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State Teachers College BULLETIN

BUFFALO, NEW YORK

VOL. V, No. 2



Catalog

1937-1938

MARCH

FEATURING
ART EDUCATION DEPARTMENT

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State Teachers College At Buffalo



CATALOG, 1937-1938

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

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MAIN BUILDING — SIDE VIEW

THE UNIVERSITY OF THE STATE OF NEW YORK

REGENTS OF THE UNIVERSITY

With years when terms expire

1944	JAMES BYRNE B.A., LL.B., LL.D.,	Chancellor	New York
1943	THOMAS J. MANGAN M.A., LL.D.,	Vice Chancellor	Binghamton
1945	WILLIAM J. WALLIN M.A., LL.D.		Yonkers
1941	ROBERT W. HIGBIE M.A., LL.D.		Jamaica
1938	ROLAND B. WOODWARD M.A., LL.D.		Rochester
1939	WM. LELAND THOMPSON B.A., LL.D.		Troy
1948	JOHN LORD O'BRIAN B.A., LL.B., LL.D.		Buffalo
1940	GRANT C. MADILL M.D., LL.D.		Ogdensburg
1942	GEORGE HOPKINS BOND Ph.M., LL.B., LL.D.		Syracuse
1946	OWEN D. YOUNG B.A., LL.B., D.C.S., LL.D.		New York
1937	SUSAN BRANDEIS B.A., J.D.		New York
1947	CHRISTOPHER C. MOLLENHAUER		Brooklyn

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

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

Assistant Commissioner for Higher Education
HARLAN H. HORNER, M.A., Pd.D., LL.D.

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

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

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

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

Assistant Commissioner for Teacher Education and Certification
HERMANN COOPER, A.B., Mus.B., A.M., Ph.D.

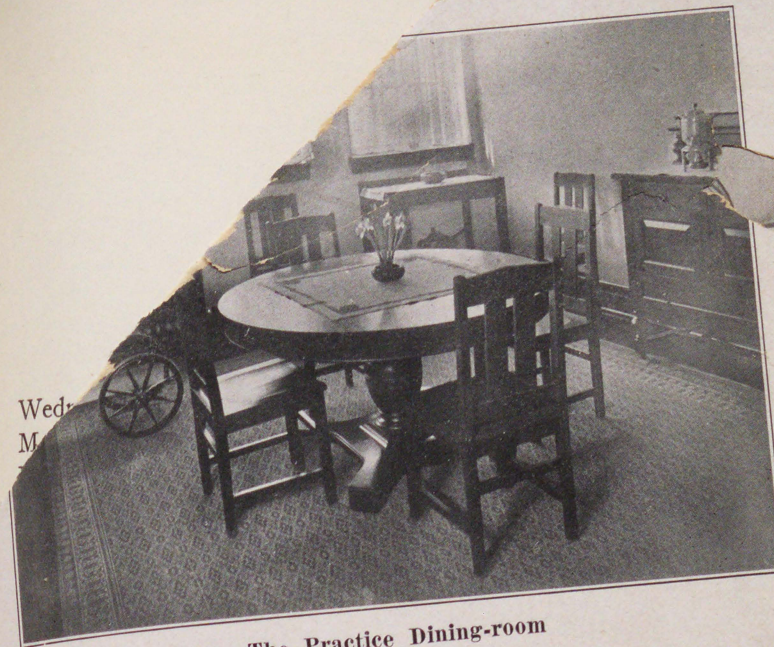
Local Board

EDWARD H. BUTLER, <i>President</i>	Buffalo
WILLIAM WARREN SMITH, <i>Treasurer</i>	Buffalo
THOMAS B. LOCKWOOD.....	Buffalo
DANIEL J. KENEFICK.....	Buffalo
ALBERT HART HOPKINS.....	Buffalo
HELEN Z. M. RODGERS.....	Buffalo
MOREY C. BARTHOLOMEW	Buffalo

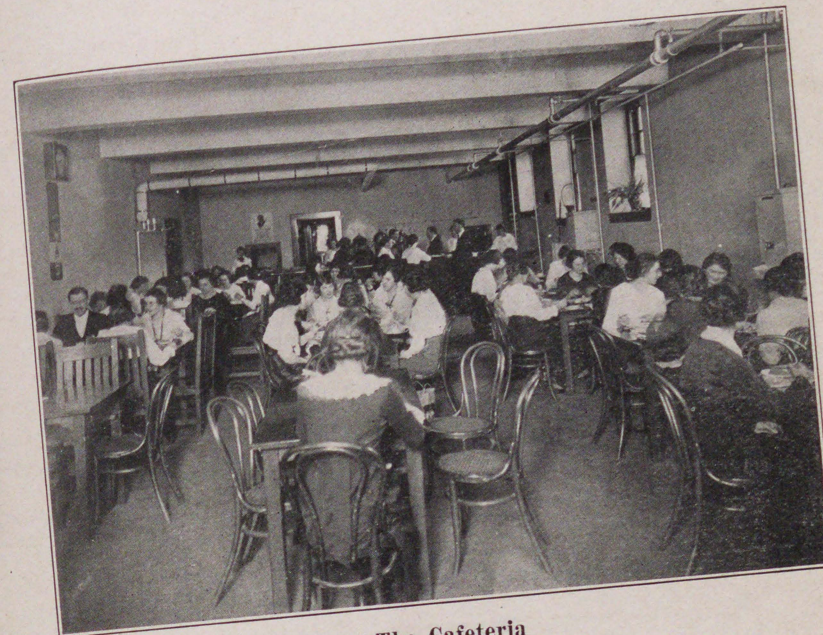
Officers of Administration

HARRY W. ROCKWELL.....	<i>President</i>
CATHERINE E. REED.....	<i>Dean of Women</i>
CHARLES C. ROOT.....	<i>Director of Curricular Organization</i>
RAYMOND M. FRETZ.....	<i>Director of Men's Activities</i>
OSCAR E. HERTZBERG.....	<i>Director of Research Studies</i>
HARRY J. STEEL.....	<i>Director of Training</i>
MYRTLE V. CADELL.....	<i>Director of Home Economics Department</i>
IRVING C. PERKINS.....	<i>Director of Vocational-Industrial Department</i>
CHARLES B. BRADLEY.....	<i>Director of Art Education Department</i>
RALPH HORN.....	<i>Director of Extension Education</i>
ISABEL HOUCK KIDENEY.....	<i>Registrar</i>
MARION A. CLARK.....	<i>Financial Secretary</i>

EDUCATIONAL DEPARTMENT
EDWARD H. BUTLER LIBRARY
STATE UNIVERSITY COLLEGE
1915 ELMWOOD AVENUE
ELIZABETH, N. Y. 12222



The Practice Dining-room



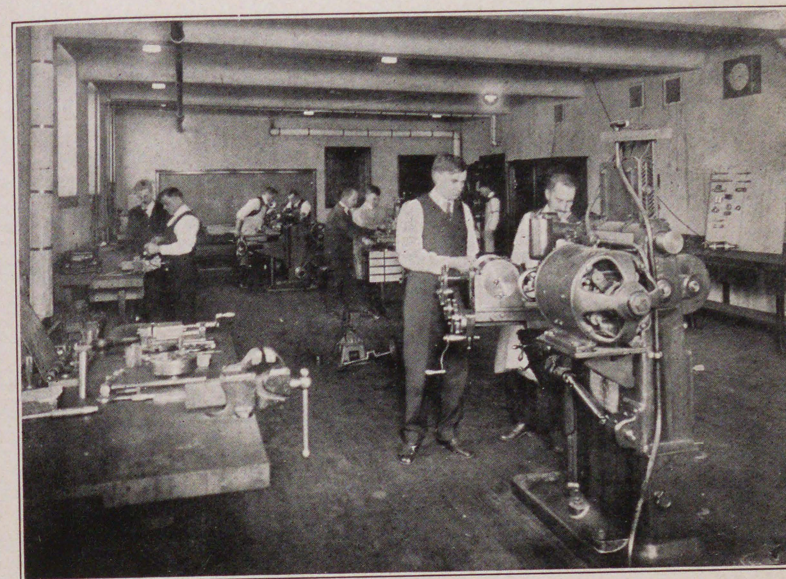
The Cafeteria

EDUCATIONAL DEPARTMENT
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1305 E. MORGAN AVENUE
BUFFALO, N. Y. 14222

Wednesday
Monday
Monday
Friday



The Woodworking Shop



The Machine Shop

CALENDAR 1937-8

1937

Wednesday, March 24 (Noon)—Easter Vacation begins
Monday, April 5 (9:00 A.M.)—Classes resume work
Monday, May 31—Memorial Day (holiday)
Friday, June 11—Second semester ends
June 12, 13, 14, 15—Commencement Program
Monday and Tuesday, September 13-14—Registration
Tuesday, October 12—Columbus Day (holiday)
Wednesday, November 24 (Noon)—Thanksgiving Recess begins
Monday, November 29 (9:00 A.M.)—Classes resume work
Friday, December 17 (Noon)—Christmas Vacation begins

1938

Monday, January 3 (9:00 A.M.)—Classes resume work.
Friday, January 28—First semester ends
Monday, January 31—Second semester begins
Tuesday, February 22—Washington's Birthday (holiday)
Wednesday, April 13 (Noon)—Easter Vacation begins
Monday, April 25 (9:00 A.M.)—Classes resume work
Monday, May 30—Memorial Day (holiday)
Friday, June 10—Second semester ends
June 11, 12, 13, 14—Commencement Program

Summer Session—1937

Tuesday, July 6—Registration
Wednesday, July 7—Instruction begins
Friday, August 13—Summer Session closes

THE FACULTY

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

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

Professors

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

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

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

THOMAS CUTT.....*Substitute Professor of Latin and French*
University of Toronto, A.B.; University of Chicago, Ph.D.

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

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

RALPH HORN.....*Professor of Education*
Director of Extension
Ashland College, A.B.; Ohio State University, A.M.; Ph.D.

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

CHARLES A. MESSNER (On leave 1936-37).....*Professor of Latin*
Head of Department
Wabash College, A.B.; University of Chicago, A.M.; Harvard
University, A.M., Ph.D.

