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STATE TEACHERS COLLEGE
AT
BUFFALO



SUMMER SESSION

JUNE THIRTIETH TO AUGUST EIGHTH
NINETEEN THIRTY

SUMMER SESSION FACULTY

1930

- Harry W. Rockwell.....President
 President, State Teachers College at Buffalo
- Charles C. Root..... }
 Professor of Education and Psychology, } Directors of
 State Teachers College at Buffalo } Summer
 George B. Neumann..... }
 Professor of Sociology, } Session
 State Teachers College at Buffalo }
- Stephen C. Clement.....Director of Extension
 Professor of Education and Sociology, State Teachers College at Buffalo
- Charles F. Allen.....Junior High School and Extra-
 Curricular Activities
 Supervisor of Secondary Education,
 Little Rock, Arkansas
- Etta Anchester.....Kindergarten-Primary
 Supervisor, Chicago Teachers College
- Charles B. Bradley.....School Art
 Professor of Fine Arts, State Teachers College at Buffalo
- Homer A. Bruce.....Education and Psychology
 Instructor in Education, State Teachers College at Buffalo
- Helen K. Cassidy.....Second Grade Demonstrator
 Advisory Teacher, Buffalo City Schools
- Ina V. Burt, M. D.....School Nursing
 Resident Physician, Fredonia State Normal School
- Luella Chapman.....Penmanship
 Instructor in Penmanship, State Teachers College at Buffalo
- Mary C. Clark.....School Nursing
 Nurse, State Teachers College at Buffalo
- Stephen C. Clement.....Sociology and Education
 Professor of Education and Sociology, State Teachers College at Buffalo
- Charles D. Cooper.....Geography
 Director of Training, Brockport State Normal School
- Marion P. Dana.....Kindergarten-Primary
 Instructor, Kindergarten-Primary Department, State Teachers College at Buffalo
- Robert O. DeMond.....History
 Professor of History, State Teachers College at Buffalo
- Mitchell Dreese.....Character Education
 Director of Personnel, Grinnell College, Iowa
- Helen G. Englebreck.....History
 Instructor in History, State Teachers College at Buffalo
- Raymond M. Fretz.....Arithmetic and Science
 Assistant Professor of Science, State Teachers College at Buffalo
- Marguerite Gane.....Sociology
 Children's Aid Society, Buffalo
- Lina Gielow.....Eighth Grade Demonstrator
 Critic, State Teachers College at Buffalo
- Clifford J. Gould.....Education and Principal of Demonstration School
 Principal, Washington Elementary School, Kenmore
- Eleanor Gover.....Geography
 Critic, State Teachers College at Buffalo
- Juva N. Higbee.....Music
 Director of Music, City Schools, Ann Arbor, Michigan
- David R. Hodgin.....English
 Instructor in English, State Teachers College at Buffalo
- Katherine Holmes.....Nutrition
 Department of Chemistry, University of Buffalo
- Evelyn Holston.....English and Education
 Supervisor, Public School Department, Springfield, Massachusetts

Frederick Houghton.....Immigrant Education
 Director of Immigrant Education, Buffalo

Marguerite Kastrop.....Clinic Teacher in Eye Conservation
 Teacher in Sight Conservation Classes, Cleveland, Ohio

Ida L. Kempke.....English
 Professor of English, State Teachers College at Buffalo

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

H. L. Levin, M.D.....Mental Hygiene
 Psychiatrist, Buffalo State Hospital

Olga Lommen.....Courses for Teachers of Crippled Children
 Principal, Michael Dowling School for Crippled Children, Minneapolis, Minnesota

Verne McGuffey.....Rural Education
 Professor of Psychology and Education, Jamaica Training School for Teachers

Charles A. Messner.....French and Latin
 Professor of Latin and French, State Teachers College at Buffalo

Haydn Morgan.....Music
 Director of Music, Grand Rapids, Michigan

Anna M. Neukom.....School Nursing
 New York State Department of Education, Albany, New York

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

Inez Parker.....Eighth Grade Demonstrator
 Advisory Teacher, Buffalo City Schools

Olive S. Peck.....Courses for Sight Conservation
 Supervisor, Sight Conservation Classes, Cleveland, Ohio

Irving C. Perkins.....Educational Measurements
 Director of Vocational Department, State Teachers College at Buffalo

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

Chester A. Pugsley.....Elementary School Administration and Supervision
 Principal, Public Schools, Pasadena, California

George M. Quackenbush.....Introduction to Teaching
 Assistant Professor of Vocational Education, State Teachers College at Buffalo

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

Winifred Salom.....Health Education
 Instructor in Health Education, State Teachers College at Buffalo

Dora Schulman.....Courses for Teachers of Hard of Hearing
 Instructor in Public Schools of New York City

Florence A. Sherman, M. D.....School Nursing
 New York State Department of Education, Albany, New York

Alma M. Shugrue.....Children's Literature and
 Educational Measurements
 Instructor, Kindergarten-Primary Department, State Teachers College at Buffalo

Charles A. Vail.....Nature Study and Science
 Instructor in Science, State Teachers College at Buffalo

Cora E. Wadsworth.....Public Speaking
 Critic, New Paltz State Normal School

Frank T. Wilson.....Psychology
 Special Supervisor, Los Angeles County, and Extension Lecturer,
 University of Southern California

William V. Winslow.....School Art
 Supervisor of Art, North Tonawanda City Schools

Isabel R. Houck.....Registrar
 State Teachers College at Buffalo

Grace Viele.....Librarian
 State Teachers College at Buffalo

Edith Grear.....Assistant Librarian
 High School Librarian, Elba, New York

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

VISITING FACULTY MEMBERS IN THE
 SUMMER SESSION OF 1930

Mr. Charles F. Allen is supervisor of Secondary Education at Little Rock, Arkansas. His academic training includes work at the University of Chicago, Teachers College, Columbia University, the University of Missouri and the University of Arkansas. He has had extensive elementary teaching experience and has been a member of the summer faculties of the University of Rochester, University of Florida and the University of Missouri. He has been co-author of a number of books on extra-curricular activities and is well known as an outstanding expert in that field. He is associate editor of the N. E. A. Journal and the Junior High School Clearing House.

