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College Catalog, 1934-1935, Announcements

Buffalo State College

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State Teachers College
BULLETIN

BUFFALO, NEW YORK

VOL. II. No. 2



Announcements

1934 — 1935

MARCH - 1934

*Published by State Teachers College at Buffalo Five Times a
Year: In March, April, May, August, and November*

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

CALENDAR—1934—1935

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 (NOON)—Easter Vacation begins
Monday, April 9 (9:00 A. M.)—Classes resume work
Wednesday, May 30—Memorial Day (holiday)
Friday, June 8—Second semester closes
June 9, 10, 11, 12—Commencement Program
Monday, September 10—Freshmen enrollment
Tuesday, September 11—Registration
Wednesday, November 28 (NOON)—Thanksgiving Vacation begins
Monday, December 3 (9:00 A. M.)—Classes resume work
Friday, December 21 (NOON)—Christmas Vacation begins

1935

Monday, January 7 (9:00 A. M.)—Classes resume work
Friday, January 25—First semester ends
Monday, January 28—Second semester begins
Tuesday, February 12—Lincoln's Birthday (holiday)
Friday, February 22—Washington's Birthday (holiday)
Wednesday, April 17 (NOON)—Easter Vacation begins
Monday, April 29 (9:00 A. M.)—Classes resume work
Thursday, May 30—Memorial Day (holiday)
Friday, June 7—Second semester closes
June 8, 9, 10, 11—Commencement Program

Summer Session—1934

Monday, July 2—Registration
Friday, August 10—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.
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Critics

School of Practice

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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.

HARRY C. JOHNSON.....*Junior High School Critic in*
Mathematics and Science
University of Minnesota, B.S., A.M.

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, B.S.

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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.

HERTHA G. SPECHT.....*Junior High School Critic*
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N. Y. State College for Teachers, Albany, A.B.; Teachers
College, Columbia, M.A.

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*

ROSE PHILLIPS BOEHMER.....*First Grade Critic*

HELGA C. CASTREN, B.S. in Education; M.A....*Seventh Grade Critic*

MARY L. DARKER.....*Second Grade Critic*

LENA S. DENEKE, B.S. in Education.....*Sixth 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

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ELLEN C. MOCKLER.....*Second Grade Critic*

CHARLOTTE M. MOORE
Junior High School Critic in Arithmetic and Algebra

MARY HOFMANN ROBERTS, B.S. in Education...*Fifth Grade Critic*

FRANCES M. RUDELL.....*First Grade Critic*

EDNA L. SHAW.....*Kindergarten Critic*
 ELMA R. SMITH.....*Third Grade Critic*
 GRACE E. WADE.....*Third Grade Critic*
 MARION P. WAKEMAN, B.S. in Education.....*Sixth Grade Critic*

Administrative and Clerical Assistants

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 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*
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 PAULINE DELAMATER EISS.....*Stenographer*
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 HAZEL J. SCHAFFER, B.A.....*Stenographer*

GENERAL INFORMATION

This bulletin has been issued as a substitute for the general catalog which has been omitted this year. It is believed that the bulletin will afford information about the college, its curricula, requirements for admission and graduation, and its special services. Catalogs giving complete course descriptions may be consulted in the offices and library of the college and in the libraries of the leading high schools of the State.

The institution was established as a two-year State Normal School in 1867, opening its doors in 1871 and graduating its first class in 1873.

In January, 1931, the State Teachers College at Buffalo was transferred from its original location to a new campus of twenty acres, most admirably located in a site adjoining Delaware Park directly across Elmwood Avenue from the Albright Art Gallery and in close proximity to the City Historical Building. This location provides an ample athletic field and a spacious campus with four buildings grouped about a quadrangle. These buildings are in plain Georgian colonial architecture and are provided with modern equipment in every respect. Among other features the plant includes an excellent auditorium which will accommodate eighteen hundred, a library admirably located and possible marked expansion in the number of volumes, a cafeteria seating three hundred fifty, well-equipped shops, a finely arranged training school, and an adequate gymnasium equipped with a swimming pool. Near at hand on the campus a residence for the President is located.