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

- JOSEPH F. PHILLIPPI.....*Professor of Mathematics*
Head of Department
 University of Buffalo, A.B., A.M.
- CHESTER A. PUGSLEY.....*Professor of Elementary School Administration*
Principal of the School of Practice
 Dalhousie University, A.B.; University of California; University
 of Southern California; Columbia University, A.M., D.Ed.
- CHARLES C. ROOT.....*Professor of Education*
Head of Department
 Michigan State Normal College, Pd.B.; Pd.M.; University of
 Michigan, A.B.; University of Chicago, A.M.
- HARRY J. STEEL.....*Director of Training*
Professor of Education
 Mankato Normal School; University of Minnesota, B.S., A.M.
- JOHN M. THURBER.....*Professor of English*
Head of Department
 Colgate University, A.B.; State University of Iowa, Ph.D.
- ARNOLD R. VERDUIN.....(*Acting*) *Professor of Sociology*
 University of Michigan, A.B.; Ph.D.; University of Wisconsin,
 M.A.
- KATE V. WOFFORD.....*Professor of Rural Education*
Head of Department
 South Carolina State College for Women, A.B.; Cornell University,
 A.M.; Columbia University, Ph.D.

Assistant Professors

- RAYMOND M. FRETZ.....*Assistant Professor of Science*
 Columbia, B.S.; Teachers College, Columbia, A.M.
- ANNA M. GEMMILL.....*Assistant Professor of Science*
Head of Department
 University of Buffalo, B.S., A.M.; Teachers College, Columbia,
 Ph.D.
- MARTHA J. GIBSON.....(*Acting*) *Assistant Professor of English*
 University of Cincinnati, A.B.; A.M.; Yale University, Ph.D.
- EILEEN MULHOLLAND (On leave 1937)....*Assistant Professor of*
English
 University of Chicago, Ph.B.; Columbia, A.M.
- GEORGE M. QUACKENBUSH.....*Assistant Professor of Vocational*
Organization
 Rensselaer Polytechnic Institute; University of Rochester, B.S.
 in Education; University of Buffalo, A.M.
- MARGARET S. QUAYLE.....*Assistant Professor of Education*
 Colorado State Teachers College, A.B.; Columbia University,
 A.M. Ph.D.

- MILDRED L. SIPP.....*Assistant Professor of Teacher*
Training
 Teachers College, Columbia, B.S., A.M.
- RUTH E. SPEIR.....*Assistant Professor of Music*
Head of Department
 Virgil School of Music; Columbia; Skidmore; New York University.
- KATHERYNE THOMAS WHITTEMORE.....*Assistant Professor of*
Geography
Head of Department
 Vassar College, A.B.; Clark University, A.M., Ph.D.

Instructors

- HOMER A. BRUCE.....*Instructor in Education*
 Arkansas State Teachers College, L.I.; University of Oklahoma,
 B.S.; Teachers College, Columbia, A.M.
- LUELLA CHAPMAN.....*Instructor in Penmanship and English*
 Iowa State Teachers College; Palmer School of Penmanship.
- MARION A. CLARK.....*Financial Secretary*
 Cornell University, A.B.
- VELMA R. CLARK.....*Director of Practice House*
 Iowa State College, B.S., M.S.
- HUBERT E. COYER.....*Instructor in Health Education*
Department and Coach
 Springfield College, B.P.E.; University of Buffalo, Ed.M.
- STANLEY A. CZURLES.....*Instructor in Art*
 Syracuse University, B.F.A.
- MARION P. DANA.....*Instructor in Education*
 Wheaton Seminary; Teachers College, Columbia, B.S., A.M.
- GEORGE C. DECKER.....*Instructor in Woodworking*
 Stout Institute, B.S.; Ohio State University, M.A.
- MARGARET DUPRE.....*Instructor in Science*
 Texas State College for Women, B.S.; Teachers College, Columbia,
 A.M.
- REUBEN S. EBERT.....*Instructor in Mathematics and Education*
 Illinois State Normal University, B.Ed.; Teachers College,
 Columbia, A.M.
- HELEN G. ENGLEBRECK.....*Instructor in History*
 Elmira College, A.B.; Teachers College, Columbia, A.M.
- JOHN FONTANA.....*Instructor in Mechanics*
 State Teachers College at Buffalo, B.S.; N. Y. University, A.M.
- MINA S. GOOSEN.....*Instructor in English and Dramatics*
 Syracuse University, B.O.E.; Phidela Rice School of the Spoken
 Word; University of Southern California.

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

VIRGINIA B. GRESHAM.....(*Acting*) *Instructor in Art*
Carson-Newan College, A.B.; New York University, A.M.

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

CAROLYN W. HEYMAN (On leave 1937).....*Instructor in Art*
New York School of Fine and Applied Art; Western Reserve
University, B.S.

IRENE HIRSCH.....*Instructor in Education*
Drake University, B.S.; Teachers College, Columbia, A.M.

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

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

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

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

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

RUTH McLEAN.....*Instructor in Art*
Ohio Wesleyan University, A.B.; Teachers College, Columbia,
A.M.

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

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

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

RUTH PALMER.....*Instructor in Foods*
Cornell University, B.S., M.S.

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

HAROLD F. PETERSON.....*Instructor in Economics and History*
Knox College, A.B.; University of Minnesota, A.M.; Duke
University, Ph.D.

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

GERTRUDE ROACH.....*Instructor in Health Education*
Buffalo General Hospital, R.N.; State Teachers College at Buf-
falo, B.S.; New York University, A.M.

HAROLD J. ROESSER.....*Instructor in Science*
Canisius College, B.S.; University of Missouri (School of
Mines and Metallurgy) M.S.

ALMA R. ROUDEBUSH.....*Instructor in Clothing*
Ohio State University, B.S.; Teachers College, Columbia, A.M.

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

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

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

WALTER B. WEBER.....*Instructor in Electricity*
State Teachers College at Buffalo, B.S.; University of Buffalo,
Ed.M.

Critics

School of Practice

HERTHA S. GANEY.....*Junior High School Critic in*
English and Latin
N. Y. State College for Teachers, Albany, A.B.; Teachers Col-
lege, Columbia, A.M.

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

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

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

INEZ M. KNAPP.....*Fourth Grade Critic*
State Teachers College at Buffalo; University of Buffalo, B.S.;
Teachers College, Columbia, A.M.

MARTHA G. METZ.....*First Grade Critic*
State Teachers College at Buffalo, B.S.; University of Michi-
gan, A.M.

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

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

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

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

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

CRITICS

School No. 38 (350 Vermont St.)

AGNES AGNITCH.....*Third Grade*
GRACE G. BALLARD, B.S. in Education.....*Fourth Grade*
THELMA HEPP CLOGSTON, B.S.....*Second Grade*
MARY L. DARKER.....*First Grade*
LENA S. DENECKE, B.S. in Education.....*First Grade*
MARY J. DOE.....*Fourth Grade*
VIOLA M. DOHRMAN, (On Leave, 1936-1937).....*Sixth Grade*
M. JOSEPHINE DUNEY, B.S.....*Eighth Grade*
EDNA R. GARDNER.....*Seventh Grade*
GRACE W. GATES.....*Fourth Grade*
RUTH M. GATES, B.S. in Education.....*Sixth Grade*
LINA GIELOW, B.S. in Education.....*Eighth Grade*
GEORGINA S. HASKILL, B.S. in Education.....*Second Grade*
ELIZABETH D. MATSON, B.S. in Education.....*Fifth Grade*
ELLEN C. MOCKLER, B.A.....*Second Grade*
CHARLOTTE M. MOORE.....*Seventh Grade*
MARY E. ROBERTS, B.S. in Education.....*Fifth Grade*
FRANCES M. RUDELL.....*First Grade*
EDNA M. SHAW.....*Kindergarten*
KATHRYN M. STANLEY, B.S. in Education.....*Seventh Grade*
MARION R. WAKEMAN, B.S. in Education.....*Sixth Grade*

Administrative and Clerical Assistants

ROSAMOND OLIEF ABATE, B.S.....*Assistant Librarian*
ALEEN BEYER ACKERMAN, B.A.....*Assistant in Extension Department*
HARRY W. CURTIN.....*Superintendent of Buildings and Grounds*
JANE E. EGGLESTON, B.S.....*Assistant Registrar*
MARY R. FONTANA, B.S.....*Manager of the Bookstore*
MABEL B. GILBERT.....*Cafeteria Director*
CAROLINE KINSEY GORDNIER, B.S.....*Alumni and Placement Secretary*
ETHEL M. H. HANSEN, R.N.....*College Nurse*
H. L. LEVIN, M.D.....*Psychiatric Consultant*
JOHN V. WADSWORTH, M.D.....*College Physician*

HAZEL S. BLATT, B.A.....*Stenographer*
JANE L. DIADDARIO.....*Stenographer*
PAULINE DELAMATER EISS.....*Stenographer*
KATHRYN S. GRAHAM.....*Stenographer*
CHARLOT MOEHLAU, B.S.....*Assistant Manager of the Bookstore*
MILDRED KRIER PATTI.....*Stenographer*

FACULTY COMMITTEES

Arranged Alphabetically, with the Individual First Named Acting as Chairman

Admissions Interviewing Committee

Dr. Messener, Miss Allen, Mr. Bradley, Miss Caudell, Mr. Fretz, Mr. Johnson, Mr. Perkins, Mr. Steel, Miss Svec, Dr. Wofford.

Admissions Testing Committee

Dr. Hertzberg, Mr. Bradley, Miss Caudell, Mrs. Kideney, Mr. Perkins, Dr. Quayle, Mr. Steel.

Alumni Relations Committee

Dr. Messner, Mrs. Gordnier, Mr. Fontana, Mrs. Gemmill, Mr. Graubau, Dr. Horn, Miss Moehlau.

Assembly Committee

Mr. Bradley, Mr. Bruce, Mr. Czurlles, Mr. Decker, Dr. Horn, Miss Houston, Mr. Perkins, Dr. Peterson, Miss Pratt, Dr. Quayle, Dr. Rockwell.

Athletic Council

Miss Houston, Mr. Coyer, Mr. Fontana, Pres. of Athletic Ass'n. (Man), Vice-Pres. of Athletic Ass'n. (Woman).

Athletic Advisory Committee

Mr. Fontana, Mr. Decker, Mrs. Gemmill, Dr. Peterson, Miss Roach, Miss Salom, Dr. Thurber.