Mr. Allen is to give work in extra-curricular activities and in junior high school organization.

Miss Etta L. Anchester is a graduate of Milwaukee State Teachers College and received both her Bachelor's and Master's degrees at Columbia University. She has taught in the Milwaukee Public Schools and the Walden School, New York City. She is Director of Play Schools of the Child Study Association and Supervisor of Kindergarten and Primary Practice Teaching at Chicago Teachers College. Miss Anchester was a member of the summer school faculty of 1929.

She is to give work in Kindergarten-Primary subjects.

Dr. Mitchell Dreese comes to us from Grinnell College, Iowa, where he is Director of Personnel. Dr. Dreese received his doctorate from Teachers College, Columbia University, and has had wide experience in boys' work and settlement work. He is at present conducting an experimental program in vocational and educational guidance under the direction of the J. C. Penney Foundation.

Dr. Dreese will give courses in the Psychology of Character and in Educational Guidance.

Mr. Clifford J. Gould, Principal of the Washington Elementary School at Kenmore, is to act as principal of the Demonstration School and will offer courses in Supervision. Mr. Gould is favorably known throughout Western New York for his skill as an elementary school principal. He is a specialist in the Supervision of the Teaching of Reading, having received intensive training under the supervision of Dr. Gray of the University of Chicago.

Miss Evelyn T. Holston has been since 1922 Supervisor of Elementary Education in the Public Schools of Springfield, Massachusetts. Her experience in public schools is exceptionally broad. Miss Holston has already demonstrated her success as a member of our faculty in the summer sessions of 1922, 1923 and 1929. This summer she will offer two courses—"The Child and the Curriculum" and "Advanced Methods in Elementary School English."

Dr. Verne McGuffey is a great grandson of the author of the famous McGuffey readers. Dr. McGuffey has had extensive experience in the rural schools of Kansas and Colorado. He received his Master's degree from the State Teachers College at Greeley and his Doctorate at Teachers College, Columbia University. Dr. McGuffey is at present Professor of Psychology and Education in the Jamaica Training School for Teachers. He is also lecturer in Psychology and Education at Fordham University and Hunter College. Dr. McGuffey's courses will deal with problems of rural education in New York State.

Miss Juva N. Higbee is a graduate of the Music Department of Hillsdale College, Michigan, and of the American Conservatory of Music, Chicago. She has also had summer work at North Western and Columbia universities and has studied privately with J. Harry Wheeler, Frank Croxton and others. Miss Higbee had experience as teacher of voice in Defiance College, Ohio. Later she was supervisor of music at Valparaiso, Indiana, and Adrian, Michigan. At the latter place she was especially successful with glee club and orchestra work, winning the state championship for two successive years. For the past three years she has been in charge of music in the schools of Ann Arbor and has also taught in the University School of Music.

Mr. Chester A. Pugsley comes to us from the principalship of a large elementary school in Pasadena, California. Mr. Pugsley's academic preparation includes work at Dalhousie University, Halifax, Nova Scotia, the University of California, the University of Southern California and Teachers College, Columbia University. Mr. Pugsley received his Master's degree from Columbia University in 1929. His experience includes teaching and administrative work in Nova Scotia, British Guiana, South America, and Pasadena. Mr. Pugsley will have charge of courses in the field of elementary school administration.

Mr. Haydn Morgan, Director of Music in Grand Rapids, Michigan, is one of the outstanding Supervisors of Music in the country. He has the degree of B. S. in Music from New York University and has been a successful Supervisor of Music for about fifteen years, most of which period was spent in Ohio. His chorus and glee club took first prize in musical competitions in Ohio for four or five consecutive years. He is an exceptionally able conductor of both chorus and orchestra.

Miss Marguerite Kastrup, a graduate of Michigan Normal College at Ypsilanti with additional work at Columbia and Western Reserve universities, has been engaged in Sight Conservation and Open Air Classes in the City of Cleveland during the last eight years, and has been Special Instructor at Akron University during the summer session.

Miss Olive S. Peck, a graduate of Teachers College, Miami University, Oxford, O., has had special training at Columbia and Western Reserve universities. She has been Supervisor of Sight Conservation Classes in Northern Ohio and is co-author of the Manual used by the City of Cleveland in Sight Conservation Classes.

Miss Dora Schulman, a graduate of the New York City Training School for Teachers, has had special training in New York University, Columbia, Western Reserve, and Hunter College. She has had wide experience in lip-reading clinics and courses and represented this phase of special work on the National Council of Education.

Miss Anna M. Neukom, Director and Registrar of the School-Nurse Teachers' Course, is a graduate of Syracuse University with several years' teaching experience in some of the prominent high schools of New York State. She started her training as a nurse during the World War and graduated from Mount Sinai Hospital, New York City. She has also done summer school work at several important centers. She did nursing in the Health Education Department of the Binghamton City Schools until she resigned to assume her duties as State Supervisor of School Nurses. In this position she is the successor of Miss Marie Swanson who organized the course in this school.

We welcome the return of Charles W. Cooper of the Brockport State Normal School and Henry A. Lappin of D'Youville College. Mr. Cooper and Dr. Lappin have made notable contributions to previous summer sessions.

CALENDAR

June 28th. First registration day beginning at 9:30 A. M. Students are urgently requested to arrange for registration on this date.

June 30th. At 9:30 A. M. General Meeting for further registration and instructions, Assembly Hall, State Teachers College at Buffalo.

July 1st. Regular class work begins.

July 4th. National Holiday.

Sessions will be held daily, except Saturdays, from 8:20 A. M. to 3:15 P. M. However, it will be necessary to hold session on Saturday, July 12th, because of the holiday occurring during the first week.

July 18th. Americanization Class closes.

August 8th. 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. Late entrants will be expected to maintain perfect records of attendance in order to receive credit. Students entering after July 1st 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.

STUDENT EXTENSION FEE

By vote of Summer Session student bodies and through custom and usage, a student self-assessment of \$10.00 is collected at the beginning of the summer session. This fund is used to provide additional faculty members, to finance student social activities, assembly programs and the Summer School "Record".