The college does not admit students who cannot definitely declare their intention of entering the teaching profession since it is supported entirely by the State for the specific purpose of teacher preparation. To this end it maintains the following departments with specialized programs for the preparation of teachers:

- A. **General**, for the preparation of teachers for the elementary schools with opportunities for specialization in the Kindergarten Primary, Intermediate, Grammar, or Junior High School grades. In addition to specific training for the teaching of the elementary subjects, which is in the main prescribed, opportunities are afforded for the pursuit of individual interests by means of a wide range of electives in the fields of Education, Psychology, English, History and Social Studies, Science, Mathematics, and Foreign Languages.
- B. **Home Economics**, for the preparation of teachers in the elementary and secondary schools.
- C. **Vocational-Industrial**, for the preparation of teachers in the elementary and secondary schools.
- D. **Art Education**, for the preparation of teachers of Drawing and Art in the elementary and secondary schools.

E. There is also included among the offerings in the General College Department, special programs for the preparation of elementary school principals and for the training of teachers for rural and village schools.

A more detailed statement regarding the offerings of these departments may be found elsewhere in the bulletin.

All courses are uniformly four years in length and lead to the degree of Bachelor of Science. This degree has been granted to students of Home Economics since 1919 and to students in the General College Department since 1927. Freshmen, upon entering, are expected to agree to remain for a four-year course. The laws of the State require the issuance of a life teaching certificate to students who have completed a three-year program and this will be done only when requested by students who have secured positions. Persons wishing the three-year certificate only are advised to apply at one of the State Normal Schools which offer only the three-year course.

LIVING ACCOMMODATIONS

A list of residences that have been visited and approved for student use will be sent from the office of the Dean of Women or the Director of Men's Activities, upon request. In order to insure an adequate living environment during their college career, all non-resident students are expected to select only addresses so recommended unless previous arrangements have been made with Dean Reed or Dr. Neumann. 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 \$9.00 per week.

PART-TIME EMPLOYMENT

There is a restricted number of opportunities for women students to meet their living expenses by assisting in homes. Such arrangements are to be made through the office of the Dean of Women and may, whenever circumstances warrant it, necessitate reduction of curricular load during the time of such employment.

Many of the men work for part of their expenses at a great variety of types of work. On the other hand, many seek such opportunities and can not find them and in some cases are forced to leave college because they lack funds. While the college is always glad to co-operate as fully as possible in finding such opportunities, absolutely nothing can be assured and it is accordingly desirable that every man come with as much financial strength as he can secure.

In order to facilitate adjustments to college life, it is advised that all students come prepared to finance themselves at least for the first year, if possible, and for the first month without question. The average student budget covers student fee, blanket tax, fees for laboratory courses, books, carfare, lunches and fees for such activities as he or she wishes to join.

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.

TUITION AND FEES

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 \$100 a semester or \$200 a year. Textbooks and all other supplies may be purchased at the College Book Store. A registration fee of \$5.00 each semester will be charged. Each student is required to pay at the time of taking the matriculation tests a minimum fee of \$1.50 to cover the cost of the tests and scoring.

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 1934-35, applications for admission will be considered only in the cases of candidates who make an average grade of 77 per cent or more on the Regents' Examinations. Past experience shows that candidates whose averages are below 80 per cent 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 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 diseases that would unfit the candidate for the duties of teaching." Applicants will be subjected to a check-up on their health records. Physical examinations are to be given at the college by a State physician during the period set aside for personal interviews. If an appointment cannot be secured with the college physician, the physical examination may be conducted by the family physician upon authorization by the college physician. Candidates will also be required to report for a personal interview, including 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 all departments 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 the tests will be given on May 19. Notice will be sent to all high schools of the date and place of the examinations, by the Teacher Education and Certification Division. 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 \$1.50 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 made 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 admitted 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.

