3
Art	
*Art appreciation and design 351	2
Practice teaching	
*Observation and practice teaching 220 and 320	6
Industrial arts education	
*Composite shop 340 (280 clock hours)	5
*Woodworking 141 (280 clock hours)	5
*Printing and publishing 143 (280 clock hours)	5
*Electricity 142 (280 clock hours)	5
*Mechanical drawing 250 and 350 (280 clock hours) and two shops to be elected from the following:	4
*Any advanced shop course (200 clock hours)	5
*Automobile mechanics 341 (200 clock hours)	5
*General Metal 140 (200 clock hours)	5
*Sheet metal (200 clock hours)	5
Physical education	
Physical education—required for 1 semester hour each year	0

*Starred courses comprise the existing three year industrial arts teacher training curriculum.

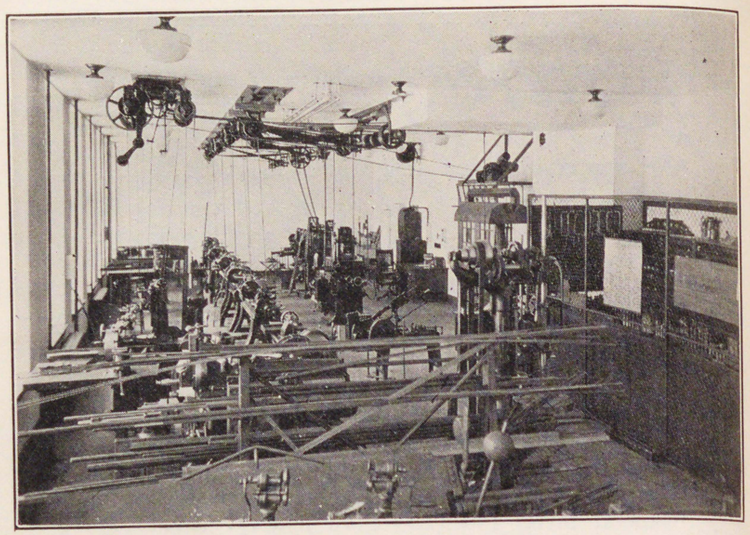
38 Semester hours of shop work required for three-year diploma.

Summary

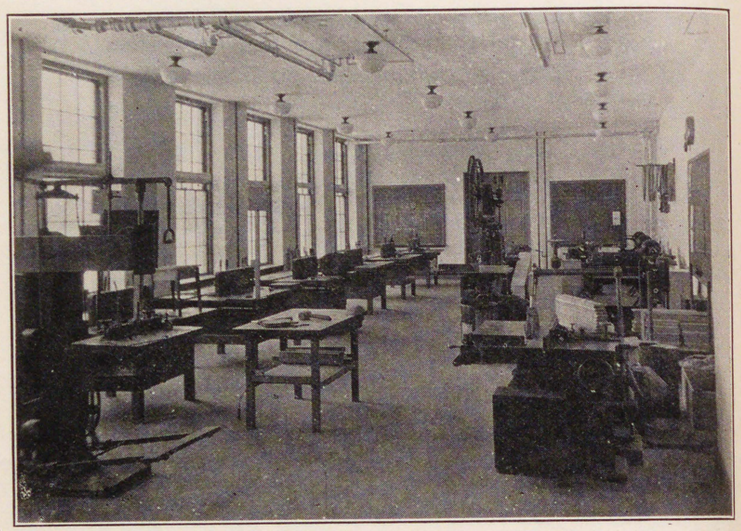
Total semester hours required:	
In arts and science	62
In psychology, education and pedagogy	62
In physical education—1 semester hour each year required but no credit may be given	0
	124

Vocational-Industrial Teacher Training

Admission. Candidates for admission to the prescribed four-year course in vocational-industrial education leading to the degree of bachelor of science in vocational industrial education must be at least 25 years of age, free from physical defects which would unfit them for the duties of teaching, and must present evidence of graduation from an approved four-year high school, as represented either



The General Metal Shop



The Woodworking Shop

by a Regents' diploma or by a local diploma. Such a diploma must include:

English, 4 years	3 units
History	1 unit
Mathematics	2 units
Biology	1 unit
Physics or chemistry	1 unit
Shopwork and mechanical or architectural drawing	3 units

together with sufficient electives to complete the full four-year requirements aggregating a minimum total of 15 units, or the equivalent as determined by the Commissioner of Education.

Special Equivalent Admission Requirements

In lieu of graduation from an approved four-year high school, candidates for admission to this course may present evidence as to the following:

1—Credit toward a high school diploma, as evidenced by the certificate of the principal of an approved high school, in the following subjects:

English	1 unit
Mathematics	1 unit
Science	1 unit
Social studies	1 unit

Together with

2—A certificate from the principal of an approved vocational industrial high school, or a New York State industrial teacher training school or college that the candidate has had nine years of satisfactory apprentice and journeyman experience in some one recognized trade or industrial occupation and that he has established his proficiency in the mathematics, science, theory and the hand or machine skills of that trade by passing an approved examination given by the industrial high school or the State industrial teacher training institution, for which a credit of not more than 5 units may be allowed, *and*

3—As a prerequisite, graduation from the New York State extension vocational teacher-training curriculum, for which a credit of not more than 2 units may be allowed, *and*

4—The passing of examinations—College Entrance Board Examinations, college entrance examinations, Regents examinations or other approved examinations—in additional approved high school subjects, including those specified under the regular admission requirements for this course, equivalent to the remainder of the 15 units, including statutory requirements, of an approved four-year high school course of study, or the equivalent as determined by the Commissioner of Education, *and*

5—Three years of satisfactory vocational school or industrial arts teaching experience, for which no entrance credit will be allowed.

The character of the teaching experience must be certified to by the superintendent of schools under whom the applicant for admission served as a teacher.