Auditorium Committee

Mr. Quackenbush, students; Stage Properties, Mr. Czurlles, Students; Stage Lighting, Mr. Weber, Students.

Blanket Tax Apportionment Committee

Mr. Quackenbush (Treas.), Mr. Fretz, Dean Reed, Dr. Rockwell, Students appointed by student body.

Clock and Chimes Committee

Mr. Phillippi, Mr. Fontana.

College Charity Fund Committee

Dean Reed, Dr. Pugsley, Miss Stockberger.

Commencement Marshals and Committee

Miss Houston, Mrs. Abate, Mr. Decker, Miss Hurd, Miss McMahon, Miss Salom, Miss Speir.

Flowers and Remembrances Committee

Miss Englebreck, Miss Keever, Mr. Morrice, Miss Roehsler.

Improvement of Instruction Committee

Dr. Hertzberg, Mr. Perkins, Mr. Phillippi, Dr. Pugsley, Mr. Root, Dr. Wofford.

Library Committee

Miss Hepinstall, Mr. Grabau, Dr. Peterson, Miss Viele.

Locker Committee

Mr. Phillippi, Mr. Bruce.

NYA Committee

Mrs. Ackerman, Mr. Grabau, Miss Palmer, Dr. Quayle.

Personnel Committee

Dean Reed, Miss Allen, Mr. Fretz, Dr. Hertzberg, Mrs. Heyman, Mrs. Kideney, Mr. Quackenbush.

Placement Committee

Mr. Steel, Miss Allen, Mr. Bradley, Miss Caudell, Mr. Perkins, Mr. Phillippi, Dr. Pugsley, Mr. Root, Miss Sipp, Dr. Wofford.

Refreshment Committee

Miss Gilbert, Mrs. Nye, Miss Palmer.

Research Committee

Dr. Hertzberg, Mr. Fretz, Dr. Horn, Dr. Pugsley, Miss Reed, Mr. Root.

Rural Relationships Committee

Dr. Wofford, Mr. Bruce, Miss Chapman, Miss Jamison, Mr. Phillippi, Dr. Pugsley, Mr. Steel, Miss Svec, Dr. Thurber, Mr. Vail, Mrs. Whittemore.

State Teachers Association Memberships Committee

Mrs. Gemmill, Miss Englebreck, Miss Keever, Miss Metz, Mr. Vail.

Student Activities Committee (Women)

Dean Reed, Miss Chapman, Miss V. Clark, Miss Englebreck, Mrs. Fontana, Mr. Grabau, Dr. Quayle, Mr. Root, Miss Salom.

Student Activities Committee (Men)

Mr. Fretz, Mr. Fontana, Mrs. Gemmill, Dr. Peterson.

Student Program Committee

Mrs. Kideney, Mr. Perkins, Dean Reed, Dr. Rockwell, Mr. Root, Miss Sipp.

Student Publications Committee

Mr. Huckins, Mr. Czurles, Miss Dana.

Summer Session Committee

Dr. Rockwell, Miss M. Clark, Mr. Root.

HISTORICAL STATEMENT

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

In April, 1867, the Legislature passed a special act authorizing the establishment of the Buffalo State Normal School. The City of Buffalo and the County of Erie jointly appropriated \$96,000 for the purpose of erecting and equipping a building. The first session of the State Normal School was opened September 13, 1871, with fifty-seven students in the Normal Department. The first graduating class in 1873 numbered twenty-three. The faculty, including that of the School of Practice, numbered seventeen with Henry B. Buckham as principal. Oliver G. Steele was Chairman of the Building Committee and President of the Local Board of Managers from 1874 to 1879. At a later period, Hon. Grover Cleveland was a member of the Local Board of Managers of the institution. In 1887, the Science Building was erected and in 1893 the residence for the principal was made available.

The Home Economics Department was established in 1910 and the increasing registration made necessary the erection of the former building which was completed and occupied in September, 1914. Public School 38 was affiliated with the State Normal School in September, 1916, in order to provide necessary additional practice facilities and the first Summer Session was inaugurated the following summer. The Board of Regents gave to the Home Economics Department on July 31, 1919, the privilege of offering a four year course with the degree of Bachelor of Science in Home Economics. The Vocational-Industrial Department previously established was augmented in 1920 by the transfer of a similar department from Albany from the New York State College for Teachers and the establishment of twenty-five State scholarships.

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

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

FUNCTION OF THE COLLEGE

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

A. **General**, for the preparation of teachers for the elementary schools with opportunities for specialization in the Kindergarten-Primary, General Elementary, or Junior High School grades. In addition to specific training for the teaching of the elementary subjects, which is in the main prescribed, opportunities are offered for the pursuit of individual interests by means of a range of electives in the fields of Education, Psychology, English, History and Social Studies, Science, Mathematics, Music, Art, and Foreign Languages.

B. **Home Economics**, for the preparation of teachers in the elementary and secondary schools.

C. **Industrial Arts**, for the preparation of (1) teachers of industrial arts in the elementary and secondary schools, (2) teachers of vocational and allied subjects in vocational schools.

D. **Art Education**, for the preparation of teachers of Drawing and Art in the elementary and secondary schools.

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

A more detailed statement regarding the offerings of these departments with complete course descriptions will be found later at the appropriate places in this catalog.

All courses are uniformly four years in length and lead to the degree of Bachelor of Science. This degree has been granted to students of Home Economics since 1919, to students in the General College Department since 1927, to students in the Industrial Arts Department since 1928, and to students of Art Education since 1932. Freshmen, upon entering, are expected to agree to remain for a four-year course. Persons wishing the three-year provisional certificate only are advised to apply for admission to one of the State Normal Schools which offers only a three-year course.

The college does not prepare for teaching in the Senior High School except in the special departments listed above.

Persons wishing a General College course with no thought of later entering the teaching profession will find ample opportunities for such a program in the many institutions of higher learning in Buffalo and Western New York.

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

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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* Passing of Regents examinations is required in all starred subjects in which Regents examinations are given.

All subjects in Group I, except English, may be counted toward major or minor sequences in Group II, but a total of sixteen units must be offered.

Subjects Especially Recommended

For entrance to the *General Elementary* course it is recommended that the following be included in the sixteen units offered for admission:

- Either* (1) a major sequence of three units in Social Studies and a minor sequence of two units in Science
(2) one unit in Art
(3) one unit in Music
Or (1) a major sequence of three units in Science and a minor sequence of two units in Social Studies.
(2) one unit in Art
(3) one unit in Music

For entrance to the *Home Economics* course it is recommended that the following be included in the sixteen units offered for admission:

- Either* (1) a major sequence of three units in science and a minor sequence of two units in home economics
(2) one unit in Art
Or (1) a major sequence of three units in Social Studies and a minor sequence of two units in science
(2) one unit in Art
(3) one unit in Home Economics

For entrance to the *Industrial Arts* course, it is recommended that the following be included in the sixteen units offered for admission:

- Either*—A major sequence of three units in Mathematics and a minor sequence of two units in Science (one unit preferably in Physics or Chemistry).
Or A major sequence of three units in Science and a minor sequence of two units in Mathematics.

For entrance to the *Art Education* course, it is recommended that the following be included in the sixteen units offered for admission:

- Either*—A major sequence of three units in Art and a minor sequence of two units in Social Studies or Science.
Or A major sequence of three units in Social Studies or Science and a minor sequence of two units in Art.

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

4. Each candidate is required to sign the statement on the application blank that his or her purpose in seeking admission to prepare for teaching in the public schools of New York State.

5. Because of the necessity of limiting the freshman enrollment to about 200 students, applications for admission will be considered only in the cases of candidates who make an average grade of 77 per cent or more on the Regents' Examinations. Past experience shows that candidates whose averages are below 80 per cent have only a slight

chance of admission. Candidates should address the President or the Registrar of the State Teachers College at Buffalo and request application blanks for entrance.

6. The New York State Education Department requires that "a candidate for admission to a Teacher Training Institution must present satisfactory credentials from a registered physician, showing freedom from physical defects or diseases that would unfit the candidate for the duties of teaching." Applicants will be subjected to a check-up on their health records. Physical examinations are to be given at the college by a State physician during the period set aside for personal interviews. If an appointment cannot be secured with the college physician, the physical examination may be conducted by the family physician upon authorization by the college physician.

7. Candidates will also be required to report at the college for a personal interview, including a voice test, before final admission is assured. Appointments will be made by mail during the summer.

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

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

10. The High School Record Blank and the Confidential Information Blank should be returned by July 1st to the Registrar of the College.

11. Candidates for admission to all departments are required to take a series of matriculation examinations under the supervision of the Director of Research. Various centers for giving this testing program will be established by the State Department of Education and the tests will be given in May 1937. Notice will be sent to all high schools of the date and place of the examinations by the Teacher Education and Certification Division. The Regents' averages and the combined scores on these tests will serve as a guide toward selecting the group to be admitted. The right is reserved to collect a small fee to cover the cost of these tests in case a sufficient surplus is not available in the Student Fee Account.

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

13. Candidates who are accepted for entrance are expected to be present on the opening day of the college year and will not be admitted thereafter except by special permission. Where such absences occur, those on the immediate waiting list will be given consideration. The right to impose a fee for late registration is reserved.

14. Applications received after July 15th cannot be considered. Exceptions may be made only in the cases of recipients of University Scholarships awarded by the State Department of Education.

Program for Determining and Correcting Elementary Subject Matter Deficiencies

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

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

Elementary subject matter deficiencies in Music and Art must be removed before the beginning of the student's third semester.

All remedial courses shall be counted as two-hour courses without credit, and the regular student load may be reduced accordingly.

Sometime during the second year, comprehensive tests in the elementary school subjects may be given to all students, and those not reaching a satisfactory level of achievement will be required to complete special remedial work, probably in the summer session, and will not be permitted to enter upon any practice teaching assignment until the subject matter tests are satisfactorily met.

Admission to Advanced Standing

Applicants for admission to advanced standing are required to file in the Registrar's office before July 15th regular application forms (unless they have previously matriculated at one of the New York State normal schools) and official transcripts of work completed in other institutions, and all who have not matriculated previously at one of the New York State normal schools are required to take the entrance examinations. All applicants for advanced standing credit will also be requested to report for personal interviews and physical examinations.

