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Buffalo State College

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NEW YORK  
STATE COLLEGE  
FOR TEACHERS  
1946 • *Bulletin* • 1947

STATE TEACHERS COLLEGE  
AT BUFFALO

MEMBER  
AMERICAN ASSOCIATION OF TEACHERS COLLEGES  
AMERICAN ASSOCIATION OF UNIVERSITY WOMEN  
AMERICAN COUNCIL OF EDUCATION

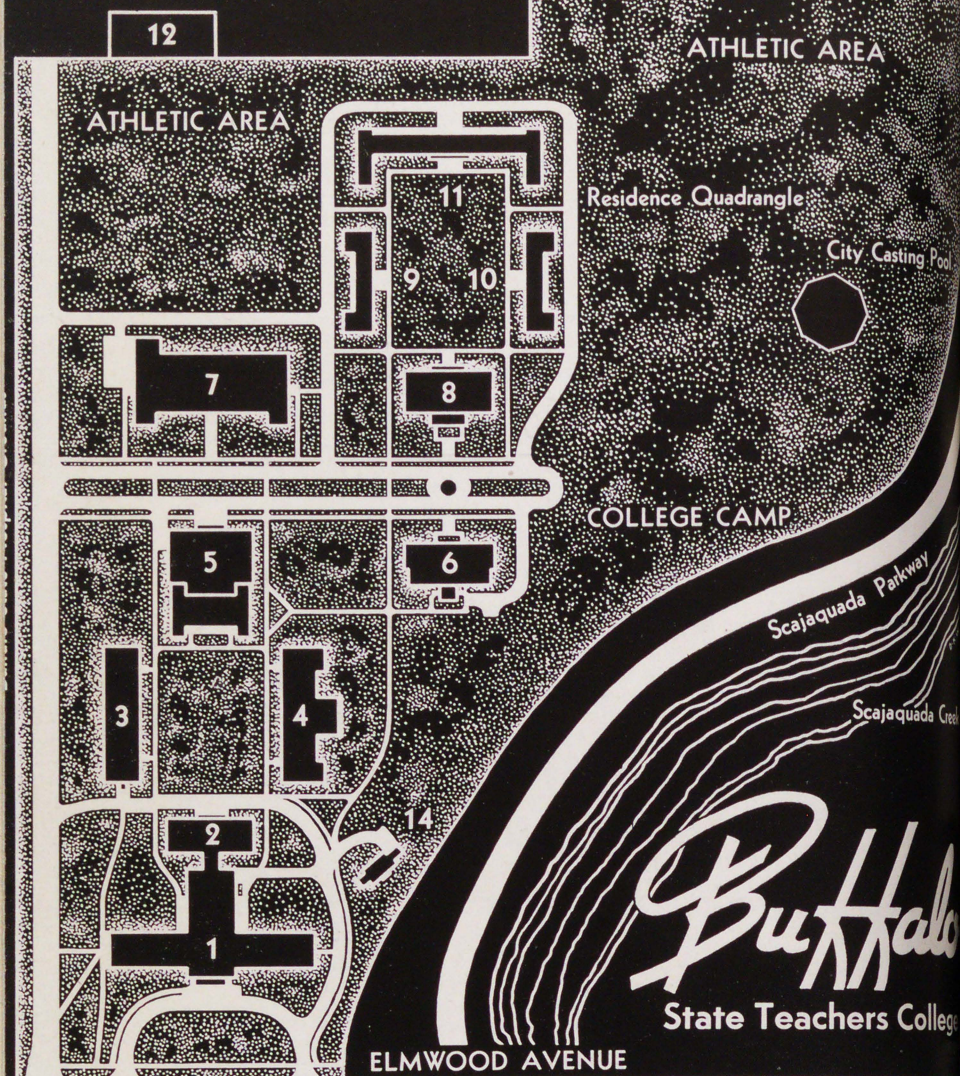


BUFFALO • NEW YORK



# NEW CAMPUS WITH PRESENT AND PROPOSED BUILDINGS

(City of Buffalo gave 35 additional  
acres to College, February 6, 1945)



ART SCHOOL    ▲ ALBRIGHT ART GALLERY    ▲ HISTORICAL MUSEUM

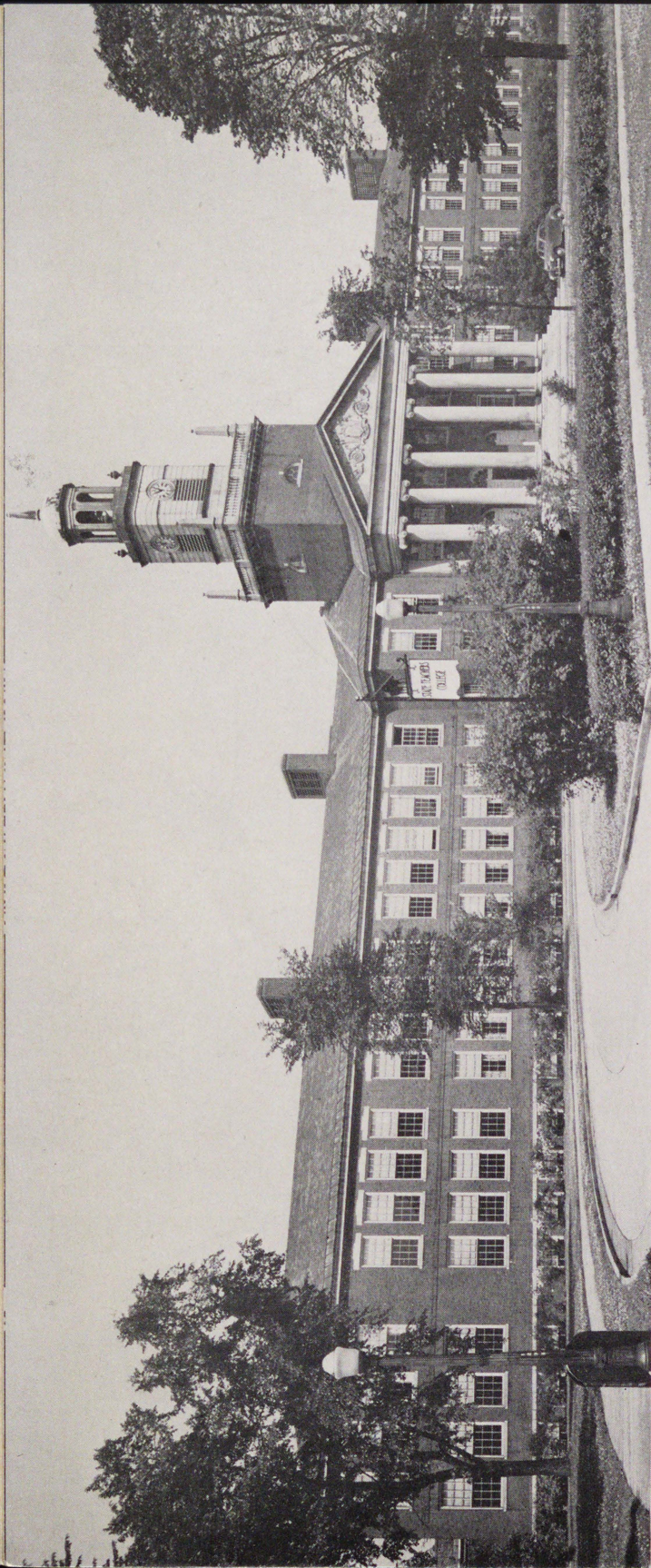
1 Main Building • 2 Science Building, approved for post war construction • 3 Home Economic Building • 4 School of Practice • 5 Gymnasium and proposed Addition • 6 Library Building, approved for post war construction • 7 Industrial Arts Building, approved for post war construction • 8 Possible Student Union • 9 Men's Dormitory, not yet approved • 10 Women's Dormitory, future consideration • 11 Women's Dormitory, tentatively approved by Dormitory Authority • 12 Power House, proposed to serve College and Hospital • 13 Affiliated Albright Art School • 14 President's Residence • 15 Fraternity and Sorority Houses located off campus

# NEW YORK STATE COLLEGE FOR TEACHERS

BUILDINGS • ACTIVITIES • RESOURCES







## BUILDINGS

Administration and  
Classroom Building  
Left

Vocational Building  
Right, Top

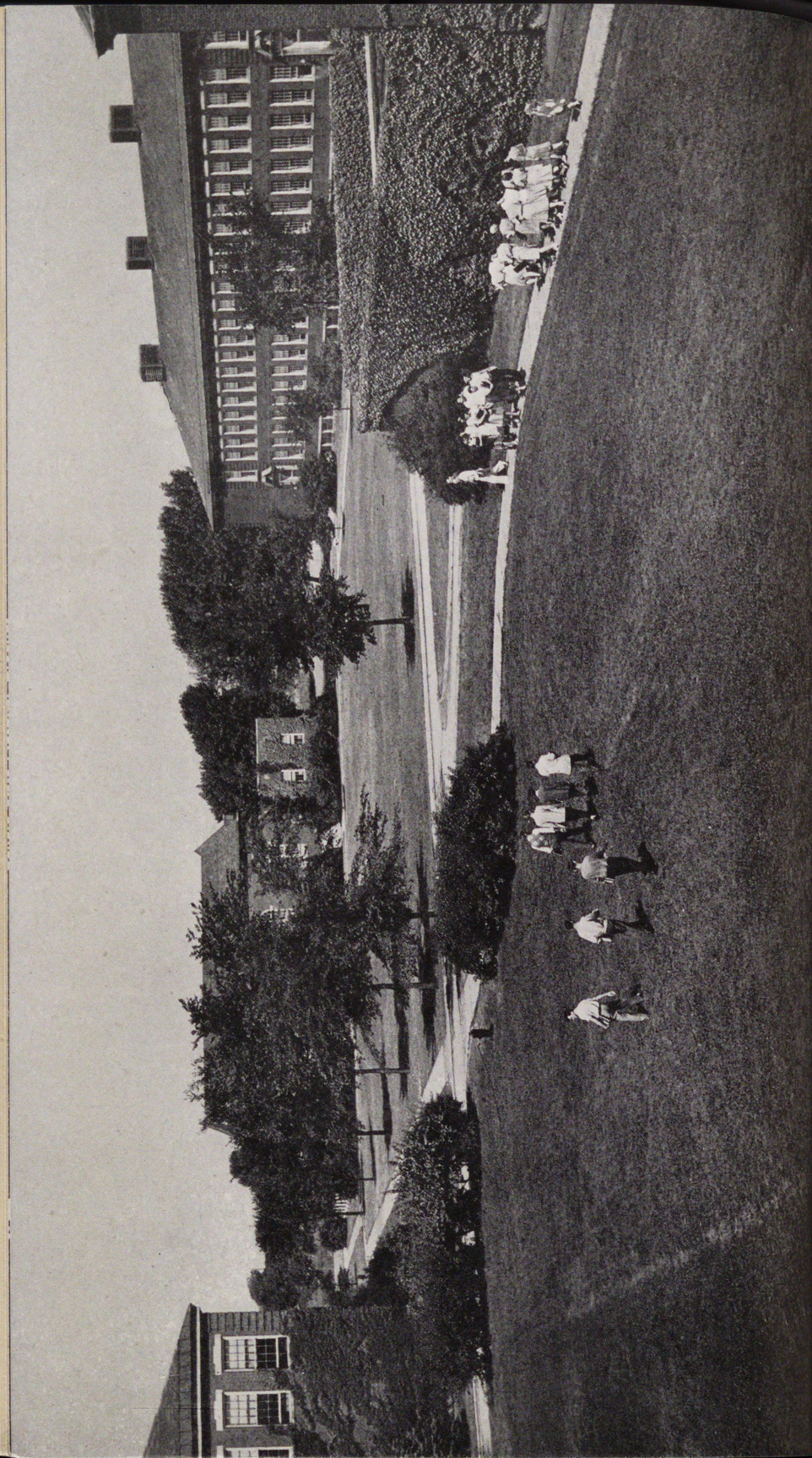
Gymnasium Building  
Right, Center

School of Practice  
Right, Bottom



Buffalo, N. Y. 1922





# BUILDINGS

Quadrangle in Summer,  
Showing Vocational  
Building, Gymnasium,  
School of Practice  
Left

Albright Art School  
Right, Top

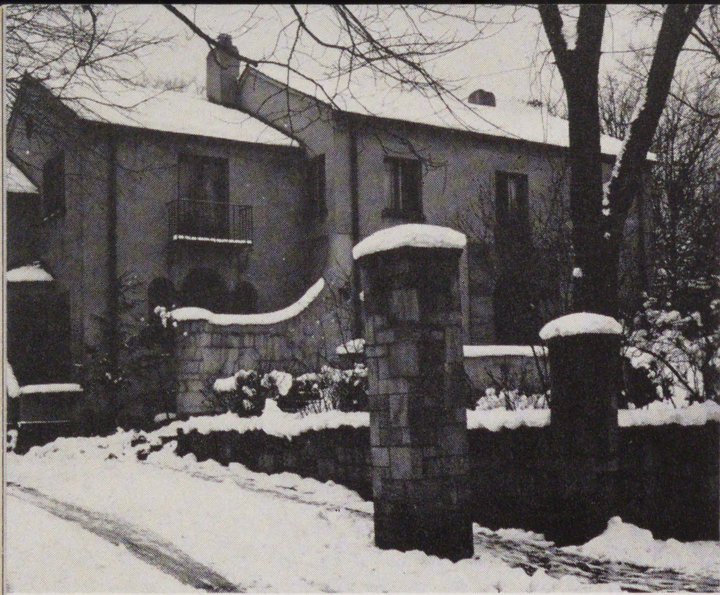
President's Residence  
Right, Center

Sorority Chapter Home  
Right, Bottom



THE UNIVERSITY OF THE SOUTH  
BUREAU, N. Y. 14227





## BUILDINGS

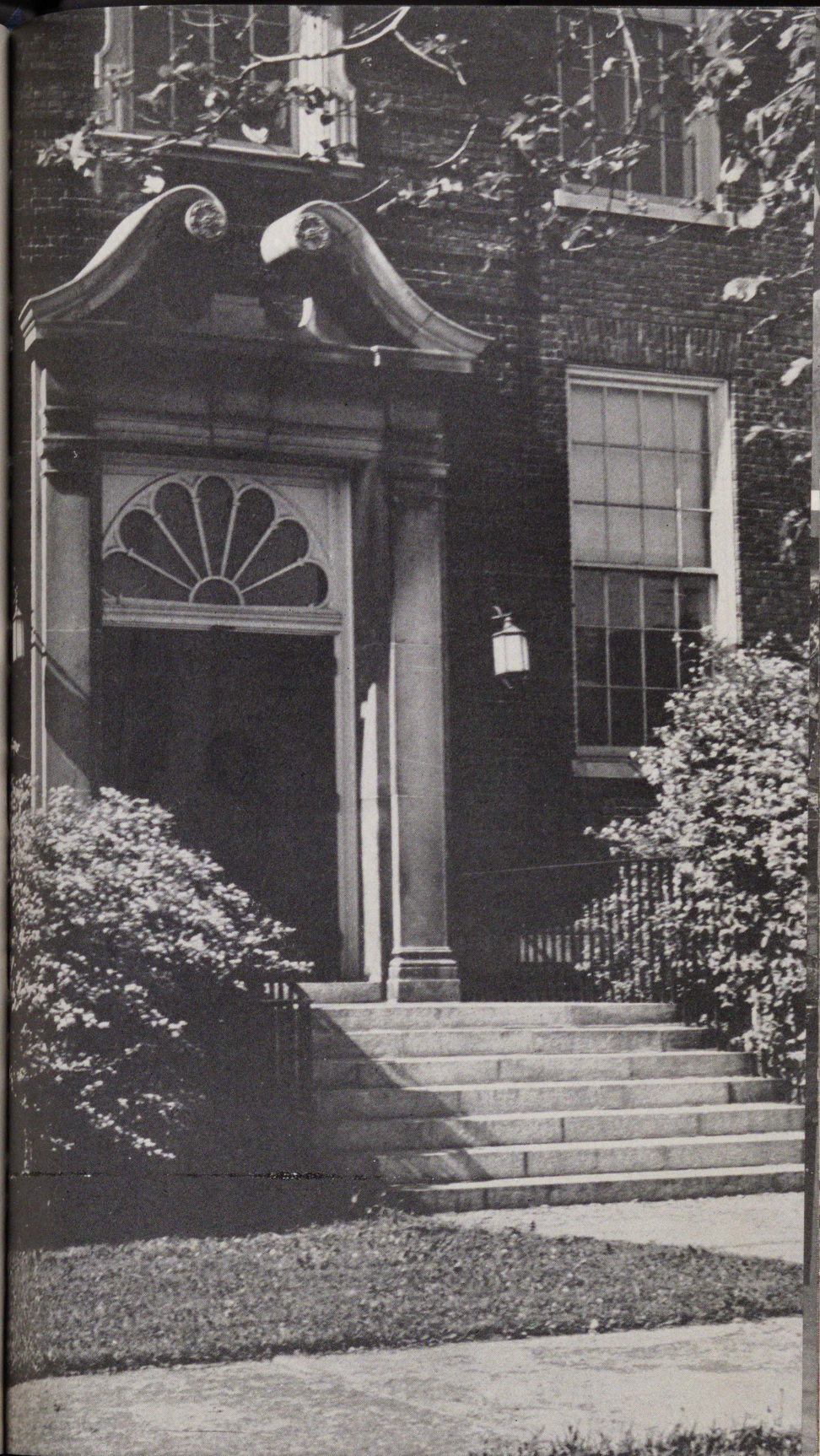
Sorority Chapter Home  
Left, Top



Sorority Chapter Home  
Left, Center



Sorority Chapter Home  
Left, Bottom



An Inviting Entrance  
Right

BUFFALO, N. Y. 1422





## ACTIVITIES

Design Class at the  
Albright Art School  
Left, Top

Girls in an Elective  
Industrial Arts Class  
Right, Top



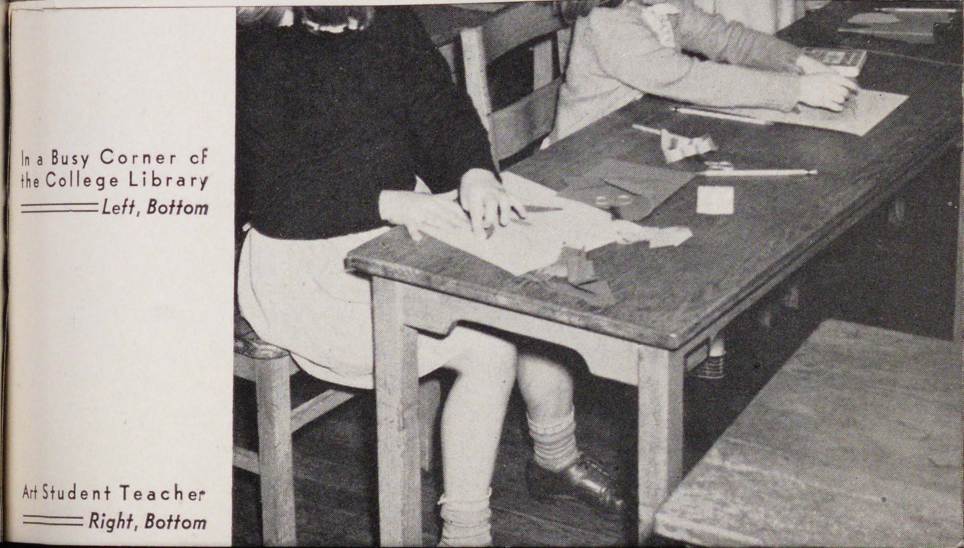
Swimming Instruction  
Left, Center

Chemistry Laboratory  
Right, Center



Fun in the Gymnasium  
Left, Bottom

Student Teacher with  
Reading Group at the  
School of Practice  
Right, Bottom



In a Busy Corner of  
the College Library  
Left, Bottom

Art Student Teacher  
Right, Bottom

1200 E. Main St. Buffalo, N. Y. 14222





## ACTIVITIES

Industrial Arts Class  
Left, Top



Class Under the Trees  
Right, Top



Home Economics Class  
Left, Center



In a Busy Corner of  
the College Library  
Left, Bottom



Fun in the Gymnasium  
Left, Bottom

Student Teacher with  
Reading Group at the  
School of Practice  
Right, Bottom

Art Student Teacher  
Right, Bottom

BUFFALO, N. Y. 1922





## ACTIVITIES

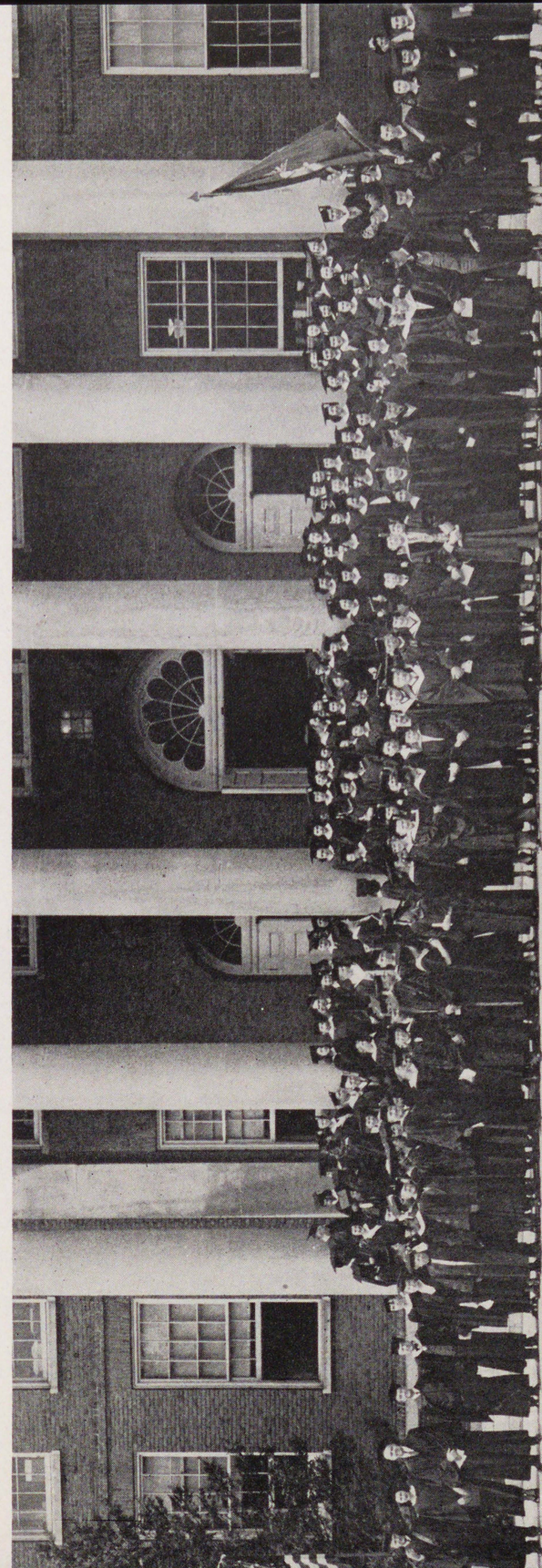
Student Council Meets  
Left, Top



Getting Out the Record,  
Our Student Newspaper  
Left, Center



One of More than Forty  
Student Organizations  
Left, Bottom



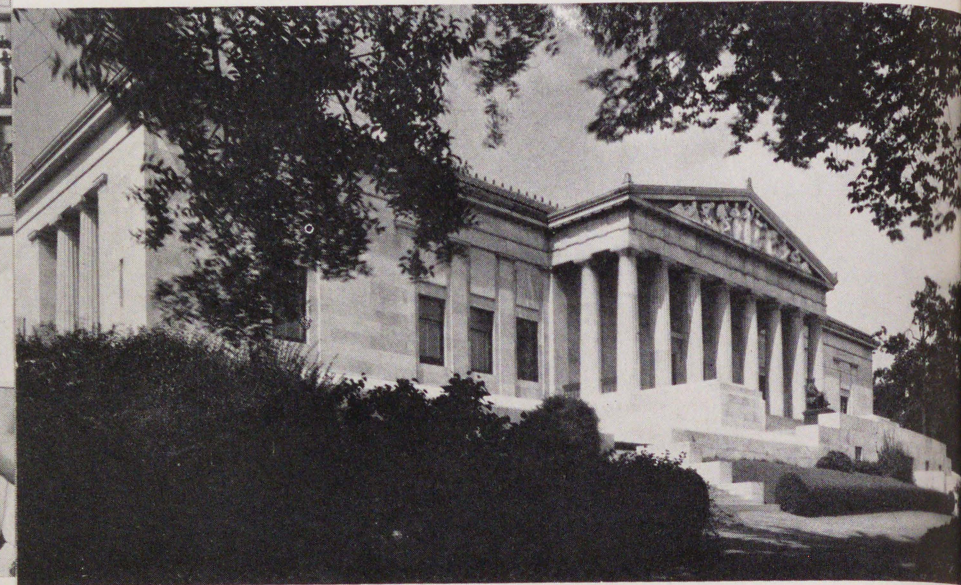
1944 Graduating Class  
Right

2222  
BUFFALO, N. Y. 14222





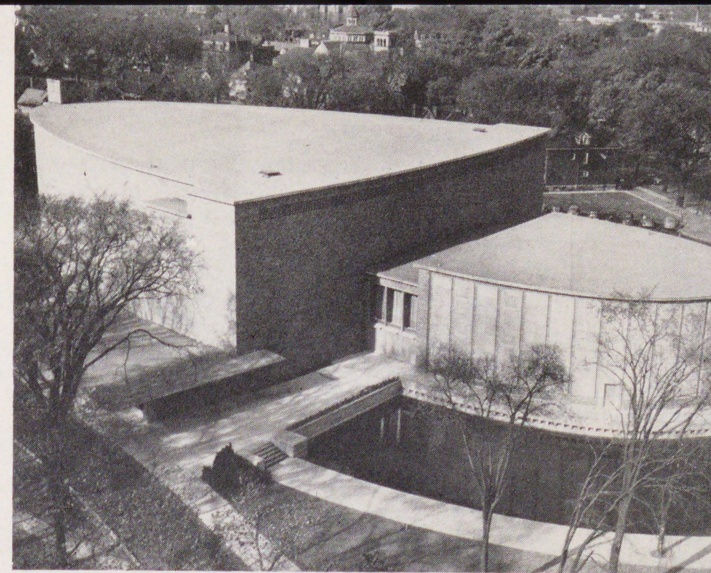
Albright Art Gallery,  
Opposite the Campus