Prescribed Four-Year Course in Vocational-Industrial Education

Subjects	*Semester Hours* Arts and Sciences	Pedagogy and Industrial Education
English		
Essentials of English I (written)	3	
Essentials of English II (Public Speaking)	3	
Literature I	3	
Literature II	3	
Electives (note, Modern Language below)	6	
Modern Language		
French, or	6	
German, or	6	
Spanish, or	6	
Italian	6	
(If the student has presented French, or German, or Spanish or Italian for admission, he may elect 6 semester hours of work in the language which he presented for admission in lieu of 6 hours of electives in English.)		
Social Studies		
History 1 (background course)	3	
History 2 (industrial)	2	
History 3 (economics)	3	
Sociology	2	
Economics	2	
Labor problems	2	
Electives	4	
Science and Mathematics		
General science (pure and applied)	3	
Applied science	3	
General mathematics (pure and applied)	3	
Applied mathematics	3	
Physics or chemistry	3	
Electives	6	

Subjects	*Semester Hours* Arts and Sciences	Pedagogy and Industrial Education
Education		
Psychology	3	
Educational psychology		3
Introduction to teaching		2
Technique of teaching		3
Tests and measurements		3
Electives		4
Vocational education		
Administration of vocational education		2
Supervision of vocational education		2
Seminar in vocational education		4
Part-time education		2
Industrial and technical education		2
Industrial arts education		2
Guidance—an advanced course		2
Electives		12
(If a certificate to serve as a director of vocational education, or a vocational supervisor is desired, special requirements must be met. Note possible electives.)		
Shopwork and Drawing or Special Laboratory Work—Electives		12
Physical Education		
One semester hour required each year, without credit	0	0
Electives		
Nine semester hours to be chosen from the following fields, but not more than 6 hours may be taken from any one group:		
Art	3 to 6	
Social studies	3 to 6	
Science	3 to 6	
Mathematics	3 to 6	

Summary

Arts and sciences	69
Education and pedagogy	55
Physical education—no credit	0
Total semester hours	124

101. Psychology (Educational.) See course under department of Psychology.

V-101. Psychology for Vocational Teachers. Deals with the biological background of psychology, the original nature of man, the laws of learning and individual differences. Instincts, habits and emotions are emphasized as important factors in the learning process. Economy in learning is studied together with the measurement, organization, and correlation of traits. Psychological aspects of employment and vocational adjustment are stressed and application of the known facts is made to the vocational school shops and to industrial and social life in general. Required of one-year vocational students. Three hours per week. First semester. Three semester hours credit.

Education

101. Introduction to Teaching. (See course under department of Education.)

V-201. Technique of Teaching. A course which aims to integrate the fundamental principles of the teaching process into an acceptable technique. Special attention is given to the management of classes in Industrial Arts Shop Work. The major work deals with (1) the teacher, his efficiency, his philosophy, and his relation to the community; (2) the pupil, his original nature, learning, and health; (3) the teaching process, the principles of method, classroom practice, and measuring in education; (4) organization and curriculum for different schools. Required of all Industrial Arts and Vocational students.

Three hours per week. Three semester hours credit.

Education (Special)

202. Principles and Problems of Industrial Education. A study of the purpose, together with the economic and the psychological bases for industrial education; the principles, practices and problems of vocational education in the general, the part-time and the continuation schools; the relation between industrial and general education. Early vocational history; how industrial developments have affected education; federal aids for industrial education; some probable future developments. Required of all Industrial Arts, Sophomores and Vocational students. Three hours per week, second semester. Three semester hours credit.

301 and 302. Organization of Courses of Study. Study of courses for various types of industrial schools and classes; curriculum construction; building courses; writing information sheets, process sheets, and individual unit instruction sheets; study of equipment, the making of shop layouts; study of supplies; and discussing efficient management of the school shop. Required of all Industrial Arts juniors. Five hours per week, two semesters. Five semester hours credit.

160 and 161. Trade Analysis and Organization of Courses of Study. The purpose of the course is to help the man with trade experience to organize a proper curriculum. It will include analysis of a trade, arrangement of trade processes into instructional order, writing operation sheets, and a determination of the technical instruction to be given. Required of all Vocational students. Five hours per week. Two semesters. Five semester hours credit.

303. Vocational and Educational Guidance. History of the guidance movement in America; relation to vocational and general education, to the junior and senior high school; the media of guidance; occupational studies; duties and responsibilities of the counselor; placement and follow-up systems; the use of tests in counseling and in guidance; studies of record keeping; and type studies. Required of Industrial Arts juniors and Vocational students. Two hours per week. First semester. Two semester hours credit.

English

101. Essentials of English I (written). (See course under department of English.)

V-102. English II (Public Speaking). This course provides opportunity for study of the underlying essentials of oral expression, and for class-room practice on the part of the student in speaking before others. Some of the principles of oral English which are studied and practised are as follows:

Development of ease and fluency in sentence structure, vocabulary study; practice in pronunciation, enunciation, and articulation; presentation of oral topics and practice in oral reading. Required of Industrial Arts freshmen and vocation students. Three hours per week. Second semester. Three semester hours credit.

V-103. Literature I. Development of appreciation for the masterpieces of world literature, type study in the field of the essay, biography, and epic poetry constitutes the scope of the course; emphasis placed on the message that the writer wishes to convey to the reader. Required of Industrial Arts sophomores. Three hours per week. First semester. Three semester hours credit.

V-203. Literature II. This course is conducted on the general plan followed in Literature I. The types of literature studied in this course are as follows: Lyric poetry, the drama, and the novel. Required of Industrial Arts sophomores. Three hours per week. Second semester. Three semester hours credit.

Social Studies

101. History I. (History of Civilization). (See course under department of History.)

311. History II (Industrial). European economic background, the discovery and exploration of America, Colonial industries, the Revolution, early manufacturing, evolution of the United States

banking system, transportation developments, the various tariffs, the Civil War, panics, trusts, coinage, World War problems, immigration. Assignments as to the condition of the American worker, relocation of industries, prosperity, mergers, business ethics, the probable future of big business will be considered separately. Required of Industrial Arts juniors and Vocational students. Three hours per week. Three semester hours credit.

201. **Sociology.** (See course under department of Sociology.)

301. **Economics.** (See course under department of Economics.)