Students entering this college in the General Elementary Curriculum who have had at least one year of successful teaching experience following graduation from training class, and who have graduated from training class since 1926, will be allowed one year or 32 semester hours of advanced standing credit, provided the high school record of the applicants preceding training class is creditable.

Students entering the General Elementary Curriculum will receive not more than eight semester hours of credit if holders of the first grade or the rural school renewable certificates and not more than 16 semester hours of credit if holders of the state life certificate. In order to receive such credit the applicants must have successful teaching experience and no additional credit for experience alone can be allowed.

In all cases where candidates are excused from any part of the practice teaching requirement, approved courses equal in credit to the number of semester hours allowed toward the practice teaching must be offered. No credit toward graduation can be allowed for experience in teaching except by this arrangement.

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

Procedure and Requirements for Graduates of Three-Year Normal School Courses Wishing to Qualify for Bachelor of Science in This College

All graduates of the State normal schools are required to file official transcripts of their normal school records before being considered candidates for the degree. The transcript is to be sent by the normal school principal directly, not brought by the candidate, and should include all advanced standing credit allowed for training class or other work, as well as credit actually earned in residence.

Residence Requirement

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

All candidates, including graduates of the former three-year course of this college, are required to complete the last sixteen semester hours leading to the degree, in residence.

Saturday class and summer session credit earned in intra-mural courses of this college, as well as credit earned in the regular session, is accepted in meeting residence requirements.

Quality Requirement

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

REQUIREMENTS FOR DEGREE OF BACHELOR OF SCIENCE

Semester Hour Requirement

One hundred twenty-eight semester hours of credit are required in the present curriculum.

Quality Point Requirement

All candidates for the degree must complete the prescribed curriculum of the department in which they are registered with an average grade of C or better for all work completed in this college. An average grade of C is also required in Practice Teaching before a student will be recommended for graduation.

Residence Requirement

All candidates for the degree must complete a minimum of one year of work (32 semester hours), in residence. The last sixteen hours of work preceding the granting of the degree must be completed in residence. Saturday class and summer session credit earned in intra-mural courses of this college is accepted in meeting residence requirements.

Subject Matter Requirements

A detailed statement of the prescribed curriculum in each department of the college will be found elsewhere in the catalog.

Completion of the prescribed curriculum in the General College Department with the degree of Bachelor of Science (in Education) entitles the student to a license valid in the elementary school only. Those wishing to qualify for junior high school teaching, or for the elementary principal's certificate, or to specialize in Kindergarten work, must meet the requirements of the State Department of Education for these specializations, and should secure advice in the choice of their elective courses. The Registrar will furnish information or direct the candidate to the proper adviser.

Graduates of former two and three year curricula or students who have completed a portion of such curricula in the General College Department who wish to become candidates for the degree of Bachelor of Science (in Education) should address a request to the Registrar for information concerning their individual requirements.

CERTIFICATION REQUIREMENTS FOR JUNIOR HIGH SCHOOL TEACHERS

At the present time a certificate to be valid for junior high school teaching must include collegiate preparation in the subjects to be taught, as determined by the Commissioner of Education. These requirements are minimums, not maximums. The subjects which one is certified to teach will be determined by the Commissioner in accordance with the schedule which follows:

<i>Subject or Subject Group</i>	<i>Semester Hours Credit</i>
English	18
A foreign ¹ or classical language.....	18 ²
History	18 ³
Mathematics	15 ³
Sciences	30
Biological sciences	18
Physical sciences	18
Social studies	30

¹In addition to this requirement, a teacher must hold a certificate to teach a foreign language issued upon written and oral examinations.

²Based on three units of entrance credit.

³Based on two units of entrance credit.

For example, in order to teach English in the junior high school one must have completed while in college or subsequent thereto at least 18 semester hours credit in approved English courses. Likewise to teach history and mathematics one must have completed during his four years of approved college preparation or subsequent thereto 18 semester hours credit in history and 15 semester hours credit in mathematics, based on two units of entrance credit.

An early decision to specialize in the work of the Junior High School, and the careful selection of electives, beginning with the sophomore year, is essential if the certification requirement is to be met within the limits of the prescribed curriculum.

PREPARATION FOR THE ELEMENTARY AND JUNIOR HIGH SCHOOL PRINCIPALSHIP

To meet the requirements of provisional certification for the elementary school principalship the candidate must have completed a three-year curriculum approved for the preparation of elementary school teachers, or approved equivalent preparation, and in addition 12 semester hours in approved courses; said preparation shall have included 40 semester hours in appropriate professional courses distributed according to the following schedule:

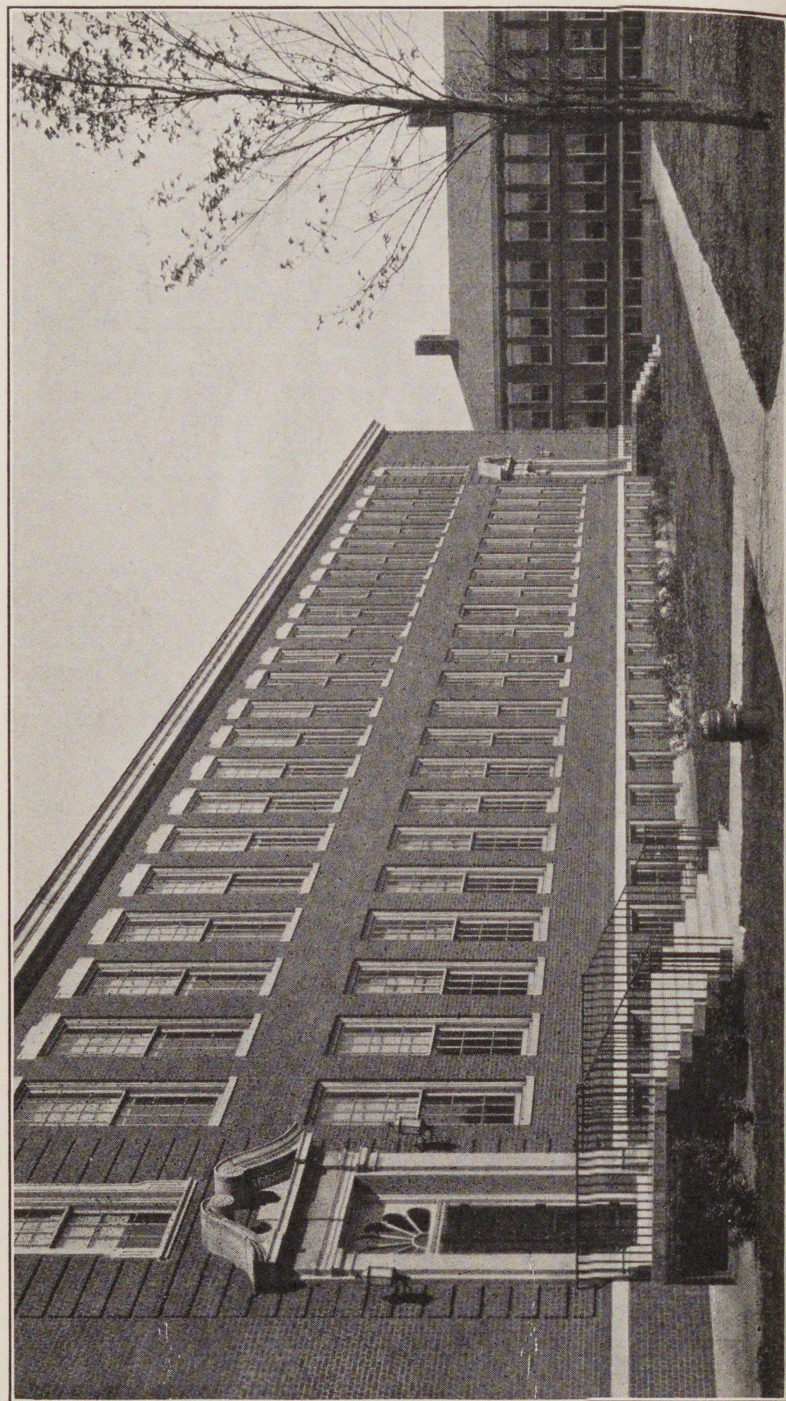
<i>Courses</i>	<i>Semester Hours</i>
1. Elementary School Administration, Organization, and Supervision	4-8
2. Elementary School Methods and Materials.....	8-12
3. Psychology for Teachers	8-12
4. Observation and Supervised Practice Teaching..	12-15
5. History, Philosophy, Problems, and Principles of Education	4-8

Before the certificate is issued the candidate must have completed two years of appropriate teaching or supervisory experience.

The validity of the provisional form of the certificate shall be extended to include service as principal of a junior high school on evidence that the principal has completed an additional 24 semester hours in approved courses, six of which shall have been on the graduate level. The total program of graduate and undergraduate preparation shall include the minimum academic preparation required for teaching a general subject in secondary schools.

The provisional certificate is valid for ten consecutive years. Its replacement with a permanent certificate, is subject to the completion of additional work amounting to 30 semester hours and thereto five years of appropriate teaching, administrative or supervisory experience. For definite information about personal status with reference to any one of these certificates submit a statement of all work and experience completed to date to C. A. Pugsley, Professor of Elementary School Administration, State Teachers College, Buffalo, N. Y.

Students who are following the new four-year curriculum in teacher preparation and also planning on principalship certification should consult during their third and fourth years with the Professor



THE SCHOOL OF PRACTICE

of Elementary School Administration about the use of their elective hours.

PREPARATION FOR RURAL TEACHERS

The interests of Rural Education in the new curriculum will be centered in Education Courses 203-204, 304 and the Practicum held once a week for practice teachers. Herein the problems of the small elementary school in rural areas will receive due emphasis. In Elementary Education 203 the emphasis will be placed in the units which deal with the sociological background of the rural school and the community. In Elementary Education 204 the differentiation of the curriculum to meet the needs of small schools in New York State will be stressed. The Practicum for rural practice students will stress the problems of the small school involved in: (1) the organization of classes and the daily program; (2) organization of curriculum materials; (3) maintenance of proper physical conditions of school buildings, grounds, and other items of organization and management.