This fund is to be collected by the Board of Directors of the Extension Fund, which body is also to supervise the distribution of the funds. The Board of Directors is entirely separate from the State Teachers College, being a group of present students and alumni, representing as wide a geographical and interest distribution as feasible. The Board of Directors, while it is working in cooperation with the college, is entirely distinct. All courses given under the direction of the Board are held within the college walls and are given college credit.

In accordance with the above vote the Director of Extension has engaged the services of a number of eminent educators whose names appear elsewhere in this catalog.

The Board of Directors of the Extension Fund has adopted the following regulations:

Each student will be expected to pay a student extension fee of \$10.00 upon registration. Payment of this fee will entitle said student to register for courses given by visiting faculty members, will entitle him to receive the Summer School "Record", and will admit him to all summer school social and extra-curricular activities and assembly lectures.

Any student who shows financial inability or other satisfactory reason, may, if application is made to the Director of Extension on or before June 1, be excused from such payment.

No student, unless officially excused from payment of fee, will be admitted to extension courses or to the indicated social activities or special lectures until such payment is made. Payment must be made to an official representative of the Board of Directors of the Extension Fund before registration.

BOARD AND ROOMS

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

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

Two persons occupying a room, from \$3.00 to \$5.00 per week and upwards.

Room and board in same house (two in a room), from \$7.00 and upwards per week.

All inquiries concerning room and board should be addressed to the Housing Committee, State Teachers College at Buffalo, Buffalo, N. Y.

CREDIT

In obtaining credit for work completed at the Summer Session, the following regulations will obtain:

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

Six semester hours of credit toward the State Teachers College Curriculum may be taken ordinarily but special permission to carry eight hours may be given by the Student Program Committee if the previous scholastic record of the applicant indicates that the larger assignment of work may be undertaken with reasonable assurance of success.

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. No partial credits are given. Students who are delinquent in the regular session and desire to make up such delinquency in the Summer Session must receive permission from the Student Program Committee before applying for registration in the Summer Session.

(2) Students are now required to complete a three-year curriculum in this institution in order to secure a life diploma. The completion of two years of the three-year curriculum will, however, entitle a student to a limited certificate valid for at least three years in the rural and village schools. The renewal of such certificate may be secured by earning twelve semester hours of credit in summer sessions. The third year of the requirement may be completed by further attendance at the regular session and during summer sessions. All candidates for such certificate and diploma must be graduates of a high school curriculum approved by the Commissioner of Education.

(3) A graduate of a high school curriculum approved by the Commissioner of Education, who after graduation completed a year's course in a Training Class and has had at least one year of experience in teaching since graduating from a Training Class may receive advanced credit equivalent to one year on the three-year curriculum.

(4) Beginning September 1926 a fourth year leading to the degree of Bachelor of Science (in Education) was added to the curriculum. Credit toward this degree may be earned in part by our two-year and three-year graduates in the Summer Session after consultation with the Registrar, Student Program Committee or President.

PROGRAM

First Class Period.....	8:20— 9:15
Second Class Period.....	9:20—10:15
Third Class Period (Monday, Wednesday and Thursday).....	10:20—11:15
Assembly Period (Tuesday and Friday).....	10:20—11:15
Fourth Class Period.....	11:20—12:15
Fifth Class Period.....	12:20— 1:15
Sixth Class Period.....	1:20— 2:15
Seventh Class Period.....	2:20— 3:15

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

Students in School Nursing must reserve afternoon for demonstrations, observation trips and conferences.

ASSEMBLY

As indicated above there will be two assembly periods each week. Attendance is optional but students are urged not to be absent. In fact, the programs for this part of the Summer Session are of such a nature that no student can afford to miss them. The Summer School "Record" will give advance information concerning speakers and entertainments. On account of the holiday, Friday, July 4, there will be but one assembly the first week.

CURRICULA

I. General Elementary Curriculum

Candidates desiring to earn credit on the General Normal Curriculum toward the diploma or 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 Student Program Committee.

The vote of the student body taken in August, 1928, will insure funds which will make the Summer Session of 1930 particularly rich in special courses provided by experts in their respective fields who will be brought here from various parts of the country. A detailed statement of the qualifications of these faculty members will be found elsewhere in this catalog.

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 Dental Hygiene Teachers

These courses are designed to meet the requirement 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 hygienists' professional training with school programs. Registrants must be graduate dental hygienists. Afternoons are reserved for demonstrations, conferences and observation trips. Applicants for admission should apply by letter to Supervisor of Oral Hygiene, State Education Department, Albany, N. Y., before June 25th.

IV. 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 Director and Registrar of the course, Miss Anna M. Neukom, State Supervisor of School Nurses, Education Department, Albany, New York, before June 25th. 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 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 teacher certificate.

V. 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.

VI. Home Economics Curriculum

While the State Department of Education did 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.

VII. 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 rooms in the college building 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 faculty selected from the critic and demonstration faculties of the college and of the Buffalo City Schools. The object of this demonstration school 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 Demonstration Summer School, State Teachers College, Buffalo, New York.

EDUCATION AND PSYCHOLOGY

1. **Introduction to Teaching.** Designed to orientate the beginning student, to give an introduction to teaching as a profession and to serve as a guide to the intelligent selection of a specific curriculum at the end of the first year. Required of freshmen. Two semester hours credit. One hour daily. Mr. Quackenbush.

2. **Elementary Psychology.** An introduction to educational psychology which places the emphasis on child psychology as a basic science

to teaching, with particular attention to the psychology of learning and related topics. Required of freshmen. Three semester hours credit. Eight hours per week. Mr. Wilson.

3. **Educational Measurements.** Designed to give elementary teachers sufficient acquaintance with standard tests and scales to enable them to use such instruments for the improvement of classroom instruction. Differentiated for primary and upper grades. Required of juniors. Two semester hours credit. One hour daily. One section for upper grades will meet eight hours per week and carry three points credit (new curriculum). Mrs. Shugrue, Mr. Perkins.

4. **History of American Education.** A brief study of the evolution of our American State school system including the European background, transplanting of European ideas, their adaptation to American conditions, the establishment of our State system and the recent rapid expansion and extension of that system to meet the needs of our modern life. Required of juniors. Three semester hours credit. Eight hours per week. Mr. Root.