Mathematics and Science

121. **Applied Mathematics.** The objectives set forth for this course are: first, to impart to the student such information regarding shop practices, shop materials and trade terms; second, to furnish opportunity for a review of mathematical practices previously studied and to help develop an appreciation of the value of these principles as applied to practical work; third, to give a thorough training in the mathematics that are necessarily a part of every shop teacher's work. Required of Industrial Arts freshmen. Three hours per week. Second semester.

230. **Applied Science.** Chemistry of common materials used in the industrial shop. Course emphasizes the properties of materials as the consumer should know them. Special topics covered are fuels, refractory materials for furnaces, iron and steel alloys, foundry sands, cement, paints and varnishes, glue, electrical insulating materials, printers' inks, etc. Required of Industrial Arts sophomores. Three hours per week. First semester. Three semester hours credit.

Practice Teaching

220 and 320. **Practice Teaching and Observation.** Student teachers are assigned to regular classes in the training school, in which shopwork is done, or they may be assigned to teach shopwork or drawing, or related subjects in schools of nearby cities and towns. These teachers meet with the supervisors once a week for a conference and suggestions, and are also met each day previous to their periods of teaching to discuss plans and procedure of their lesson. Required of all Industrial Arts and Vocational students. Course for Industrial Arts students consists of two parts; six hours per week. First semester for juniors; six hours per week, second semester for sophomores. Three semester hours credit each part, six hours total. Ten hours per week second semester for Vocational students. Five semester hours credit.

Industrial Arts—(Shopwork and Drawing)

150. **Drawing I.** Students taking this course will cover the fundamental principles such as knowledge and use of instruments; lettering and line work; theory of first and third angle orthographic

projection, engineering elements such as bolts, nuts and screws; mechanical pictorials such as isometric, cavalier, parallel and angular perspective; freehand and instrumental blackboard and paper sketching. Required of all Industrial Arts freshmen. Four hours per week. First semester. Two semester hours credit.

250. **Drawing II.** Covers the complete working drawings of a wide selection of projects chosen from the school shops of the State. These must meet the requirements of the Industrial Arts classes and illustrate and include the items given in the Regents' outline for Mechanical Drawing I and II. Required of Industrial Arts juniors. Four hours per week. First semester. Two semester hours credit.

350. **Drawing III.** A complete course of study is built by each student. An analysis of existing courses of study and standard or accepted textbooks in the field of mechanical drawing are used as a basis of study. Methods of subject matter presentation and devices of teaching form an important part of this work. Lesson planning, motivation, classroom records and equipment, aim and objectives of drawing as a liberal or vocational subject are thoroughly treated and experimented with. Required of Industrial Arts juniors. Three hours per week. Second semester. Three semester hours credit.

351. **Industrial Arts Design.** A brief study of the principles of design. Attention is given to the designing of suitable projects in the junior high school grades involving wood, metal, and other materials. Good original designs are encouraged. Work includes sketching, blackboard drawing, and pictorial composition. The whole course seeks to improve the design of school projects and to apply the principles of design to one's daily life. Required of Industrial Arts juniors. Two hours per week. Second semester. Two semester hours credit.

143. **Printing.** Principles and Practices of the Printing Craft on an Industrial Arts basis, including Type Work, Stone Work, Press Work, and Stock Work, covering all phases required. Required of Industrial Arts students during freshman or sophomore year. Fourteen hours per week. Seven semester hours credit.

142. **Electricity.** The theory and practice of various types of bells, light, telegraph, telephone, radio, transformer, switchboard, motor and generator circuits, are taught and executed. Unit instruction sheets and lesson plans are used, analyzed and compiled. The laboratory is equipped with switchboards, motors, generators, transformers, testing apparatus, tools and equipment. Required of Industrial Arts student during freshman or sophomore year. Fourteen hours per week. Seven semester hours credit.

141. **Woodworking.** The operation and care of various kinds of woodworking hand tools and power machines. Typical cabinet and general woodworking constructions, and wood finishing; performance tests in tool manipulation, analysis of construction units, planning shop equipment and supplies. Required of Industrial Arts

students during freshman or sophomore year. Fourteen hours per week. Seven semester hours credit.

140. General Metal Shop. A study of various operations in machine shop practice, sheet metal work, heat treatment and welding, construction of projects in wrought iron, sheet steel, copper and brass. Theoretical and related work consists of mathematics necessary for the planning of work in operation of machine. Required of Industrial Arts students during freshman or sophomore year. Fourteen hours per week. Seven semester hours credit.

340. Composite Shop. Theory and practice of the Composite Shop will include a study of the organization, content, equipment, layout and methods, in addition to practical work. The main divisions will include Home Mechanics, Electricity, General Metalworking, Woodworking, Molding and Art Metal Work. Required of Industrial Arts juniors. Fourteen hours per week. First semester. Seven semester hours credit.

Note:—During 1932 and 1933 credit for composite shop is established through completion of eight semester hours of advanced work. Such work is assigned by the department in four different types of shop activities.

341. Automobile Shopwork. A thorough study of the various types of automobile construction, such as engines, clutches, transmissions, differentials and chassis. Course will include adjustment and repairs of all sorts on engines and various parts of an automobile. Professional aspect of course will consist of student demonstrations of work and the preparing of instructional material relative to automobile repairing. Elective for Industrial Arts juniors. Second semester. Hours and credit arranged to meet student needs.

SPECIAL ART DEPARTMENT

The Special Art department was established in the college in the fall of 1930. A small class of freshmen was admitted in the fall of 1930 and another in 1931.

On account of difficulty in securing provision for additional teachers the department was unable to admit students in September, 1932, and it will be impossible to accept freshmen in September, 1933.

It is expected that a class will be admitted in the fall of 1934.

A four-year course is offered, training teachers of art for elementary, junior high schools, and secondary schools in the state. This course leads to the degree of Bachelor of Science with a major in Art Education. Only a limited number of students will be received each year and these will be selected from those applying who have met the entrance requirements.

Candidates should address the President of State Teachers College or the Director of the Art Department, requesting an application blank and a home examination in drawing.

The application must be returned properly filled out, together with the required drawings, a certified statement that these are the

applicant's personal unaided work, and a certificate of physical condition from a registered physician.

The application and home examination must be returned on or before July 1st. No students are admitted at midyear.