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 of 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, provided the high school record of the applicant's preceding training class is creditable.

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.

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.

REQUIREMENTS 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.

DIPLOMAS AND CERTIFICATES GRANTED

The degree of Bachelor of Science (in Education) is offered in the General College.

A student completing the regular elementary teachers course of four years will receive this degree and 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, and must complete the four-year course.

The completion of the four-year course does not license the graduate for senior high school teaching.

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. 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 were thirty instead of thirty-two, and fifteen instead of sixteen. Residence credit is given for all intra-mural credit courses, either in 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 candidates 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 complete a prescribed curriculum, now in the process of preparation, for junior high school teachers.

SELECTIVE ADMISSIONS AT THE STATE TEACHERS COLLEGE AT BUFFALO*

The State Teachers College at Buffalo has for a number of years been committed to the principle of selective admissions. The mere commission to a policy of selective admissions, however, does not guarantee efficient selection. Two elements are necessary to insure adequacy to this program: first, it must harmonize with the aims of the institution, and second, the methods which it employs to secure this harmony must be carefully chosen, intelligently administered, and scientifically tested.

The aim of our institution is to produce successful teachers who will be a force of leadership and power in the classroom and the community. Toward this aim all the college forces are working—the curriculum, the practice teaching program, the personnel guidance activities, and the extra-curricular opportunities. To harmonize with the aims of the institution, the selective admission program should in some degree harmonize with all of these forces. If the curriculum requires that the student possess a certain degree of intelligence, the selective admissions program must see that only students possessing this intelligence be permitted to enter. If success in practice teaching requires that the student possess in addition to other requirements a certain aptitude and personality for teaching, it should be the duty of those in charge of selective admissions to eliminate, in so far as is possible, those applicants who are deficient in this respect. And such should be the harmony with all the college forces. If a special training and ability are needed for realizing the aims of the institution, the selective admissions program has, in the large, succeeded in selecting the best students who have applied for admission.

The selective admissions program for 1934 is in brief as follows: Every candidate applying for admission in any department must (1) possess a Regents' average of 77 per cent or better; (2) take a series

* A large part of this synopsis is taken from an article by Oscar E. Hertzberg entitled "Selective Admissions and Teaching," New York State Education, December, 1931.

of matriculation examinations which measure such factors as intelligence, personality, English, learning ability, etc.; (3) have a confidential statement filled out by the high school principal; and (4) appear at the college on a set date for a personal interview and physical examination in order that a check-up can be made of such personality factors as language handicaps, excessive physical defects, personality defects, etc. A composite of all these factors determines whether or not a student will be admitted to the college.

A number of comparisons will be made between different entering classes to give an idea of the progress which we have been making the past few years. All records seem to indicate that we are obtaining a distinctly better quality of students each succeeding year. The middle student of the 1930 class had a Regents' average of 80.68; of the 1931 class, 84.04; of the 1932 class, 85.83; and of the 1933 class, 84.30. The middle student of the rejected 1933 candidates had a Regents' average of 80.5 which is equal to that of the admitted group in 1930. A very small number of students have Regents' averages between 77 per cent and 80 per cent, perhaps not more than 5 to 10 per cent of the entering class. One reason for the 1933 entering class having a slightly lower average than the 1932 class is because more emphasis was placed on the personality factors obtained through a personal interview with each candidate. If a student was found to be excessively deficient in these respects he would be rejected regardless of his other qualifications. On the basis of the standings of the four classes on Regents' averages it may be said that if our curriculum requires that the student must have a certain academic power to grasp the significance of what he is learning, then this increase in the potential quality of the scholarship of the freshmen students harmonizes with the aims of the institution.

While the intelligence tests which were given to the 1930 and the 1931 classes differed from those given to the 1932 and 1933 entering classes it was very obvious that along with the increase in Regents' averages the general intelligence of the groups had risen each year. Because the same test was used in 1932 and 1933 we can compare the two classes with each other and also with the norm on the test. In 1932, the middle student made a score of 163, whereas the 1933 middle student made a score of 167. This is considerably above the norm of 127 for college freshmen on whom the test-makers standardized their test. The middle student of the rejected candidates for 1933 had a score of 147, which was considerably above the norm but also considerably below the score made by the admitted students. The above comparisons give us a further indication that the selective program has operated to admit the most intelligent of the applying students.