Kleinhans Music Hall,  
Center of Fine Music  
==== *Right, Top*



Historical Museum,  
Opposite the Campus  
==== *Left, Center*



Grosvenor Reference  
Library, One of the  
Largest in the World  
==== *Right, Center*



Museum of Science,  
Open for Student Work  
===== *Left, Bottom*



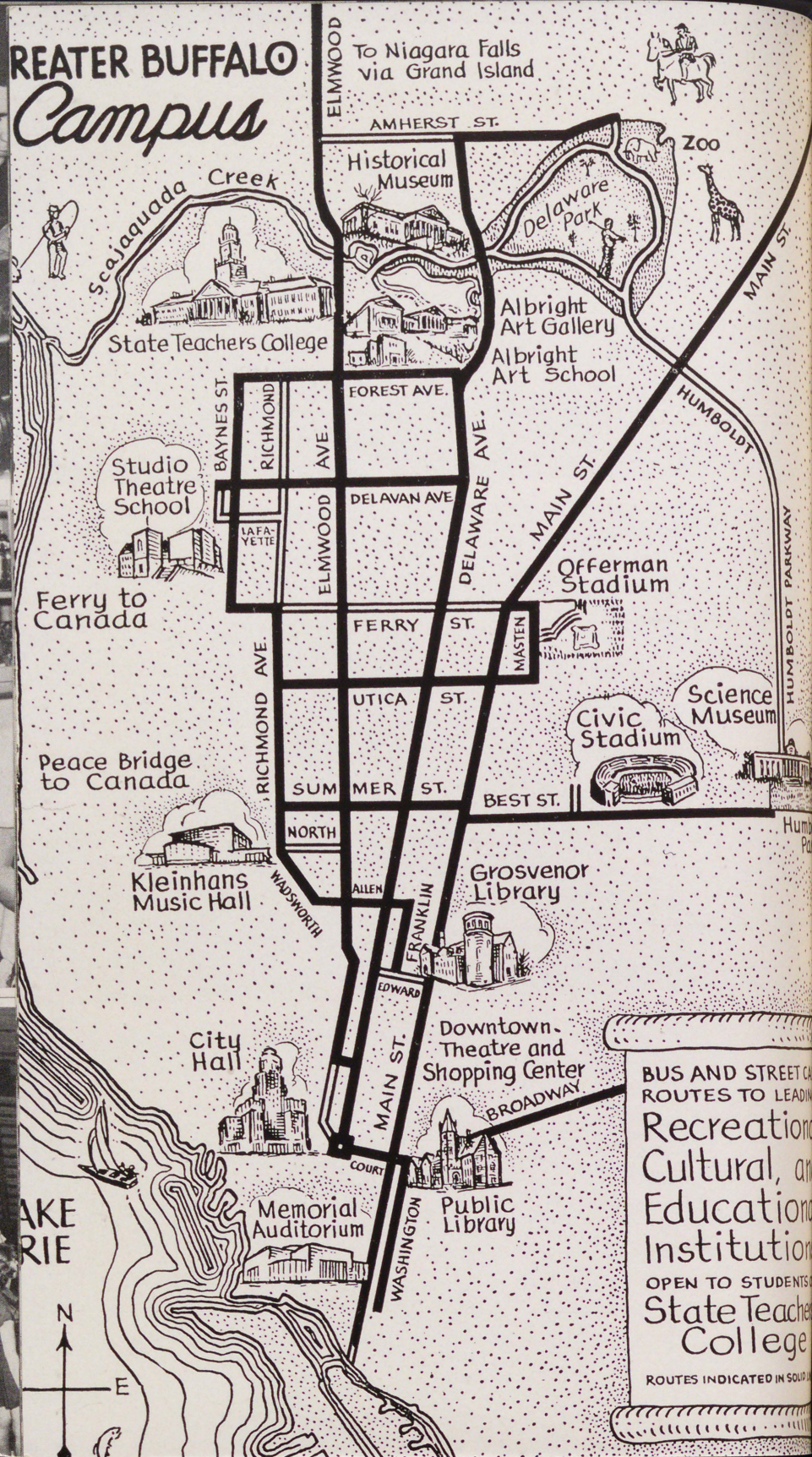
A Fine Public Library  
Available to Students  
==== *Right, Bottom*

## RESOURCES

LEARNING BOOK CAPACITY 200,000 VOLUMES. READING ROOMS. READING AND LIBRARY OF INTERNATIONAL MATERIALS.



# GREATER BUFFALO Campus



## NEW YORK STATE COLLEGE FOR TEACHERS BUFFALO 9, N. Y.



CATALOG ISSUE  
1946 — 1947

N. Y. STATE COLLEGE FOR TEACHERS BULLETIN • VOL. XIV, NO. 2

One of Four Publications Issued Quarterly by N. Y. State College for Teachers,  
Buffalo, N. Y.

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BUS AND STREET CAR  
ROUTES TO LEADING  
Recreational,  
Cultural, and  
Educational  
Institutions  
OPEN TO STUDENTS  
State Teachers  
College

ROUTES INDICATED IN SOLID LINES



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# THE UNIVERSITY OF THE STATE OF NEW YORK

## Regents of the University

With years when terms expire

1945	WILLIAM J. WALLIN, M.A., LL.D.,	Chancellor -Yonkers
1950	ROLAND B. WOODWARD, M.A., LL.D.,	
	Vice-Chancellor - - - - -	Rochester
1955	THOMAS J. MANGAN, M.A., LL.D. - - - - -	Binghamton
1951	WM. LELAND THOMPSON, B.A., LL.D. - - - - -	Troy
1948	JOHN LORD O'BRIAN, B.A., LL.B., LL.D. - - -	Buffalo
1954	GEORGE HOPKINS BOND, Ph.M., LL.B., LL.D. - -	Syracuse
1946	OWEN D. YOUNG, B.A., LL.B., D.C.S., L.H.D.,	
	LL.D. - - - - -	New York
1949	SUSAN BRANDEIS, B.A., J.D. - - - - -	New York
1947	C. C. MOLLENHAUER, LL.D. - - - - -	Brooklyn
1953	W. KINGSLAND MACY, B.A. - - - - -	Islip
1952	JOHN P. MEYERS - - - - -	Plattsburg
1956	STANLEY BRADY, B.A., M.D. - - - - -	New York

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President-elect of the University and Commissioner of Education  
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Vocational Education)  
LEWIS A. WILSON, D.Sc., LL.D.

Associate Commissioner (Instructional Supervision, Teacher Education)  
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JOSEPH GAVIT, acting

State Historian  
ALBERT B. COREY, M.A., Ph.D.

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Term  
Expires

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DANIEL J. KENEFICK.....	1949
HELEN Z. M. RODGERS.....	1952
HAMILTON WARD, JR.....	1953

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ALFRED HOLMAN, JR.....	Director of Public Relations
PAUL W. SLOAN.....	Director of Examinations
ALEEN B. ACKERMAN.....	(Acting) Registrar
ROBERT W. GOEHLE.....	Financial Secretary



# CALENDAR

## Second Semester 1946

Friday, January 25—First Semester ends  
 Monday, January 28 } —Registration, Second Semester  
 Tuesday, January 29 }  
 Wednesday, April 17 (Noon)—Easter Vacation begins  
 Monday, April 29—Classes resume work  
 Friday, June 7—Second Semester ends  
 June 9-11—Commencement Program

## Summer Session 1946

Monday, July 1—Registration  
 Tuesday, July 2—Instruction begins  
 Friday, August 9—Summer Session ends  
 Friday, August 23—Accelerated Summer Session ends

## College Year 1946-47

Monday, September 9 } —Registration, First Semester  
 Tuesday, September 10 }  
 Wednesday, September 11—Instruction begins  
 Wednesday, November 27 (Noon)—Thanksgiving Recess begins  
 Monday, December 2—Classes resume work  
 Friday, December 20 (Noon)—Christmas Vacation begins  
 Monday, January 6—Classes resume work  
 Friday, January 24—First Semester ends  
 Tuesday, January 28 } —Registration, Second Semester  
 Wednesday, January 29 }  
 Wednesday, April 2 (Noon)—Easter Vacation begins  
 Monday, April 14—Classes resume work  
 Friday, June 6—Second Semester ends  
 June 8-10—Commencement Program

## Summer Session 1947

Tuesday, July 1—Registration  
 Wednesday, July 2—Instruction begins  
 Friday, August 8—Summer Session ends  
 Friday, August 22—Accelerated Summer Session ends

## College Year 1947-48

Monday, September 8 } —Registration, First Semester  
 Tuesday, September 9 }  
 Wednesday, September 10—Instruction begins  
 Wednesday, November 26 (Noon)—Thanksgiving Recess begins  
 Monday, December 1—Classes resume work  
 Friday, December 19 (Noon)—Christmas Vacation begins  
 Monday, January 5—Classes resume work  
 Friday, January 23—First Semester ends  
 Tuesday, January 27 } —Registration, Second Semester  
 Wednesday, January 28 }  
 Wednesday, March 24 (Noon)—Easter Vacation begins  
 Monday, April 5—Classes resume work  
 Friday, June 8—Second Semester ends  
 June 10-12—Commencement Program

## Summer Session 1948

Monday, June 28—Registration  
 Tuesday, June 29—Instruction begins  
 Friday, August 6—Summer Session ends  
 Friday, August 20—Accelerated Summer Session ends



## THE FACULTY

- HARRY W. ROCKWELL.....President  
Brown, A.B., A.M.; Columbia, A.M.; N. Y. State College for  
Teachers, Albany, Pd.D.
- RALPH HORN .....Dean  
Ashland College, A.B.; Ohio State University, A.M., Ph.D.
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Syracuse University, A.B.; Teachers College, Columbia, A.M.
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Wells College, A.B.
- ROBERT E. ALBRIGHT .....Professor of Sociology  
Director of Extension\*  
Nebraska Wesleyan, A.B.; Colorado University, A.M.; Leland  
Stanford University, Ph.D.
- SILAS L. BOYD .....Professor of Music  
Head of Department  
St. Olaf College, A.B.; Northwestern University, B. in Music  
Ed.; New York University, M.A.; Teachers College, Columbia.
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Head of Department  
Pratt Institute; N. Y. State College for Teachers, Buffalo, B.S.
- DONALD G. BROSSMAN (On leave).....Instructor in Printing  
N. Y. State College for Teachers, Buffalo, B.S.; New York  
University.
- H. EMMETT BROWN.....Professor of Science  
Head of Department  
University of Rochester, B.S.; Columbia University, A.M., Ed.D.
- HOMER A. BRUCE .....Instructor in Education  
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Economics Education  
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\*Director of Summer Session 1946.

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Department and Coach  
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Ph.D.
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ers College, B.S.; New York University, M.A.
- RAYMOND M. FRETZ.....Assistant Professor of Science  
Dean of Men  
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University of Buffalo.

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CHARLES A. MESSNER.....Professor of Languages  
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Harvard University, A.M. (Romance Languages), Ph.D.



- ETHELYN FAYE MULLARKY MESSNER....Instructor (part-time) in Spanish  
University of Chicago, Ph.B.; Kansas State Teachers College,  
B.S. in Art Education; University of Michigan, A.M.;  
Harvard University; La Sorbonne, 1936-37.
- MARTHA G. METZ.....Instructor in Education  
N. Y. State College for Teachers, Buffalo, B.S.; University of  
Michigan, A.M.
- EDWARD L. MORRICE.....Instructor in Methods and Practice  
Teaching  
N. Y. State College for Teachers, Buffalo, B.S.
- RUTH A. NOBLE.....(Acting) Instructor in Home Economics  
N. Y. State College for Teachers, Buffalo, B.S.
- \*MAE O'BRIEN.....Assistant Professor of Education  
Assistant Director of Training  
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- STELLA O'REILLY.....Instructor in Fifth Grade  
School of Practice  
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Head of Department  
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- HAROLD F. PETERSON.....Professor of History  
Head of Department  
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Duke University, Ph.D.
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Education  
Michigan State College, B.S.; Teachers College, Columbia, A.M.
- CHESTER A. PUGSLEY.....Professor of Elementary School  
Administration; Principal of the School of Practice  
Dalhousie University, A.B.; University of California; University  
of Southern California; Columbia University, A.M., Ed.D.
- GEORGE M. QUACKENBUSH.....Assistant Professor of Vocational  
Organization  
Rensselaer Polytechnic Institute; University of Rochester, B.S.  
in Education; University of Buffalo, A.M.

\* Requirements completed for Ph.D. Degree.

- MARGARET S. QUAYLE.....Assistant Professor of Education  
Colorado State Teachers College, A.B.; Columbia University,  
A.M., Ph.D.
- OPAL A. RISINGER.....Instructor in Teacher Training  
for the Physically Handicapped  
Iowa State Teachers College; New Jersey State Teachers Col-  
lege; New York University, B.S.; Teachers College, Columbia,  
A.M.
- GERTRUDE ROACH.....Instructor in Health Education  
Buffalo General Hospital, R.N.; N. Y. State College for Teachers,  
Buffalo, B.S.; New York University, A.M.
- MILDRED S. ROESSER.....Instructor in History  
University of Buffalo, B.S., M.A.
- ALMA R. ROUDEBUSH.....Instructor in Home Economics  
Ohio State University, B.S.; Teachers College, Columbia, A.M.
- ELEANOR L. SCHRADER.....Instructor in Science  
Elmira College, A.B.; Cornell University, M.S.
- ESTHER F. SEGNER (On leave).....Assistant Professor of Home  
Economics Education  
University of Wisconsin, B.S.; University of Minnesota, M.S.
- SIGURD W. SHEEL.....Instructor in Science  
Luther College, B.A.; State University of Iowa, M.S.
- WILLIAM WATSON SHIDELER.....(Acting) Assistant Professor  
of Geography  
University of Cincinnati, B.S.; University of Chicago, M.S.
- MILDRED L. SIPP.....Professor of Home Economics  
Head of Department  
Teachers College, Columbia, B.S., A.M.
- PAUL W. SLOAN.....Professor of Education  
Defiance College, A.B.; Ohio State University, A.M., Ph.D.
- HARRY J. STEEL.....Director of Training  
Professor of Education  
Mankato State Teachers College; University of Minnesota, B.S.,  
A.M., Ph.D.
- MARGUERITE STOCKBERGER...Instructor in History and Social Studies  
School of Practice  
Indiana University, A.B.; Teachers College, Columbia, A.M.



- M. MELVINA SVEC.....Instructor in Geography  
School of Practice  
University of Wisconsin, A.B., A.M.
- JOHN M. THURBER.....Professor of English  
Head of Department  
Colgate University, A.B.; State University of Iowa, Ph.D.
- CHARLES A. VAIL.....Instructor in Science  
University of Michigan, B.S.; Teachers College, Columbia, A.M.
- WALTER B. WEBER.....Instructor in Electricity  
N. Y. State College for Teachers, Buffalo, B.S.; University of  
Buffalo, Ed.M.
- CHARLES F. WEIGAND.....(Acting) Instructor in Printing  
N. Y. State College for Teachers, Buffalo, B.S.
- CAROLYN L. WHITELOCK... (Acting) Instructor in Home Economics  
N. Y. State College for Teachers, Buffalo, B.S. in Home Eco-  
nomics.
- KATHERYNE THOMAS WHITEMORE (On leave)... Assistant Professor  
of Geography  
Vassar College, A.B.; Clark University, A.M., Ph.D.
- D. KENNETH WINEBRENNER.....Instructor in Art  
State Teachers College, Indiana, Pa., B.S. in Art Education;  
Teachers College, Columbia, A.M.
- KATE V. WOFFORD (On leave).....Professor of Rural Education  
Head of Department  
South Carolina State College for Women, A.B.; Cornell Uni-  
versity, A.M.; Columbia University, Ph.D.
- EDITH GAUPP WOLF.....Instructor in Art  
N. Y. State College for Teachers, Buffalo, B.S. in Art Education.

#### AFFILIATED ALBRIGHT ART SCHOOL

- PHILIP C. ELLIOTT.....Director  
Yale University, B.F.A.
- CHET LA MORE.....Instructor in Painting, Drawing, Graphic Arts  
University of Wisconsin, M.A.; Exhibited: Museum of Modern  
Art, A C A Gallery, New York City, Chicago Art Institute,  
World's Fairs, Pennsylvania Academy, and elsewhere.
- CHARLES LE CLAIR.....Instructor in Drawing and Painting  
University of Wisconsin, M.S.; Columbia University; Study  
abroad.

- HELEN PRATT .....Instructor in Costume Design  
N. Y. State College for Teachers, Buffalo, B.S. in Art Education;  
Practicing fashion and display artist.
- DAVID REIDER.....Instructor in Design  
Cleveland School of Art; Case School of Applied Science;  
Practicing commercial and industrial designer.
- IRMA SEITZ.....Instructor in Drawing  
Art Student's League, New York City.

#### AFFILIATED PUBLIC SCHOOL NO. 52

(276 Bird Ave., Buffalo 13, N. Y.)

##### Instructors

- FORD R. PARK, Ph.B., Ed.M.....Principal
- AGNES AGNITCH.....Third Grade
- GRACE G. BALLARD, B.S. in Ed.....Fourth Grade
- EVELYN G. BELL, B.S. in Ed., M.A.....Sixth Grade
- THELMA HEPP CLOGSTON, B.S.....Second Grade
- MARY L. DARKER, B.S. in Ed.....First Grade
- MARY J. DOE.....Third Grade
- VIOLA M. DOHRMAN, B.S. in Ed.....Sixth Grade
- M. JOSEPHINE DURNEY, B.S.....Eighth Grade
- LINA L. GIELOW, B.S.....Eighth Grade
- GEORGINA S. HASKILL, B.S., M.A.....First Grade
- A. MARGARET KEMP, B.S., M.A.....Fifth Grade
- ELLEN C. MOCKLER, B.A., M.A.....Second Grade
- CHARLOTTE M. MOORE.....Seventh Grade
- IRENE G. NAVAGH, B.A., M.A.....Eighth Grade
- EDNA M. SHAW, B.S. in Ed.....Kindergarten
- REBECCA SHEPARD, B.S., M.A.....Fifth Grade
- NATALIE TRUSCOTT, B.S., M.Ed.....Seventh Grade
- EDWARD G. WYATT, B.S. in Ed.....Art

#### ADMINISTRATIVE AND CLERICAL ASSISTANTS

- MARION FOX AYERS, R.N.....College Nurse
- DORIS SHERK BONNAR, R.N.....Assistant College Nurse
- M. FRANCES BREEN, B.S.....Junior Librarian
- HARRY W. CURTIN.....Superintendent of Buildings and Grounds
- MARIETTA RINDONE FERRO.....Assistant manager of the Bookstore
- CHARLOT MOEHLAU FETTERMAN, B.S.....Manager of the Bookstore
- MABEL B. GILBERT.....Cafeteria Director
- KATHRYN S. GRAHAM.....Secretary to the President
- MARY A. HULSE.....Assistant Registrar



H. L. LEVIN, M.D. .... Psychiatric Consultant  
 JEAN KLEPPMAN RUPP, B.S. .... Alumni and Placement Secretary  
 JOHN V. WADSWORTH, M.D. .... College Physician

MARY M. MAY, B.A. .... Senior Stenographer  
 CLARA E. BAUER. .... Stenographer  
 JANE L. DiADDARIO. .... Stenographer  
 BERDENA C. DOLBERG. .... Stenographer  
 ROSEMARY FORNES .... Stenographer  
 JEAN GASSMAN .... Stenographer  
 AGNES H. LOUCHREN (on leave). .... Stenographer  
 MARGARET McALLISTER (substitute) .... Stenographer  
 CATHARINE RUDULPH .... Stenographer

## GENERAL INFORMATION

### FUNCTION OF THE COLLEGE

N. Y. State College for Teachers, Buffalo, established and maintained by the State of New York, is under the jurisdiction and control of the State Education Department, the Regents of the University of the State of New York, and the Commissioner of Education. Its primary function is the education of teachers for the public schools of the State. In fulfilling this purpose it endeavors to provide each student with abundant opportunities for a rich, cultural background and a wide variety of experiences insuring the development of professional knowledge, attitudes, and skills fundamental to good teaching.

The curricula authorized and established for fulfilling these functions are:

1. **General Elementary**, primarily for those interested in teaching in the elementary schools of the State, kindergarten and grades one to eight inclusive.
2. **Home Economics**, a curriculum offered for those interested in becoming Home Economics teachers in the elementary and high schools of the State.
3. **Industrial Arts**, a curriculum preparing teachers of a) Industrial Arts in the elementary and secondary schools of the State and b) Vocational and allied subjects in the vocational schools of the State.
4. **Art Education**, a curriculum preparing supervisors and teachers of Drawing and Art in the elementary and secondary schools of the State.
5. **Elementary School Principals and Supervisors**, a curriculum wherein students of the General Elementary division may qualify for the principalship or supervisorship of the elementary schools of the State.
6. **Teachers of Physically Handicapped Children**, a part of the General Elementary four year program, certifying teachers of handicapped children in the three areas of the orthopedic, the hard of hearing and sight saving. (This has been a part of the summer session program for a number of years and was opened to students in regular session for the first time in 1944.)