Entrance Requirements

1. A Regents academic diploma or evidence of graduation from an approved four-year high school course. Such academic diploma or four-year high school diploma should include the following minimum requirements: English, 4 years; Foreign Language, 2 years; Mathematics, 2 years; Science, 2 years; History, 1 year; together with sufficient electives to complete the four-year requirement, aggregating fifteen units or its equivalent. Elementary Representation and Elementary Design, though not required, are urgently recommended.

2. High school scholarship average of 77% or better.

3. The applicant must show exceptional ability in drawing as evidenced by the high school record and the home examination in drawing. Furthermore, a definite desire and purpose to teach art is required and it is expected that upon graduation the applicant will teach if a suitable position can be secured.

4. From the applicants who fulfil the above requirements will be selected a limited number who give evidence of ability in the special field. These candidates will be called for personal interview between July 5th and August 1st. The interview will be the final step in the selection of candidates for admission to the course.

Scholarship

As only applicants showing evidence of artistic and scholastic ability and of sound physical condition will be considered, admission is in the nature of a scholarship. Tuition is free to residences of New York State, but lack of industry or accomplishment after admission may be considered sufficient grounds for dismissal. Supplies, books, student fees and other college expenses may be estimated at seventy-five to one hundred dollars per year, exclusive of living expenses.

A scholarship of one hundred dollars a year is awarded annually to a deserving and outstanding student in this department by the Art Kraft Club, a student organization.

Advanced Credit

Graduates of the special art departments in Potsdam or Fredonia Normal Schools or students from other approved art schools may apply to the department in writing, submitting transcripts of credit, including high school credit, and a request for a statement regarding their further requirements for the degree.

A minimum resident requirement of thirty-two credits is fixed. It is expected that courses applicable toward the degree in art

education will be offered during the year by the Extension Department and in the summer session. Work done in these departments may be credited to satisfy the residence requirements.

Further details may be secured by requesting Extension or Summer Session catalogs.

Special Art Curriculum

FRESHMAN

First Semester		*Second Semester*	
Educational Psychology (Psy. 101)	3	Oral Expression (English 102)	2
Outlines of Science (106)	3	Literature (English 103)	3
Health (Health 101)	2	Hist. of Civilization (Hist. 101)	3
Perspective and Drawing (Art 151)	4	Decorative Design (Art 162)	3
Elementary Design (Art 161)	4	Color Theory (Art 163)	2
Orientation	0	Elementary Crafts (Art 171)	3
	16		16

SOPHOMORE

First Semester		*Second Semester*	
Literature (English 203)	3	Written Expression (English 101)	2
History of European Art (302)	3	Educational Sociology (201)	2
Educational Biology (103)	2	Art Education (Art 281)	3
Life Drawing (Art 251)	8	Hist. of Oriental & Am. Art (303)	3
	16	Lettering (Art 261)	2
		Blackboard Drawing (Art 252)	2
		Costume Design (Art 262)	2
			16

JUNIOR

First Semester		*Second Semester*	
Principles of Education (305)	3	Specialized Psychology (303)	2
Principles of Economics (301)	2	General Elective	3
General Elective	3	Elementary Art Methods (381)	3
Mechanical Drawing (371)	3	Junior Practice Teaching (382)	3
Composition & Painting (351)	5	Interior Decoration (361)	2
	16	Figure & Illustration (352)	3
			16

SENIOR

First Semester		*Second Semester*	
General Elective	3	General Electives	6
Secondary Art Methods (481)	3	Advanced Painting (Art 451)	5
Senior Practice Teaching (482)	3	Advanced Crafts (Art 472)	5
Commercial Design (461)	3		16
Stage Crafts (471)	4		
	16		

Courses in the Curriculum

Courses in the special art curriculum are taken in the General College department or in the Art Department and will be found outlined under the indicated numbers.

All Art courses are on a studio basis which requires two hours of class work to receive one semester hour credit.

General electives are courses to be selected from the courses

offered in the General College Department. Electives must be approved by the Director and must be so distributed as to assure a well rounded college education. Election may be in Education, Psychology, English, History, Foreign Language, Mathematics, Science, and Sociology or Music.

Courses of Instruction in the Special Art Department

Professor Bradley, Mrs. Heyman, Miss McLean, Mr. Czurles, Miss Peek.

Representation

Art 151. Perspective and Drawing. Basic understanding of linear perspective: Circular, parallel and angular. Line, mass and color drawings in still life and landscape. Pencil, charcoal, chalk and crayon. Required of special freshmen. Not given this year. Eight studio hours per week. Four semester hours credit.

Art 251. Figure and Life Drawing. Drawing from the posed model both nude and costumed. Study of human anatomy. Charcoal and crayon. Required of special art sophomores. Not given this year. Sixteen studio hours per week. Eight semester hours credit.

Art 252. Blackboard Drawing. Demonstrating drawing on large sheets of paper or blackboard with crayons and chalk. Rapid work to acquire confidence and ease of expression of ideas for use in teaching. Required of special art sophomores. Not given this year. Four studio hours per week. Two semester hours credit.