One of the tests in the battery of matriculation examinations used on the 1932 entering class was the Cross English test. About this same time the American Association of Teachers Colleges made a survey of a representative number of teachers colleges throughout the United States and the Cross English test was one of a number administered to entering freshmen. The middle student in the national survey made a score of 139. The college standing the lowest made a score of 124 and the one standing the highest made a score

of 147. The middle student at the State Teachers College at Buffalo made a score of 155 which is higher than that of the institution standing highest in the national survey.

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.

Curriculum

FRESHMAN YEAR			
<i>First Semester</i>		<i>Second Semester</i>	
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	

Curriculum—Continued

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.....	3
Education 351	2	Child Training 301.....	3
Education 352	2	Elective	3
	15		17
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—1 academic credit.
The Dean's Course in Orientation, one meeting per week—no academic credit.
Freshmen 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.

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, and the State Education Department's entrance tests. 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.

Advance Credit

All former students or graduates of this department (two-year or three-year course), or students 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, 1934, must be made before August 1st. All advanced credit students who wish to make application for entrance in September, 1934, must register with this college to take the State Education Department's entrance tests, which will be given on May 19, 1934.

VOCATIONAL-INDUSTRIAL TEACHER-TRAINING DEPARTMENT

The Vocational-Industrial Department is maintained for the purpose of training teachers for the Industrial Arts program in junior

and senior high schools. The license which accompanies the diploma from the curriculum offered entitles students to teach Industrial Arts work and Mechanical Drawing in any of the grades of the elementary school as well as the senior high school.

Students desiring admission to this department 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 <i>must be a continuation</i> of a language offered by the student for admission.)	

<i>Subjects</i>	<i>Semester hours</i>
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
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)	4
and two shops to be elected from the following:	
*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
<i>Summary</i>	
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

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

ART EDUCATION DEPARTMENT

In June, 1934, the first class will graduate from the Art Education Department with the degree of Bachelor of Science in Art Education. The graduates will be certified to teach art in both elementary and secondary schools. The training of art teachers was formerly offered at Fredonia State Normal School, but four years ago this department was established at Buffalo. Some excellent candidates will be available for placement for teaching next year.

A class will be received in the Art Education Department in September, 1934. Students have been turned away for two years on account of budgetary limitations.

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 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 Education Department, requesting an application blank and a home examination in drawing.

The application must be returned properly filled out, together with the required drawings, and a certified statement that these are the applicant's personal unaided work.

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

Entrance Requirements

1. The academic subject requirements for admission are the same as those for admission to the General Department. Elementary Representation and Elementary Design, though not required, are urgently recommended.

2. High school scholarship of 77 per cent 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 residents 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 \$75.00 to \$100.00 per year, exclusive of living expenses.

A scholarship of \$100.00 a year is awarded annually to a deserving and outstanding student in this department by the Art Kraft Klub, 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 residence 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.

PREPARATION FOR THE ELEMENTARY SCHOOL PRINCIPALSHIP

This institution offers preparation to candidates for certification for the elementary school principalship. All requirements for provisional certification, except that of teaching experience, may be met as part of the degree requirement. Preparation toward permanent certification is also offered at this institution. Qualification as a teacher in the elementary or junior high schools of this State is basic to certification as an elementary principal. No principalship certificates are issued except on the written recommendation of the employing superintendent. Part of the offerings for both types of principalship certification is as follows: Curriculum of the Elementary School, Techniques in Supervision, Administration of the Elementary School, General School Administration, Record Systems and Reports, Public Relations, Directing the Study Habits of Children, Statistical Methods. Attention is especially called to the course, "Field Work in the Elementary Principalship," which is offered only in the second semester of each college year. This course is of major importance in principalship preparation.