For the present, electives in the summer session and extension will be offered in Rural Education I, Rural Education II and Rural Sociology. Rural Education I will deal with the internal problems of the rural school with special emphasis upon the organization and curriculum of the small school. Rural Education II will deal with the problems of school administration, namely, (1) organization of rural schools; (2) duties and responsibilities of rural school officials; (3) community relationships; (4) financing the rural school; (5) social welfare agencies.

Extension classes will be offered on Saturdays.

To supplement theory, students will be given the opportunity for observation and practice in nearby cooperating rural schools.

For further information write Dr. Kate V. Wofford, Director of Rural Education.

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. Those who are eligible for a license to teach general subjects in secondary schools may qualify for the extension of the license to include the teaching of the common branch subjects in elementary schools by completing 30 semester hours of work in this college. College graduates without professional training may qualify for a license to teach in the elementary schools on completion of 36 semester hours of work in this college. Detailed information as to the courses recommended may be secured at the Registrar's office.

SPECIAL REQUIREMENTS FOR KINDERGARTEN TEACHERS

Students interested in preparing for kindergarten positions need detailed understanding of the organization, equipment and tech-

niques suitable to the child of four to six years of age. Those electing to work in this field, will be given opportunity to do a portion of their practice teaching in a kindergarten. Specific courses also will be required to complete this work. The titles of these courses together with a description of their content, will be listed under Kindergarten Education. No student will be recommended to teach kindergarten unless she has completed the prescribed work.

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 Student Program Committee.

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.

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. 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 semester 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 Registrar. 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 Program Committee for dismissal unless the committee finds extenuating circumstances warranting another probationary semester, to be known as "Final Probation."

Failure to earn a "C" average or to pass all courses undertaken during a semester of final probation shall result in the student's automatic dismissal from the college.

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 regulations 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, absences, etc., are to be made to the Registrar, who is chairman of the Student Program Committee.

Special Examinations

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

Application for 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 such 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 application. 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 Registrar or by action of the Student Program Committee. Courses may be cancelled only by the use of the official cancellation card, and students who drop courses without official cancellation will receive the grade of E in such courses.

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

Absences

1. No cuts are permitted.
2. Students whose absences from any one class do not exceed the number of times per week the class meets should arrange directly with the instructor for making up the work missed. If the absence seems to the instructor excusable, the student may be permitted to make up the work to the satisfaction of the instructor. Every unexcused absence or absence for which the work is not made up lowers the class standing of the student one letter.
3. Students whose total (not necessarily in one continuous period) absences exceed the number of times per week the class meets, but amount to less than four weeks, must apply to the Registrar for a special written permit to be presented to the instructor before the work may be made up.
4. Arrangements for making up work missed must be made with the instructor within two weeks of the student's return to school. The Registrar will not issue make-up permits after the expiration of this time limit of two weeks, and the instructor will not honor a permit unless it is presented within this limit. Makeup work must be completed within four weeks after the student's return to class. Special cases will be decided by the Student Program Committee.
5. Absence from a class for more than four weeks obliges a student to drop the course and repeat it another semester.
6. All students absent from college must receive permission from the college nurse before re-entering classes. If the student has been absent over a sufficient period to require a make-up card, as explained in No. 3 above, the permit from the nurse should be exchanged at the Registrar's office for this make-up card. If the absence does not require a make-up card, the permit from the nurse should be shown to each of the student's instructors, then presented at the Registrar's office for filing.
7. Students taken ill during college hours are expected to report to the nurse before leaving the campus or absenting themselves from classes.

Assembly Attendance

All students are expected to attend assembly, which is regarded as equivalent to a class appointment. At present, attendance is a matter of individual responsibility. Attendance is occasionally recorded and habitual absentees may become subjects of discipline.

Withdrawal and Honorable Dismissal

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

Those who discontinue their college work without notice to the 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.

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.

RESIDENCE CENTERS

A list of residences that have been visited and approved for student use will be sent from the office of the Dean of Women or the Director of Men's Activities, upon request. In order to insure an adequate living environment during their college career, all non-resident students are expected to select only addresses so recommended unless previous arrangements have been made through these offices. In any instance, each non-resident student is required to maintain an accurate record of his or her Buffalo address on a card which will be provided for this purpose. Room and board may be secured at rates from \$8.00 to \$9.00 per week.

PART-TIME EMPLOYMENT

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

Many of the men work for part of their expenses at a great variety of types of work. While the college is always glad to cooperate as fully as possible in finding such opportunities, absolutely nothing can be assured and it is accordingly desirable that every man come with as much financial strength as he can secure.

In order to facilitate adjustments to college life, it is advised that all students come prepared to finance themselves at least for the first year, if possible, and for the first month without question. The average student budget covers student fee, blanket tax, fees for laboratory courses, books, carfare, lunches, and incidental dues for extra-curricular activities.

BLANKET TAX

This is a self-imposed student tax inaugurated in 1924, having since been changed several times by student vote. At present the tax is \$5.00 per student each semester, \$10.00 per year. Evidence of having paid the tax is 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 Music 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. The students are chosen to represent classes and departments.

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

TUITION AND FEES

Tuition is free to residents of the State of New York. Residents of other states may be admitted by special permission in which case they are required to pay in advance a tuition of \$100 a semester or \$200 a year. A registration fee of \$5.00 each semester will be charged.

Textbooks and all other supplies may be purchased at the College Book Store.

SCHOLARSHIPS AND AWARDS

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

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

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

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

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

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

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

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

UNIVERSITY SCHOLARSHIPS

Holders of the University Scholarships issued by the Regents of the University of the State of New York, if admitted to this institution under the conditions prescribed, are entitled to receive the sum of \$100 per year for four years. As no tuition is charged residents of the State, the holders of the scholarships receive \$100 a year in two payments of \$50 each, without restriction. Students awarded such scholarships may register in any department of the college offering a four year curriculum leading to the Bachelor's degree: General, Home Economics, Vocational-Industrial, Art Education. During the present college year, approximately sixty students have enjoyed the benefits of these University Scholarships. The continuance of these scholarships for four years depends upon the maintenance of a satisfactory standard of scholarship.

EXTRA-CURRICULAR ACTIVITIES

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

PUBLICATIONS

The Record

The Record is the weekly college paper written, edited and printed by a staff composed entirely of students. It is subsidized by a blanket tax appropriation and is distributed every Friday morning to

all of the students and faculty. It has four general purposes, namely, to give information, to stimulate student thinking, to elevate student conduct and scholarship, and to provide a forum for student and faculty opinion. It also endeavors to encourage student literary expression

The Elms

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

The Handbook

The handbook is prepared annually to present the traditions, practices and opportunities of the institution. It includes instructions for meeting academic requirements and other obligations assumed by members of the college community. A descriptive list of extra-curricular features and the directions regarding participation in organizations is included with comments on the worth of this experience in college life.

PROFESSIONAL CLUBS

The Home Economics Club

The purpose of this club is to foster the spirit of Home Economics, to broaden the students by professional contacts, and to introduce a social note into the department life. Any Home Economics student is eligible for membership. The club is affiliated with the National Home Economics Association.

Les Amateurs de la France

Les Amateurs de la France was organized during the Autumn of 1935. It is open to students who have studied or are now studying French. The purpose of the organization is to develop an interest and appreciation of the arts and customs of France.

RURAL CLUB

The Rural Club is open to all students who desire acquaintance with rural conditions and who are interested in the rural phase of education. It endeavors to stimulate an appreciation for the value of rural life, to train leaders for rural situations and to maintain a rural center for the college. Meetings are held once every month.

FINE ARTS CLUBS

The Dramatic Club

The Dramatic Club is open to all those whose interest in the subject leads them to try out for parts in any of the plays that are given during the year, or for costume and scenery design. The club provides an opportunity to develop further skill in oral expression, originality in various creative fields and at the same time affords many delightful social relationships.

Musical Organizations

The Musical Organizations constitute an active phase of college life. There are three glee clubs which provide musical and social activity for all who are eligible through musical ability—Women's Senior Glee Club (for upper-classmen), Women's Junior Glee Club (for freshmen), and Men's Glee Club. These glee clubs furnish many delightful entertainments for the college and the community; and are responsible for a very active interest in music among the students.

The Orchestra and Band offer similar opportunity to those who play instruments. The Orchestra and Band welcome to membership those with sufficient training. One college credit is given for each year's membership in the Orchestra. Rehearsals are held regularly for each organization. Annual musical performances are arranged and many musical contributions are made to the various activities of the college.

The Art Kraft Klub

The Art Kraft Klub develops and maintains artistic standards in the college. The group devotes its energies toward enhancing the beauty of surroundings, toward arousing interest in and toward developing ability in the arts and crafts. An enthusiasm in the work and a desire to partake in the various activities of the club is required for admittance. The organization sponsors an annual Stunt Night, the proceeds of which are devoted toward the establishment of a scholarship to be awarded each year. It also supervises bulletin boards and posters. In addition, each year the group undertakes a special project which will be of benefit to the college as a whole.

SOCIAL SERVICE CLUBS

Y. W. C. A.

The Young Women's Christian Association maintains religious and social activities to which all young women in the college are eligible without regard to the sect, creed or denomination to which they may owe personal allegiance. It is affiliated with the national organization.

Non-Resident Association

The Non-Resident Association studies and promotes the interests of all out-of-town girls of the college. The special function of the Association is the discussion of subjects concerning the welfare and social needs of the students living away from home. It serves as a guide to its members in establishing the best possible residence environment for this particular group of students.

During the course of the year a number of parties and other occasions of both formal or informal nature are planned so that the group may have as wide a range of interest as possible.

Men's Campus Club

This organization attempts to reach all of the men of the college by conducting a variety of activities. Informal athletic and social events

are balanced by serious discussion of student problems at informal dinner meetings. The club undertakes to conduct a series of freshman activities just after the opening of college in the fall as a helpful introduction of the freshman to college life.

HONORARY ORGANIZATIONS

Nu Lambda Sigma

Nu Lambda Sigma is the women's honorary literary organization of the college. Its purpose is the furtherance of the study of contemporary literature, including the novel, short story, poetry and drama.

The membership is honorary and is limited to twenty-five. New members are chosen each year from the honor students of the various literature courses of the college on the basis of literary interest and creative effort.