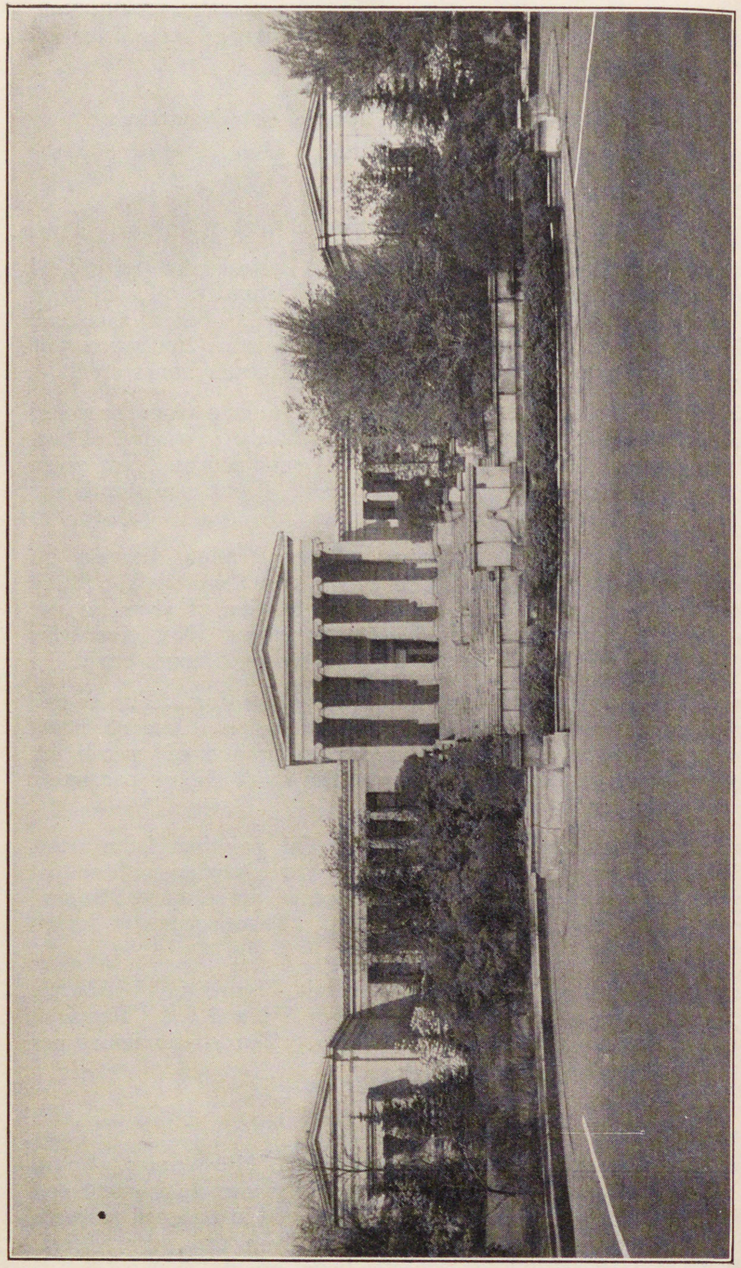
Art 351. Composition and Elementary Painting. Theory and practice in composition with landscape and figures. Use of transparent water colors and opaque colors. Required of special art juniors. Given in the first semester. Ten studio hours per week. Five semester hours credit.

Art 352. Illustration and Figure. Oil painting from pose. Working out assigned illustrations using figure drawing with animal study and composition. Required for special art juniors. Second semester. Six studio hours per week. Three semester hours credit.

Art 451. Advanced Painting. Portrait, Figure and Landscape in oils, and water color. Prerequisite: Art 351 and 352. Required of special art students. Second semester. Ten studio hours per week. Five semester hours credit.

Design

Art 161. General or Elementary Design. Fundamental concept of design based on function, material contour enrichment and applied decoration. Principles of design applied in assigned projects. Required of special art freshmen. Not given this year. Eight studio hours per week. Four semester hours credit.



The Albright Art Gallery
Erected by 1901 and used at the Pan American Exposition, the Albright Art Gallery offers its special facilities in Art to the students of the State Normal College during their residence in Buffalo. The Gallery is on Elmwood Avenue and faces the Delaware Park Lake.

Art 162. Decorative Design. Continued development of design with emphasis on two dimensional decorative design. Naturalistic, Abstract, Conventional, Creative. Prerequisite: Art 161. Required of special art freshmen. Not given this year. Six studio hours per week. Three semester hours credit.

Art 163. Color Theory. Various color theories and their application. Color terms: Study of various color systems, agreement and conflict. Application of design principles in color: Psychology of Color. Required of special art freshmen. Not given this year. Four studio hours per week. Two semester hours credit.

Art 261. Lettering. Study of the origin and development of letter forms. Historic development of lettering. Letter formation and practical letter spacing. Practice in all forms of lettering. Required of special art sophomores. Not given this year. Four studio hours per week. Two semester hours credit.

Art 262. Costume design. Art principles applied in costume design. Historic periods in costume design and modern problems in adaption of costume to individual and occasion. Various renderings. Required of special art sophomores. Not given this year. Four studio hours per week. Two semester hours credit.

Art 361. Interior Decoration. Art principles applied in home decoration. Period furnishings and modern problems in home furnishings. Field trips to factories and shops. Simple renderings. Required of special art juniors. Second semester. Four studio hours per week. Two semester hours credit.

Art 451. Commercial. Poster design, black and white, color work. Methods of reproduction and requirements for each. Visits to commercial houses. Drawing for college publications. Required of special art seniors. First semester. Six studio hours per week. Three semester hours credit.

Crafts

Art 171. Elementary Crafts. Experience in crafts suitable for use in elementary schools: Simple construction and decoration in various materials; clay, wood, paper, cloth, etc. Organization and place in an activity curriculum. Required of special art freshmen. Not given this year. Six studio hours per week. Three semester hours credit.

Art 371. Mechanical Drawing. Mechanical drawing as the language of structural design. Conventional ways of showing construction. Freehand working drawings. Instrumental drawing: scale. (Covering Mechanical Drawing I, State Syllabus and as much of II as possible.) Required of special art juniors. First semester. Six studio hours per week. Three semester hours credit.

Art 471. Stage Crafts. Designing and making play materials; marionettes, miniature stage and settings, masks, costumes, etc. Staging at least one production of the dramatic department. Re-

quired of special art seniors. First semester. Eight studio hours per week. Four semester hours credit.

Art 472. Advanced Crafts. Experience in designing, constructing and decorating in various materials suitable for work on the high school level. Projects in wood, clay, concrete, leather, metal, etc. Required of special art seniors. Second semester. Ten studio hours per week. Five semester hours credit.

Art Education

Art 281. Art Education. The place of art in modern education, its ideals and objectives; the organization and development of an art curriculum. Standards, tests and measurements. Observations, readings, reports, discussions and studies. Required of special art sophomores. Not given this year. Three hours per week. Three semester hours credit.

Art 381. Elementary School Art Methods. The organization of a course of study in coordination with the other departments in the school and methods of procedure. Evaluation of various methods of teaching, creative expression, activity program, directed lessons, etc. Required of special art juniors. First semester. Three hours per week. Three semester hours credit.