### ENTRANCE REQUIREMENTS

1. A Regents Diploma or a local high school diploma granted upon the completion of a four-year course of study approved by the Commissioner of Education.
2. The completion of sixteen or more units of high school work, distributed as follows:



## GROUP I

### Constants required of all students:

*English four years.....	4
American History .....	1
Science, ninth year.....	1
Social Studies, ninth year.....	1

\* Passing of Regents examination is required.

## GROUP II

### Sequences in two different fields elected by the student:

Major sequence.....	3
Minor sequence.....	2

## GROUP III

Electives .....	4
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3. Candidates must be at least 16 years of age.

4. A weighted high school average of 72 per cent is required.

5. All candidates are required to take the matriculation examinations which will be given after the opening of college.

6. Each candidate may be required to present himself, at a time appointed by the college for a personal interview and a voice test.

7. A health report must be submitted by the family physician on the form provided. A candidate must be free from "physical defects or diseases that would unfit the applicant for the duties of teaching."

8. A candidate for admission to the Industrial Arts Department should have two units of mathematics, a unit of algebra and either advanced algebra or plane geometry or the combination of solid geometry and trigonometry, and two units of science, general science or biology and either physics or chemistry or applied chemistry as a part of his 16 units of work. This is a recommendation, not a requirement. Students accepted not offering credit in elementary algebra may be required to take a remedial course in order to be ready for Mathematics 101.

9. Procedure for applying:

a. Secure an application form from your high school principal or by writing to the Director of Admissions, N. Y. State College for Teachers, Buffalo.

b. Applicant fills out first page and requests high school principal to fill out the remainder of the form and mail it to the college.

c. Applications may be filed anytime after the first of February. Those filed before May first will be given prior consideration.

1) Applications for those who have graduated from high school should contain the complete four year record.

2) Applications for those in the last semester of their senior year should contain their three and one-half years record. Supplementary forms will be provided later for the principal to submit the final semester's report when completed.

10. Candidates desiring admission at beginning of the second semester should file their applications by the first of January. Instructions concerning the remainder of the admission requirements will be sent.

11. Applicants are accepted or rejected upon the following considerations: (a) High school scholastic record; (b) Ranking in selective admission tests; (c) Health and physical examination; (d) Personal interview, including speech and diction test.

12. Candidates who are accepted for admission are expected to be present on the opening day of the college year and will not be admitted thereafter except by special permission from the Dean. If one foresees a necessity for absence from this opening session he should notify the Dean. Where such absences occur, without permission, those on the Waiting List will be given consideration in order of ranking. The right to impose a fee for late registration is reserved.

13. Candidates rejected who enter other institutions will not be eligible for transfer to New York State College for Teachers, Buffalo until they have completed at least one year of work elsewhere, made a creditable record, and obtained written permission for the transfer from the college they are attending.

14. Write to the Director of Admissions for further information.

## ADMISSION TO ADVANCED STANDING

Applicants for admission to advanced standing are required to file a letter of application in the office of the Director of Admissions. In addition, the applicant must meet all general requirements, entrance tests, personal interview, and physical examination, and file an official transcript of all college work together with an honorable dismissal. An official transcript of record is one mailed directly from the college issuing it to this college. If the candidate is not admitted, the official transcript will on request be returned to the college issuing it or forwarded to another college.



Applicants transferring from other New York State Teachers Colleges are not required to take the general entrance tests. A graduate of the two or three year normal course applying for admission to the fourth year class is required to file a letter of application and have an official transcript of this record sent directly to N. Y. State College for Teachers, Buffalo 9, N. Y.

All candidates for the degree must complete a minimum of one year of work (32 semester hours) in residence. Therefore, candidates from other colleges offering three years of advanced standing credit are required to complete all remaining work in residence.

Extension and summer session credit earned in classes on the campus, as well as credit earned in the regular session, is accepted in meeting residence requirements.

Candidates are required to earn an average grade of "C" in all work completed in this college.

### STUDENT EXPENSES

In order to insure a successful career in college it is essential that students come prepared to meet their financial obligations without undue strain upon time or energy in self-support. The average student budget covers the following items:

#### REQUIRED

	Per Year
Registration Fee.....	\$10.00
Blanket Tax.....	11.00
Health Examination Fee.....	2.00
Locker Fee.....	*1.00
Tuition for Art Education Dept. (for each of the first 3 years).....	125.00
Non Resident (out of state) Fee.....	200.00

\*\$1.00 paid on admission covers cost for all 4 years.

#### ESTIMATED

##### Books and Supplies:

For General Elementary Department.....	\$35.00
For Art Education Department.....	45.00
For Home Economics Department.....	50.00
For Industrial Arts Department.....	35.00

##### Extra-Curricular Activities:

Dues and Fees.....	\$20.00
Contributions .....	10.00

### Meals

Expenditures for lunch in the cafeteria averages 30¢ per day per student. Substantial home-cooked food is served at minimum prices for both noon-time lunch and for suppers as arranged.

### RESIDENCE

#### Per Week

Room and board (including 2 meals a day).....	\$11.00
Cooperative housekeeping .....	7.00

Checks, in payment for fees, must be made payable to N. Y. State College for Teachers, Buffalo.

### BLANKET TAX

This is a self-imposed student tax inaugurated in 1924 and changed several times since by student vote. At present, the tax is \$11.00 per year, collected by semesters. Each student is given a ticket which entitles the holder to share in all student supported activities, such as the college weekly and yearly publications, all home athletic events, the Dramatic Club plays and the Musical Clubs concerts. An extensive selection of able speakers for assembly programs is provided by this fund.

This tax is collected by the secretary of the fund assisted by a group of students, and is apportioned each year by a committee of four faculty members and seven students, chosen to represent classes and departments.

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

### RESIDENCE CENTERS

Student residence centers have been selected and approved as offering the advantages of group living as well as providing attractive accommodations, facilities for study, good meals, opportunities for entertainment and supervision by a competent housemother. Each group is represented in the Non-Resident Council which assumes responsibility for the development of the many advantages which each center can promote. Certain of these residence centers have been reserved especially for the freshmen to aid in orientation and adjustment to the college program. Other centers which are open to upper classmen are reserved for student groups to undertake meal preparation and house management cooperatively.

A list of approved residences may be obtained in the office of the Dean of Women or the office of the Dean of Men. Final choice of residence must be taken from this list and kept accurately recorded in these offices. For individuals who request special



arrangements, conference and approval are required. Residence is arranged for an entire year unless emergencies arise to warrant cancellation of agreement.

#### PART-TIME EMPLOYMENT

Opportunities for students to meet part of their expenses through part-time employment are recommended only to those who can afford time and energy for this investment or who need the work experience it affords. Not more than twenty-eight hours of such work per week are endorsed for an undergraduate carrying a full academic program. Requests for assistance in finding employment may be made in the offices of the Dean of Women or the Dean of Men. For women students a number of openings are available in homes where they may assist as student helpers, giving four hours per day in return for room, board (including lunches), and transportation. Many opportunities are available for part time employment in industries and downtown stores. Each student is required to register through his or her faculty sponsor the employment carried and to keep this record up to date.

#### THE ACCELERATED PROGRAM

This program was instituted during the war for the benefit of those who wished to complete the regular four year college course in three years. No Freshmen will be admitted to this program this summer (1946). Only those already enrolled, maintaining good standing and veterans will be permitted to enroll.

Others may accelerate their four year program one half year by taking three regular six weeks summer sessions.

#### ASSEMBLY PROGRAMS

Assembly programs, held each Tuesday and Friday, are made available by action of the Blanket Tax Committee which allocates certain funds to bring outstanding speakers and special programs before the student body. These programs cover the major interests of the college such as art, science, history, current events, music, dramatics, etc. To these outside attractions are added many programs by student groups some of which are sponsored by the Student Council, the International Relations Club, the Dramatic Club, and others.

#### ASSEMBLY ATTENDANCE

Attendance at assembly is considered a college appointment. Students are asked to recognize and meet this obligation on the same basis as regular class appointments.

#### PREPARATION FOR RURAL TEACHING

All students taking the General Elementary curriculum are required to spend one-third of their practice teaching assignment in rural schools. These schools include thirty cooperating small schools in the Buffalo area and three centralized schools. During the rural assignment the students are required to board in the community where they practice teach. Courses are offered in the Summer Session and through Extension to meet the needs of rural teachers in the field. For further information write Prof. Kate V. Wofford, Director of Rural Education.

#### VISUAL EDUCATION DIVISION

One of the major developments in modern education is the use of visual instruction techniques. N. Y. State College for Teachers, Buffalo is developing a program which will give its students experience in this field.

Present visual instruction facilities at the college and School of Practice are being expanded as rapidly as war conditions permit. The college already is equipped with silent and sound movie projectors, reflectoscopes, slide and film-strip projectors. A special visual instruction room is acoustically treated for clear sound reproduction. Several other rooms are equipped with dark shades and projection screens.

Because of its location in the City of Buffalo, the college is able to draw upon rich stores of visual instruction material from several institutions as well as its own permanent collection and rentals from government and commercial agencies. Through the cooperation of the Buffalo Board of Education and the Buffalo Museum of Natural Sciences one of the largest educational collections of films, slides, mounted pictures, exhibits and objects in the state is available for use in the college's teacher training program. From the Albright Art Gallery there are available for use in the class rooms actual examples of modern and historic textiles, original prints and manuscripts, excellent reproductions of famous paintings, slides, and mounted pictures.

Members of the college and School of Practice faculties use these visual instruction materials in their teaching to attain certain objectives which cannot as readily be reached through use of other means. As with other techniques, such use is explained to students. Evaluations are made of prepared visual instruction materials, and materials which the students themselves can collect or make. In order that students may be able to make the greatest use of available facilities



and materials wherever they may teach, they are guided in the building of personal files of teaching aids by clipping and mounting pictures from magazines, newspapers and advertising literature; by collecting samples, and by making charts, drawings, and models. They are also taken on trips to the community's schools, industrial plants, courts, hospitals, fields, and water front; to the museums and the Albright Art Gallery.

To expedite the total visual education program, a central office at the college maintains a file of the latest catalogues and listings of materials available through various commercial and public agencies. It maintains contacts with other educational institutions, government and industry to keep abreast of all new developments. Working with a faculty committee representative of all the major college divisions, it disseminates this information throughout the college and coordinates the various aspects of the college-wide program. Students at N. Y. State College for Teachers, Buffalo are being prepared not only by instruction but by example effectively to use visual instruction techniques and materials.

#### **CERTIFICATION OF TEACHERS OF PHYSICALLY HANDICAPPED CHILDREN**

Students enrolled in the General Elementary curriculum may, while meeting the requirements for the degree, qualify for a certificate to teach physically handicapped children. Recognizing the growing demand for teachers of the physically handicapped, the Board of Regents has established at N. Y. State College for Teachers a Department of Special Education for the training of teachers of handicapped children. The curricula offered at this time will prepare teachers for:

The Crippled	The Blind
The Deaf	The Low Visioned
The Hard of Hearing	The Cardiopathic

The Division of Teacher Education and Certification has authorized the college to offer the student a fifteen hour program of specialized study. Twelve hours are required for certification. Students wishing to certify in one of the areas should plan their courses to begin with the sophomore year, allowing the normal progression of studies: Special Education 201, 409 and 401.

#### **CERTIFICATION REQUIREMENTS FOR ELEMENTARY SCHOOL PRINCIPALS**

As part of the requirements for the degree, a student may offer the courses which are acceptable for the issuance of the elementary school

principal's provisional certificate. The remaining requirements for this certificate are met when the candidate completes two years of successful teaching experience and six hours of graduate work. Students regularly pursuing the present curriculum should include in their program, in their junior and senior years, four to six elective credit hours of work in the courses Education 440, 441, 442, 443, 444. Students offering work in these courses toward elementary principalship certification are allowed to exceed the usual limit on the total hours of education which may be offered for the degree. Students entering with advanced credit should confer with the Dean of the College to plan how the principalship certificate requirements may be met.

#### **CERTIFICATION OF COLLEGE GRADUATES FOR ELEMENTARY SCHOOL TEACHING**

The State Department of Education has made provision whereby graduates of a Liberal Arts college who wish to qualify for elementary school teaching may do so. Such graduates with 18 semester hours of appropriate education courses approved for secondary school teaching may qualify for general elementary school teaching upon the completion of 30 semester hours of additional study and training. This additional study may be taken at N. Y. State College for Teachers. College graduates without professional training may qualify for a license to teach in the elementary schools on completion of 36 hours of work in this college. Detailed information concerning courses recommended may be secured by writing to the Dean.

#### **KINDERGARTEN EDUCATION**

Students interested in preparing for kindergarten positions will be required to complete certain specific courses, relating to organization, equipment, and techniques suitable to children four to six years of age. Students wishing to take Kindergarten Education in Summer Session may do so, at which time six hours of credit may be obtained. This credit, however, will be recognized only beyond the number of hours required for graduation. No student will be recommended to teach kindergarten unless she has completed the prescribed work. Courses are listed under Kindergarten Education.

#### **LIBRARY FACILITIES**

The college library, located on the second floor of the Main Building, contains over 30,000 volumes and subscribes to nearly 200 periodicals in which the interests of all departments of the college are



reflected. The open shelf system is used, making the entire collection, including the reserve book section, easily accessible to students and faculty. An extensive pamphlet file stressing materials on the city of Buffalo and war information is kept in the office of the librarian. A special collection of art books and portfolios, especially books on costume are also kept in the librarian's office for the specific use of the Art Education and Home Economics students. However, this material is available to the entire student body. Discussions in the use of library materials are carried on with the freshmen early in the college year, which are followed by further instruction in English 101. Instruction is given to upperclassmen at the request of the faculty, particularly in connection with the seminars in student teaching. The library is open: Monday through Friday from 7:45 A.M. to 5:30 P.M. and on Saturday from 9:00 A.M. to 1:00 P.M. The Laboratory of Instructional Materials adjacent to the office of the librarian is sponsored by the student groups: Rural Club, Phi Omicron Upsilon and Kappa Delta Pi with the aid of a faculty committee. The Laboratory is being developed for the use of student teachers although the entire student body is free to make use of its resources. A circulating library of over 2,000 textbooks and story books, over 10,000 slides, 250 records, 10,000 pictures, 100 storybook and costume dolls, and a textbook exhibit are available to student teachers. The Phi Omicron Upsilon honorary society has made available to Home Economic students a file of over 600 pamphlets on subjects pertaining to this field. The School of Practice Library located on the second floor of that building is open to students of the college as well as to the children of the school. The book collection has over 3000 well-chosen children's books and subscribes to a number of children's magazines. The city of Buffalo offers extensive library resources to the students and faculty. The Buffalo Public Library, the Grosvenor Library, the Art Library in the Albright Art Gallery and the Buffalo Museum of Science cordially invite students to use their resources.

### SCHOOL OF PRACTICE

The School of Practice, which occupies a place on the college campus, makes an important contribution to the teacher preparation program by providing facilities for observing skilled teachers at work, participation in classroom activities and practice teaching experiences. The school enrolls approximately two hundred seventy-five children in grades from the kindergarten through the eighth. Each grade is in charge of a well qualified, competent teacher who counsels with and guides student teachers in their practical experiences in learning to

teach. The school offers a complete modern curriculum with specialists in the fields of art, music, physical education, home economics and industrial arts. The New York State Syllabi for elementary grades are followed to approximate the curriculum content used in New York State Schools. This school also functions as host to visiting groups of teachers who come to observe good teaching practice.

### PLACEMENT BUREAU

This bureau aims to provide the schools with teachers who will meet the needs of the community and to help graduates secure the positions they are best prepared to fill. A faculty committee directs the policies of the bureau and works directly with students and school officials. The placement secretary assembles and keeps complete files regarding the experience, ability, and recommendations of both experienced and inexperienced candidates. She is always available to meet school officials and to arrange for interviews with department heads and students so that requests for candidates may be filled promptly and efficiently.

Harry J. Steel, Director of Training, is chairman of the faculty committee. Mrs. Jean Kleppman Rupp is placement secretary for the bureau. This bureau is open and ready to serve both the school and the graduates of the college during twelve months of the year.

### ALUMNI BUREAU

The offices of Placement Secretary and Permanent Alumni Secretary were combined at the time the Bureau made necessary the provision for some central office where membership files and records could be kept, address changes reported, and inquiries made concerning Alumni activities. At present we have over seven thousand Alumni members.

The Secretary cooperates with the Board of Editors in the publication of an Alumni Bulletin devoted to items of interest to our members.

### COLLEGE SPORTS

The Athletic Association includes all faculty and students. All sports of the college are organized and directed by the Athletic Association Council which is composed of its officers and managers of various sports. Each class elects representatives to serve on this council. By participation in several sports during the year, a student may win a college letter. With each year of participation, the significance of the award increases.



Intramural sports for men include basketball, badminton, cross-country running, soft-ball, soccer, swimming, table-tennis, tennis. The college is represented in collegiate competition in basketball, soccer, swimming, tennis.

Women's sports are featured according to the season with inter-class competition in archery, basketball, badminton, bowling, table-tennis, soccer, soft-ball, swimming, volleyball, tennis.

Swimming is required of freshmen and sophomores and is available to juniors and seniors. An annual Red Cross Life Saving examination is given to qualified students. A regulation uniform for gymnasium activities is required of all students and is ordered through the college book store. Swimming suits are provided; a minimum pool and shower room fee is required of all men and women using such facilities.

### SUMMER SESSION

The summer session was inaugurated in 1917 and has been developed as an integral part of our college program. The thirtieth session will be conducted as usual and will be organized to offer some distinctive contributions for teachers in service. A wide variety of courses will be offered in the various areas of the general elementary curriculum. Courses will be offered for those interested in special certification in Kindergarten Education, Elementary School Principalship and Supervision, and Teaching of Handicapped Children. In addition to these there will be a workshop in Elementary Education offering opportunity for elementary teachers and those re-entering the profession to work on their special problems under expert leadership. Offerings in Home Economics and Industrial Arts will be given if the demand is sufficient to warrant classes.

The accelerated session for students previously enrolled in this program will be conducted again this summer. Full statement will be found on page 22 of this bulletin.

New York State College for Teachers will offer instruction in its Graduate Department beginning with the summer session of 1946. For further information relating to graduate study turn to page 22 of this bulletin.

The 1946 Summer Session extends from July 1 to August 9. Regular tuition will be \$30.00; an additional out-of-state fee of \$15.00 will be required from students who are not legal residents of New York. Details of the entire program may be found in the Summer Session catalog which will be published in April. Requests for catalog or further information should be addressed to Director of

Summer Session New York State College for Teachers, Buffalo 9, New York.

Veterans who may be interested in summer session classes are urged to write to the director of their special department, to Dean Ralph Horn, or to Director of the Summer Session for further information.

### THE EXTENSION DEPARTMENT

The Extension Department offers Saturday morning classes throughout the college year. Courses taken in on-campus extension will apply to the residence requirements and as credits towards the Bachelor's degree. Off-campus centers will be organized whenever sufficient demand arises.

Graduate courses leading towards the Master's degree in the field of elementary education may be taken in Saturday on-campus Extension.

Please write to Dr. Robert E. Albright, Director of Extension Department, for bulletin and further information.

### OUR STATE TEACHERS COLLEGE CAMPUS

The college is housed in four buildings located so as to constitute a quadrangle after the English idea. The administrative offices, classrooms, the auditorium, library and cafeteria are located in the Main College Building which presents a frontage on Elmwood Avenue of 370 feet. On the south side of the quadrangle is the Vocational Building which accommodates the two vocational departments (having a 270 foot frontage in length)—the Home Economics Department and the Industrial Arts Department. Directly opposite on the north side of the quadrangle is the School of Practice, almost a duplicate in appearance of the Vocational Building, with the kindergarten and the first six grades on the ground and first floors and grades seven and eight with library and laboratories on the second floor. At the rear or on the west side of the quadrangle is the Gymnasium with a floor space 60 x 90 feet, capable of division into two smaller gymnasium floors with adequate lockers, showers, and a beautifully decorated swimming pool, 75 x 25 feet.

The architectural style of the four buildings is plain Georgian Colonial which is frequently to be seen in some of the older New England colleges. The tower of the Main College Building is typically colonial and accommodates a set of "Westminster Chimes" with a clock showing illuminated dials. The portico in six stone columns with Ionic capitals, which is the feature of the front elevation of the main building, immediately commands the attention of the passerby on Elmwood Avenue.



To the north of the Gymnasium the Athletic Field is located. This includes two soccer fields, an archery range, a blacktop tennis court, handball courts, and a playground for the pupils of the School of Practice. Ample parking space is located in the rear of the Gymnasium and along Rockwell Road which marks the southern boundary of the campus. A fifth structure, the President's Residence, is located north of the quadrangle.

The campus faces Delaware Park, one of the most attractive in the country. Located in the Park and across Elmwood Avenue from the college are the beautiful Albright Art Gallery and the City Historical Building, both structures having been erected in permanent form for the Pan American Exposition in 1901. These two Museums, together with the Albright Art School, the McKinley Vocational School, and the N. Y. State College for Teachers make up an impressive educational center. Supplementing these cultural institutions the Museum of Natural Sciences, located in Humboldt Parkway, the Buffalo Public Library with its numerous branch libraries, the Grosvenor Library, one of the best reference libraries in the United States, the Studio School of the Theatre under the direction of Miss Jane Keeler, a former member of the faculty of the N. Y. State College for Teachers and the new Kleinhans Music Hall offer additional educational and cultural opportunities to students registered at the N. Y. State College for Teachers. The Buffalo Symphony Orchestra also offers occasional concerts in the College Auditorium.

#### POST WAR BUILDING PROGRAM

On February 6, 1945 the Common Council of the City of Buffalo voted to transfer approximately thirty-five acres adjoining the present campus to the N. Y. State College for Teachers. This was later approved by the Mayor. This grant combined with the present campus provides an area of approximately fifty-five acres. An additional twelve acres, which contains the City Casting Pool and which adjoins the new campus, will not be bounded or set apart by a fence or other barrier; consequently, the campus in reality includes ready access to a larger area than indicated above and is located along Scajaquada Boulevard where future building possibilities will be most advantageous. The Post War Planning Commission has definitely approved plans for a new Library which will be located in the center of the present athletic field facing westward. It is Georgian in style in harmony with the present buildings and its front elevation is not unlike that of the main building of the college. In dimension it will be a building approximately 172 ft. x 85 ft. and will accommodate stacks providing space for about 100,000 volumes. It will include a Reserve Book Room.

Periodical Room, Laboratory of Instructional Materials, a Main Reading Room (164 ft. x 50 ft.) together with seminar rooms, offices, work rooms and 32 carrels, small cubicles for private study for upper-classmen and graduate students. This approved building will cost \$355,000.

About 200 ft. west of the Gymnasium on the same axis, an Industrial Arts building will be constructed to cost \$445,000. It will include shops, laboratories, recitation rooms, offices, etc., for a larger Industrial Arts Department than has hitherto been accommodated. This department will be moved from the Vocational Building which will in turn be occupied entirely by a larger Home Economics Department.

Forming a "T" shaped design and adjoining the rear of the present Auditorium, a new Science unit to cost \$241,000 will be erected and constitute a new feature which will complete the eastern side of the present quadrangle. It will accommodate the Science Department which is to be transferred from the present Vocational Building and will include all needed laboratories, lecture and recitation rooms, offices, etc., for the Science Department.

At the present, the erection of a Dormitory is tied up with the necessity of determining what policy is to be followed in building Dormitories under the Dormitory Authority. This involves a discussion as to whether the dormitories will include housing units only or social and dining facilities as well.



# GENERAL ACADEMIC REGULATIONS

These regulations apply to all students in all departments:

## GRADING SYSTEM

The following grades are used:

- A — Superior work
- B — Work above average
- C — Average work
- D — Work below average, but passing
- E — Failure

Inc.—Work incomplete because of excusable absence from class or final examination may be made up subject to approval of the Dean.