For further information, write C. A. Pugsley, Professor of Elementary School Administration.

PREPARATION FOR RURAL TEACHERS

The courses in Rural Education recently added to the curriculum have for their aim the preparation of teachers for small rural and village schools. Two courses each are offered in the regular college session and in the extension classes on Saturday. In line with the recent recommendations of the Conference of Teachers Colleges and Normal Schools on the preparation of elementary teachers for one and two teacher schools, the courses are designated as Rural School Teaching and Rural Education.

The course in Rural School Teaching deals with the problems of the curriculum and the organization of the small rural school. Speci-

fically the problems to receive attention will be: (1) the combining of subjects and the grouping of pupils, (2) unit teaching and the integration of subjects, (3) materials of teaching, (4) care of health, etc.

The course in Rural Education will deal with the general problems in the rural field. These problems attacked will be: (1) organization of rural schools, (2) duties and responsibilities of school officials and the teachers' relationship to them, (3) financing the rural school, (4) social welfare agencies, etc.

To supplement these courses, students will be given the opportunity for observation and practice in nearby co-operating one-room schools.

Miss Kate V. Wofford has been secured to head the Rural Education Department. Miss Wofford is a graduate of Winthrop College, Rock Hill, S. C., and holds the degree of Master of Arts from Cornell University. She has pursued work in Rural Education leading to the degree of Doctor of Philosophy at Teachers College, Columbia University. She has had three years of experience as a teacher in the public schools of South Carolina, and served for seven years as county superintendent of schools in Laurens county. She has gained national recognition as a leader in Rural Education and as a speaker on educational topics before educational groups in the southern and middle-western states.

THE SERVICES OF THE PLACEMENT BUREAU

The purposes of the Placement Bureau at State Teachers College are: (1) to provide the schools of New York State with teachers who will render the greatest public service by meeting the needs of the communities into which they go as teachers; (2) to assist our graduates in securing positions in which, by reason of their special training and personality they are most likely to succeed. As a subsidiary purpose we are following-up our placements and making a study of the results to the end that our service may be constantly improved.

Organization of Our Placement Service: The placement activities of the college center in the Placement Bureau which was established in September, 1932. We aim to know our graduates who are candidates for positions and shall present school officials with the facts as we know them. We also aim to become acquainted with the needs of the various schools, consider carefully the requirements of the vacancies as reported and submit credentials of the best candidates available for the position.

Placement Personnel: The Director of Training, Mr. H. J. Steel, is the responsible head of the placement activities. A well qualified secretary who will have charge of the Bureau has been selected in the person of Mrs. Pauline E. Botty who is also permanent Alumni Secretary. She will be responsible for keeping the working machinery of the Bureau in order, will co-operate with the Department Heads in the selection of candidates for positions, will assist the students in placement problems and be available at all times to render service to school officials. The Placement Committee,

representing the various departments and including the department heads, are available at all times for consultation regarding the candidates in their respective departments. In the Placement Bureau will be filed all records pertaining to the training, ability and experience of the students, complete reports of the work done in practice teaching, reports from various faculty members, and reports on the work in the field for those with experience.

Types of Preparation: Below is a list of the departments from which we graduate students. This will not only give the types of positions for which we have candidates but also the names of the respective department heads.

- | | |
|---|--------------------|
| 1. General College | Department Heads |
| Junior High School or Grammar Grades
with B.S. degree..... | H. J. Steel |
| Intermediate Grades with B.S. degree..... | Gertrude M. Bacon |
| Kindergarten-Primary with B.S. degree.... | Grace A. Allen |
| Rural Teachers..... | Kate V. Wofford |
| Elementary Principals with degree..... | Chester A. Pugsley |
| 2. Art Education | |
| B.S. degree, elementary or secondary..... | Charles B. Bradley |
| 3. Home Economics Education | |
| B.S. degree in Home Economics, elementary
or secondary..... | Myrtle V. Caudell |
| 4. Industrial Arts Education | |
| B.S. degree, elementary or secondary..... | Irving C. Perkins |
| 5. Vocational Education | Irving C. Perkins |
| B.S. degree for teaching specified subject in
Industrial or Technical High Schools | |
| One-year Vocational certificate for teaching
specified subject | |