Art 382. Junior Practice Teaching. Observation and participation in teaching art, in primary and intermediate grades. Assisting conferences, outlines and criticism. Required of special art juniors. Six hours per week. Three semester hours credit.

481. Secondary Art Methods and Supervision. The organization, selection and presentation of subject matter for the junior and senior high school. The work of the supervisor or special teacher and the problems involved. Required of special art seniors. First semester. Three hours per week. Three semester hours credit.

Art 482. Senior Practice Teaching. Observing, assisting and teaching art in junior and senior high school; conferences, outlines and criticism. Required of special art seniors. Six hours per week. Three semester hours credit.

SUMMER SESSION

The summer school of 1933 will be the seventeenth annual session to be held in this institution. During these years the college has grown both in extent of offerings and quality of service. This growth is indicated by the gradual increase in registration. The first session in 1917 registered less than two hundred students, and had a faculty of twenty-two offering thirty-four courses. The session of 1932 had a registration of nearly 1400 students, had fifty-eight faculty and administrative officials, and offered seventy-seven scheduled courses, not including the institute for teachers of handicapped children, which provided instruction in sight conservation, work with the hard of hearing, and with crippled children. There

was also an institute for Americanization teachers. A number of special lectures and speakers were not included in the faculty count mentioned above. More than half the faculty in the 1932 summer session were visiting members, including prominent educators from the east, south, middle west and the Pacific coast. While a majority of our students come from western New York, recent years have brought us students from the entire state, and from adjoining states.

This continuous growth indicates that the State Teachers College at Buffalo is rendering an important service to the profession of teaching by making it possible for a large number of active teachers to keep abreast of modern educational developments and to continue their professional growth without loss of time from their regular work. For the past sixteen sessions the aggregate enrollment approximates twelve thousand five hundred.

The summer session of 1933 will in general follow the plans that have prevailed during the past few years. Many of the representative courses of the regular college curriculum will be offered either by the regular faculty or by visiting members. The location of the new campus on Elmwood Avenue, and the better facilities and the additional equipment of the four new buildings make the State Teachers College an exceedingly attractive place to spend a summer session. The Albright Art Gallery, the Historical Museum, and Delaware Park should prove of value to summer students to supplement the regular work of the institution.

In addition to the regular courses, an especially rich offering of elective courses given by visiting faculty will be listed in the 1933 announcement. This is made possible through the payment of a student fee which is collected at the time of registration. This student fee also makes possible an extra-class program which includes a wide variety of offerings, partly for purposes of recreation but also affording valuable educational opportunities such as addresses or discussions by leaders in fields of thought important for educators.

In order to give a general impression of the work of the summer session, the following statement of curricula offered in the 1932 session is given herewith.

Curricula

I. General Elementary Curriculum. Candidates desiring to earn credit on the General College curriculum toward the three-year diploma or the degree may do so by electing the proper courses. Care should be taken that subjects elected apply on the desired curriculum and form the proper sequences. If in doubt, consult the Registrar, or the Student Program Committee.

II. Curriculum for Teachers in Service. In the arrangement of our Summer School offerings, special thought is always given to the needs of the teacher in service. While many of these will be desirous of working toward the three-year diploma or the degree, there will still be some who wish primarily to improve their professional preparation for their work. For such, there will be found listed among the various courses much that will be of interest.

III. Curriculum for Elementary School Principals. For the past three years the Teachers College has been developing a program for the training of elementary school principals. Several courses selected from this program will be offered in the summer session. It is hoped that these will appeal to a number of active and prospective principals. These courses will provide credit toward the state requirements for the certification of elementary school principals. For further information address Prof. C. A. Pugsley.

IV. Curriculum for Dental Hygiene Teachers. These courses are designed to meet the requirements for certification by the Education Department as a dental hygiene teacher, specified as "completion of at least 12 semester hours in approved professional courses in health education." The subjects offered are such as have been found requisite and desirable for the proper co-ordination of the dental hygienist's professional training with school programs. Registrants must be graduate dental hygienists. Afternoons are reserved for demonstrations, conferences and observation trips. Applications for admission should be by letter to Supervisor of Oral Hygiene, State Education Department, Albany, N. Y., before May 15th.

V. Curriculum for School Nurse-Teachers. Under the auspices of the Education Department, courses are given to meet the requirements for certification as school nurse-teachers. The subjects offered are such as have been found desirable for the proper co-ordination of the nurses professional training with the school program. Applicants are expected to apply for admission by letter to the Registrars of the course, the State Supervisors of School Nurses, State Education Department, Albany, N. Y., before June 1. In case of over-crowded courses, later applicants may be refused admission. Registrants must show evidence of graduation from a training school registered by the Regents, registration as an R. N. in New York State, approved professional experience and a Regents High School diploma or evidence of the successful completion of an approved four-year high school course or its equivalent unless they already hold a school nurse or health certificate.

VI. Americanization Curriculum. Under the auspices of the State Bureau of Immigrant Education, special courses of interest to teachers of Adult Immigrants' evening and day classes will be offered as indicated in the list of courses. They are open to students who have graduated from an accredited high school or who have had equivalent training plus two years of further study either at Normal School, Training Class or College.

For students successfully completing the required work, certificates will be issued by the State Department of Education.

VII. Home Economics Curriculum. While the State Department of Education does not find it possible to finance a special curriculum for Home Economics teachers at this session, there are included in the general curriculum a number of courses that may be credited either for elective or prescribed work in the special field.

VIII. Special Courses. Special courses for the training of teachers of (1) Crippled Children, (2) Eye Conservation, and (3) Hard of Hearing will be offered by specialists in these various fields. Teachers specializing in these will enjoy the privilege of unrestricted selections in other departments.

The Demonstration School

This school was used extensively last summer and strengthened the courses in Education materially. The same service will be continued in the School of Practice this summer. Three grades, selected to represent the primary, intermediate, and junior high school grades, will be in session during the entire six weeks, conducted by a selected faculty of critic and demonstration teachers. It is planned to have the work of this school demonstrate progressive techniques.