## QUALITY POINT SYSTEM

The following quality point system is used in determining averages:

- For each hour of A: 4 quality points
- For each hour of B: 3 quality points
- For each hour of C: 2 quality points
- For each hour of D: 1 quality point
- For each hour of E: 0 quality points

The total number of quality points divided by the total number of semester hours gives the average. When a course is repeated the second grade replaces the first.

## THE DEAN'S LIST

The Dean's List is an honor roll of all students who have a semester average of B or better on a schedule of twelve semester hours or more. The list which is posted at the beginning of each semester is a compilation of the eligible students of the previous semester.

## REQUIREMENT FOR GRADUATION

All students must complete the prescribed curriculum of the department in which they are registered with an average grade of C or better (a quality point average of 2.00 or better). An average

grade of C is also required in Practice Teaching before a student will be recommended for graduation.

A minimum of 32 semester hours, including the last 16 hours, must be completed in resident study.

## NUMBER OF SEMESTER HOURS ALLOWED EACH SEMESTER

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

## ACADEMIC PROBATION

The following classes of students are subject to the operation of the probation regulations:

1. A student failing in any semester to earn an average of 1.125 shall be placed on academic probation for the following semester.

2. A student failing for two consecutive semesters to earn a "C" average shall be placed on academic probation for the following semester.

Failure to earn a "C" average or to pass all courses undertaken during a semester in which he or she is on probation shall bring the student's name before the Dean for special consideration. The Dean may request him to withdraw or grant another probationary period known as "Final Probation," depending on extenuating circumstances.

Failure to earn a "C" average or to pass all courses undertaken during a semester of final probation shall result in the student's dismissal from the college. A petition for special consideration may be filed with the Dean of the College if the student feels that dismissal is not warranted.

## CONDITIONS UNDER WHICH STUDENTS WILL BE DROPPED

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

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

A student failing to meet the requirements of the probation regulation will be dropped from the college.



### SPECIAL REQUESTS

Requests for special permission relating to academic matters such as extra hours of work, deviations from the prescribed curriculum, credit to be transferred from other institutions, special examinations, extension and summer session work, changes in program are to be made to the Dean.

### SPECIAL EXAMINATIONS

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

### APPLICATION FOR GRADUATION

Students expecting to qualify for degrees in January or June of any year are required to make application in the Registrar's office for the degree by November 1st of the academic year in which they expect to graduate. Diplomas will not be ordered for students who fail to make applications. Students completing the requirements for the degree during the summer session are required to make application for the degree before the close of the summer session.

### CANCELLATION OF COURSES

After the final date set for changes in schedule each semester students may cancel courses only with the permission of the Dean which must be filed in the Registrar's office. Courses may be cancelled only by the use of the official cancellation card, obtained in the Registrar's office, and students who drop courses without official cancellation will receive the grade of E in such courses.

Students will receive no credit for courses in which they are not properly registered in the Registrar's office.

### ATTENDANCE REGULATIONS

It is assumed that each student is registered because he wishes to attend college and to take every advantage of all opportunities offered. Hence attendance in classes is required at all times. The following

regulations constitute a revision of previous regulations and are effective hereafter:

1. Inexcusable absences are not allowed.
2. The Instructor of the class in which an absence occurs determines, on the merits of the case, whether the absence is excusable.
3. Inexcused and excessive absences are to be reported by the Instructor to the Dean, with recommendations for subsequent action.
4. Students absent because of illness must report first to the Nurse's Office and then to classes. The Nurse's clearance permit must be presented for re-admission to classes. This permit must be signed by the instructors of classes in which absence occurs and filed within one week after issuance with the Registrar.
5. Absence from classes for more than four weeks, or one fourth of the semester, for any reason, obliges the student to drop his schedule. The student should, after such an absence, notify the Registrar, in person or by mail, to officially cancel all courses.
6. Students taken ill during college hours must report to the Office of the Nurse before leaving the campus or absenting themselves from class.
7. Permission for absence before or after a holiday must be obtained from the Dean. Failure to do this will result in lowering the final grades of the classes missed.
8. Inexcusable or excessive tardiness will not be tolerated. Such cases will be reported by the Instructor to the Dean with recommendation that courses in which the tardiness occurs be cancelled.

### WITHDRAWAL AND HONORABLE DISMISSAL

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

Those who discontinue their college work without notice to the Dean and Registrar will receive the grade of "E" in all courses, and will be subject to the usual penalty for failure in one-half or more of the semester's work.



## TRANSCRIPTS OF RECORD

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

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

## STATE SCHOLARSHIPS

The State Department of Education regulations for holders of State Scholarships provides that "University scholarships may be used in State teachers colleges for the general college elementary teachers and special curriculums." The special curriculums offered at Buffalo are Home Economics, Industrial Arts, and Art Education.

The holders of State scholarships receive one hundred dollars each year in two payments of fifty dollars each. The privilege of these scholarships for four years depends upon the observance of college regulations and the maintenance of a satisfactory standard of scholarship.

## LATE REGISTRATION

All students are to register on dates established for registration. A fine of one dollar per day, up to a maximum of three dollars, will be charged for late registration. Only late registrants excused by the Dean will be allowed to register after the first week of college.

## COLLEGE CREDIT FOR EDUCATION AND MILITARY EXPERIENCE IN THE ARMED FORCES

The policy of the teachers colleges of New York State regarding credits to be allowed toward degree requirements, as approved by the State Education Department, is as follows:

I. Admission to college shall be on the basis of the completion of a standard secondary school program, or the equivalent. The secondary school officials shall determine when a student by normal progress, acceleration or otherwise has completed an approved secondary school courses covering at least 16 units, or the equivalent.

II. (A) Correspondence courses given and validated by United States Armed Forces Institute (U.S.A.F.I.) may be recognized by colleges and universities for credit if they are appropriate to the institution's degree requirements.

(B) Correspondence courses given to service personnel by recognized colleges and universities under the sponsorship of the U.S.A.F.I. may be recognized for college credit if they are appropriate to the institution's degree requirements and provided they are accepted or acceptable for college credit by the college or university offering the courses.

III. (A) Institutional courses offered on the college campus, such as, Army Specialized Training Program (ASTP), Navy College Training Program (NCTP), meteorology, etc., may be recognized for college credit on the basis of hours of instruction, laboratory and preparation (a semester hour being 15 class hours plus preparation), provided:

(1) The student is eligible for matriculation as a college student

(2) The course does not duplicate work for which the student has already received credit

(3) It is appropriate to the degree requirements of the college offering the course

(4) The total number of semester hours credit per term does not exceed the number of weeks in the term plus two.

(B) Credit for these institutional courses may be accepted by other colleges on a transfer basis provided they meet the requirements above.

## IV. Credit for Military Experience and Service Training Schools

(A) Not more than ten semester hours credit may be granted to veterans who have served at least six months in the armed forces, for general military experience, basic and advanced training which included military science, hygiene, physical training and other experiences of educational value. For those who have had less than six months' military service not more than five semester hours' credit may be granted for the successful completion of the basic or recruit training program.

(B) A limited amount of additional credit supported by documentary evidence may be granted by colleges and universities for work done systematically in service specialty schools, technical training schools and officer candidate schools in which a part of the program is of college grade, provided:



(1) It is applicable to the degree requirements of the institution

(2) It does not duplicate work for which credit has already been granted

(3) The quality of the work is validated in one of the following ways:

(a) U.S.A.F.I. tests (preferred method)

(b) Equivalent tests or procedures authorized by the college

Such credit, together with the basis on which it was validated, shall become a part of the student's permanent college record.

For further information write to the Dean of the College.

## EXTRA-CURRICULAR ACTIVITIES

Emerson says that all institutions are the lengthened shadows of individuals, and we believe this to be true. If we could trace the history of any institution back far enough we would find its source in a human heart. The student organizations of the N. Y. State College for Teachers at Buffalo are no exception to this general rule. If we could arrive at the origin of each organization we could find its beginning in somebody's interest and enthusiasm. In a very real sense the organizations reflect the objectives of the student body and reveal the philosophy of the college. Through these organizations abundant opportunities are provided for social relationships, leadership training, civic responsibility, and the development of hobbies or special abilities.

### PROFESSIONAL CLUBS

In a college whose primary purpose is the education of teachers, one would anticipate a large number of clubs that promote and nurture the professional spirit. There are five such clubs.

**Art Education Club** for students of the Art Education department is both social and professional in its program. The activities of the club include the annual bazaar or art sale, a dance, field trips and special projects. The club is a chapter of the Junior Eastern Arts Association. It endeavors to promote art experiences and appreciations and to offer a common meeting ground where both may be shared.

**Association for Childhood Education** is a student branch of the national association and is open to all members of the college community who are interested in early childhood education. The club organizes forums on topics related to early childhood, sponsors field trips to nursery schools and kindergartens, and encourages the participation of its members in those community activities that promote child welfare.

**Home Economics Club** is affiliated with the American and New York State Home Economics Associations. It is open to all home economics students. Through such activities as a "get acquainted" party, a costume bar, articles for newspapers, radio programs, and fashion shows the club provides for the development of leadership and participation in services to the college and the community.

**The Rural Club** is open to all students who are interested in country people and their children. The club cooperates in sponsoring the Laboratory of Instructional Materials, and promotes the interests



of rural education in the college. This promotion is accomplished through speakers, forums and discussion groups which make up the programs of the club's monthly teas. Each year the club "adopts" a nearby rural school and works closely with the teacher and children on mutually helpful projects. The club is a member of the American Country Life Association.

The Future Teachers of America organized its Daniel Upton chapter to inspire professional zeal and loyalty in the student body. The chapter cooperates with other professional clubs in the celebration each year of American Education Week. Club members take an active interest in sponsoring legislation pertaining to education. It sponsors field trips to places of interest in the local community. The members of the local chapter hold membership in the New York State Teachers Association and the National Education Association.

### CULTURAL INTEREST CLUBS

Organizations come into being naturally from the interest of groups of students in some aspect of their academic studies. These clubs provide a more informal outlet for such interests than can usually be afforded by the classroom.

The Art Kraft Klub develops and maintains artistic standards in the college by enhancing the beauty of surroundings, by developing arts and crafts by which creative talent may be encouraged, and by promoting an interest in art in all departments. Membership is open to all students who show an interest in art coupled with artistic talent. Each year the club awards a scholarship to a deserving student in the Art Education department.

The Foreign Language Club is open to students of all departments who have an interest in or knowledge of any foreign language, ancient or modern. Its programs afford an opportunity for expression in the form of conversation, music, games, discussions, and demonstrations of the customs and cultures of our foreign neighbors.

The International Relations Club offers exceptional opportunities to pursue an interest in current world affairs. Especially in this period it hopes to contribute to the development of world understanding in students and future teachers.

The Psychology Club, which was formed as an outgrowth of student interest in psychological experimentation, offers an opportunity to a selected group of students for research work in psychology. Besides the regular meetings there are panel discussions, lectures, and group projects.

### FINE ARTS CLUBS

One of the objectives of the college is the introduction of the students to the fine arts for the purpose of stimulating their knowledge and appreciation. Regular college courses in musical and dramatic art are supplemented by clubs which afford avenues for expression in these areas.

The Dramatic Club through its Casting Hall opens tryouts for parts in plays and offers experiences in costume and scenery design, as well as participation in the construction of stage settings and scenery. At the same time opportunities are afforded for delightful social relationships. Its usual productions are plays given at Christmas and in the spring season. These plays draw in addition to an enthusiastic student audience a large attendance from the community.

Musical organizations constitute an active phase of college life. Students manifesting musical ability are eligible for membership in the following clubs: Senior Glee Club for upper classmen. Women's Junior Glee Club for freshmen, the Madrigals for informal group-singing, and the Men's Glee Club. These clubs furnish many delightful entertainments for the college and the community and are responsible for a very active interest in music among the students. This interest is focused each year on an Inter-Class Sing.

The Orchestra and Band offer similar opportunities to those with training in playing instruments.

### RELIGIOUS AND SOCIAL SERVICE CLUBS

Since the college is supported by State funds it is non-sectarian. This does not mean, however, that it is non-religious. All faiths find a welcome here. Through the five religious and social service clubs the students find opportunities for practicing their faiths through useful social channels.

Akiba is an organization open to students of the Jewish faith. It offers them religious, cultural and social activities. Its programs include lectures, discussions, holiday ceremonies and celebrations. Music, folk dances and guest speakers offer the members a more basic understanding of the Jewish heritage.

Men's Campus Club sponsors the serious discussions of problems faced by young men in a modern world. These discussions are held at a series of informal dinners. The club also promotes a variety of athletic and social activities.



The Newman Club promotes the spiritual, intellectual and social interests of all Roman Catholic students at college. Its activities include an Apologetics class, retreats, corporate communions, lectures, and joint meetings with the Newman Club of the University of Buffalo. Dances, suppers, and roller-skating parties are the chief social activities of the club. Membership is limited to Roman Catholics but its activities are open to all students. The Newman Club is affiliated with the National Federation of College Catholic Clubs.

Non-Resident Association studies and promotes the interests of all out-of-town women in the college. Through a variety of activities, which include discussion groups, lectures, and excursions, the club attempts to assist in the adjustment of its members to a new environment.

Young Women's Christian Association is open to women of any sect, creed or denomination. It maintains religious and social activities that include lectures, discussions and round table conferences concerned with the religious and ethical life of young women. It sponsors the annual Freshman Camp for Women and engages in social welfare work in the city.

#### HONORARY ORGANIZATIONS

These organizations reward and stimulate superior achievement in scholarship, in professional or literary attainment, and in leadership of student affairs.

Kappa Delta Pi is Gamma Mu chapter of the national society and is the first to be granted to a teacher education institution in New York State. Members are selected from the two upper classes on the basis of general scholarship in the upper quartile in their class, indication of continued interest in the field of education and manifestation of desirable social qualities. The chapter assisted in the development of a text-book library, and sponsors each year the observance of American Education Week.

Phi Upsilon Omicron is Mu chapter of the national fraternity. Members are selected from the upper classes in Home Economics for high scholastic record and qualities of leadership and character. Its purpose is the furtherance of home economics and the personal development of its members through such activities as contributions to the national project on Consumer Education, work in the Bureau of Instructional Materials, and cooperation with the college and home economics groups on professional activities.

Epsilon Pi Tau is the Tau chapter of the national fraternity in which membership is limited to Industrial Arts majors having an academic average in the upper half of their class. Its objectives are research, social efficiency and manipulative and teaching skill.

Sigma Upsilon is Delta chapter of the national fraternity and is the first chapter granted to a teacher-education institution. Membership is open by election to men of all departments who have shown noteworthy accomplishment in English. It encourages creative writing and an interest in literature by annual contests in the writing of stories, drama, poetry and the essay.

Nu Lambda Sigma is the women's honorary literary organization limited to twenty-five, chosen from the various literature courses on the basis of literary interest and creative effort. Its purpose is the furtherance of the study of contemporary literature, including the novel, short story, poetry and drama.

Alpha is composed of students from the two upper classes who have been outstanding in extra-curricular work. The purpose is to encourage well-directed activities, to promote high standards in existing organizations and to recognize true leadership.

#### FRATERNAL ORGANIZATIONS

The college recognizes the social development of its students as one of its legitimate objectives. Many of the organizations contribute to this objective in a secondary manner but for the fraternities and sororities it is their primary function, and gives to them responsibility for leadership in many social events on the college calendar. Sororities and fraternities afford opportunities for cultivating close personal friendships, which is one of the means of fostering social growth.

Six national sororities are represented by local chapters: Alpha Sigma Alpha, Alpha Sigma Tau, Delta Sigma Epsilon, Pi Kappa Sigma, Sigma Sigma Sigma and Theta Sigma Upsilon. Each of these organizations attempts to advance the professional interests of its members and also to contribute in some specific way to the general good of the entire college. Membership is by invitation after a "rush" season which provides opportunities for acquaintance and selection. The local inter-sorority governing body is the Pan-Hellenic Association. A number of the sororities maintain houses as places of residence for their members and as centers of their activities.

Three fraternities with state or national affiliations, Delta Kappa, Psi Phi, and Sigma Tau Gamma, are governed by the Inter-Fraternity



Council. Their objectives are development of leadership, promotion of fellowship, and encouragement of academic success. Before the onset of the war each fraternity maintained a house providing living quarters and opportunities for social development. Each fraternity expects to continue this practice upon the return of its members from the military service.

### CENTRAL GOVERNING BODY

The college accepts as one of its responsibilities the development of democratic citizens. The student council offers the medium through which students can secure practice in the techniques of living democratically in a college community.

Student Council is an advisory body making recommendations on matters of vital concern to the students and serving as a medium for the expression and organization of student opinion. It also sponsors activities and serves as a coordinator of student effort. Representation is provided for each unit of the student body by selection from this unit. Officers of the council are elected by the student body at large.

### STUDENT PUBLICATIONS

Student publications give students an opportunity to take part in writing, editing and producing their own newspaper, yearbook and handbook. Each publication is managed by a student editor and business manager. The general policies of student publications are formulated by a committee whose membership includes the six student editors and business managers and five faculty members.

The Record is a weekly newspaper of campus news and features, editorial comment and student opinion. The paper is distributed to all students of the college. Special issues during the past two years have been sent to graduates and former students in the armed services.

The Elms, a yearbook produced primarily as a record of campus life for the graduating class, presents the organizations, activities and important events of the college year.

The Handbook, designed especially for new students, sets forth and explains regulations and traditions of the college as well as extra curricular opportunities on the campus and in the city of Buffalo.

### CALENDAR OF CAMPUS EVENTS

Freshman Camp for Women.

A Junior Counselor Program.

Faculty Reception to Freshmen.

Informal Friday evening dances, sponsored by campus organizations.

Formal Prom and Balls, under the auspices of the juniors and seniors.

Holly Hanging Festival.

Christmas Play, given by the Dramatic Club.

Singing of the Waits and the Christmas Party.

The Y. W. C. A. Carnival.

Panhellenic Day.

School of Practice Day.

Vocational Day.

The Spring Musicales, given by Glee Clubs and Orchestra.

The Annual Spring Play, given by the Dramatic Club.

Moving-Up Day.

President's Reception to Local Board, Faculty and Graduates.

Alumni Events.

Baccalaureate, Class Day and Commencement.

Alpha Tapping Ceremony.

High School Visiting Day.

Inter-Class Sing.

### THE SOCIAL CENTERS

Group meetings, teas, and entertainments are arranged in the Social Centers which have been furnished and equipped for large or small gatherings. These are open for hospitality at all times to students and faculty who wish to use their facilities for free hours between classes or to reserve them for programs and business sessions.



## DEPARTMENTS OF THE COLLEGE

The College is organized into five major divisions, namely, Elementary Education for those desiring certification for teaching in the elementary grades and specializing in kindergarten teaching, elementary school principalship or supervision, and teaching of the physically handicapped; Home Economics for those wishing to be teachers of clothing and homemaking; Industrial Arts for those desiring to teach industrial arts or vocational subjects; Art Education for teachers of art in the public schools of the state; and the Graduate Department for experienced elementary teachers, principals and supervisors offering work leading to the degree of Master of Education. Details of each of these departments appear on the following pages.

### Elementary Education

The Elementary Education Curriculum is for those young men and women who are especially interested in devoting their professional interests to the elementary grades. It prepares the students to teach in all grades of the elementary school, kindergarten through the eighth grade. The State believes that an elementary teacher, to be successful, must be an individual with excellent personal preparation as well as professional perspective and technical knowledge and skill. This curriculum makes ample provisions for these three aspects of one's total development. Approximately three-fourths of it are devoted to courses in general education and one-fourth to technical and professional courses. Students completing this curriculum are awarded the degree of Bachelor of Science in Education.

Opportunities are available for additional certification by a special selection of the electives. If one desires to become a Kindergarten teacher, her electives may include the courses indicated elsewhere in this catalog, thereby getting an extension to her certificate to specialize in Kindergarten teaching.

If one has ambitions for administrative or supervisory work in the elementary school, he may select as electives basic administrative courses as groundwork for later graduate courses.

Since the demand is on the increase for Teachers of the Physically Handicapped, arrangements have been made so that those interested may devote their electives to courses in this field and become certified to teach. Buffalo city schools offer excellent laboratory facilities for this special work, especially in the areas of the crippled, loss of vision, and hard of hearing. Note description of courses and statement of specific requirements elsewhere in this catalog.

## GENERAL ELEMENTARY CURRICULUM

### FIRST YEAR

Course Titles	First Semester		Second Semester	
	Class	Semester	Class	Semester
	Hours	Hours	Hours	Hours
Eng. 101-102 Composition and Speech....	3	3	3	3
S. S. 101-102 History of Civilization.....	3	3	3	3
Ed. 101-102 Child Development.....	4	3	4	3
Art. 101-102 Essentials of Art.....	3	2	3	2
Music 101-102 Essentials of Music.....	3	2	3	2
Physical Education Activities*.....	2	0	2	0
Math. 101 Introduction to Mathematics†...	3	3	...	...
Sci. 101 Physical Science†.....	...	...	4	3
Language Sequence** (Optional) .....	3	3	3	3
Latin, French, or Spanish (Elementary and advanced) .....				
Total hours .....	21	19	22	19

### SECOND YEAR

Course Titles	First Semester		Second Semester	
	Class	Semester	Class	Semester
	Hours	Hours	Hours	Hours
Eng. 201 Advanced Written Composition..	3	3	...	...
Eng. 204 English Literature .....	...	...	3	3
S. S. 201-202 Contemporary Civilization...	3	3	3	3
Ed. 201-202 The Child and the Curriculum I	4	3	4	3
Sci. 201-202 Biology.....	4	3	4	3
H. Ed. 201-202 Health Education*.....	3	1	3	1
Electives .....	3	3	3	3
Total hours .....	20	16	20	16

\* In Physical Education and Health Education two hours per week are devoted to recreational activities for which no credit is given.

† If one of the language sequences is elected, Science 101 and Mathematics 101 are taken in Sophomore year during elective periods.

\*\* All students not having two units of foreign language in high school must take a foreign language one year in college during freshman or sophomore year.



### THIRD YEAR

Course Titles	First Semester		Second Semester	
	Class Hours	Semester Hours	Class Hours	Semester Hours
Eng. 306 Advanced Oral Composition.....	3	3	...	...
Eng. 304 American Literature .....	...	...	3	3
S. S. 301-302 American Civilization and Government .....	3	3	3	3
Ed. 301-302 The Child and the Curriculum II .....	5	3	4	3
Phy. Ed. 301-302 Physical Education*.....	3	1	3	1
Art 302 Industrial and Practical Arts.....	...	...	4	3
Geo. 301 General Geography I.....	3	3	...	...
Electives .....	3	3	3	3
Total hours .....	20	16	20	16

### FOURTH YEAR

Course Titles	First Semester		Second Semester	
	Class Hours	Semester Hours	Class Hours	Semester Hours
Ed. 401 Practicum in Teaching†.....	30	15	...	...
Ed. 402 Seminar in Elementary Education. ....	...	...	3	3
Eng. 402 Contemporary Literature.....	...	...	3	3
S. S. 402 Sociology.....	...	...	3	3
Geo. 402 General Geography II.....	...	...	3	3
H. Ed. 402 Health Protection*.....	...	...	4	2
Electives .....	...	...	3	3
Total hours .....	30	15	19	17

\* In Health Education and Physical Education two extra hours per week are devoted to recreational activities for which no credit is given.

† One-half of the Junior class will take the Practicum in Teaching the second semester of the Junior year. The other half will take it in the first semester of the Senior year. The following table presents a tentative arrangement of the courses in the Junior and Senior years of our new curriculum to provide for the administration of this plan of practice teaching. This necessitates dividing our Junior and Senior classes into two divisions, a "teaching" and a "non-teaching" group for the Junior and Senior years.