Specific Functions of Placement Bureau: To have a complete file of inexperienced candidates for positions is one of our main functions. There is in the Bureau a complete record of the ability of every graduate who is a candidate for a position. Any of this material is available in composite folder form to interested school officials. In the belief that there should be a very close relationship between the training of teachers and existing conditions in the teaching field, the Bureau hopes to build up a well-organized follow-up service so that we may become thoroughly acquainted with the way our graduates fit into the work in the field. We shall gladly use the information obtained to help teachers to adjust to conditions in the school and community. We shall also use the follow-up results in our promotion file.

From time to time employers come to us with requests for experienced teachers. We shall fill these requests by means of the results obtained in our follow-up studies as well as from personal observation by the faculty.

We shall also arrange personal interviews for the convenience of school officials. If convenient it is urged that employers come

to the Placement Bureau for interviewing candidates. They can see several in a short time, can look through the records on file, and can consult by phone or in person any faculty members. A convenient place for interviewing candidates is provided in the Bureau office. Should it be inconvenient to visit the college we shall be glad to instruct candidates as to the time you desire to interview them.

Co-operation of School Officials: We could not maintain an efficient service without the co-operation of the school officials we are to assist. We ask, first, that we be given specific information about vacancies: Subject or grade to be taught, other duties carried by the position, any special requirements, experience and how much, information concerning the school, name and address of official to whom applications should be directed and any other information that will assist us in selecting the candidates suitable for the particular vacancy. We ask, second, that you give us advance notice of at least three days of a visit to the college. Such notice enables us to select the very best candidates and arrange a conference schedule most efficiently. We ask, third, that you observe closely our placement service and give us any suggestions you might have for its improvement, since only in that way can we serve you efficiently and effectively.

THE PLACEMENT COMMITTEE

H. J. STEEL, *Chairman*,

Members:

- GRACE A. ALLEN, Kindergarten-Primary
- GERTRUDE M. BACON, Intermediate
- PAULINE E. BOTTY, Placement Secretary
- CHARLES B. BRADLEY, Art
- MYRTLE V. CAUDELL, Home Economics
- IRVING C. PERKINS, Vocational-Industrial
- J. F. PHILLIPPI, Mathematics
- MILDRED L. SIPP, Home Economics
- JOHN M. THURBER, English
- KATE V. WOFFORD, Rural Education

THE EXTENSION DEPARTMENT

The Extension 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. 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.

SUMMER SESSION

The summer school of 1934 will be the eighteenth annual session to be held in this institution. During these years the school has grown both in extent of offerings and quality of service. This growth is indicated by the gradual increase in registration.

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 seventeen sessions the aggregate enrollment approximates twelve thousand five hundred.

The summer session of 1934 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 1934 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 1933 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. 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.

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

VI. Special Courses. Special courses for the training of teachers of (1) Crippled Children and (2) Eye Conservation 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.

Calendar

July 2nd, at 9:30 A. M.—General meeting for registration and instructions. Auditorium, State Teachers College at Buffalo.

July 3rd—Regular class work begins. A late registration fee will be charged after this date.

July 4th.—Holiday.

July 7th—Regular session. Last day for registering in classes for credit.

Sessions will be held daily except Saturday from 8:25 A. M. to 3:15 P. M.

August 10th—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 7th. Time lost from class-work due to late entrance will be counted as part of the permitted excusable absence from courses.

Students entering after July 3rd 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 was \$20.00 per student last summer. 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.
Secretary, Marion A. Clark.

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REQUEST FOR SUMMER SESSION BULLETIN

Please send me one copy of your Summer Session Bulletin. I
am especially interested in.....
.....

Name

Address