The object is to furnish opportunity for the observation of instruction for students of education. This observation will be an integral part of certain courses in Education and Methods. In addition there will be opportunity for general observation in the school for all members of the summer session. The school will be in session from 9:00 A. M. to 12:15 P. M. each day. Applications for admission as pupils in this school may be addressed to the Principal of the Summer Demonstration School, State Teachers College, Buffalo, N. Y.

Credit

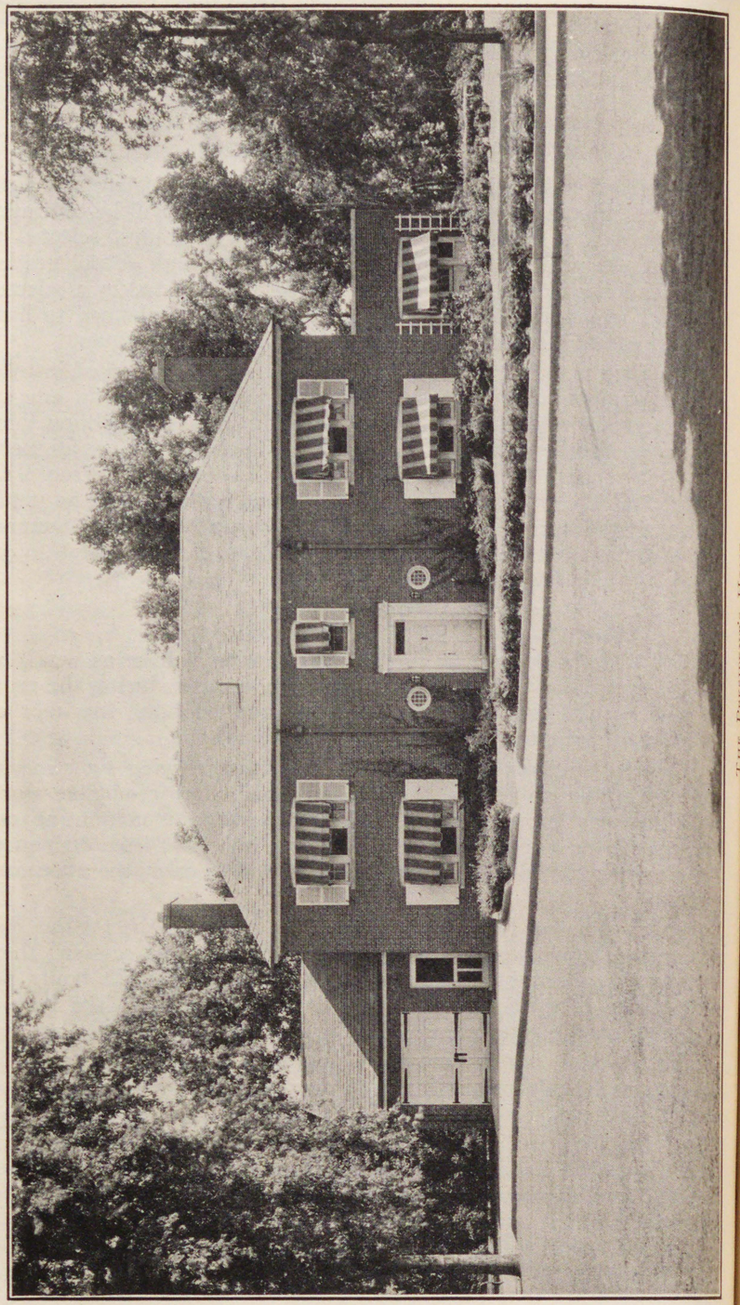
Work done in courses at the summer session will be as nearly as possible equivalent to the work of the same courses during the regular session. Therefore, courses will be credited hour for hour on the basis of semester-hour credit.

In general students will find that a program carrying six semester hours of credit will enable them to do much more creditable work. Eight semester hours of credit is the maximum amount that anyone may earn in the summer session. Students who have been delinquent in their work previously will not be permitted to carry the maximum program.

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.

Courses which are in part of a laboratory nature such as music, drawing, and health education will require a proportionately larger number of hours. No partial credit is allowed.

Students who are delinquent in the regular session and desire to make up such delinquency in the summer session must receive permission from the Student Program Committee before applying for registration in the summer session.



Practice House

Calendar

July 3rd, at 9:30 A. M.—General meeting for registration and instructions. Auditorium, State Teachers College at Buffalo.

July 4th.—Holiday.

July 5th, at 9:00 A. M.—Registration continued. Meet in auditorium. A late registration fee will be charged after this date.

NOTE: Registration closes at 4:00 P. M. each day.

July 6th—Regular class work begins.

July 8th—Regular session. Last day for registering in classes for credit.

July 15th—Regular session.

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

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

Admission

Any person who has taught or who intends to teach the coming year in the schools of the state will be admitted to the summer session. Tuition is free to all residents of New York State, excepting the extension fee announced hereafter; others will pay a fee of $10.00 per course or $25.00 for three or more courses. Registration for credit will not be allowed after July 8th. Time lost from classwork due to late entrance will be counted as part of the permitted excusable absence from courses.

Students entering after July 5th will be required to pay a late registration fee. The session is not open to high school graduates without teaching experience, or to students who have not completed high school. No high school work is offered in the summer session. Requests for further information and for copies of the summer school catalog should be addressed to the Director of the Summer Session, State Teachers College, Buffalo, N. Y. All requests for room and board should be addressed to the Housing Committee.

Student Extension Fee

The State Department of Education authorizes the charging of an extension fee. This has been $10.00 per student in recent summers. If the appropriation for state summer schools is greatly decreased or entirely eliminated from the budget, it will be necessary to increase this fee. A definite statement will be included in the summer session bulletin. This fund is used to provide additional faculty members, to finance student social activities, assembly programs and the Summer School "Record."

Summer School Committee

The committee in charge of arrangements for the summer session consists of:

President, Harry W. Rockwell.
Directors, Charles C. Root and George B. Neumann.
Director of Extension, Stephen C. Clement.

THE EXTENSION DEPARTMENT

The Extension Department was organized in its present form in 1927. Since that date it has achieved recognition as one of the largest and most comprehensive departments in its field. Through co-operation with the University of Buffalo, the Buffalo Public Schools, and the State Department of Education, it has been possible to secure the services of instructors not otherwise available, to establish courses to meet the needs of special groups, and to build up many effective liaisons between the Teachers College and its service area.