### THIRD YEAR

#### DIVISION A. (Junior Teaching Sections)

Course Titles	First Semester		Second Semester	
	Class Hours	Semester Hours	Class Hours	Semester Hours
Ed. 301-302 The Child and the Curriculum II .....	9	6	...	...
S. S. 301 American Civilization and Government I .....	3	3	...	...
Geo. 301 General Geography I.....	3	3	...	...
Eng. 306 Advanced Oral Composition.....	3	3	...	...
Phy. Ed. 301 Physical Education*.....	3	1	...	...
Ed. 401 Practicum in Teaching.....	...	...	30	15
Total hours .....	21	16	30	15

#### DIVISION B. (Senior Teaching Sections)

Course Titles	First Semester		Second Semester	
	Class Hours	Semester Hours	Class Hours	Semester Hours
Eng. 306 Advanced Oral Composition.....	...	...	3	3
Eng. 304 American Literature .....	3	3	...	...
Art. 302 Industrial and Practical Arts.....	4	3	...	...
Geo. 301 General Geography I.....	...	...	3	3
Ed. 301-302 The Child and the Curriculum II .....	...	...	9	6
S. S. 301-302 American Civilization and Government .....	3	3	3	3
Phy. Ed. 301-302 Physical Education*.....	3	1	3	1
Electives .....	6	6	...	...
Total hours .....	19	16	21	16

\* In Health Education and Physical Education, two extra hours per week are devoted to recreational activities for which no credit is given.



## FOURTH YEAR

### DIVISION A. (Junior Teaching Sections)

Course Titles	First Semester		Second Semester	
	Class Hours	Semester Hours	Class Hours	Semester Hours
Ed. 402 Seminar in Elementary Education..	3	3	...	...
Eng. 402 Contemporary Literature.....	3	3	...	...
S. S. 402 Sociology.....	3	3	...	...
Geo. 402 General Geography II.....	3	3	...	...
H. Ed. 402* Health Protection.....	4	2	...	...
Art 302 Industrial and Practical Arts.....	...	...	4	3
Eng. 304 American Literature.....	...	...	3	3
S. S. 302 American Civilization and Gov- ernment II .....	...	...	3	3
Phy. Ed. 302 Physical Education*.....	...	...	3	1
Electives .....	3	3	6	6
Total hours .....	19	17	19	16

### DIVISION B. (Senior Teaching Sections)

Course Titles	First Semester		Second Semester	
	Class Hours	Semester Hours	Class Hours	Semester Hours
Ed. 401 Practicum in Teaching.....	30	15	...	...
Ed. 402 Seminar in Elementary Education..	...	...	3	3
Eng. 402 Contemporary Literature .....	...	...	3	3
S. S. 402 Sociology .....	...	...	3	3
Geo. 402 General Geography II.....	...	...	3	3
H. Ed. 402* Health Protection.....	...	...	3	1
Electives .....	...	...	3	3
Total hours .....	30	15	18	16

\* In Health Education and Physical Education, two extra hours per week are devoted to recreational activities for which no credit is given.

## Home Economics Department

Professors Sipp, Ingersoll; Assistant Professors Pratt, Segner (on leave), Buddenhagen; Miss Keever, Miss Roudebush, Miss Palmer, Miss Grant, Miss Johnson, Miss Whitelock, Miss Noble.

The main function of the Home Economics Department is to assist young women who wish to prepare for the teaching profession in New York State. The graduates of this department receive the degree of Bachelor of Science in Education and are eligible to teach homemaking in junior and senior high school, elementary schools and at the adult level.

A second important function of the department is to make available to students majoring in other departments the opportunity to extend their experience and understanding in the field of home and family life. Elective courses, planned to meet the needs of individual students registering for them, are offered for students in other departments.

### HOME ECONOMICS MAJOR

This four year course is planned to provide for the development of the individual; to assist her in getting experiences in and gaining understanding of the various phases of homemaking; to help her in acquiring an understanding of the principles of the natural and social sciences and of art, as they impinge upon the home and family; to provide her with opportunities for gaining the kinds of experiences which she needs to extend her background for effective teaching and cooperative working with other agencies for improvement of home and family living in the community in which she is employed.

Various means are used to attain these goals, such as laboratory courses; field work in cooperation with homes, schools, social agencies and business; independent study and investigation; personal counseling and guidance. This sometimes involves activities outside of class hours and school days.

Student teaching is provided in selected schools in nearby communities. This is preceded by observation and participation in the School of Practice on the campus and in several nearby public schools.

Through the use of George-Deen Funds, the department is able to provide some follow-up service for its graduates. This service makes it possible not only to help young teachers in the field but to modify college courses in the light of the experiences of the graduates.



## SUMMER EXPERIENCE

All Home Economics students are required to secure additional practical experience during summers following the first three years in college. These experiences are planned in the spring as outgrowths of the year's work. The student plans with faculty members in the light of her needs as she sees them and the judgment of her instructors. Approved plans are filed in the department and written reports of the summer work together with such actual products as can be submitted and statements by employers are handed in on the opening day of college. Conferences with instructors who shared in the planning are held.

It is believed that this experience so planned will afford opportunities for

1. Increasing skills in homemaking
2. Improving the management of time, money and energy
3. Developing some ability to work with a family group and other social groups outside of the home
4. Developing independence, initiative, resourcefulness and responsibility
5. Realizing how some of the world's work is done by participation in industrial or commercial activities

No credit is given for summer experience but such experience is required.

## ENTRANCE REQUIREMENTS

The requirements in this department are the same as stated on page 17 of this catalogue. Registration is limited and students are selected on the same basis as described on page 18.

High school courses in homemaking or home economics are not required for admission to the Home Economics Department. However, if students have not developed reasonable skill in foods and clothing at home or in school, additional non-credit courses are provided. Diagnostic tests are given to accepted students to determine those who have attained these skills.

## ADMISSIONS WITH ADVANCED STANDING

Directions for students with advanced standing will be found on page 19. Address all inquiries regarding the Home Economics Department to the Director of Home Economics Department, N. Y. State College for Teachers, Buffalo 9, N. Y.

## ELECTIVES FOR HOME ECONOMICS MAJORS

Provision is made for six semester hours of electives in the junior and senior years through which the student may pursue study further in any non-home economics field. For description of such courses refer to the Description of Courses as listed in the respective departments at the back of the catalog.

## ELECTIVES FOR STUDENTS IN OTHER DEPARTMENTS

Much interest in studying certain aspects of home economics has been shown recently by students in Art Education and General Elementary Departments. Courses especially designed for these groups are listed as Home Economics 410, 411, 412. For description see p. 80.

For Course Descriptions—both required and elective—offered by the Home Economics Department consult pp. 79 to 81 of this catalog.

## HOME ECONOMICS CURRICULUM

Effective September 1943

### FRESHMAN YEAR

Course Titles	First Semester		Second Semester	
	Semester		Semester	
	Class Hours	Hours Credit	Class Hours	Hours Credit
English 101-102 Composition and Speech I.	3	3	3	3
S.S. 101-102 History of Civilization.....	3	3	3	3
Education 101-102 Child Development....	4	3	4	3
Science 123 Bacteriology .....	4	3	...	...
Science 124 Human Physiology and Hygiene ...	...	...	4	3
H.E. 101-102 Personal Living Problems...	6	4	6	4
Orientation .....	1	...	...	...
Physical Education—Gym and Pool.....	2	...	2	...
	23	16	22	16



# SOPHOMORE YEAR

Course Titles	First Semester		Second Semester	
	Semester		Semester	
	Class Hours	Hours Credit	Class Hours	Hours Credit
English 201-202 Composition and Speech II	3	3	3	3
S. S. 222 Principles of Economics.....	...	...	3	3
Science 224 Physical Science.....	4	3	...	...
Science 225-226 Elements of Inorganic and Organic Chemistry .....	4	3	4	3
H. E. 203 The Child in the Family.....	6	4	...	...
H. E. 204 Clothing and Costume Design...	...	...	6	4
H. E. 205 Foods and Nutrition.....	4	3	...	...
Art. 221 Essentials of Home Arts.....	...	...	4	3
Physical Education-Gym and Pool.....	2	...	2	...
	23	16	22	16

# JUNIOR YEAR

Course Titles	First Semester		Second Semester	
	Semester		Semester	
	Class Hours	Hours Credit	Class Hours	Hours Credit
S. S. 323 Principles of Sociology.....	4	3	...	...
S. S. 301-302 American History and Government .....	3	3	3	3
H. E. 303 Economics of the Household....	...	...	6	4
H. E. 305 Clothing and Costume Design...	3	2	...	...
H. E. 306 Foods and Nutrition.....	...	...	5	3
Art 322 Home Furnishings.....	...	...	4	3
Science 324 Chemistry Applied to Home Economics .....	...	...	4	3
Education 323 Home Economics Methods and Materials .....	8	6	...	...
Elective .....	3	3	...	...
	21	17	22	16

# SENIOR YEAR

Course Titles	First Semester		Second Semester	
	Semester		Semester	
	Class Hours	Hours Credit	Class Hours	Hours Credit
H. E. 401 Home Management.....	5	4	...	...
H. E. 403 Family Relationships.....	2	3	...	...
Education 421 Teaching Practicum .....	15	9	...	...
H. E. 405 Household Physics and Equipment	...	...	4	3
Art 421 Art Appreciation.....	...	...	4	3
H. E. 407 Housing and Home Planning....	...	...	4	3
English 204 English Literature .....	...	...	3	3
Elective .....	...	...	3	3
	22	16	18	15

# Industrial Arts Teacher—Training Department

Professor Perkins; Assistant Professor Quackenbush; Mr. Weber, Mr. Brossman (on leave), Mr. Morrice, Mr. Grabau, Mr. Fontana, Mr. Callan, Mr. Wiegand.

The Industrial Arts Department prepares teachers for the teaching of Industrial Arts in the junior and senior high schools of New York State. It covers very comprehensively all phases of work in Metal, Wood, Printing and Electricity.

Students also receive sufficient training in Mechanical Drawing and Blueprint Reading which enables them to understand thoroughly mechanical representation of shop projects. Through cooperation with the Art Department, they will have an excellent appreciation of design applied to shop projects.

The entire four-year program gives not only specific training in the fields of Industrial Arts but offers an excellent training in literature, mathematics, science and social studies.

Students completing satisfactorily the four-year program receive the degree of Bachelor of Science in Education. In addition, they receive a license to teach in both the junior and senior high schools, such license to become permanent when the student has completed thirty hours of work on a graduate level.

Students should meet the general requirements printed in the forepart of this bulletin but applicants to this department should present preferably two units of Mathematics, one unit of General Science or Biology, and one unit of Physics or Chemistry. It is desirable that students seeking admission should have definite aptitude for mechanical work although experience has shown that students who have not had the opportunity of home shop work or practical industrial experience often are as successful as those who have had contact with mechanical activities.

# TRANSFER STUDENTS

The Department offers to transfer students full credit for general courses in English, mathematics and history. Those who have taken technical subjects or shop work in a similar curriculum in other institutions are also granted full credit. College graduates who wish to extend their license to the field of Industrial Arts will also be



considered in order that they may earn the credit for a provisional certificate as specified by the State Education Department in Certification Bulletin No. 2. Briefly, this requires 18 hours in professional courses and 36 hours in appropriate Industrial Arts courses.

### EX-SERVICEMEN

Provision has already been made to enroll ex-servicemen who wish to prepare for teaching under the provisions presented by the Veterans Administration.

Ex-servicemen wishing to take up the work of this department should meet the regular requirements for admission.

### INDUSTRIAL ARTS CURRICULUM

#### FIRST YEAR

Course Titles	First Semester		Second Semester	
	Semester		Semester	
	Class Hours	Hours Credit	Class Hours	Hours Credit
Eng. 101-102 Composition and Speech I..	4	3	4	3
I. A. 103-104 Mechanical Drawing .....	4	3	4	3
Math. 102 General Mathematics .....	3	3	...	...
Math. 104 Applied Mathematics .....	...	...	3	3
Art 111-112 Essentials of Industrial Art....	3	2	3	2
I. A. 101 Electric Shop .....	15	5	...	...
I. A. 102 Wood Shop .....	...	...	15	5
	29	16	29	16

#### SECOND YEAR

Course Titles	First Semester		Second Semester	
	Semester		Semester	
	Class Hours	Hours Credit	Class Hours	Hours Credit
Eng. 202 Speech II .....	4	3	...	...
Ed. 203 Educational Psychology .....	4	3	...	...
Sci. 205-206 Physics .....	4	3	4	3
S. S. 205 Contemporary Civilization .....	...	...	3	3
I. A. 211 Principles and Practice of Industrial Arts I.....	...	...	2	2
I. A. 201 Transportation Shop .....	15	5	...	...
I. A. 202 General Metal Shop.....	...	...	15	5
Elective .....	3	3	3	3
	30	17	27	16

#### THIRD YEAR

Course Titles	First Semester		Second Semester	
	Semester		Semester	
	Class Hours	Hours Credit	Class Hours	Hours Credit
I. A. 311-312 Principles and Practice of Industrial Arts II & III.....	2	2	2	2
S. S. 301-302 American Civilization and Government .....	3	3	3	3
Sci. 301-302 Chemistry .....	4	3	4	3
Eng. 204 English Literature.....	3	3	...	...
I. A. 301 Graphic Arts Shop.....	7½	2½	...	...
I. A. 302 General Shop .....	...	...	15	5
Shop Elective .....	7½	2½	...	...
Elective .....	...	...	3	3
	27	16	27	16

#### FOURTH YEAR

Course Titles	First Semester		Second Semester	
	Semester		Semester	
	Class Hours	Hours Credit	Class Hours	Hours Credit
I. A. 411 Practice Teaching and Conference	25	15	...	...
S. S. 421 Industrial History and Labor Problems .....	...	...	3	3
Shop Elective .....	...	...	15	5
Electives .....	...	...	8	8
	25	15	26	16

### ELECTIVES

General Electives. Complete list of electives as outlined in Description of Courses.



# Art Education Department

Professor Bradley; Assistant Professor Czurlies; Mrs. Karcher, Mrs. Heyman, Mr. Winebrenner, Mrs. Wolf.

This department offers a course training art teachers for elementary and secondary schools and provides the art courses for the General Elementary, Home Economics and Industrial Arts Departments.

## AN AFFILIATED PROGRAM OF ART EDUCATION

Directly across the street from the State College grounds are the Albright Art Gallery and the Albright Art School. Through an affiliation between the college and the Art School, the students of this department enjoy a unique privilege, that of acquiring a college education at the same time while they are attending an Art School. The permanent collection in the Albright Art Gallery and the constantly changing exhibits brought from other cities give the students an exceptional opportunity to study the art of the past while they are experimenting with the various mediums of expression. The Albright Art Gallery and Art School are maintained by the Buffalo Fine Arts Academy and the City of Buffalo. The Gallery is housed in a beautiful building of Greek design and has developed a splendid educational program. The Albright Art School enjoys excellent facilities for the sound teaching of art with a highly trained faculty in a series of well equipped studios and workshops.

## PROFESSIONAL TRAINING LEADING TO A DEGREE

The Art Education Department of the N. Y. State College for Teachers selects students to be admitted to a course which utilizes the offerings of the Gallery and Art School, together with those of the various departments of the college. The course is administered from this Department and at its successful conclusion a Degree of Bachelor of Science in Education is conferred, together with certification to teach Art in the elementary, junior and senior high schools of New York State.

Application for admission may be made by high school graduates from any part of the State. From the applicants will be selected those who give the greatest evidence of talent and ability and who seem to promise success as teachers of art.

## THE COST

All students admitted to the Art Education Department will be required to pay the regular fees at the college and tuition at the Art School of \$125 per year during the first three years only, payable to the Albright Art School, \$62.50 each semester. The total cost of this course for the four years is considerably lower than that of the average art school.

## ADVANCED STANDING AND CERTIFICATION

Applicants for admission to advanced standing in this department will be informed of the requirements for the degree upon evaluation of transcripts. College graduates who hold a certificate to teach common branch subjects or an academic subject may secure a provisional certificate to teach art by completing the following requirements of the State education department.

Teaching methods and materials in art.....	4 to 8 semester hours
Technical Art courses .....	36 semester hours

### Distributed as follows:—

Design and crafts .....	16 to 20 semester hours
Drawing and painting .....	10 to 14 semester hours
Mechanical drawing .....	2 to 4 semester hours
History and Appreciation of Art.....	2 to 4 semester hours

## PROFESSIONAL VISION AND OPPORTUNITY

This department is primarily interested in preparing young people to become successful leaders in art education. Service to the children and the community is deeply rewarding in a personal and professional way. In spite of the war there is an increasing demand for art teachers which promises well for the future. The placement of our graduates has been very satisfactory and an increasing number of school administrators are looking to this institution for art teachers and supervisors.

All inquiries should be addressed to:

Charles B. Bradley  
Director of Art Education  
N. Y. State College for Teachers  
Buffalo 9, New York

## ART KRAFT SCHOLARSHIP

The Art Kraft Klub offers a scholarship for the sophomore year to



that Art Education freshman who is deemed most deserving and outstanding.

### DRAWING, PAINTING, AND DESIGN

At the Art School, where the students spend three hours each day during their first three years, they pursue a sequence of courses in the field of representation and another in the field of design. Representational skill is sought in its true organic relation to personal expression, and great emphasis is placed on the inseparability of the concepts of representation and design. Each class, whether in one category or the other, has definite relations with every other class. None can be omitted without injuring the completeness of the course, and every class draws on the others for strength. This harmonious relation between representation classes and design classes is a vital part of the course planning. Such representational classes as figure drawing and oil painting, are not limited by imitative aims alone, but endeavor to retain and develop the creative faculties while improving the representational skill.

The sequence of courses in the field of design is planned first to develop a feeling for design as a functional thing which grows out of the use and the materials of construction rather than from surface decoration. The students are carefully grounded in the fundamental elements of design, in lettering and in the various color theories which have been developed. As graduates are frequently called upon to teach various forms of commercial art and should be able to supervise art in school publications and look after school publicity, work is offered in these fields and visits are made to commercial establishments to study the various methods of reproducing drawings and designs. All students are required to take one course in costume design and one in interior decoration so that they may relate design to the intimate problems of the person, the home and the community.

This approach is a starting point for a series of classes which reveals the necessities of design in all art expression, and, without teaching a "system", shows the way to harmony and unity through the limitations of function and material.

### CRAFTS

At the N. Y. State College for Teachers, courses in crafts are given to round out the art training. These include a full year of mechanical drawing which is given in the Industrial Arts Department where, in the atmosphere of shop and drafting room, the work takes on new mean-

ing. Elementary crafts suitable for the first six grades of school require very little special equipment but develop much original work in many common materials. Advanced crafts suitable for the high schools include: design, construction and decoration in textiles, leather, wood, light metal, jewelry and ceramics. The course in stage craft includes shadow and string puppets, costume and scenery design and experience in staging at least one production in conjunction with the Dramatic Department of the College.

### CULTURAL DEVELOPMENT

The General Elementary Department of the college provides courses of a liberal cultural nature to round out the preparation of the art teacher. Several courses in English composition and literature, biological and physical science, history and some elective work are included in the program. A course in the history of art continuing through one year constitutes a careful survey of the development of the arts through the ages and adds greatly to the cultural background. During the first year students are required to participate in gymnasium activities and swimming, and in the second year to attend a course in Health Education. This is to enable each student to know how to keep physically fit and they are encouraged to continue these recreational activities throughout the remaining two years. Elective courses may be selected from the offerings of the college outside the field of art education.

### PROFESSIONAL EDUCATION

The professional education course at the college includes the study of child development with observation of children and psychological study to aid the future teacher in her work. An orientation course follows in the second year to afford a broad view of art education in relation to the object of general education. Study of art curriculum needs at different age levels and in various types of schools prepares the students for their practice teaching experiences in the schools of Western New York. By both theory and practice, students become acquainted with changing conceptions of art education and the aims and methods of work as carried on in different schools and at all age levels.

### ART EDUCATION CURRICULUM

This curriculum is made up of technical studies, cultural and professional in balanced proportion as follows:



	First Semester	Second Semester
<b>First Year</b>		
Ed. 101-102 Child Development .....	3-3	3-3
Eng. 101-102 Composition and Speech.....	3-3	3-3
Sci. 103-104 Biology .....	3-2	3-2
Orientation and Library.....	1-0	1-0
Swimming and Gymnasium.....	2-0	2-0
*Art 103-104 Drawing .....	5-2½	5-2½
*Art 105 Perspective .....	3-1½	
*Art 107-108 Principles .....	2-1	2-1
*Art 109 Materials .....	5-2½	
*Art 106 Ornament .....		5-2½
*Art 110 Color .....		3-1½
	<hr/> 27-15½	<hr/> 27-15½
<b>Second Year</b>		
Art 211 Introduction to Art Ed.....	3-3	
S. S. 204 History of Civilization.....		3-3
Eng. 205-206 Literature .....	3-3	3-3
H. Ed. 201-202 Health Education .....	1-1	1-1
I. A. 203-204 Mechanical Drawing .....	4-2	4-2
*Art 203 Life Drawing .....	9-4½	
*Art 204 Perspective .....		3-1½
*Art 206 Water Color .....		6-3
*Art 205 Form .....	6-3	
*Art 208 Lettering .....		3-1½
*Art 210 Costume .....		3-1½
	<hr/> 26-16½	<hr/> 26-16½
<b>Third Year</b>		
Art 311-312 Art Curriculum.....	3-2	3-2
Sci. 307 Physical Science .....	4-3	
Art 301-302 Art History .....	3-3	3-3
Art 310 Elementary Crafts .....		4-2
Elective (General College Subject).....		2-2
*Art 303 Pictorial Design .....	6-3	
*Art 304 Oil Painting .....		6-3
*Art 305 Functional Design .....	9-4½	
*Art 306 Processes .....		6-3
*Art 308 Interior Decoration .....		3-1½
	<hr/> 25-15½	<hr/> 27-16½
<b>Fourth Year</b>		
S. S. 402 Sociology .....		3-3
Electives (General College Subjects).....		6-6
*Art 403 Stage Craft .....		8-4
*Art 402 Advanced Craft .....		8-4
*Art 404-405 Practice Teaching and Seminar.....	30-15	
	<hr/> 30-15	<hr/> 25-17

\* Courses taken at the Albright Art School.

## GRADUATE DEPARTMENT

Voted, "Approval is hereby given by the Board of Regents to the proposal that a course of study leading to the degree of Master of Education be offered through Summer School, Extension courses and Saturday classes for elementary teachers at the State Teachers College at Buffalo. The Board does not approve at this time the establishment of a graduate course of study leading to the Master of Education degree to be offered during the regular college session."

### 1. Objectives and Nature of Proposed Graduate Work

a. To continue study of the previously obtained undergraduate preparation in the elementary field for the purpose of extending and supplementing professional knowledges and skills.

b. To offer an opportunity to study another form of educational service in preparation for changing to such other type of service—e.g., from classroom teaching to administration or supervision or vice versa.

c. To provide training and experience in the field of educational research in order to foster more highly specialized knowledge in a chosen field.

2. Graduate work should be adapted to the increased maturity, to the richer background, to the stronger professional motivation and to the greater range of intellectual interests which characterize post-baccalaureate students in comparison with undergraduates. It places greater emphasis on self-directed reading and investigation, emphasizes independent and constructive thinking, ability to find, organize and evaluate evidence and defend conclusions. In seeking to achieve these goals, high standards of performance will be required.

### 3. Instruction is characterized by:

a. Intimate supervision of collateral reading, assigned papers and free discussion in small seminar groups.

b. Minimum of formal lecturing.

c. Insistence on high standards of accomplishment in courses acceptable for degree.

d. Adequate measures of progress as indicated by appropriate evaluation techniques.

## ADMISSION REQUIREMENTS

Admission to courses for graduate credit shall be restricted to:

A. Students who hold an approved bachelor's degree and eligibility to teach in the elementary field.



B. All candidates shall have demonstrated ability to do graduate work as measured by:

- a. Scholastic achievement in undergraduate work;
- b. Teaching experience and record;
- c. Other evaluation measures as may be prescribed by the Graduate Council.