5. **Principles of Education.** Aims to integrate for teachers the details of educational theory and practice represented by the preliminary courses in education and psychology, thus furnishing them with a unified body of educational doctrine. This is accomplished by viewing the educational process as the "life process." From the natural laws of this process are developed the fundamental principles and goals for education. Students who are interested in rural education should elect Mr. McGuffey's section. Required of juniors. Three semester hours credit. Eight hours per week. Mr. Bruce, Mr. McGuffey.

6. **Specialized Psychology.** A more advanced treatment of educational psychology dealing with the characteristics of school children in the intermediate and grammar grades, and the implications for the proper treatment and instruction of children in these grades. Required of juniors. Three semester hours credit. Eight hours per week. Mr. Wilson, Mr. Bruce.

7. **Junior High School Organization and Administration.** The special purposes of the institution and the features of the school designed to achieve these purposes are the main features of this 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 school plant; the history of the movement and tendencies toward standardization. Required of senior degree candidates in the grammar grade division. Three semester hours credit. Eight hours per week. Mr. Allen.

8. **Supervision I.** A comprehensive study of problems and activities involved in the supervisory leadership and assistance of teachers. Special consideration is given to such matters as the true meaning of supervision; training and personal qualities of the supervisor; making classroom visits helpful to teachers; conducting individual and group conferences; teachers' meetings; planning of supervisory programs; measuring improvement of teachers; evaluating supervisory activities, etc. Open to principals, supervisors, and teachers of one or more years' experience and others who are especially qualified. Two semester hours credit. One hour daily. Mr. Gould.

9. **Supervision of Reading in the Elementary School.** A study of the means and materials for the improvement of teaching in reading, with emphasis on the silent reading technique in grades 1 to 6. Recent developments and investigations will be studied through assigned readings in books and magazines, through lectures and through assigned exercises. This is a course for experienced teachers and principals. Elective for fourth year. Two semester hours credit. One hour daily. One additional credit may be earned by arrangement with instructor to observe four periods per week in the demonstration school, followed by one period of conference with the demonstration teacher and instructor.

(Note: A fee of 50 cents to cover materials will be required of each student.) Mr. Gould.

10. Duties of Elementary School Principals. An inclusive study of the work of the principal as an educational leader of his school. Topics for consideration: Evolution of the principalship; professional opportunities in principalship service; analysis of duties; administrative organization of elementary schools; administration of the school plant; management of supplies and text books; effective office management; supervision of teaching; classification and educational adjustment of pupils; child accounting; inventories and reports; community relationships; professional growth. Open to principals and teachers of one or more years' experience and others especially qualified. Three semester hours credit. Eight hours per week. Mr. Pugsley.

11. Public School Administration. A unified view of school administration, covering such fields as national and state responsibility for local schools; state, county and city boards of education and administrative relationships; organization of administration and supervision in large and small city systems; business and financial management; selection and management of the teaching staff; organization of courses of study; co-ordination of research department, school properties department, attendance department and other specialized services in the interests of the school program; school publicity and reports. The aim of this course is to give the student an understanding of the fundamental principles of school administration in order that the cooperative relationships of teacher, principal and superintendent's staff may be seen and appreciated. For fourth year and properly qualified third year students. Three semester hours credit. Eight hours per week. Mr. Pugsley.

12. The Child and the Curriculum. A critical analysis of the modern school. A background of educational philosophy and psychology will be developed through reference readings and class discussions. The tendencies in American thinking, out of which the modern school has emerged, will be examined. This preliminary work will be directed toward the development of sections of the curriculum in a "child centered school." Original units of teaching will be required as part of the written work of the course. Elective, third and fourth years and teachers of experience. Two semester hours credit. One hour daily. Miss Holston.

13. Extra-Curricular Activities. The organization and administration of some twenty-two leading junior and senior high school activities, for principals, teachers, advisers, and sponsors. Course to be adapted to special needs of members of the class. Students are requested to bring various types of illustrative materials for exhibit collection and for study. Elective for juniors and seniors in intermediate and grammar grades. Three semester hours credit. Eight hours per week. Mr. Allen.

14. Problems of Rural Education in New York State. This course is designed to be of immediate assistance to all who teach in rural schools and to principals and supervisors of village and consolidated schools. The course will include such topics as: Individual instruction, adaptation of curriculum and methods of instruction to the rural school, organization and management of consolidated and central schools, measurement in rural schools, community relations of the rural teacher, etc. The course will be adapted to the interests of the class as a whole and provision will be made for special study of problems of individuals. Elective, third and fourth years. Three semester hours credit. Eight hours per week. Mr. McGuffey.

15. Psychology of Character Education. It is commonly recognized that the researches of modern psychology have necessitated the reconstruction of the traditional ways of regarding character. This course will attempt to answer the questions: "What is character?" and "How may we, as teachers, assist young people in developing socially desirable lines of conduct?" A major part of the course will be spent

surveying present experimental evidence as to the nature of character. Elective for juniors and seniors. Two points credit. One hour daily. Mr. Dreese.

16. Theory and Practice of Educational Guidance. A course in the theory and practice of educational and vocational guidance planned for the classroom teacher or for those who may later wish to specialize in the field. Present guidance procedures in school systems, industrial establishments and private agencies will be critically evaluated and an attempt will be made to have each student formulate a program of guidance, applicable to his particular situation. Elective for juniors and seniors in the general curriculum. Not open to students in the vocational department for license in vocational guidance. Three semester hours credit. Eight hours per week. Mr. Dreese.

ENGLISH AND LITERATURE

1. Written Expression. Freshman composition. Considerable practice in writing, with the intention to develop first, the ability to write clear and correct English, and second, those qualities of originality and individuality which are characteristics of all good style. Special emphasis is given to the sentence and the paragraph. Required of all first year students. Two semester hours credit. One hour daily. Mr. Hodgkin.

2. Literature I. The course is intended to introduce the student to the great masterpieces of world literature, with special attention to English and American writers. This first course will be devoted largely to the narrative of literature, epic poetry, the ballad, biography, and fiction. The work of leading contemporary writers will regularly be studied side by side with their great predecessors. Required of all first year students. Three semester hours credit. Eight hours per week. Mr. Lappin.

3. 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 third year intermediate sections in old curriculum and second year intermediate students in the new curriculum. Three semester hours credit. Eight hours per week. Miss Kempke.