The Department is particularly interested in functioning educational service. It is ready to give desired courses for special groups, to assist in the conduct of surveys, curriculum studies and special investigations, and offers its instructors as consultants in problems pertaining to their several fields of interest. The Extension Department maintains close contact with the Eastern Conference of Extension Education, with the Buffalo Educational Council, and with other educational and civic agencies and assists in the educational programs of these organizations.

The extension program proper is organized both on an intra-mural and an extra-mural basis. A large number of courses are given at the college on Saturday, such courses meeting regular residence requirements. Courses are organized for the following groups: principals and supervisors, teachers in the various grade groups, rural teachers, vocational-industrial teachers, physical education teachers, attendance officers and other special groups.

Extra-mural courses are organized in accessible centers which can provide an adequate number of students to justify such courses. In 1932 courses were offered in Arcade, Hamburg, Lewiston, and Lockport. Instructors are ordinarily members of the regular college faculty and duplicate courses given on the regular college program. Arrangements for extra-mural courses should be made with the Director of Extension.

Practically all courses are confined to third and fourth-year subjects, so that it is possible for a two or three-year normal school graduate to continue work toward his degree. By carrying a full program of intra-mural courses, a student may earn eight points of credit a year. By carrying a full program of intra-mural and summer session courses it is possible for a student to complete a full year's scholastic requirements in from two to two and a half years. It should be noted that intra-mural courses are credited as meeting residence requirements.

The Board of Directors of the Extension Fund is composed of students and alumnae and representatives of the public schools of

the area and provides an agency for the receipt of constructive suggestions as to program and policy.

The following intra-mural courses were offered during the school year 1932-1933.

First Semester

Activity Curriculum ..... Misses Allen, Dana, Hirsch
Administration of Vocational Education ..... Mr. Small
Advanced Vocational Guidance ..... Mr. Allen
American Biography ..... Mr. DeMond
American Education Since 1900 ..... Mr. Root
Art in Everyday Life ..... Mr. Bradley
Backgrounds of Current History ..... Dr. Rockwell
Biology ..... Mr. Fretz
College Algebra ..... Mr. Phillippi
Counseling and Placement ..... Mr. Barber
Dramatics ..... Miss Goossen
Elementary School Methods in Science ..... Mrs. Gemmill
History of Civilization ..... Mr. DeMond
Mediaeval History ..... Miss Englebreck
Modern French Short Stories ..... Dr. Messner
Music for Young Children ..... Miss Cumpson
Penmanship ..... Miss Chapman
Psychology of Childhood ..... Dr. Hertzberg
Recent Developments in Nutrition ..... Miss Dupre
Social Problems and Social Planning ..... Dr. Neumann
Supervision of Instruction in Vocational Schools ..... Mr. Small
Story Telling ..... Miss Hirsch
The Romantic Movement ..... Dr. Thurber

Second Semester

Advanced Educational Sociology ..... Dr. Neumann
Comparative Education ..... Miss Dana
Climate and Man ..... Miss Svec
Contemporary Poetry ..... Mr. Hodgin
Genetics ..... Mr. Fretz
History of Science ..... Mr. Vail
History of Europe Since 1914 ..... Miss Englebreck
Home Economics Physics ..... Mr. Vail
Industrial Arts Design ..... Mr. Rooney
Junior High School English ..... Miss Kempke
Lettering ..... Miss Peek
Methods in Social Studies ..... Miss Stockberger
Modern French Plays ..... Dr. Messner
Modern Philosophy of Education ..... Mr. Bruce
Poetry for Young Children ..... Miss Hirsch
Principles of Economics ..... Mr. Bennett
Problems of Industrial Arts Education ..... Mr. Quackenbush
Progressive Methods in Elementary School Art ..... Mrs. Heyman
Psychology of Elementary School Subjects ..... Dr. Hertzberg
Psychology of Exceptional Children ..... Dr. Hertzberg

Public Relations ..... Mr. Pugsley
Rural School Teaching ..... Miss Hoffman
The Romantic Movement ..... Dr. Thurber
Sociology of Rural Life ..... Miss Hoffman
Special Kindergarten-Primary Methods ..... Miss Jamison
Supervision of Teaching of Arithmetic ..... Mr. Steel
The Teacher and the Law ..... Mr. Stoner
The Use of Achievement Tests in Improving Instruction .. Mr. Root
Trigonometry ..... Mr. Phillippi
Unit Planning in the Intermediate Grades ..... Miss O'Brien

During the first semester of the college year 1932-33, the following extra-mural courses were offered in the centers indicated.

Arcade: U. S. History since 1865 ..... Mr. Thurber

Hamburg: British and American Poetry Since 1890 .... Dr. Lappin
Principles and Practices of Progressive Teaching .. Mr. Pugsley

Lewiston: History of Civilization ..... Mr. DeMond

Lockport: Elementary School Curriculum ..... Mr. Pugsley
Survey of Science ..... Mr. Fretz
U. S. History since 1865 ..... Mr. Thurber

Buffalo: Tests and Measurements in Physical Education .. Mr. Hofmeister

REGISTRATION FIGURES

1932-33

General College Department:		
Fourth Year	124	
Third Year	194	
Second Year	258	
First Year	218	
		794
Home Economics Department:		
Fourth Year	33	
Third Year	45	
Second Year	42	
First Year	46	
Post-Graduate	1	
		167
Vocational-Industrial Department:		
Fourth Year	12	
Third Year	44	
Second Year	35	
First Year	32	
One-Year Vocational	25	
		148
Art Department:		
Fourth Year	2	
Third Year	19	
Second Year	15	
First Year	1	
Special	2	
		39
		1148

SUMMER SESSION 1932		1399
EXTENSION DEPARTMENT—1st SEMESTER 1932–33		
Intra-mural classes	417	
Extra-mural classes:		
Arcade	13	
Hamburg	41	
Hutchinson High School	15	
Lewiston	16	
Lockport	46	
	131	
	548	
Less duplicates	28	520
Total for College Departments		3067
School of Practice		350