### STANDARDS FOR A GRADUATE DEGREE

1. The quantitative requirement for the Master of Education degree shall be the completion of thirty-two semester hours of graduate credit.

2. No graduate degree shall be issued to a student who has not completed a minimum of a year's work in residence at Buffalo. If the residence requirement has been met preceding candidacy for the Master's degree, up to one-fourth of the total requirement (8 hours) may be transferred as graduate credit from another accredited college or university. In any case, the last sixteen hours preceding the award of the Master's degree must be taken at Buffalo.

3. Five Summer Sessions of six weeks each shall be regarded as the usual period of attendance for the completion of the thirty-two hour requirement for the Master of Education degree.

4. No more than eight semester hours or its equivalent shall be taken in "off campus" Extension classes.

5. Students holding what would be regarded as a full-time position should not be permitted to receive graduate credit for more than four semester hours in one semester of Saturday or Extension courses, except by special action of the Graduate Council.

6. No credits toward the attainment of the graduate degree shall be recognized after the lapse of seven years.

### GRADUATE CURRICULUM

The following tentative program has been formulated as the 32-hour required curriculum for the graduate work at Buffalo:

- 6 Semester Hours—Seminar in Elementary Education and Supervision
- 6 Semester Hours—Workshop in Elementary Education
- 4 Semester Hours—Thesis
- 6 Semester Hours—English and/or Social Studies
- 6 Semester Hours—Unrestricted electives in one academic field
- 4 Semester Hours—Electives in any field

### THESIS

A thesis will be required allowing 4 hours of credit. It should evidence:

1. Ability of the candidate to work independently on an approved problem.
2. A reasonably wide familiarity with the literature of the subject.
3. A practical working knowledge of research methods.
4. Conclusions justified by supporting data.

For further information regarding our graduate program, address President Harry W. Rockwell, N. Y. State College for Teachers, Buffalo 9, N. Y.



# DESCRIPTION OF COURSES

## EXPLANATION OF COURSE NUMBERS

All credit courses have three figure numbers. Those numbered from 100 to 199 are primarily freshmen courses; those from 200 to 299 primarily sophomore courses; those from 300 to 399 primarily junior courses; those from 400 to 499 primarily senior courses. Courses numbered below 100 are non-credit remedial courses.

## ELECTIVE COURSES

All curricula offered by the college permit students to select elective courses. The number of semester hours elective credit varies among the departments. In general the electives are offered only to the upper classes: sophomore, junior, and senior. Tentative elective courses are listed for each department and are subject to change or cancellation in accordance with changing demands or circumstances. Students should confer with faculty advisers in choice of electives.

## ART EDUCATION

Professor Bradley; Assistant Professor Czurles; Mrs. Karcher, Mrs. Heyman, Mr. Winebrenner, Mrs. Wolf.

**Art 101-102. Essentials of Art.** Fundamental principles and techniques of art and the appreciation of various forms of art expression. Appreciation is gained through acquired knowledge and experience in the field of art as it functions in the life of the individual, the school, and the community. Required of all General Elementary freshmen. Three hours per week each semester. Credit: four semester hours.

**\*103-104. Drawing.** Study of contour, form, light and shade, and modeled surface by drawing from objects and living models. Use of pencil, brush and pen. Required of all Art Education freshmen. Five hours per week each semester. Credit: two and one-half semester hours.

**\*105. Elementary Perspective.** Fundamental principles of visual representation of form. Required of all Art Education freshmen. Three hours per week. Credit: one and one-half semester hours.

**\*106. Ornamental Design.** Study of historic ornament and its relation to creative design. Required of all Art Education freshmen. Five hours per week. Credit: two and one-half semester hours.

**\*107-108. Principles of Art.** Lectures and discussions of fundamental art concepts for the purpose of orientation. Required of all Art Education freshmen. Two hours per week each semester. Credit: two semester hours.

\* Albright Art School courses.

**\*109. Materials in Design.** Development of general design principles from experiments in three dimensional form. Required of all Art Education freshmen. Five hours per week. Credit: two and one-half semester hours.

**\*110. Color in Design.** Color theory and practice as applied in creative design. Required of all Art Education freshmen. Three hours per week. Credit: one and one-half semester hours.

**111-112. Essentials of Industrial Art.** Fundamental principles of structural and decorative design and their application in handicraft and industrial production. Selection and appraisal of objects of artistic merit. The practical application of design in the various materials and processes of the industrial arts program. Original design of shop projects. Required of Industrial Arts freshmen. Three hours per week each semester. Credit: four semester hours.

**\*203. Life Drawing.** Figure work in charcoal, pencil and pen. Applied anatomy. Required of all Art Education sophomores. Nine hours per week. Credit: four and one-half semester hours.

**\*204. Advanced Perspective.** Various approaches to the problems of perspective and their application in practice. Required of all Art Education sophomores. Three hours per week. Credit: one and one-half semester hours.

**\*205. Design in Form.** Modeling clay and carving in hard plaster with emphasis on plastic organization. Required of all Art Education sophomores. Six hours per week. Credit: three semester hours.

**\*206. Water-color Painting.** Still life, figure sketch and landscape. Required of all Art Education sophomores. Six hours per week. Credit: three semester hours.

**\*208. Design in Lettering.** Free hand lettering and sign writing. Letter structure and spacing. Required of all Art Education sophomores. Three hours per week. Credit: one and one-half semester hours.

**210. Costume Design.** Principles of taste in contemporary dress. Tradition and function in costuming. Required of Art Education sophomores. Three hours per week. Credit: one and one-half semester hours.

**211. Introduction to Art Education.** Art in American life and education. General and special aims, objectives and procedures. Standards, tests and measures. Required of all Art Education sophomores. Three hours per week. Credit: three semester hours.

**221. Essentials of Home Arts.** Fundamental principles of structural and decorative design and their application in the immediate environment. Required of Home Economics sophomores. Four hours per week. Credit: three semester hours.

**301-302. History of Art I and II.** Survey of the historic development of the visual arts from prehistoric to contemporary times. Illustrated lectures, gallery visits, required readings and discussion. Required of Art Education juniors, elective for General Elementary students. Three hours per week each semester. Credit: six semester hours.

\* Albright Art School courses.



\*303. **Pictorial Design.** A study of picture structure in line, values, implied space and color. Required of Art Education juniors. Six hours per week. Credit: three semester hours.

\*304. **Oil Painting.** Study of the fundamentals of form representation, using still life as subject matter and oil paint as medium. Required of all Art Education juniors. Six hours per week. Credit: three semester hours.

\*305. **Functional Design.** Structural and esthetic problems in the design of everyday objects. Model making. Required of all Art Education juniors. Nine hours per week. Credit: four and one-half semester hours.

\*306. **Processes and Techniques.** Experiments in reproduction methods as used in art education. Stencil, block printing, silk screen. Industrial reproduction methods. Required of all Art Education juniors. Six hours per week. Credit: three semester hours.

\*308. **Interior Decoration.** Design principles as applied to problems of home decoration and furnishing. Simple models and renderings. Required of all Art Education juniors. Three hours per week. Credit: one and one-half semester hours.

310. **Elementary Crafts.** Simple constructions and decorations suitable for the elementary school. Various materials; paper, cardboard, papier mache, cloth, wood, clay and others. Required of all Art Education juniors. Four hours per week. Credit: two semester hours.

311. **Elementary School Art Curriculum.** The development and organization of art education in the elementary school. Required of all Art Education juniors. Three hours per week. Credit: two semester hours.

312. **Secondary Art Curriculum.** The organization, selection and presentation of subject matter in junior and senior high school. Required of all Art Education juniors. Three hours per week. Credit: two semester hours.

316. **Industrial Arts Design.** The practical application of design in the various materials and processes of the industrial arts program. Original design of shop projects. Required of all Industrial Arts juniors. Three hours per week. Credit: two semester hours.

322. **Home Furnishings.** The solution of various art problems involved in the selection and arrangement of home furnishings. Practical problems approached from both economic and artistic angles. Required of all Home Economics juniors. Four hours per week. Credit: three semester hours.

400. **Workshop in Crafts.** Studio course in various crafts including: leather work, metal work, ceramics and jewelry. Class and individual instruction with considerable election as to the projects to be undertaken. Five hours per week. Credit: three semester hours.

402. **Advanced Craft.** Designing, constructing and decorating in various materials suitable for secondary schools: textiles, leather, ceramics and metal. Required of all Art Education seniors. Eight hours per week. Credit: four semester hours.

\* Albright Art School courses.

403. **Stage Craft.** Designing and making stage materials, marionettes, miniature stage sets, masks, etc. Staging at least one production of the dramatic department. Required of Art Education seniors. Eight hours per week. Credit: four semester hours.

404. **Elementary Practice Teaching and Seminar.** Practice teaching in assigned elementary schools four full days per week under supervision. One day seminar discussion and preparation. Required of all Art Education seniors. One half semester. Credit: seven and one-half semester hours.

405. **Secondary Practice Teaching and Seminar.** Practice teaching in assigned secondary schools four full days per week under supervision. One day seminar discussion and preparation. Required of all Art Education seniors. One half semester. Credit: seven and one-half semester hours.

421. **Art Appreciation.** Understanding the Arts. Interpretation of art as the expression of traditional and functional influences. Study of selected historic masterpieces in architecture, sculpture, painting and the minor arts. Gallery visits, lectures and readings. Required of all Home Economic seniors, elective for General Elementary students. Three hours per week. Credit: three semester hours.

## EDUCATION

Professors Hertzberg, Crayton, Pugsley, Sloan, Steel, Wofford; Assistant Professors O'Brien, Quayle; Mr. Bruce, Miss Jamison, Miss Metz.

101-102. **Child Development.** Aims to develop a scientific attitude toward the study and interpretation of human behavior. Discussion of effective study habits for college students; problems and methods of child study; foundations of behavior; individual differences; physical, mental, emotional and social development at different ages; effect of home, community and the school on the growth and development of children; study of personality development. A minimum of eight double periods each semester will be devoted to directed observation. Required of all General Elementary freshmen. Also required of all Art Education and Home Economics freshmen, with suitable adaptations including special emphasis on theories of learning; factors affecting learning; course of improvement in learning; aids to effective learning and the transfer of training. Three hours per week; one hour additional when observing. Each semester. Credit: six semester hours.

201-202. **The Child and the Curriculum I.** Topics: Scope of the elementary school; sociological background of the school; nature and meaning of the curriculum; objectives of elementary education; curriculum sources; guides to the areas of curriculum content; theoretical explanations of child learning; physiological and psychological factors affecting learning; course of improvement in learning; aids to effective learning; transfer of training; the teaching of reading. A minimum of eight double periods of directed observation and participation in the elementary school each semester. Required of all General Elementary sophomores. Prerequisite: Ed. 101-102. Three hours per week; one additional hour when observing. Each semester. Credit: six semester hours.

203. **Educational Psychology.** Aims to develop a scientific attitude in studying and interpreting educational problems relating to human growth and



development. Discussion of effective study habits for college students; the interaction of heredity, environment, and maturation in producing physical, motor, mental, emotional, social and moral differences in individuals; expressing statistically likenesses and differences in individuals; problems of mal-adjustment; nature and characteristics of learning; how learning should be directed and controlled; attention; fatigue; transfer of training; use of measurement in evaluating human development and learning. A minimum of six double periods will be devoted to directed observation. Required of all Industrial Arts sophomores. Three hours per week; one hour additional when observing. First semester. Credit: three semester hours.

**301-302. The Child and the Curriculum II.** A prerequisite to practice teaching. Activities include observation, classroom participation, class discussion and conferences with instructors. Units provide for (1) introducing the participant to the teacher pupil relationships, (2) experience in selecting, organizing and presenting the materials of instruction in various school subjects and on different grade levels and (3) methods of evaluating pupil progress. Required of all General Elementary juniors. Prerequisites: Ed. 101-102, Ed. 201-202. Nine hours per week. Each semester. Credit: six semester hours.

**401. Practicum in Teaching.** A combined course of teaching under supervision and conferences on teaching problems. Students teach four days each week and attend conferences at the college on the fifth day. Both the practice and the theory of lesson planning, class and individual instruction, classroom management, program-making, records of attendance and achievement, diagnostic and achievement testing, remedial teaching as they relate to the growth and development of children are studied.

Prerequisites: A passing grade in Oral English, a grade of "C" in Education 301-2 and a cumulative average grade of "C" in all previous college work. Required in the second semester of the junior year or in the first semester of the senior year. An average rating of "C" is necessary to complete this course satisfactorily. Thirty (30) hours of teaching and conferences each week. Each semester. Credit: fifteen semester hours.

**485. Reading Clinic.** Clinical diagnosis of acute reading problems by use of telebinocular, ophthalmograph, Durell Reading Analysis, and Gates diagnostic procedure. Remedial measures and materials as determined by the conditions revealed by the diagnosis. Elective for those who have an average of B or better in Practice Teaching. Each semester. Credit: two or three semester hours.

## PRACTICE TEACHING FACILITIES

Opportunities for practice teaching are afforded by the following types of schools:

1. The School of Practice, the campus school, which includes the grades from the kindergarten through the eighth. The instruction given by the staff is supplemented by that given by college specialists in the fields of art, music, physical education, home economics, and industrial arts, mathematics, and

history. The school has a reputation for modern educational policies and procedures and for excellent care of its pupils. As a result, the school has a waiting list of applicants for admission.

2. Public School No. 52, a large elementary school on Bird Avenue with a cosmopolitan group of children and a staff of teachers selected for the work of developing student teachers in understanding of children and education procedures.

3. A large number of individual rooms in cities and villages whose teachers are unusually competent and willing to direct student teachers.

4. Rural Schools, both one or two room, and central schools whose teachers are likewise fitted by ability and temperament to direct student teachers.

**402. Seminar in Elementary Education.** An attempt to guide the student to summarize the experiences of the education sequence and to focus these experiences on the understanding of the professional character of teaching. Major topics: some guiding conceptions of the teacher; the status of teaching as a profession; special problems of the classroom teacher in the state of New York; the professional responsibilities of the teacher in our constitutional democracy. Required of all General Elementary seniors. Prerequisites: Ed. 101-102, 201-202, 301-302. Each semester. Credit: three semester hours.

## COURSES IN PRINCIPALSHIP

**440. Elementary School Principalship A. Organizing the School and the Curriculum.** Planning the curriculum and general organization; organizing the use of all school facilities and services; classification and promotion. Course A may precede or follow course B. Elective for General Elementary juniors and seniors. First semester. Credit: three semester hours.

**441. Elementary School Principal B. Operation of the Elementary School.** Problems in School Board relations; school finance; equipment and supplies; records; pupil adjustments; community relations. Elective for General Elementary juniors and seniors. Second semester. Credit: three semester hours.

**442. Supervision of the Elementary School A. Leadership of Teachers.** Administrative and supervisory relations; procedures in classroom supervision; problems in the improvement of teaching and learning. Course A may precede or follow course B. Elective for General Elementary juniors and seniors. First semester. Credit: three semester hours.

**443. Supervision of the Elementary School B. Evaluation of the Elementary School.** Evaluating the effectiveness of the school plant and organization; measuring pupil progress; age-grade status; acceleration and retardation. Field activities. Elective for General Elementary juniors and seniors. Four to five hours per week. Second semester. Credit: two semester hours.



444. **General School Administration.** National, state and local organization of education; district, township and county units; boards of education; school services; teacher selection and tenure; school buildings. Elective for General Elementary juniors and seniors. Offered occasionally. Credit: three semester hours.

## KINDERGARTEN EDUCATION

All students, upon graduation, will be eligible to teach in all grades of the elementary school. Those who wish to specialize in work with young children will be required, in addition to Ed. 301 and 302, to take a seminar in Kindergarten Education. Further requirements for this specialization include Children's Literature and one elective course in creative arts or science. The description of the seminar follows:

**Seminar in Kindergarten Education.** PART I. The place of the kindergarten as an integral part of elementary education will be considered. The seminar will provide for discussion and evaluation of special organization, materials, techniques, procedures and equipment that are significant in the growth and progress of four to six year old children. Appreciation of child-parent-community relationships for this age level is given attention. Prerequisite to practice teaching. Parallels Ed. 301-302. Special effort is made to have one assignment of participation held in a kindergarten situation. First semester. Two hours per week. Credit: two semester hours.

PART II. Considers the major problems growing out of practice teaching experiences. Parallels student teaching. One assignment is in a kindergarten situation, during which time the group meets two hours per week. Second semester.

Eng. 210. **Children's Literature.** Consult section on English.

## EDUCATION OF THE PHYSICALLY HANDICAPPED

Instructor: Risinger

**Special Education 201. Orientation in the Education of Exceptional Children.** A general survey of the characteristics of atypical children; their incidence and causes; problems and principles of education of the blind, the deaf, the hard of hearing, the crippled, the cardiopathic, the low visioned, lowered vitality, mentally handicapped, speech disorders and problem children. This course may be taken as an elective to apply on fulfillment of the General Elementary Curriculum; or, if taken as an elective, the student wishes to continue towards certification in Education of the Physically Handicapped, may then have credit earned in this course applied toward Mental, Social and Vocational Adjustments or Sociology of the Physically Handicapped. All students are encouraged to include among their electives Special Education 201 since the less seriously handicapped children usually remain in the regular grades and pupils from special classes and schools return to regular grades. Earlier detection of physical disabilities will enable earlier preventive treatment and less retardation in school life. Credit: three semester hours.

**Special Education 409. Psychology of the Physically Handicapped.** The psychology of all types of physically handicapped children will be studied. Test materials, their use and interpretation, clinical visits and case studies will be utilized as approaches to the course. Special Education 409 is required of all students

who wish to certify for teaching the physically handicapped and should be taken after Special Education 201 and before Special Education 401. Credit: three semester hours.

**Special Education 401. Practicum in Teaching the Physically Handicapped.** Public Day School Classes and Residential Schools for handicapped children in or near Buffalo will be used for teaching, under supervision, children with disabilities such as prescribed by the area in which the student chooses to certify. Special Education 401 FOLLOWS the Practicum for the General Elementary Curriculum and will, therefor, combine practical teaching with conferences, lectures and observations in related fields. Credit: six semester hours.

## ENGLISH

Professor Thurber; Assistant Professors Foster, Goossen, Holman; Mr. Grabau, Mr. Drew, Mrs. Ganey (on leave), Mrs. Chamberlain, Miss Metz.

101. **Written Composition.** A thorough training in the fundamentals of language and usage as a preparation for efficiency in logical writing and thinking. Attempts to develop intelligent criticism and literary effectiveness. Study of examples; weekly themes; preparation of term paper. Required of all freshmen. Each semester. Credit: three semester hours.

201. **Advanced Composition.** Additional study of language usage and further practice in writing to develop critical thinking and literary effectiveness. Required of all sophomores. Each semester. Credit: three semester hours.

102. **Fundamentals of Speech.** Study of voice, diction and general principles of reading and speaking. Student participation in simple speaking situations. Voice recordings at beginning and end of term. Required of all freshmen. Each semester. Credit: three semester hours.

202. **Advanced Oral Composition.** Study and application of the working principles and methods of discussion and public speaking. Both content and delivery considered. Psychology of audience-speaker relationship presented. Required of all sophomores. Gen. Elementary sophomores take this course as Eng. 306 during junior year. Each semester. Credit: three semester hours.

203. **Recent Drama.** The drama from Ibsen to the present. Among others: Ibsen, Strindberg, Chekov, Galsworthy, O'Neill, Barrie, and Howard will be studied. Elective for sophomores. Credit: three semester hours.

204. **English Literature.** A study of the prose and poetry of the significant English writers from the beginnings through the Victorian period. Required of General Elementary sophomores; Home Economics and Industrial Arts juniors. Each semester. Credit: three semester hours.

205-206. **Survey of Literature.** A two-semester survey of the classical, romantic and realistic currents in the literature of the western world. Readings include American and English poetry and prose, and translations from Greek, Latin, French, German and Russian. Required of all Art Education sophomores. Credit: six semester hours.

210. **Children's Literature.** Study of the types of Children's Literature, Reading and discussion of folk lore, modern informative material, fiction, biography and poetry. Attention is given to principles of book selection, illustrations,



format of books, reading interests of children, story telling, and preparation of bibliography. Elective for sophomores, juniors and seniors. Each semester. Credit: three semester hours.

**301. Play Production.** Elements of production, play analysis, character interpretation, preparation of the director's book, casting, rehearsals; student direction or participation in performances; dramatization of children's literature. Elective for juniors and seniors. Credit: three semester hours.

**304. American Literature.** Includes the outstanding writing in our country from colonial to recent days—Edwards, Franklin, Emerson, Thoreau, Hawthorne, Poe, Whitman to Emily Dickinson. Required of General Elementary juniors. Each semester. Credit: three semester hours.

**401. The Drama.** A survey of the drama from Aeschylus to Goethe. Readings include early English, Elizabethan and Restoration comedies and tragedies; translations of Greek, Roman, French and German plays. Elective for juniors and seniors. Credit: three semester hours.

**402. Contemporary Literature.** Poetry, drama, fiction, and essays appearing since Victorian times. Required of General Elementary seniors. Each semester. Credit: three semester hours.

**405. The Essay.** Survey of the essay; historical background; development of types and their influence on public opinion. Includes major essayists from 16th century through the Victorian period. Montaigne, Bacon, Swift, Addison, Steele, Johnson, Goldsmith, Lamb, Carlyle, Ruskin, Arnold, and Stevenson. Elective for juniors and seniors. Credit: three semester hours.

**406. The Novel.** A survey of the novel in English. This includes an examination of the great novels of the nineteenth century both as works of art and as reflections of the social interests of the time. Elective for juniors and seniors. Credit: three semester hours.

**407. Romantic Movement in Literature.** (1798–1832). A careful study of the poetry and prose of this important period, paying particular attention to the works of Wordsworth, Coleridge, Lamb, Scott, Byron, Shelley, and Keats, together with those of the minor authors. The critics of the period are considered and the development of the magazines is noted. An attempt is made to reveal the spirit of Romanticism, thereby interpreting phases of contemporary thought. Elective for sophomores. Credit: three semester hours.

**408. Short Stories.** With a few representative novels. Selections from Poe, Kipling, Bret Harte, O. Henry, Thomas Hardy, Samuel Butler and other significant writers. Elective for juniors or seniors. Credit: three semester hours.

**415. Shakespeare I.** Intensive study of representative plays including King Lear, Othello, A Winter's Tale, Twelfth Night, together with outside reading from the histories and comedies. Elective for juniors or seniors. First semester. Credit: three semester hours.

**416. Shakespeare II.** A similar handling of another group of plays, including Hamlet, The Tempest, Anthony and Cleopatra, Romeo and Juliet, together with outside reading of histories and comedies. Elective for juniors or seniors. Second semester. Credit: three semester hours.

**418. Choral Speaking.** Presentation and adaptation of suitable material for the speech choir; study of the various types of choric arrangements; part voice and diction play in the choir; opportunity for experience in directing; possibilities offered in choric drama. Elective for juniors and seniors. Credit: two semester hours.

**422. Victorian Literature (1832–1890).** A study of the poetry and prose of the Victorian era, with emphasis on the poetry of Tennyson, Browning and Arnold. Elective for sophomores, juniors and seniors. Credit: three semester hours.

**431. Milton.** A study of the poetry and prose of John Milton, with emphasis upon Paradise Lost. Elective for juniors and seniors. Credit: three semester hours.

**432. Criticism.** An investigation of the more influential critical theories and critical approaches to literature from Plato and Aristotle to the present. Elective for juniors and seniors. Credit: three semester hours.

**433. Eighteenth Century.** This course includes readings in the work of the major writers of prose and poetry during the century, exclusive of the novel and the drama. Some consideration will be given to the development of the other arts as general background material necessary for an understanding of the milieu in which the literature was produced. Elective for juniors or seniors. Credit: three semester hours.