4. Junior High School English. Designed to prepare students to teach in the higher grades of the elementary school. Discussions center on certain broad problems such as the nature and dominant characteristics of the pre-adolescent child and the social values of English in modern life. The teaching of oral and written composition in these grades is stressed from its social aspect. The course also aims to present the principles underlying the technique of teaching silent reading, in order that students may properly guide their pupils in forming habits of study. Required of all students in the third year grammar sections. Three semester hours credit. Eight hours per week. Miss Kempke.

5. Advanced Methods in Elementary School English. Objectives of English instruction in the elementary school (English to include spoken and written language, reading, spelling); content and grading of subject matter; suggestions for teaching in various fields in the light of outcomes; provisions for individual differences and the classification of pupils; measurement of achievement and use of results for diagnosis and improvement of instruction; criteria for evaluation and selection of textbooks. Elective, third and fourth year and teachers of experience. Three semester hours credit. Eight hours per week. Miss Holston.

6. Shakespeare. The principal plays are read and discussed in class. It is the aim of the course to show the progressive development

of Shakespeare's art, and to relate him to his age and to his fellow-workers. It is highly desirable that those electing this course should have had the course in the drama to 1642. Elective in the third and fourth years. Three semester hours credit. Eight hours per week. Mr. Hodgkin.

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

8. **World Literature.** Masterpieces of mediaeval and modern European literature in English translation, including mediaeval epics and romances, mediaeval tale collections, Dante's Divine Comedy, documents illustrating the culture of the Renaissance, Cervantes' Don Quixote, Moliere's comedies, Goethe's Faust, Victor Hugo's lyrics and tragedies. May be counted for concentration in English or foreign language. Elective for sophomores, juniors, and seniors. Two semester hours credit. One hour daily. Mr. Messner.

FOREIGN LANGUAGES

1. **French III.** Modern French short stories illustrative of romanticism, realism and naturalism. Prerequisite: two years of high school French or one year of French in college. Elective for sophomores, juniors, or seniors. Two semester hours credit. One hour daily. Mr. Messner.

2. **Latin VI.** The Odes of Horace. Selected poems from the Odes and Epodes. Study of the poet's personality as revealed in his works, and of his poetry as an index to life in the Augustan age. Prerequisite: four years of high school Latin or its equivalent. Elective for sophomores, juniors, or seniors. Two semester hours credit. One hour daily. Mr. Messner.

3. **World Literature.** Masterpieces of mediaeval and modern European literature in English translation, including mediaeval epics and romances, mediaeval tale collections, Dante's Divine Comedy, documents illustrating the culture of the Renaissance, Cervantes' Don Quixote, Moliere's comedies, Goethe's Faust, Victor Hugo's lyrics and tragedies. May be counted for concentration in English or foreign language. Elective for sophomores, juniors, and seniors. Two semester hours credit. One hour daily. Mr. Messner.

GEOGRAPHY

1. **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 semester hours credit. Eight hours per week. Mr. Cooper.

2. **Methods of Teaching Geography.** Training in the selection of geographic material suited to the various grades, in the organization and presentation of subject matter, and in the testing of results occupies the

major part of the course. A study of tools such as texts, maps, pictures, and exhibits includes standards for selection as well as ways of handling them in the class room. Required of second year students specializing in the intermediate and grammar grades. Three semester hours credit. Eight hours per week. Miss Gover.

3. **Economic Geography.** The geographic factors underlying the production of a group of selected commodities are developed. In the case of each product this is followed by a study of world distribution, trade movements, and manufacture. By means of special problems and required field trips the economic geography of Buffalo and the surrounding region is stressed while the student gains experience in methods of research. Elective for third and fourth year students. Recommended for students specializing in the junior high school field. One hour daily. Two semester hours credit. Mr. Cooper.

4. **Geography of Asia.** A regional study of Asia with special attention given to the densely populated areas of China, Japan and India. The relation between the environmental factors and man's activities will be developed, and, whenever possible, the influence of the physical background upon history, religion and present day problems in the East. Elective for second, third and fourth year students. Two semester hours credit. One hour daily. Miss Gover.

HISTORY AND SOCIOLOGY

1. **History of Civilization.** A survey is made of man's constructive achievements from the earliest dawn of history to the present time in an attempt to present the subject as a continuous narrative. The events presented are those that have most influenced man's present day civilization and that will furnish the student material for use in practice teaching. Required of all freshmen students. Three semester hours credit. Eight hours per week. Mr. DeMond.

2. **Methods in History.** A definition of history and the related social sciences with particular reference to their use in education in the schools; an outline of the development of the teaching of history in America during the last thirty years; an examination of the present practices and tendencies in history teaching with special reference to objectives, minimum essential content, placement of content in grades, methods of teaching, and laboratory equipment. Informal lectures, class discussion and debate, written reports of group study of the problems of teaching. Required of second year students in grammar grade division. Eight hours per week. Three semester hours credit. Miss Englebreck.

3. **Modern European History.** This course will consider the general history of Europe from the French Revolution to the present time. The growth of democracy, social and industrial changes will be emphasized. The World War with its fundamental causes and results and the world problems since the war will be discussed. Required of third year students, new curriculum; first year, old curriculum. Eight hours per week. Three semester hours credit. Miss Englebreck.

4. **A Survey of American History Since the Civil War.** Treats of the period of reconstruction in the United States and the attempts to get the Southern States back into the Union. The recognition of the United States as a world power, our part in the World War and recent developments in international affairs will receive attention. Open to third and fourth year students. Three semester hours credit. Eight hours per week. Mr. DeMond.

5. **Elementary Educational Sociology.** The social personality of the learner, the creation of behavior patterns and social attitudes by

home, church, school, gang, immigrant group, etc. The school as a factor in effecting changes in the social personality. Changes in the social world demanding new educational procedure to secure individual adjustment. Inter-relations between the social world and school administration, curriculum, method and measurement. Attention will be given to modern techniques of social analysis. Required of third year students. Five hours per week. Two semester hours credit. Mr. Clement.

6. **The Community as a Factor in Education.** A study of the social organization, social institutions, folkways, mores and natural area characteristics within the community as they influence the child and the educative process. Each student will be required to make a case study of a limited community situation. Elective in third and fourth years. Two semester hours credit. One hour daily. Mr. Clement.