Kappa Delta Pi

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

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

The members of this society have for their objective the rendering of such services as will contribute to the maintenance of high professional standards in our student life. In this connection they have sponsored professional assembly programs and the development of a text-book library.

Sigma Upsilon—Honorary Literary Fraternity

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

The purpose of the fraternity is to encourage interest in creative writing and in literature in general. It conducts annually contests in the writing of stories, drama, poetry and the essay, both locally and nationally.

Phi Upsilon Omicron

Mu Chapter of Phi Upsilon Omicron was established in the Home Economics Department at State Teachers College at Buffalo in December, 1923. Its members are selected from upper-classmen who have maintained a high scholastic record and have shown qualities of ability and leadership in college activities. The organization

supports and contributes to some of the institutional activities which are for the common good and it also carries on professional work each year. For several years, the group has collected illustrative material in connection with teaching clothing selection which it loans to teachers in the state not having access to such materials.

Alpha Society

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

SORORITIES

There are seven national sororities represented by local chapters at State Teachers College: Alpha Sigma Alpha, Alpha Sigma Tau, Delta Sigma Epsilon, Pi Delta Theta, Pi Kappa Sigma, Sigma Sigma Sigma and Theta Sigma Upsilon. These sororities are established to offer opportunities to participate in group organization and active social life. Scholarship, leadership and friendship are declared as their ideals. The local inter-sorority governing body is known as Panhellenic Association.

FRATERNITIES

The fraternities at State Teachers College are: Sigma Tau Gamma, Delta Kappa, and Psi Phi. Social in nature, they aim to promote leadership, friendship and scholastic success. These fraternities are governed by rules set up by the Inter-fraternity Council.

ANNUAL SOCIAL EVENTS

Faculty Reception to Freshmen.

Sophomore Party for Freshmen.

Christmas Week:

The Christmas Play.

Holly Hanging Festival.

Kindergarten-Primary Children's Party.

Singing of the "waits" in the halls.

College Christmas Party.

School of Practice Christmas Program.

Junior Prom. (Formal.)

Senior Ball. (Formal.)

Stunt Night—Sponsored by Art Kraft Klub.

Home Economics Day.

Spring Musicales given by Glee Clubs and Orchestra.

Annual Spring Play—Dramatic Club.

Kindergarten-Primary Day and Exhibit.

Moving-Up Day.

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

Alumni Day.

Baccalaureate Sunday.
Class Day.
Commencement.

COLLEGE DANCES

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

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

THE SOCIAL CENTERS

These rooms are available during the entire day for students who wish to enjoy their hospitality, either in groups or individually. As social centers, they have been attractively furnished and are equipped for serving light refreshments. Many students use them casually for an hour between classes or organizations reserve them for more formal occasions, as they desire.

ASSEMBLY PROGRAMS

Through provision made by the Blanket Tax, our College has made an enviable record for itself, not only in Buffalo, but also in Western New York, by the excellence of the assembly programs which are presented to our college community twice each week. Nationally and internationally known lecturers, dramatists, instrumental artists, and singers visit us throughout the year to help us obtain at a professional college, not only a professional education, but also a liberal education, and to enrich our experiences while active members of the college community.

The programs consist not only of speakers and artists from outside of the college and city, but of numerous offerings which include contributions by leading citizens, members of the faculty, and students.

Among the guest speakers during the last three years have been the following:

Sir Norman Angell, English Author and Lecturer.

Mr. Richard F. Bach, Director of Industrial Relations, Metropolitan Museum, New York.

Dr. Karl T. Compton, President, Massachusetts Institute of Technology.

Dr. Will Durant, Author, "The Story of Civilization," etc.

Dr. E. S. Evenden, Professor of Education, Teachers College, Columbia University. Associate Director of National Survey of the Education of Teachers.

Sir Robert A. Falconer, President Emeritus of the University of Toronto.

Dr. Stanley High, World Traveler, Newspaper Correspondent and Author.

Mr. Maurice Hindus, Author and Lecturer on Russia.
Dr. Charles H. Judd, Professor of Education, University of Chicago.

Dr. William H. Kilpatrick, Professor of Education, Teachers College, Columbia University.

Hon. Philip F. LaFollette, Governor of Wisconsin.

Hon. Robert M. LaFollette, United States Senator from Wisconsin.

John Langdon-Davies, English Author and Lecturer.

Dr. Edwin A. Lee, Superintendent of Schools, San Francisco, California.

Dr. Edward C. Lindeman, Professor, New York School of Social Work.

Dr. Kirtley F. Mather, Chairman, Department of Geology, Harvard University.

Dr. James R. McGaughy, Professor of Education, Teachers College, Columbia University.

Dr. Robert A. Millikan, President, California Institute of Technology.

Dr. Harold G. Moulton, President of the Brookings Institute, Washington, D. C.

Dr. Harry A. Overstreet, Professor of Philosophy, College of the City of New York.

Dr. William Lyon Phelps, Professor Emeritus of Yale University.

Dr. Thomas C. Poulter, Scientific Head of the Byrd Expedition II, and second in command.

Marc A. Rose, formerly Editor, "Business Week".

Dr. Harold Rugg, Professor of Education, Teachers College, Columbia University.

Prof. Harlow Shapley of Harvard College Observatory.

Dr. Abba Hillel Silver, Rabbi, The Temple, Cleveland, Ohio.

Frank Speaight, Dramatist and authority on Dickens.

Edward Tomlinson, Lecturer, Journalist and Radio Commentator on South America.

Louis Untermeyer, Poet and Literary Critic.

During the same period there have been presented outstanding musical programs, among which have been the following:

The Brahms Quartet.

Frequent concerts by the Buffalo Symphony Orchestra.

The Hansel and Gretel Opera.

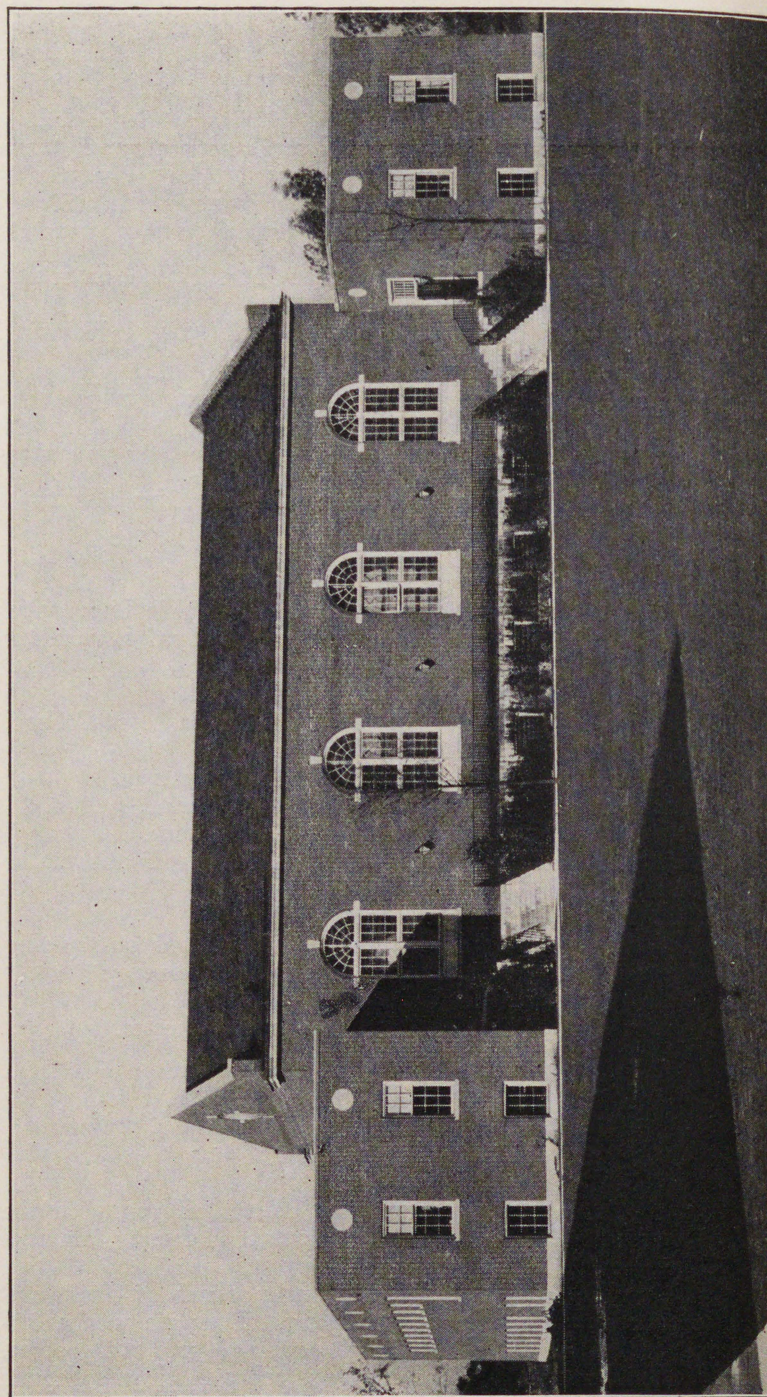
The Manhattan String Quartet.

Mr. Guy Maier, Pianist.

COLLEGE SPORTS

The Athletic Association manages and directs all sports in the college. Its membership includes all students and faculty, and the governing body is the Athletic Council.

Intramural sports for men are carried on by means of class competition according to the season of the year. They include basketball, badminton, boxing, cross-country running, soft-ball, soccer, swimming, tennis, wrestling. The college is represented in collegiate



GYMNASIUM

competition in basket-ball, golf, soccer, swimming and tennis. Such universities as Buffalo, Cornell, Niagara, Syracuse, Toronto, and others within the State test the calibre of our teams.

Girl's sports are featured according to the season, with inter-class competition adding a strong element of interest in the following sports—archery, basket-ball, badminton, soccer, soft-ball, swimming, and tennis.

The new sports field fosters participation for both men and women in archery, horse-shoe pitching, cross-country running, soccer, soft-ball, and tennis; the proximity of Delaware Park makes available further recreational facilities such as baseball, golf, canoeing, hiking, tennis, skating, skiing, tobogganning. The gymnasium is open to both men and women for recreational sports at all hours not scheduled for regular classes.