## FOREIGN LANGUAGE AND LITERATURE

Professor Messner, Mrs. Messner

In accordance with a ruling of the Board of Regents and the State Education Department, students of the general elementary department who do not present credit for two years of a foreign language for admission must complete one year, six semester hours, of a foreign language before graduation.

For all other students the courses in foreign language are elective. Students interested in foreign language study are advised to elect Latin, French or Spanish in their freshman year.

## LATIN

**201, 202. Latin Prose and Poetry.** Reading from such prose writers as Aulus Gellius, Nepos, Sallust or Livy and such poets as Virgil, Catullus, Ovid and Martial. Grammar review and vocabulary study. Principles of Latin meter. Prerequisite: at least two years of high school Latin. First and second semesters, each year. Credit: six semester hours.

**301. Silver Age Prose.** Reading of selections from representative authors of the post-Augustan period, such as Pliny, Tacitus, Seneca, Petronius, and Suetonius. Prerequisite: Latin 201 and 202. First semester, 1947. Credit: three semester hours.

**302. Horace.** Reading of selections from the odes, epodes, satires and epistles. Study of Horace in relation to his age. Prerequisite: Latin 201 and 202. First semester, 1946. Credit: three semester hours.

**303. Latin Drama.** Reading of representative comedies of Plautus and Terence. Studies in the technique of the Roman theater. Prerequisite: Latin 301 or 302. Second semester, 1948. Credit: three semester hours.



**304. Roman Life.** Major aspects of the private and public life of the Romans. Open without Latin prerequisite to students of the social studies. Credit: three semester hours.

**401. Mediaeval Latin.** Reading of selections from all types of Latin literature of the Middle Ages. Study of its relation to literature in the modern vernaculars. Prerequisite: Latin 301 or 302. Second semester, 1946. Credit: three semester hours.

**402. Latin Prose Composition.** Basic principles of the Latin language with copious writing of Latin. Prerequisite: Latin 301 or 302. Second semester, 1947. Credit: three semester hours.

**404. Readings from Roman Philosophy.** Selected portions of Cicero's *De Officiis*, Lucretius' *De Rerum Natura* and Seneca's *Essays*. Prerequisite: Latin 301 or 302. Credit: three semester hours.

## FRENCH

**101, 102. Beginning French.** Fundamentals of the French language. Pronunciation, principles of grammar, easy reading. Increased emphasis during the second semester on speaking and reading French. For students with no previous knowledge of French. First and second semesters each year. Credit: six semester hours.

**201, 202. Intermediate French.** Reading of short stories, longer prose narrative, plays and selected poems. Grammar review and composition conducted on the laboratory or workshop basis. Prerequisite: at least two years of high school French or completion of French 101, 102. First and second semesters, each year. Credit: six semester hours.

**202. French Plays and Poetry.** Reading of recent French plays and selected poems. Grammar review and composition continued. Prerequisite: at least two years of high school French or completion of French 101, 102. Second semester, each year. Credit: three semester hours.

**301. Masterpieces of French Literature.** Reading of selected masterpieces from all periods of French literature. Prerequisite: French 201 and 202. Second semester, each year. Credit: three semester hours.

**302. French Civilization.** Contributions of France to present-day civilization. Chief aspects of contemporary French life. Prerequisite: French 201 and 202. First semester, 1946. Credit: three semester hours.

**303. Classical French Drama.** Reading of the best plays of Corneille, Molière and Racine. Prerequisite: French 301. Credit: three semester hours.

**304. Modern French Drama.** Reading of plays which illustrate Romanticism, Realism and Symbolism in 19th century French drama. Prerequisite: French 301. First semester, 1947. Credit: three semester hours.

**401. Contemporary French Literature.** Chief literary trends and major authors of the last half-century. Prerequisite: French 301. Credit: three semester hours.

**402. French Composition and Conversation.** Daily practice in writing and speaking French. Class conducted entirely in French. Prerequisite: French 301. Second semester, 1946. Credit: three semester hours.

**404. French Novel.** Reading of representative French novels from the 17th through the 19th century. Prerequisite: French 301. Credit: three semester hours.

## SPANISH

**101, 102. Elementary Spanish.** Grammar, composition, and conversation. Reading of elementary texts. For students with no previous knowledge of Spanish. First and second semesters each year. Credit: six semester hours.

**201, 202. Intermediate Spanish.** Reading of modern Spanish authors in the fields of the novel, and the drama. Intensive vocabulary study. Prerequisite: completion of Spanish 101, 102 or at least two years of high school Spanish. First and second semester, each year. Credit: six semester hours.

## GENERAL LITERATURE

The courses offered in English translation are open without foreign language prerequisite to juniors and seniors of all departments.

**419. Greek Literature.** Credit: three semester hours.

**420. Latin Literature.** Credit: three semester hours.

**421. Masterpieces of the Middle Ages.** Credit: three semester hours.

**422. Masterpieces of the Renaissance and Classicism.** Credit: three semester hours.

**423. Masterpieces of the Nineteenth Century.** Credit: three semester hours.

## GEOGRAPHY

Assistant Professor Whittemore (on leave); (acting) Assistant Professor Shideler; Miss Svec.

Students who wish to elect a sequence in geography may begin such a sequence in their second year. The courses are recommended as follows:

**301. General Geography I.**

**302. Geography of North America.**

**402. General Geography II.**

**403. Geography of Europe.**

or any other third or fourth year elective.

### REQUIRED

**301. General Geography I.** A study of the relationships between the physical environment and man and his activities, with emphasis on the factors of relief, climate, soils, water resources. Exercises give experience with various types of maps and other tools of geographic study. Required of General Elementary juniors. Each semester. Credit: three semester hours.

**402. General Geography II.** A continuation of Geography 301 with emphasis on the agricultural, industrial, and commercial aspects of geography. Topics are related to current affairs. Required of General Elementary seniors. Each semester. Prerequisite: Geog. 301. Credit: three semester hours.

### ELECTIVE

The following elective courses are not offered each year but are arranged so that each is usually given within a cycle of two years.

**302. Geography of North America.** A description of the physical environment of each region followed by discussion of the changing adjustments that man has made to this environment and the present pattern of human occupancy. Elective for sophomores. Prerequisite: Geog. 301. Credit: three semester hours.

**Meteorology.** See Science 420.



**303. Climatology.** The controls that determine the character of the world's climates. The climatic types and their distribution over the world, their characteristics, and their relation to plant and animal life, to physiographic processes, and to man and his activities. The interpretation and the graphic representation of climatic data. Elective for juniors and seniors. Prerequisite: Geog. 301. Credit: three semester hours.

**304. Map Interpretation.** Consideration of the several types of map projections with emphasis upon those used most frequently in navigation and geographic study. Study of detailed large scale maps. Topics include map orientation, location, use of coordinates, distance, and scale. Reading of topographic maps to solve problems of relief, slope, and visibility. Field trips. Elective for juniors and seniors. No prerequisite. Credit: two semester hours.

**401. Geography of South America.** A regional study with the emphasis upon the adjustments of the people to the physical background of each region. International trade relations and their backgrounds of natural resources and economic development. Elective for juniors and seniors. Prerequisite: Geog. 301. Credit: three semester hours.

**403. Geography of Europe.** A study of the physiographic regions and related human use regions; of the conflict between these and man-made political divisions as part of the geographic background of current events. Elective for juniors and seniors. Prerequisite: Geog. 301. Credit: three semester hours.

**404. Physiography. (Physical Geology I)** A study of the evolution of the physical features of the earth's surface and the forces that have produced them. Illustrations from the local area introduced through lectures and field trips. Laboratory work in the interpretation of the physical landscape through contour maps. Elective for juniors and seniors. No prerequisite. Credit: three semester hours.

**405. Geography of Asia.** A general survey of the continent followed by detailed treatment of the areas of greatest importance. The physical background of each region is studied in its relation to past and present economic developments and to the current political situation. Elective for juniors and seniors. Prerequisite: Geog. 301. Credit: three semester hours.

**406. Geography of New York State.** A study of the relation of physical factors to the location and character of colonial settlement, the spread of population over the state, the development of transportation and industry, and the growth of cities. Experience in research and field work. Elective for juniors and seniors. Prerequisite: Geog. 301. Credit: three semester hours.

**407. Conservation of Natural Resources.** A survey of the extent, distribution, and condition of the major natural resources of the United States and the aims and accomplishments of the conservation movement. Elective for juniors and seniors. Prerequisite: Geog. 301. Credit: three semester hours.

#### SUMMER SESSION COURSES

Courses offered in summer sessions are selected from those listed above as well as from the additional courses listed below.

**408. Geography of Latin America.** (Students may not receive credit in both Geog. 401 and Geog. 408)

**409. Geography of the Far East.** (Students may not receive credit in both Geog. 405 and Geog. 409)

**410. The Colonial Possessions of the United States.**

#### HEALTH AND PHYSICAL EDUCATION

Professor Houston; Miss Roach, Mrs. Frech, Mrs. Jordan, Mr. Coyer.

**201-202. Health Education.** Functional hygiene to assist the student in maintaining good health. Required of General Elementary and Art Education sophomores. One hour per week. Both semesters. Credit: two semester hours.

**301-302. Physical Education.** Principles of physical education; subject matter and skills basic to activities required in the elementary school program of physical education. Required of General Elementary juniors. Prerequisite: Health Education 201-202. Two hours per week. Both semesters. Credit: two semester hour.

**402. Health Protection.** School and community health problems; school health service; communicable disease control; water supply and sewage disposal; food sanitation; safety education. Required of General Elementary seniors. Prerequisites: Health Education 201-202; Physical Education 301-302. Two hours per week. Each semester. Credit: two semester hours.

**Recreational Activities.** Students are registered in class groups for a wide range of indoor and outdoor activities, such as: archery, badminton, deck tennis, folk dancing, quoits, rhythms, soccer, shuffle board, swimming, table tennis, tennis, volley ball, winter sports; in addition, boxing, wrestling and commando obstacle course for the men. Required of first, second, third and fourth year General Elementary students; of first and second year Home Economic students; of first year Art Education students. Two hours per week. In meeting the first and second years of this requirement, the student registers for one hour of swimming per week.

#### HOME ECONOMICS

Professors Sipp, Ingersoll; Assistant Professors Pratt, Segner (on leave); Miss Buddenhagen, Miss Keever, Miss Roudebush, Miss Palmer, Miss Grant, Miss Johnson, Miss Whitelock, Miss Noble.

**H. E. 90. Clothing.** Selecting and constructing a simple garment involving fundamental construction processes and use of sewing machine. Required of all Home Economics freshmen who are deficient in elementary clothing skills as indicated by tests. Two hours Saturday morning. First semester. No credit. Fee \$7.50. (Extension Dept.)

**H. E. 91. Foods and Nutrition.** Practice with various foods, basic ingredients and procedures; product standards; food buying; menu planning; table service; and efficient management of time and equipment. Required of all Home Economics sophomores in the lower range of a written and practical test in foods. Prerequisite: Home Economics 101-102. Two hours Saturday morning. First semester. No credit. Registration fee \$7.50. Laboratory fee required. (Extension Dept.)



**H. E. 101-102. Personal Living Problems.** Based on the needs of students as Home Economics freshmen. First semester units—management of money with simple account keeping, management of time and scheduling of activities, personal appearance and grooming, buying and care of clothing, personal nutrition and health, selection of food and practice in food preparation, study problems and time management, personal relationships and adjustment. Second semester—units on clothing, foods, family patterns of living and management of money. Required of Home Economics freshmen. Prerequisite for 102: Home Economics 90 or exemption from it. Six hours per week. Both semesters. Credit: eight semester hours.

**H. E. 203. The Child in the Family.** Correlation of the study of child development with practice in the management and care of pre-school children in public and private nursery schools. Emphasis on gaining insight into relationship problems between child and his family through the use of story and case study materials. Required of Home Economics sophomores. Six hours per week. Each semester. Credit: four semester hours.

**H. E. 204. Clothing and Costume Design.** A study of textiles with emphasis upon consumption. Making garments involving fundamental principles of construction, fitting and costume design. Required of Home Economics sophomores. Prerequisite: Home Economics 102. Six hours per week. Each semester. Credit: four semester hours.

**H. E. 205. Foods and Nutrition.** Experience in food preservation; in planning, purchasing, preparing and serving food for individual and family needs both economic and nutritional; in solving current food problems. Supplements the prerequisite food and nutrition courses with added emphasis upon food principles, technique and management. Some experience in hospitality. Required of Home Economics sophomores. Prerequisites: Home Economics 101-102, Science 123-124, Home Economics 91 or exemption from it. Four hours per week. Each semester. Credit: three semester hours.

**H. E. 303. Economics of the Household.** A study of the management of personal and family finance. Present day problems of consumers. Evaluation of aids for consumers. Required of Home Economics juniors. Prerequisite: S. S. 222. Six hours per week. Each semester. Credit: four semester hours.

**H. E. 305. Clothing and Costume Design.** Problems selected involving application of principles of costume design and advanced construction techniques. Required of Home Economics juniors. Prerequisite: Home Economics 204 and completion of satisfactory experience in clothing. Three hours per week. Each semester. Credit: two semester hours.

**H. E. 306. Foods and Nutrition.** Added experience in food preservation. School lunch management, preparation and service with emphasis upon nutritional and educational problems; management, preparation and service for large groups; demonstration; added experience in hospitality. Required of Home Economics juniors. Prerequisites: Home Economics 205, Science 225, 323. Five hours per week. Each semester. Credit: three semester hours.

**H. E. Ed. 323. Home Economics Methods and Materials.** Aims to assist prospective teacher in: developing a realistic philosophy of education; understanding problems of school administration and curriculum in both general and home

economics education; knowing and having some ability to apply principles of learning and teaching; developing some techniques in selecting, organizing and using instructional materials; developing a philosophy of evaluation and some ability in obtaining and interpreting data through the use of appropriate techniques. Includes observation and participation. Required of Home Economics juniors. Prerequisites: Education 101-102, Home Economics 101-102, 203, 204, 306. Eight hours per week. Each semester. Credit: six semester hours.

**H. E. 401. Home Management.** A concentrated study of home living and home management problems for five weeks; practical study of time, energy, and money utilization; experience in group social and recreational life; association with community organizations promoting the welfare of satisfying home life. Efforts will be made to provide supplementary experiences for needs of individual students. Students defray own expenses. Prerequisites: Home Economics 203, 303. Five class hours per week. Each semester. Credit: four semester hours.

**H. E. 403. Family Relationships.** Discussion of the psychological problems of marriage and family life in the world today, and the teaching of family relationships in secondary schools. Observation of parent study groups, staff meetings of guidance clinics and community organizations dealing with family problems. Special individual projects and community participation required. Required of Home Economics seniors. Two hours per week. Each semester. Credit: Three semester hours.

**H. E. 405. Household Physics and Equipment.** Nature of heat, its use and application; electricity, its production, distribution and use; mechanics of liquids and solids; mechanics of simple machines. These form a basis for study of underlying principles used in the selection, operation, care and arrangement of household equipment with emphasis on those utilitarian aspects which promote economy, efficiency and comfortable living in the home. Required of Home Economics seniors. Four hours per week. Each semester. Credit: three semester hours.

**H. E. 407. Housing and Home Planning.** Relation of housing to family and community welfare; standards of family housing; costs of housing in urban and rural areas; selection, construction and furnishing of houses for family and personal needs. Required of Home Economics seniors. Prerequisites: Art 322, Home Economics 303. Four hours per week. Each semester. Credit: three semester hours.

**H. E. 410. Clothing.** Problems of individual interest in textiles, clothing selection, buying, care, repair, restyling and construction. Elective for students not majoring in Home Economics. Four hours per week. Either semester. Credit: three semester hours.

**H. E. 411. Foods and Nutrition.** Selection and preparation of well balanced meals for school children, cooperative living units, and family groups at varied levels of income. Laboratory work to give an understanding of basic food procedures, standards of products, serving of food. Elective for students not majoring in Home Economics. Four hours per week. Either semester. Credit: three semester hours.

**H. E. 412. Family Relationships.** Discussion of the psychological problems of marriage and family life in the world today, and the teaching of family relation-



ships in secondary schools. Observation of parent study groups, staff meetings of guidance clinics and community organizations dealing with family problems. Elective for seniors not majoring in Home Economics. Two hours per week. Each semester. Credit: two semester hours.

**H. E. Ed. 421. Teaching Practicum.** Provides opportunity to study the New York State programs for education in homemaking and its adaptations to varying situations through actual teaching experience in two types of schools. Student shares with usual non-instructional as well as instructional responsibilities; group conference of all students scheduled regularly at college. Schools used for teaching located outside Buffalo. Residence in at least one community for period of teaching required. Students defray own travel and residence expenses. Grade of "C" in course required for certification in New York State. Required of Home Economics seniors. Prerequisites: Education 101-102, Home Economics 101-102, 203, 204, 303, 305, 306, Education 323, grade of "C" in Education 323. "C" average in all college work. Fifteen hours per week for ten weeks. Each semester. Credit: nine semester hours.

#### General Courses—required and elective

For description of these courses refer to the courses as listed in the respective departments.

### INDUSTRIAL ARTS

Professor Perkins; Assistant Professor Quackenbush; Mr. Weber, Mr. Brossman (on leave), Mr. Morrice, Mr. Grabau, Mr. Fontana, Mr. Callan, Mr. Wiegand.

**101. Electric Shop.** A study of electrical principles and their application in generation, measurements, testing power, communication, transmission, transformation, and wave propagation and reception. Construction of projects for use in teaching and for demonstration. Basic course for all Industrial Arts freshmen or sophomores. Fifteen hours per week. Credit: five semester hours.

**102. Wood Shop.** A study of various types of woodworking; use of hand tools in building simple projects in benchwork, carpentry, cabinet work, boat and airplane construction. Development of the work takes up difficult processes in wood turning, millworking, and finishing. Shop equipment, maintenance, and shop management are stressed. Basic course for all Industrial Arts freshmen or sophomores. Fifteen hours per week. Credit: five semester hours.

**103-104. Mechanical Drawing.** A basic course in mechanical drawing and blueprint reading; the care and use of instruments, lettering, geometric construction, weight and meaning of lines, freehand sketching, working drawings, cabinet projections; a complete working knowledge of drafting conventions and technic. Required of all Industrial Arts freshmen. Four hours per week. First and second semesters. Credit: three semester hours each semester.

**201. Transportation Shop.** Study of transportation as a factor in our economic structure; examination of facilities, agencies, and methods; comparison of sources of power; laboratory practice in automobile operation and maintenance; theory and practice of aeronautics; construction and operation of model airplanes, gliders, and aeronautic equipment. Basic course for all Industrial Arts freshmen or sophomores. Fifteen hours per week. Credit: five semester hours.

**202. General Metal Shop.** Practice in the fundamentals of pattern making, molding, die casting, machine tool work, brazing, soldering, forging, heat treatment, sheet and art metal work. Related lessons covering the sources and characteristics of metals, alloys, strength of metals, melting points and metal finishing. Basic course for all Industrial Arts freshmen or sophomores. Fifteen hours per week. Credit: five semester hours.

**203-204. Mechanical Drawing.** The language of structural design. Blueprint reading, instrumental drawing, lettering, geometric constructions, working drawings, orthographic, isometric and cabinet projection. Required of all Art Education sophomores. Four hours per week. Each semester. Credit: two semester hours.

**211. Principles and Practice of Industrial Arts I.** A general course to aid students to see the field of industrial arts in its entirety. Factors considered are the philosophy, aims, objectives, organization and administration of industrial arts, types of schools, kinds of shops, teachers, teaching situations, and students. Required of Industrial Arts sophomores. Two hours per week. Credit: two semester hours.

**301. Graphic Arts Shop.** The fundamentals of composition, imposition, presswork (including color work), bindery, paper estimating and cutting. Special emphasis on spelling, punctuation, capitalization, and division of words. Special lectures on typesetting machines, printing plates, paper making, engraving, lithography, rotogravure. Basic course for all Industrial Arts juniors. Seven and one-half hours per week. Credit: two and one-half semester hours.

**302. General Shop.** A course in comprehensive general shop work embracing various shop activities brought together in a single room. Students give actual demonstrations and discuss the supervising, planning and presentation of such demonstrations. Discussion of teaching aids, record charts and methods of caring for the details of general shop activity. Major divisions cover wood-working, metal working, electricity, printing, textiles and ceramics. Basic course for all Industrial Arts juniors. Fifteen hours per week. Credit: five semester hours.

**311. Principles and Practice of Industrial Arts II.** A study of principles, methods, and motivation of teaching and instruction. It deals with techniques, instructional materials, projects, lesson plans, tests, and special methods of teaching. It will also consider library and planning centers, museums, exhibits, charts, records, and shop and personnel management from the point of view of efficient industrial arts teaching. Required of Industrial Arts juniors. Two hours per week. Credit: two semester hours.

**312. Principles and Practice of Industrial Arts III.** Continuation of Industrial Arts 311. Consideration of industrial arts courses and sequences; development of courses of study; investigation of physical equipment and supplies; attention to hand and machine tool equipment, supplies and storage; personnel organization. Completion of special units of instruction. Required of all Industrial Arts juniors. Two hours per week. Credit: two semester hours.

**401. Sheet Metal Shop.** (Elective). The development of sheet metal, pattern drafting, and practical designing for art work in light gauge metals. Manipulation of hand tools. Use and care of metal working machinery; theory pertaining to metal forming and assembly of metals. Junior or senior elective.



Seven and one-half, or fifteen hours per week. Credit: two and one-half, or five semester hours depending on time taken.

**402. Advanced Graphic Arts Shop.** (Elective). This course includes advanced activities in letter press printing and its allies. It covers four-color make-up and printing, composition of two and three color jobs, gold leaf stamping, block printing, block cutting, bookbinding, embossing, marbling, rubber stamp making, and silk screen jobs. Actual practice is given in school newspaper make-up and printing. Junior or senior elective. Seven and one-half, or fifteen hours per week. Credit: two and one-half, or five semester hours depending on time taken.

**403. Advanced Wood Shop.** (Elective). The study of general production practices together with information and skills in all forms of wood processes. Emphasis will be given to advanced cabinet making, carpentry, pattern making; to aviation in the study of plywoods, special cements and construction processes as applied to airplanes and gliders; also to the study of maintenance and repair of woodworking machinery. Junior or senior elective. Seven and one-half, or fifteen hours per week. Credit: two and one-half, or five semester hours depending on time taken.

**404. Advanced Electric Shop.** (Elective). Emphasis will be placed upon the theory, construction and operation of electronics as applied to communication and industrial machine control. Opportunity will be afforded students to study the theory, operation, and the construction of models of aeronautical instruments. Junior or senior elective. Seven and one-half, or fifteen hours per week. Credit: two and one-half, or five semester hours depending on time taken.

**405. Advanced Machine Shop.** (Elective). Emphasis is placed upon tool making, heat treating, and acetylene welding. Some of the new experiences gained are the operation of the universal grinder, surface grinder, helical milling, gear cutting, internal threading and boring, and angular cuts on a shaper. All experiences gained are directly applicable to a student contemplating entering any of the war industries involving metal work. The work is of special significance to any student planning to teach metal work in special centers for war training purposes. Junior or senior elective. Seven and one-half, or fifteen hours per week. Credit: two and one-half, or five semester hours depending on time taken.

**406. Ceramics Shop.** (Elective). A study of the materials, products and processes of the ceramic industry with practice in clay preparation, slip casting, mould making, modeling, slab and coil building, tile making, throwing and turning on the potter's wheel, firing, glazing and decorating. Auxiliary work will include casting in plaster, Keen's cement, and concrete. Elective for Industrial Arts juniors or seniors. Seven and one-half hours per week. Credit: two and one half semester hours.