7. **Social Problems.** Two types of problems are considered; first, major difficulties arising as society seeks to increase and distribute human adequacy; second, the more important maladjustments constituting social pathology. Attention is given to analysis of causes of problems of both types and of directions which give 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 instructor. Elective, fourth year or third year with prerequisite. Three semester hours credit. Eight hours per week. Mr. Neumann.

HANDWRITING

1. **Handwriting I.** The development of Handwriting is traced. The value of and the need for a legible, rapid, easy style of Handwriting is discussed. The characteristics of legibility and the psychology and technique of habit building are emphasized. The underlying principles of the muscular movement process are studied, practiced, mastered and applied. An objective standard in speed and quality is determined upon and maintained. Attention is given to practice on the blackboard. Required of first year students. Two sections. Each section limited to thirty students. Five hours per week. Two semester hours credit. Miss Chapman.

2. **Handwriting II.** Practice upon paper and the blackboard is continued until the product is suitable for imitation and demonstration. Particular attention is given to the pedagogical phases of Handwriting. The following topics are among those studied: Building of attitudes; selection of materials; setting of standards; detection and correction of errors; lefthandedness; correlation; motivation; individual differences; rhythm. Each student must earn a Palmer Method Teacher's Certificate. Required of second year students. Number in course limited to thirty students. Only teachers in service admitted. Five hours per week. Two semester hours credit. Miss Chapman.

HEALTH EDUCATION

1. **Health Education IV.** Methods in Health Education. A background of theory and demonstration prepares the student to participate in actual teaching practice. The course aims to prepare classroom teachers to meet responsibilities related to physical education in the classroom, gymnasium, and playground. Required of intermediate and grammar groups. Three semester hours credit. Eight hours per week.

(Note: This is the last time this course will be offered.) Miss Salom.

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2. **Health Education V.** (Elementary principles of nutrition, and Principles and Methods of Teaching Health Education.) General survey of the nutritional needs of the body, with special reference to the needs of children at various ages. Principles and methods of teaching applicable to different age groups provide authoritative health information for classroom use. Opportunity is given each student to participate in a variety of teaching situations. Limited to students who are completing their third year work in Summer Session and to those not in attendance at the regular session; permission to be obtained from the instructor. Two semester hours credit. One hour daily. Miss Salom.

KINDERGARTEN-PRIMARY COURSES

1. **Primary Reading.** The psychology of the reading process. A practical study is made of the methods of teaching oral and silent reading in the first three grades. Examination and evaluation of various systems of reading. A study of between-recitation activities and self-directed seat work. Purposes and principles underlying the teaching of phonics. Measurement of reading by standard and informal tests. Remedial work. Required of second year students. Eight hours per week. Three semester hours credit. Miss Anchester.

2. **Educational Measurements.** Designed to give Kindergarten-Primary teachers sufficient acquaintance with standard tests and scales to enable them to use such instruments for the improvement of classroom instruction. Required of third year students. Two semester hours credit. One hour daily. Mrs. Shugrue.

3. **Activities in the Primary Grades.** This course is intended for those who are interested in meeting the needs of child growth through activities. Objectives of the work in the primary grades will be evaluated; criteria for the selection of large units of work will be developed. Type projects—constructive, dramatic and intellectual, which will aid the child in his understanding of social life—will be presented. The social skills will be considered in their relation to the social study units. In this connection, courses of study will be examined. Basal texts: Curriculum Making in an Elementary School, Lincoln School Staff (1927), Ginn & Company; Unified Kindergarten and First Grade Teaching, Parker and Temple (1925), Ginn & Company. Elective, fourth year and teachers of experience. One hour daily. Two semester hours credit. Miss Anchester.

4. **Children's Literature.** Selection and study is made of literature appropriate for use in the kindergarten and grades one to three, inclusive. The interests of children are investigated and trends to future, as well as current practice, are taken up. Myths, fairy tales, legends, realistic tales, poetry and the illustrators of children's works are included. A practical outcome of this course is the large collection of material acquired for use in the classroom. Required of third year students. (Old curriculum.) Three semester hours credit. Eight hours per week. Mrs. Shugrue.

5. **Story Telling.** Selection is made of literature appropriate for use in the kindergarten and grades one to three, inclusive. A detailed study is made of the principles underlying the successful presentation of stories to children, together with the artifices used by the story teller. Much of the time is given over to the actual telling of stories and critical analysis of the presentation with a view to the improvement of technique. Required of sophomores. Two semester hours credit. One hour daily. Miss Dana. (Note: This is the last time this course will be offered.)

6. **Industrial Arts I—Manual and Fine Arts.** The value of creative expression for little children is considered. Students gain knowledge of

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experimental methods and the technique of working with materials adapted to this age level. Work with textiles, paper, paints and crayons, and toy-making will be demonstrated. Reports on investigations and other readings related to the arts will be included. Required of sophomores. One hour daily. Two hours credit. (Old curriculum.) Miss Dana. This is the last time this course will be offered.

7. **Industrial Arts II—Manual and Fine Arts.** Work with wood, clay and various textiles will be given. An application of the Project Method through these materials will show the integration of the arts with the various school subjects. Both method and practice is given. Reports on investigations and other readings related to the arts will be included, with discussion and criticism. Required of juniors. One hour daily. Two hours credit. (Old curriculum.) Miss Dana.

MATHEMATICS

1. **Arithmetic I.** An intensive study of subject matter guided by the State syllabus; developing number concepts with approved devices for the recognition of number facts and drill in the same; the underlying principles of fractions, denominate numbers; percentage, together with type problems from actual business practice, emphasizing clarity of expression. Required of all freshmen. Two semester hours credit. One hour daily. Mr. Fretz.

2. **Arithmetic II.** Deals with the psychology and methodology of the subject; development of number concepts with approved devices for the recognition of number facts and drill in the same; the presentation of the various topics of elementary school arithmetic; the planning of different types of lessons; the analysis of the content of the subject as represented in outstanding syllabi and text books; the use of standard arithmetic tests, both survey and diagnostic, and attention to the available remedial materials. Required of all second or third year students on the new curriculum. Two semester hours credit. One hour daily. Mr. Fretz.