Swimming is required of all freshmen and is open to all upper-classes at hours to fit various schedules. An annual Red Cross Life Saving examination is given to qualified students who wish to earn the certificate. A regulation uniform for gymnasium activities is required of all students—this may be purchased at the college bookstore. Swimming suits are provided and a minimum pool and shower-room fee is required of all men and women using such facilities.

PLACEMENT AND ALUMNI BUREAU

Services of the Placement Bureau. Our aims are to provide the schools of New York State with teachers who will render the greatest public service by meeting the needs of the communities into which they go as teachers and to assist our graduates in securing positions in which by reason of their special training and qualifications they are most likely to succeed. The Faculty Placement Committee whose personnel includes representatives of various departments, Department Heads, and the Placement Secretary, determines and directs placement policies and procedures. Department Heads are responsible for the placement of graduates in their respective fields. The Secretary assembles and keeps complete files of the records concerning the experience, ability, and recommendations of our graduates, cooperates with Department Heads and school officials in all placement activities, and helps students to solve their own individual placement problems.

Cooperation of School Officials. We could not maintain an efficient service without the cooperation of the school officials whom we are to assist. You may help us in the following ways: (1) by furnishing specific information about vacancies including subjects or grades to be taught, special qualifications, experience desired, or any other information that will assist us in selecting candidates for the particular vacancies; (2) by giving us advance notice of a visit to the Bureau in order that we may select the best available candidates and arrange a satisfactory conference schedule; (3) by observing closely our placement service and giving us any suggestions you might have for its improvement toward a more efficient and effective service.

THE PLACEMENT COMMITTEE

HARRY J. STEEL, Junior High School, *Chairman*
GRACE A. ALLEN, Kindergarten-Primary
CHARLES B. BRADLEY, Art Education
MYRTLE V. CAUDELL, Home Economics
CAROLINE K. GORDNIER, Placement Secretary
IRVING C. PERKINS, Industrial Arts
JOSEPH F. PHILLIPPI, Mathematics
CHESTER A. PUGSLEY, Elementary Principals
CHARLES C. ROOT, Education
MILDRED L. SIPP, Home Economics
KATE V. WOFFORD, Rural Education

The Alumni Bureau. The office of Placement Secretary and permanent Alumni Secretary was combined at the time the Bureau was established in 1932. A rapidly growing Alumni Association 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. The expense of furnishing the Alumni office, where the regular monthly meetings of the Officers and Board of Directors are held, was met in part by the Loyalty Fund which graduating classes since 1932 have pledged voluntarily as individuals. At present we have over six thousand Alumni members about half of whom are living in Buffalo or suburbs. Ten growing Branches have been established in Niagara Falls, Kenmore, Akron, Hamburg, Jamestown, Binghamton, Batavia, Olean, East Aurora, and Lockport. The Secretary cooperates twice a year with the Board of Editors in the publication of an Alumni Bulletin devoted to items of interest to our Alumni members.

OFFICERS AND BOARD OF DIRECTORS

SYLVESTER T. KOLASSA '19-36, President
MILDRED KELLER VOGELSANG '28, Vice-President
ELOISE WEIMAR '25, Secretary
FREDERICK SCHULTZ '16, Treasurer
PAUL WAMSLEY '15, Financial Secretary
PEARL BRIDENBAKER CASE '11, Historian
WINIFRED ROTH NYE '23, Past President
ANNIE E. DAVIES '86, Honorary Director
JOHN FONTANA '27, Faculty Relations
CAROLINE K. GORDNIER '36, Permanent Secretary
THELMA SWACHAMER '30
ARTHUR C. YORK '32
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BYRON W. SCHOTTIN '26
EVELYN GRAM WEDELL '26
GEORGE SCHULTZ '29

OUR STATE TEACHERS COLLEGE PLANT

The inadequacies of our old plant, the limitation of our site to a single city block making proper expansion an impossibility and the congested urban conditions in our immediate neighborhood, sug-

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

On April 1, 1927, Governor Smith signed the bill authorizing the transfer of ninety acres of land held by the State in the section just described and of the present State Teachers College to the City of Buffalo in exchange for the guarantee by the City of Buffalo to erect in part a new State Teachers College on a portion of the land thus transferred. With the appropriation of the city supplemented by state funds the construction of a new teachers college was assured and on November 7, 1928, ground was broken with an appropriate ceremony. On October 9, 1929, the corner stone was laid in the presence of a large company of students and friends of the institution.

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

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

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

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

The auditorium located in the main building includes 1750 opera chairs for its equipment and is a room of impressive proportions with a stage 35 x 80 feet. It was first used on November 10, 1930, by the Buffalo Symphony Society and found to be nearly perfect acoustically.

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

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

Located on the basement floor of the main building is a student cafeteria, which will accommodate 350 at a sitting, with a faculty dining room adjoining and a committee dining room also in which

small groups may conduct their business proceedings during the lunch hour.

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

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

BUFFALO AS AN EDUCATIONAL CENTER

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

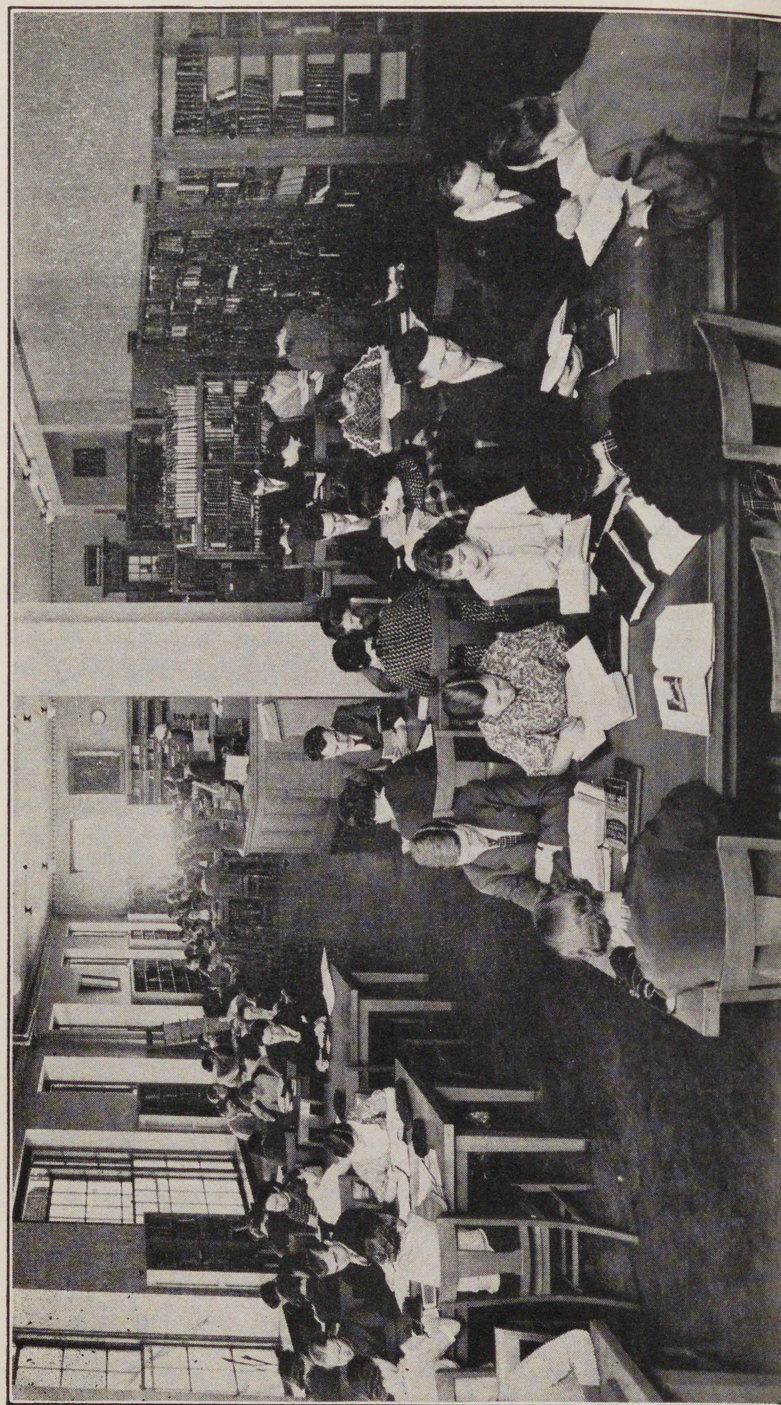
In the field of art, Buffalo offers the advantages of the Albright Art Gallery, one of the finest in the United States, which is free on several days of the week and in addition to the permanent exhibits there are brought annually to the gallery, exhibits of the best contemporary work in painting and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

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

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

LIBRARY FACILITIES

The college Library is situated on the second floor of the main college building facing the Albright Art Gallery. Accommodations for about 150 students are provided in the spacious reading room



INTERIOR OF LIBRARY

where the open shelves, reserved books, magazines and newspapers are available to students and faculty. There are approximately 19,000 volumes in the library and the ultimate capacity of the stacks is 50,000 volumes. The Library subscribes to more than 175 periodicals and newspapers. Bound magazines are kept in the stack room and are accessible to students and faculty.

The Grosvenor Library, the Buffalo Public Library and the Art Library of the Albright Art Gallery are open to the State Teachers College Students.

GENERAL ELEMENTARY CURRICULUM

Course Titles	First Year		Second Semester	
	Class Hours	Sem. Hrs. Credit	Class Hours	Sem. Hrs. Credit
Ed. 101 Child Study—Child Development.....	3	2	..	..
Ed. 102 Child Behavior—Child Development.....	..	..	3	2
Ed. 103-104 Evolution of the School.....	3	2	3	2
Eng. 101-102 English Composition.....	3	3	3	3
Sc. 101-102 Biological Sciences.....	3	2	3	2
Mus. 101-102 Essentials of Music.....	3	2	3	2
H. E. 101-102 Health Education.....	1*	1	1*	1
Geog. 101 General Geography.....	..	..	..	..
Math. 101 General Mathematics.....	..	..	..	..
Optional Sequence.....	3	3	3	3
(Lat. 101 Latin Prose Literature	..	..	..	..
(Lat. 102 Latin Poetry	..	..	..	..
(Fr. 101 French Prose	..	..	..	..
(Fr. 102 French Poetry	..	..	..	..
Orientation.....	1#	0	..	..
Total.....	22*	15	21*	15

One hour per week of this allotment is used during the first half of the semester for work in Orientation by the Dean of Women.