**411. Practice Teaching and Conference.** A combined course of practice and conference on teacher problems. Actual practice in teaching Industrial Arts with special assignments of the specific technics and methods involved in the preparation and organization of subject matter and projects used for Industrial Arts. A treatment of shop management, pupil records, materials and costs, and examinations. Required of all Industrial Arts seniors. Thirty hours per week. First or second semester. Credit: fifteen semester hours.

## MATHEMATICS

Professor Ebert; Assistant Professors Johnson, Quackenbush.

**101. General Mathematics.** Development and classification of numbers, formulas, equations, graphs, functions, the way of geometry, finance and investment, mathematics as a useful growing science. Required of General Elementary freshmen. Each semester. Credit: three semester hours.

**102. General Mathematics.** Review of pre-college mathematics, exponents and radicals, formulas and equations, graphs, measurement of areas and volumes, algebraic geometry of the straight line, frequent application to problems. Required of Industrial Arts freshmen. First semester. Credit: three semester hours.

**103. College Algebra.** Functionality, variation, progressions, complex numbers, mathematical induction, theory of equations, logarithms, permutations, combinations, probability, annuities, partial fractions, determinants, infinite series. Sophomore elective. Each semester. Credit: three semester hours.

**104. Applied Mathematics.** Problems for the technical work of the Industrial Arts Department and also from the field of engineering. Types and sources of error. Reliability of data, possible and desirable accuracy, approximations. Required of Industrial Arts freshmen. Second semester. Credit: three semester hours.

**202. Plane Trigonometry.** Functions of acute angles, solution of right triangles, application of logarithms, functions of any angles, oblique triangles, identities, graphs of the functions, inverse functions, trigonometric equations, DeMoivre's Theorem, miscellaneous problems. Elective for sophomores. Each semester. Credit: three semester hours.

**301. Plane Analytics.** Algebraic geometry of the straight line, the circle, parabola, ellipse, hyperbola, general equation of the second degree, translation and rotation of axes, general loci, rectangular and polar coordinates. Elective for juniors and seniors. Prerequisites: College Algebra and Plane Trigonometry. First semester. Credit: three semester hours.

**302. Solid Geometry.** Lines and planes in space, dihedral and polyhedral angles, prisms and cylinders, pyramids and cones, spheres, general polyhedrons, illustrative problems and originals. Elective for juniors and seniors. Credit: three semester hours.

**402. History of Mathematics.** General chronological study of the development of elementary mathematics, national achievements, achievements of ages or periods, biographies, modern critiques. Elective for seniors. Prerequisites: College Algebra, Plane Trigonometry and Plane Analytics. Credit: three semester hours.

**403. Differential Calculus.** Variables, functions, limits, the derivative and its meanings, differentiation of algebraic and transcendental functions, maxima and minima, successive differentiation, differentials, partial derivatives, applications and problems. Elective for seniors. Prerequisites: College Algebra, Plane Trigonometry, and Plane Analytics. Credit: three semester hours.

**404. Integral Calculus.** Integrations, rules for integrating standard elementary forms, constant of integration, the definite integral, integration as a process of



summation, substitutions and devices for formal integration, multiple integrals, applications and problems. Elective for seniors. Prerequisites: College Algebra, Plane Trigonometry, Plane Analytics, and Differential Calculus. Credit: three semester hours.

## MUSIC

Professor Boyd; Miss McMahon, Mr. Coghill.

**101-102. Essentials of Music.** A general course to develop sensitivity to music. Includes a basic study of the vital elements of music—rhythmic, melodic, and harmonic—through sight-singing, ear-training, writing and playing. Required of General Elementary freshmen. Three hours per week. Both semesters. Credit: four semester hours.

**201. Music in Civilization.** An investigation of music in general culture. Musical growth in relation to the changing civilization. Aims to increase the student's appreciation of music. Elective for sophomores. Prerequisite: Music 101-102. First semester. Credit: three semester hours.

**202. Music Literature.** A study of standard musical literature. Current musical events. Required listening to radio or local concerts. Elective for sophomores. Open to advanced credit students who need credit for Music Appreciation. Prerequisites: Music 101-102, 201. Second semester. Credit: three semester hours.

**303. Voice Culture and Repertory.** Vocalises, repertoire and program making. A study of diction, breath control, tone coloring and other voice problems recognized. Elective for juniors and seniors. Prerequisite: Music 101-102. Each semester. Credit: three semester hours.

**403. Workshop in the Structure of Music.** A practical study of the construction of music through melodic and harmonic writing. Analysis of various styles and techniques. Ear training and keyboard harmony are stressed along with some creative writing. Elective for juniors and seniors. Prerequisite: Music 101-102 or equivalent and some knowledge of the keyboard. First semester. Credit: three semester hours.

**404. The Art of Enjoying Music.** An inquiry into the field of music with specific application to the advanced aesthetics of music. Elective for juniors and seniors. Prerequisite: Music 101-102. Each semester. Credit: three semester hours.

**407. Contemporary Trends in Music.** An overview of creative musical expression in the present day with emphasis on living composers. The effect of the World War I period on the composition of music and post war experiments. "New Music"—Intellectual freedom and new idioms of expression—the coming age of American composition. Music and the present war-music and morale. Elective for juniors and seniors. Prerequisite: Music 101-102 or equivalent. Second semester. Credit: three semester hours.

## ORIENTATION

Dean Reed

This non-credit course is required of all freshmen in the first semester. It includes discussion of social practices; educational and professional adjustments;

college requirements in study and library skills; personal requisites in etiquette, correspondence and attire; group management in entertainments, business sessions or forum leadership; development of student opinion and participation in activities to promote social competence and personal influence.

## SCIENCE

Professor Brown; Assistant Professor Fretz; Mr. Vail, Miss Dupre, Miss Schrader, Mr. Sheel.

**101. Physical Science.** In surveying the field of the physical sciences (astronomy, geology, physics and chemistry) emphasis is placed upon such ideas as: the size and organizations of our solar system and the starry heavens; the processes which have modified, and still continue to modify the earth's surface; the ways in which man's control of energy and materials are basic to modern life. Required of all General Elementary freshmen. Four hours per week including laboratory. Each semester. Credit: three semester hours.

**103-104. Art Ed. Biology.** A survey of the science of life. Structure, function, classification, reproduction, heredity, and evolution are among the topics treated. Required of all Art Education freshmen. Three hours per week including laboratory. Both semesters. Credit: four semester hours.

**123. Bacteriology.** Study of morphology, distribution and relative importance of bacteria, yeasts and molds and their relations to the household. Required of all Home Economics freshmen. Four hours per week including laboratory. First semester. Credit: three semester hours.

**124. Human Physiology and Hygiene.** Study of anatomy and physiology of the human body as related to the practices of personal hygiene; study of health problems of the individual family and community. Required of all Home Economics freshmen. Prerequisite: Science 123. Four hours per week, including two-hour laboratory and field period. Second semester. Credit: three semester hours.

**201-202. Biology.** The facts, principles and theories of the science related to the structure, physiology and ecology of plants and animals. Lectures, laboratory and demonstrations. Required of all General Elementary sophomores. Four hours per week including laboratory. Both semesters. Credit: six semester hours.

**203-204. Physics.** General college physics covering the areas of mechanics, heat, sound, light, and electricity—materials of great importance in teaching science at the elementary and junior high school level. The fundamentals of the nature, behavior, and transformations of energy and the results of man's control of energy are stressed. Elective for sophomores, juniors, and seniors. Prerequisite: Science 101 or its equivalent. Four hours per week including laboratory. Both semesters. Credit: six semester hours.

**205-206. Ind. Arts Physics.** An elementary physics course covering the usual five areas of physics but with special content and illustrations related to the industrial arts field. Emphasis is placed upon methods of physical measurement and upon the testing of materials. Four hours per week including laboratory. Both semesters. Credit: six semester hours.



224. **H. E. Physical Science.** Survey course including the origin and structure of the solar system; important developments in past and present structure and physical history of the earth; matter and energy changes and man's increasing control of his environment. Required of all Home Economics sophomores. Four hours per week including laboratory. First semester. Credit: three semester hours.

225-226. **Elements of Inorganic and Organic Chemistry.** The basic principles of these two chemistry fields in relation to the field of Home Economics. Required of all Home Economics sophomores. Prerequisite: Science 123-124. Four hours per week including laboratory. Both semesters. Credit: six semester hours.

301-302. **Ind. Arts Chemistry.** A course to give the student an understanding of the chemical nature of the materials of industrial arts. Fundamentals are treated during the first semester. This is followed by application to the study of paint, paper, wood, plastics, soap, heat-treating, coloring and etching of metals, electroplating, and allied processes. Required of all Industrial Arts juniors. Four hours per week including laboratory. Both semesters. Credit: six semester hours.

303-304. **Inorganic Chemistry.** General college chemistry above the lower level of Physical Science. Lectures, demonstrations, individual laboratory work. Elective for General Elementary sophomores, juniors, and seniors. Prerequisite: Science 101 or its equivalent. Four hours per week including laboratory. Both semesters. Credit: six semester hours.

305. **Zoology.** Study of a series of animals to demonstrate the relationships that exist throughout animal life. Lectures, demonstrations, and laboratory make up the work of the course. Elective for those who have had prerequisite Science 201-202. Four hours per week, including laboratory. First semester. Credit: three semester hours.

306. **Botany.** Structure and physiology of plants applied to practical problems. Observations, experiments, and laboratory work center around control of plant life. Elective for students who have had Science 201-2 or its equivalent. Four hours per week including laboratory. Second semester. Credit: three semester hours.

307. **Art Ed. Physical Science.** In this cultural survey of the field of the physical sciences (astronomy, geology, physics, chemistry) applications are made to the field of art. Among these are the chemistry of art materials and the physics of light and color.

324. **Chemistry Applied to Home Economics.** Study of carbohydrates, lipids, proteins, minerals and vitamins in relation to food composition, cooking processes and metabolism and the chemistry of textiles—identification tests, dyes and finishes, bleaching, and detergents. Required of all Home Economics juniors. Prerequisites: Science 123-124 and Science 225-226. Four hours per week, including laboratory. Second semester. Credit: three semester hours.

401. **Genetics.** Principles of heredity. Lectures, readings and individual studies of specific plant, animal, and human traits. Elective for General Elementary juniors and seniors. Prerequisite: Science 201-202 or its equivalent. Each semester. Credit: three semester hours.

402. **Geology.** A chronological presentation of the results achieved by geologic processes during past ages including life and activity in the various eras. Local fossils, rock formations and geologic history studied in museum and on field trips. Metals, minerals and ores necessary for our war economy will be considered. Elective for General Elementary juniors and seniors. Prerequisite: Science 101 or its equivalent. Four hours per week including laboratory. Second semester. Credit: three semester hours.

409. **History of Science.** Concise historical account of the origins of science, its development, and its achievements; extensive samplings from the great contributors to science; their lives and discoveries, furnishing a broad, cultural background, and appreciation of science rather than a detailed knowledge of scientific facts. Elective for General Elementary juniors and seniors. Two hours per week. First semester. Credit: two semester hours.

410. **Aviation Science.** A study of the scientific principles underlying the flight of an airplane. Basic concepts of the physical and biological science related to flying are developed from demonstration, experiment and observation. The course is designed to provide the basis for the understanding of current and future developments of aviation. Elective for juniors and seniors. Four hours per week, including laboratory. Either semester. Credit: three semester hours.

411. **Meteorology.** A study of the atmosphere, the methods of observing and recording weather elements, the explanation of weather changes, the interpretation of the weather map, and the basic principles of forecasting. The relation of weather to man and his activities is considered. Features which apply to aviation will be given special emphasis. Elective for juniors and seniors. Three hours per week. First semester. Credit: three semester hours.

415. **Descriptive Astronomy.** An introductory course giving a logical development and a profitable description of the astronomical units, groups, instruments, procedures, and methods which are essential to a cultural presentation and understanding of this subject. The course will be accompanied by the use of many visual aids, including motion pictures. Elective for juniors and seniors. Prerequisite: Science 101 or its equivalent. Each semester. Credit: three semester hours.

## SOCIAL STUDIES

Professors Peterson, Albright; Assistant Professor Mason; Miss Dana, Miss Stockberger, Mrs. Roesser.

101-102. **History of Civilization.** A survey of man's constructive achievements to 1900; the church, feudal life; nationalism; imperialism; the European problem of the twentieth century. Required of all freshmen. Both semesters. Credit: six semester hours.

201-202. **Contemporary Civilization.** Survey of European history from 1870 to the present; governments of Europe; social, political and economic developments of the twentieth century. Required of General Elementary sophomores. Both semesters. Credit: six semester hours.



204. **History of Civilization.** A study of man's cultural achievements; the renaissance; reformation; imperialism and the progress of the twentieth century. Required of Art Education sophomores. Second semester. Credit: three semester hours.

205. **Contemporary Civilization for Industrial Arts.** A study of European civilization since 1914, causes of the First World War, the governments which resulted from the war, the contributing factors producing the Second World War and outlook for the future. Required of all Industrial Arts sophomores. Three hours per week. First or second semester. Credit: three semester hours.

222. **Principles of Economics.** Survey of basic principles; current problems and politics; consumer economics. Required of Home Economics sophomores. Each semester. Credit: three semester hours.

301-302. **American Civilization and Government.** A study of the establishment of the American republic; the functioning of its government; the triumph of Hamiltonianism; the development of a characteristic American culture. Required of General Elementary, Home Economics and Industrial Arts juniors. Both semesters. Credit: six semester hours.

304. **American History to 1789.** Conditions in Europe influencing the discovery and settlement of the New World; economic causes of the Revolution; establishment of the new government. Elective for juniors and seniors. First semester. Credit: three semester hours.

323. **Principles of Sociology.** Principles of Sociology followed by detailed study of rural, village and urban communities. Required of Home Economics juniors. Four hours per week. Each semester. Credit: three semester hours.

402. **Sociology.** The rise and development of culture; cultural change; social organization and social institutions. Required of General Elementary seniors and Art Education seniors. Each semester. Credit: three semester hours.

403. **History of American Foreign Relations.** A general survey of our foreign relations, beginning with independence and the alliance with France in 1778 and extending through recent affairs of the United States as a world power. Due attention is given to the principles of international law and the causes of the present International conflict. Elective for juniors and seniors. Each semester. Credit: three semester hours.

405. **International Relations.** The cultural origin of the Western States System, forms of its institutions, its dynamic forces and apparent prospects. Elective for General Elementary juniors and seniors. Second semester. Credit: three semester hours.

406. **The French Revolution and Napoleon.** The political, social, economic and intellectual fabric of the Old Regime; the Revolution; the dictatorship of Napoleon, its spread of the Revolutionary ideas throughout Europe, and the rise of modern nationalism. Elective for juniors and seniors. First semester. Credit: three semester hours.

407. **Germany Since 1871.** The social, economic, and intellectual history of Germany; the diplomatic background of the First World War and its results; the Weimar Republic and the rise of Hitlerism. Elective for juniors and seniors. Second semester. Credit: three semester hours.

408. **Twentieth Century European Diplomacy.** The cause of the first World War, the diplomacy of the war, a reexamination of the Paris Peace conference and treaties, the hegemony of France, the working out of the national policies inside the League of Nations, the causes of the second World War, and the bases of peace are taken up. Elective for juniors and seniors. Second semester. Credit: three semester hours.

409. **European Economic History.** A general survey of economic development from the later middle ages to the present deals with the transition from the rural and town economy to capitalism, the expansion of Europe, mercantilism, the rise of the present industrial and commercial systems, the effects of war upon economic and social life. The relation between economic organization and the European classes as well as the life of the common man are stressed. Emphasis is upon the period since the end of the eighteenth century. Elective for juniors and seniors. First semester. Credit: three semester hours.

410. **Modern Far Eastern History.** A survey of the political, economic, social and intellectual history of the Far East in the nineteenth and twentieth century, with emphasis upon the interaction of the West upon the East and of the East upon the West to show how the Far Eastern problem has led to the recent Pacific war. Elective for juniors and seniors. Second semester. Credit: three semester hours.

411. **Latin American History.** The colonization and development of Latin America. Special emphasis will be placed upon the diplomatic and economic connections with the United States, and attention will be given to the role of Latin America in the defense of the Western Hemisphere. Elective for juniors and seniors. Each semester. Credit: three semester hours.

S.S. 421. **Industrial History and Labor Problems.** A study of American industry from its English beginnings to the present. Influence of inventions, tariffs, trade barriers and cartels. Special attention to the growth and importance of organized labor, new relationship between laborer and employer, the C.I.O. and A.F. of L. Required of all Industrial Arts seniors. First or second semester. Three hours per week. Credit: three semester hours.

S.S. 422. **Russian History.** The dominant political, social and economic factors of Russian history are examined with the purpose of providing a background for a study of the Soviet regime. Theory and practice in Soviet politics, with their consequent changes in the life of the Russians of the tsarist days and an examination of Soviet foreign policy and the history of her war effort are discussed in order to provide a better comprehension of the significance of Soviet Russia in the present world. The allocation of time is about half for the pre-Soviet period and half for the Soviet period. Elective for juniors and seniors. Three hours per week. Credit: three semester hours.



# REGISTRATION FIGURES 1945-46

## 1st Semester

### GENERAL ELEMENTARY DEPARTMENT:

Fourth Year .....	78
Third Year .....	88
Second Year .....	187
First Year .....	201
Special Students .....	3
—	557

### HOME ECONOMICS DEPARTMENT:

Fourth Year .....	51
Third Year .....	67
Second Year .....	73
First Year .....	91
—	282

### INDUSTRIAL ARTS DEPARTMENT:

Fourth Year .....	10
Third Year .....	8
Second Year .....	12
First Year .....	32
—	62

### ART EDUCATION DEPARTMENT:

Fourth Year .....	28
Third Year .....	20
Second Year .....	34
First Year .....	69
—	151

EXTENSION DEPARTMENT .....	1,052
SUMMER SESSION 1945 .....	426

TOTAL FOR COLLEGE DEPARTMENTS..... 1,616

## NEW YORK STATE COLLEGE FOR TEACHERS BUFFALO 9, N. Y.

### REQUEST FOR APPLICATION FOR ADMISSION

NAME .....  
(Last name) (First name) (Middle name)

ADDRESS .....  
(Street) (City) (State)

Please send me the *regular application form*. I desire to enroll for the curriculum which is checked below:

.....GENERAL ELEMENTARY	.....INDUSTRIAL ARTS
.....HOME ECONOMICS	.....ELEMENTARY SCHOOL PRINCIPAL
.....ART EDUCATION	.....TEACHER OF PHYSICALLY HANDICAPPED CHILDREN

I shall graduate from..... in.....  
have graduated (Name of high school) (Month and year)

The following friends of mine are interested in...Catalog material  
(Check materials desired) ....Application blank

Name	Address
.....	.....
.....	.....
.....	.....
.....	.....



NEW YORK STATE  
COLLEGE FOR TEACHERS  
BUREAU OF ADMISSION  
REQUEST FOR APPLICATION FOR ADMISSION

NAME  
Last name (Last name)  
First name (First name)  
Middle name (Middle name)  
Address  
Street (Street)  
City (City)  
State (State)  
I desire to enroll for  
the regular application form. I desire to enroll for  
the application which is checked below.

NEW YORK STATE  
COLLEGE FOR TEACHERS  
BUFFALO 9, N. Y.

MEMBER

AMERICAN ASSOCIATION OF TEACHERS COLLEGES  
AMERICAN ASSOCIATION OF UNIVERSITY WOMEN  
AMERICAN COUNCIL ON EDUCATION  
MIDDLE STATES ASSOCIATION OF COLLEGES AND  
SECONDARY SCHOOLS (Pending)

Check marks in the following friends of mine are interested in  
the following friends of mine are interested in  
Name  
Address  
City  
State  
Zip



1200 PLAWOOD AVENUE



NEW LIBRARY BUILDING APPROVED FOR POST WAR CONSTRUCTION

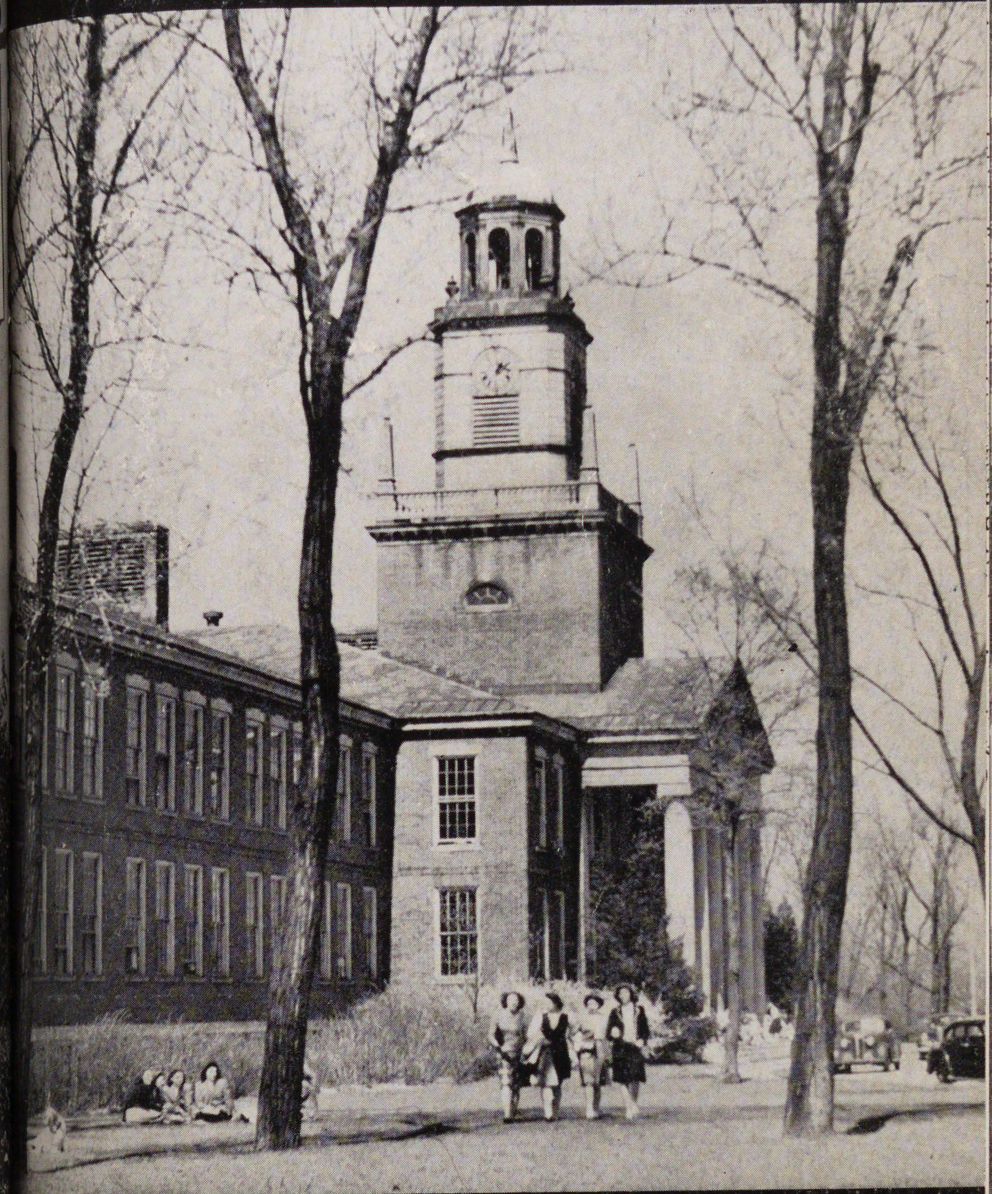
Seating capacity, 600 students. Eventual book capacity, 200,000 volumes. Reading Rooms, Carrels for Individual Study and Laboratory of Instructional Materials.

BUFFALO, N. Y. 14222



# NEW YORK STATE COLLEGE FOR TEACHERS BULLETIN

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