3. **Arithmetic Methods.** (Old curriculum.) For students lacking Arithmetic credit required in the first year of the old curriculum and teachers of experience who wish a complete course in subject matter and method, courses 1 and 2 above will serve as an equivalent.

4. **History of Mathematics.** The development of arithmetic, algebra, geometry, trigonometry and some of the higher mathematics is traced as these sciences have been found to exist in parts of Europe, Asia and Africa bordering on the Mediterranean. England and America furnish the history of the more recent developments. Open to second, third and fourth year students. Eight hours per week. Three semester hours credit. Mr. Phillippi.

5. **Plane Analytics.** The relation of a line 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 worked out in order that the student may get a clear idea of the analytic methods used in the solution of problems. Prerequisites: Trigonometry, College Algebra. Open to second, third and fourth year students with prerequisites. Eight hours per week. Three semester hours credit. Mr. Phillippi.

SCHOOL ART

1. **Art I—Elementary Art.** (New curriculum.) Instruction and practice in representation, lettering, composition, color theory and design. 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 freshmen. Two semester hours credit. Eight hours per week. Mr. Bradley and Mr. Winslow.

2. **Kindergarten-Primary Methods.** (Drawing II, old curriculum.) The study of the subject matter and technique of drawing and art appreciation adapted to the primary grades. Expression and representation in nature drawing, action figures, landscape and illustration. Development and application of decorative design, the selection, mounting and appreciation of pictures. Required of second year students. Eight hours per week. Three semester hours credit. Mr. Bradley.

3. **Upper Grade Methods.** (Drawing II, old curriculum.) The subject matter and technique of drawing and art as adapted to the upper grades. The emphasis is placed on theory and practice of design and perspective as well as color. Work will include original design, poster making, picture interpretation and the application of theories in costume and in the home. Required of second year students in intermediate and grammar grade divisions. Eight hours per week. Three semester hours credit. Mr. Winslow.

SCHOOL MUSIC

1. **Music I.** (New curriculum.) Training will be given in the use of the singing voice. Rote songs suitable for primary grades, also patriotic and community songs are memorized. Proficiency in music reading, ear training, notation and terminology is developed. Part songs are studied and individual work in carrying a part other than the melody is developed. Elementary conducting is practised. Special attention is given to students defective in pitch. At the close of the course, students who do not measure up in pitch requirements but whose work is otherwise satisfactory are marked "incomplete" and must repeat the course. Required of freshmen. Eight hours per week. Two hours credit. Miss Higbee.

2. **Music Methods.** (Old curriculum.) Classified as Kindergarten-Primary, Intermediate and Grammar. It is presupposed that all students enrolled have completed Music I and II. Methods of teaching music are studied according to accepted standards of present day pedagogy, psychology and principles of education. The work is developed through observation, the preparation of lesson plans, practice teaching before the class, demonstration lessons with children and class discussion. Five hours per week. Two semester hours credit. Kindergarten-Primary Methods, Miss Higbee. Intermediate and Grammar Methods, Mr. Morgan.

3. **Music Appreciation.** Through listening to music, students are made familiar with standard compositions and various types of voices and instruments. A short survey of music history is given. Vocal and instrumental forms are studied. Note books are required. Current events are noted and discussed. Attendance at concerts is urged and encouraged by offering special student rates. Part of the course is devoted to appreciation methods for the public schools. Required of sophomores. Eight hours per week. Two hours credit. Mr. Morgan.

SCIENCE

1. **Nature Study.** (Old curriculum.) A preliminary view of the surrounding biological world with nature materials used as an introduction to the study of our environment as one means of culture. Brief presentation and identification of the plants, animals and physiographic

processes with some appreciation of their meaning. Five hours per week. Two semester hours credit. Mr. Fretz. (This is the last time this course will be offered.)

2. General Science. This course is intended for those preparing to teach General Science in the Junior High School, as well as for those who have been teaching. An endeavor will be made to help the teacher to understand some of the simple applications of Science met with in everyday life and industry; some inter-relationship of the Sciences will be shown. A modern type of Junior High School text will form the basis for discussion and demonstration. Required of second year intermediate and grammar grade students on the old curriculum. Two semester hours credit. One hour daily. Mr. Vail.

NOTE: Course I may be taken as satisfying the Nature Study requirement for Kindergarten-Primary students in the second year of the old curriculum.

Courses 1 and 2 may be taken in combination to satisfy the requirement in Nature Study and Science for intermediate and grammar grade students in the second year of the old curriculum.

3. The Teaching of General Science. A methods course of Junior High School General Science. A discussion of its organization; problems; background and growth; aims; principles underlying the selection and arrangement of subject matter; types of courses; evaluation of texts; measurement of results; special teaching aids and demonstrations. Elective, third and fourth year students, and teachers of experience. Three semester hours credit. Eight hours per week. Mr. Vail.

SCHOOL NURSE TEACHERS COURSE

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 Director and Registrar of the course, Miss Anna M. Neukom, State Supervisor of School Nurses, Education Department, Albany, New York, before June 25th. In case of overcrowded 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 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 teacher certificate. Afternoons are reserved for demonstration, observation trips and conferences.

Subjects H 1-2-3 are those from which nurses just entering school work may choose. Nurses holding a limited certificate may elect with the approval of the Registrar from subjects H 1 to H 7 sufficient to complete their requirements. Other electives are offered by the college.

NOTE: See description of courses following.

DENTAL HYGIENE TEACHERS COURSE

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 hygienists' professional training with school programs. Registrants from New York State must be graduate dental hygienists. After-

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noons are reserved for demonstrations, conferences and observation trips. Applicants for admission should apply by letter to the Director and Registrar of this course, Supervisor of Oral Hygiene, State Education Department, Albany, N. Y., before July 1st.

Subjects H 2-3 are those from which dental hygienists seeking a limited certificate may choose. Those holding a limited certificate, with the approval of the Registrar, may elect from all subjects offered sufficient to complete their requirements.

NOTE: See description of courses following.

DESCRIPTION OF COURSES

H-1. School Nursing. Principles of public health nursing; school nursing, its objectives, scope, organization and methods, legal status, economic value to the system; records and reports; publicity; school hygiene; social hygiene; mouth hygiene; communicable disease control; demonstrations and practice in assisting the medical examiner; school program for conservation of sight and hearing; other defects and their correction; exclusion and attendance problems. 2 credits.

H-2. Child Health. Standards of health and growth including habit formation, conditions retarding development, preventable diseases, health hazards, nutrition problems, behavior problems, general school and home hygiene, the community's social and health agencies dealing with children. 2 credits.

H-3. Introduction to Education. A general introductory survey course that will set forth briefly for the students the main plans for the organization of public education; the place and importance of education in our national life; present tendencies in educational theory and practice. School machinery (courses of study and personnel) for teaching health habits and information to pupils; the outstanding present-day problem of our educational work. 2 credits.

H-4. Sociology, Principles of Family Social Work. The effect of social disabilities of the family, case method of handling problems, discussion of living standards, co-ordination of community social agencies and the school. Observation and demonstration trips will be arranged. 2 credits.

H-5. Nutrition in Health Education. The essentials of an adequate diet and the nutritive properties of common food materials; a survey of the principles of chemistry, having special reference to the elements concerned in bodily tissues; physiological processes and chemistry; food chemistry; pre- and post-natal feeding; nutrition of school age child; presentation of such knowledge to individual or groups of pupils or parents; nutrition program of State Education Department. 2 credits.

H-6. Mental Hygiene. Child psychology; development of personality and behavior disorders of childhood with reference to prevention and adjustment; practical observations and demonstrations to groups; principles of child training to be followed by nurses, teachers and parents. 2 credits.

H-7. Applied Oral Hygiene. Place of oral hygiene in public health and school programs; problems of administration; cooperating agencies; the dental hygienist, her privileges, limitations and possibilities; a review of embryology and histology of tooth formation and eruption; topics, methods and teaching materials. 2 credits.

Lists of the text and reference books to be used in the various courses may be obtained from the Directors after May 1st. Oppor-

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tunity will be given to make group orders during registration. Limited numbers of each will be available for use in the library.

Health Supervision. Since each nurse and dental hygienist is primarily a teacher of health it is essential that she should be an exponent, in both her appearance and manner of life, of that which she is to teach. Therefore the services of an experienced resident physician are available throughout the course to give detailed advice on the changes in habits and the solutions of health problems necessary to enable her to reach her highest possibility of healthfulness.

Readmission to classes after absences will be through the physician.

COURSE IN SIGHT CONSERVATION WORK

The Teaching of Sight-saving Classes. This course is designed for students who plan to be teachers and supervisors of sight-saving classes and for those already in the field who desire more adequate training. It considers the problems of organizing and administering these classes and of adapting the regular curriculum to the needs of children suffering with seriously defective but useful vision. It gives special consideration to ocular problems, including the anatomy, physiology, and hygiene of the eye, together with a study of common eye diseases and refractive errors. Observation in a demonstration class and clinical work with a sight-saving class from Buffalo City Schools will form an essential part of this course. Conferences, demonstration and clinical work. Miss Peck.

COURSE IN HARD OF HEARING WORK

The Teaching of Hard of Hearing Children. This course is designed for students who plan to be teachers and supervisors of hard of hearing children and for those already in the field who desire more adequate training. It considers the problems of organizing and administering this work and of adapting the regular curriculum to the needs of children suffering with seriously defective hearing. It gives special consideration to hearing problems, including the anatomy, physiology, and hygiene of the ear, together with a study of common ear diseases. Observation in a demonstration class and clinical work with a group of hard of hearing children from the Buffalo City Schools will form an essential part of this course. Conferences, demonstration and clinical work. Miss Schulman.

COURSE IN CRIPPLED CHILDREN WORK

The Teaching of Crippled Children Classes. This course is designed for students who plan to be teachers and supervisors of crippled children classes and for those already in the field who desire more adequate training. It considers the problems of organizing and administering this work and of adapting the regular curriculum to the needs of children who have serious crippling defects. Observation in a demonstration class and clinical work in the Crippled Children's School connected with the Buffalo City Hospital will form an essential part of this course. Conferences, demonstration and clinical work. Miss Lommen.

AMERICANIZATION

1. **Methods of Teaching English to Foreign-born Adults.** Two semester hours credit, two hours daily from June 30-July 18. Mr. Houghton. For further announcement concerning this course, see statement under Curricula, page 10.

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IMPORTANT NOTICES

Required Preparation for Class Work

All courses in the Summer Session are organized on bases similar to those offered during the regular academic year with a similar amount of outside preparation required for each hour spent in the class room. It is not possible to give any definite amount of time required for this because of the varying abilities and backgrounds of students, but in general it should be understood that a minimum of an hour and a half is essential for preparation for each hour of class room work, while the average student may be expected to spend more than this.

Text Books and Fees

It will be necessary to charge a fee not exceeding \$1.50 per student in the course in Educational Measurements. Students in all third and fourth year courses, in School Nursing and in certain others, will be required to purchase text books.

EXTRA-CLASS ACTIVITIES

A student-faculty committee will be formed which will have direction of these activities. Until this committee has been formed, no definite statements can be made, but it is confidently expected that the following items will be included in the final program:

1. An interesting and stimulating series of programs for assemblies and for the period following the close of classes on selected afternoons. The weekly schedule has been arranged so as to allow the period from 10:20 to 11:15 o'clock on Tuesdays and Fridays for assemblies. Addresses by prominent and able speakers, moving pictures, both educational and entertaining, and musical programs will be provided so far as funds permit.

2. Social gatherings, varied in character, will be arranged for different times during the summer session. The object of these gatherings will be to make the session one of very real pleasure as well as one of serious, academic effort.

3. Field trips and excursions, so far as possible, will be provided. The number and character of these will depend largely on evidence that they are desired by the students and will be supported by a sufficient number to warrant their being undertaken.

4. The Summer Session "Record" will be published as last year so as to make all familiar with the various opportunities as they are scheduled and also to constitute a journal for those who wish to have a permanent record of the Summer Session.

These extra-class activities will enrich the Summer Session just so far as they meet the needs and desire of the student body. All students expecting to attend the Summer Session are urged to write their suggestions as to what they would like to have included in the offerings in this field. Such communications will receive careful attention if addressed to the Summer Session Social Program Committee.

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