† If one of the language sequences is elected the Geography 101 and Mathematics 101 will be postponed temporarily.

Course Titles	First Semester		Second Semester	
	Class Hours	Sem. Hrs. Credit	Class Hours	Sem. Hrs. Credit
Ed. 201-202 The Child and the Curriculum.....	3	2	3	2
Ed. 203-204 Modern Elementary School Problems..	2	2	2	2
Eng. 201-202 Literature.....	3	3	3	3
S. S. 201-202 History of Civilization.....	3	3	3	3
Art 201 Essentials of Art.....	3	2	..	..
Art 202 Construction Arts.....	..	..	3	2
P. E. 201-202 Physical Education.....	1*	1	1*	1
Sc. 201-202 Physical Sciences.....	3	2	3	2
Electives (for those not taking language).....	2	2	2	2
Optional Sequence.....	2	2	2	2
(Lat. 201 Latin Literature of the Silver Age	..	..	..	..
(Lat. 202 Poets of the Augustan Age	..	..	..	..
(Fr. 201-202 Survey of Modern French Literature	..	..	..	..
Total.....	21*	17	21*	17

* In addition to the work prescribed in Health Education and Physical Education, each student is required to take two extra class hours of recreative activities each week.

† Students continuing the language sequence in the 2nd year will omit the electives and take the required work in Physical Science.

Third Year				
Ed. 301-302 The Child and the Curriculum.....	4	3	5	3
Ed. 304 The Teaching Profession.....	..	..	2	2
Eng. 301 Dramatic Art.....	4	3	..	..
Eng. 302 Poetry.....	..	..	3	3
S. S. 301-302 American Civilization and Government	3	3	3	3
Mus. 301 Music Appreciation.....	3	2	..	..
Art 301 Art Appreciation.....	..	..	3	2
Electives.....	6	6	3	3
Total.....	20	17	19	16

† Students who have followed the language sequence will take Geography 101 and Mathematics 101 instead of 6 hours of electives.

Fourth Year				
§Ed. 401 Practicum in Teaching	30	15		
Ed. 402 Principles of Education			3	3
Eng. 401 The Drama			3	3
S. S. 401 Modern Social Trends			3	3
H. E. 401 Health Protection			2	2
†Electives			5	5
Total	30	15	16	16

§ One-half of the junior class will do practice teaching the second semester of the junior year. The other half will do theirs in the first semester of the senior year. The following table contains 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 each year.

Third Year				
DIVISION A. (Junior Teaching Section; includes French Majors)				
Course Titles	First Semester Class	First Semester Sem. Hrs.	Second Semester Class	Second Semester Sem. Hrs.
Ed. 301-302 The Child and the Curriculum	9	6		
Ed. 304 The Teaching Profession	2	2		
Eng. 301 Dramatic Art	4	3		
Electives	6	6		
Ed. 401 Practicum in Teaching			30	15
Total	21	17	30	15

DIVISION B. (Senior Teaching Section; includes Latin Majors)				
Eng. 302 Poetry	3	3		
S. S. 301-302 American Civilization and Government	3	3	3	3
Art 301 Art Appreciation	3	2		
Music 301 Music Appreciation	3	2		
Electives	6	6	3	3
Eng. 301 Dramatic Art			4	3
Ed. 301-302 The Child and the Curriculum			9	6
Ed. 304 The Teaching Profession			2	2
Total	18	16	18	15

Fourth Year				
DIVISION A. (Junior Teaching Section; includes French Majors)				
S. S. 301-302 American Civilization and Government	3	3	3	3
H. E. 402 Health Protection	2*	2		
Electives	2-3	2-3	6-5	6-5
S. S. 402 Modern Social Trends	3	3		
Eng. 402 The Drama	3	3		
Ed. 402 Principles of Education	3	3		
Eng. 302 Poetry			3	3
Art 301 Art Appreciation			3	2
Mus. 301 Music Appreciation			3	2
Total	18-19*	16-17	18-17	16-15

DIVISION B. (Senior Teaching Section; includes Latin Majors)				
Ed. 401 Practicum in Teaching	30	15		
Ed. 402 Principles of Education			3	3
Eng. 402 The Drama			3	3
S. S. 402 Modern Social Trends			3	3
H. E. 402 Health Protection			2*	2
Electives			5	5
Total	30	15	18*	16

* In addition to the work prescribed in Health Education and Physical Education, each student is required to take two extra class hours of recreative activities each week.

ELECTIVE COURSES

The tabular view which appears above includes all the prescribed courses in the new curriculum for the General Department. It will be observed that provision is made for a total of eighteen hours of elective work coming in the second, third and fourth years of the program. Tentative elective courses are offered by each department of the college. Modifications in these offerings may be found neces-

sary and will be made as need arises. The students interested in any special field should consult no later than the beginning of their sophomore years with their advisors and the head of the department concerned relative to their choice of electives.

COURSES OF INSTRUCTION

Numbering System

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

EDUCATION

Professors Root, Horn, Pugsley, Wofford; Mr. Bruce, Miss Dana.

New Curriculum

Professional Sequence: The new curriculum provides for a professional sequence of courses extending through the four years. The following is a tentative statement of these courses in the order in which they will be offered. This sequence carries a total of 13 semester hours credit.

Ed. 103-104. The Evolution of the Elementary School in New York and the United States. Aims to give the student an understanding of the public school as a social institution and of its obligation to the social order which it serves. Includes the following units: library references and usage; the school of today; education a state function; administration and organization of the New York State school system; scope and magnitude of the state's educational service; financing public education in New York; the evolution and development of education in New York; European influences; origins and beginnings of American education; the development and extension of a free public school system in New York and in the United States; the need for better trained teachers; the development of teacher education as a state function.

The course has two phases: (1) Classroom work, amounting to two hours per week, based upon assigned readings; (2) Observations equivalent to one hour per week. Excursions are made to a wide variety of educational institutions in city, village, and rural communities.

Required of first year general college students. Three hours per week (average). Both semesters. Four semester hours credit.

Ed. 203-204. Modern Elementary School Problems. Aims to give the student an understanding of the major educational developments in the public school since the turn of the century. Includes

the following units: social and scientific influences in relation to newer methods and materials, the broadened curriculum and the reorganization of the school; changes in social and economic environment which have resulted in an increased school year and centralization of the system; changing conceptions of the school's function in its relationship to reconstruction of the curriculum, experimentation, the junior high school and the child centered school; changing attitudes in regard to the relation of the State to education; maintenance of proper physical conditions of school buildings and grounds; educational supplies and equipment; the school library; the school lunch; organization of classes and daily programs; transportation of pupils; health and physical education problems; problems of child accounting. Both urban and rural situations are carefully considered.

Required of second year general college students. Two hours per week. Both semesters. Four semester hours credit. Prerequisite: Ed. 103-104.

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

Required of third year general college students. Each semester. Two hours per week. Two semester hours credit. Prerequisite: Ed. 203-204.

Ed. 402. Principles of Education. A critical study of contrasting interpretations of educational theory and principles. Aims to help the student build a philosophy of education to meet the varied demands of modern life. Includes units on: the educational theories of Aristotle, Plato, Herbart, Sophists, Jesuits, Pestalozzi, Socrates, Kant, Hegel, Rousseau, James, Dewey; discipline as an aim of education; discipline versus interest; doing versus knowing; thinking versus knowledge; authority versus freedom; character versus intelligence; conservatism versus progressiveness; emotions versus intellect; individual versus group control; logical versus psychological; and the democratic conception of education.

Required of fourth year general college students. Each semester. Three hours per week. Three semester hours credit. Prerequisite: Ed. 304 and 401.

Electives

No electives are offered at present in general education. If need for such electives should arise, courses will be offered. The special courses in preparation for the elementary school principalship which follow are listed as education courses and may be taken as electives.

COURSES IN THE PRINCIPALSHIP

For details about preparation for the Elementary and Junior High School Principalship see page 23.

Ed. 440. The Elementary School Principalship A. Organizing the School and the Curriculum. The general objective of this course is to see how the principal functions as he builds the organization framework through which the planned curriculum is realized. Problems in planning a curriculum for all aspects of child life throughout the whole elementary school experience; studying the community; organizing the school and its resources, such as the halls, the library, the auditorium, the gymnasium, the cafeteria, the playground, etc.; assignment of teachers and pupils; systems of classification and promotion; problems in scheduling and office organization; board relations; financing the school program. This course may either precede or follow the Elementary School Principalship B.

Open to principals, supervisors, experienced teachers, and others especially qualified. First semester. Three hours per week. Three semester hours credit.

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

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

Ed. 443. Supervision of the Elementary School B. Evaluation of the Elementary School. The objective of this course is to develop a use acquaintance with instruments for evaluation and to apply the implications of the data obtained. Programs for testing achievement and scholastic aptitude; measuring the amount of over-

ageness, normal ageness, and under-ageness; determining acceleration and retardation; evaluating the effectiveness of the school organization, record systems, educational services and school buildings; the principal's annual report. Second semester.

During the regular session this course will be conducted largely through field activities. In summer session it will be a lecture and problems' course. As a field course two afternoons per week will be required. Each member of the class should plan to meet his own travel expenses which will probably not exceed \$5.00. As a lecture course the class will meet three hours per week. Three semester hours credit.

Ed. 444. General School Administration. Deals with the fundamental principles of school administration. Topics treated: historical beginnings of school administration; national, state, and local responsibility for education; district, township, and county units for school administration; nature and functions of boards of education; school services such as health, supervision, research, library, attendance, etc.; selection, salary, and tenure of teachers, and their growth in service; school building programs. For fourth year and properly qualified third year students. First semester. Three hours per week. Three semester hours credit.

CHILD DEVELOPMENT* AND EDUCATIONAL PSYCHOLOGY

Professors Hertzberg, Allen, Horn, Steel; Asst. Professor Quayle; Miss Hirsch.

The basic essential of all the required courses in the Technical Sequence is that the child is the center of interest for all observation, participation, discussion, projects, curriculum materials, and teaching procedures. The Demonstration School will be, in the main, the laboratory for these activities.

Child Development

C. D. 101. Child Study. This course aims to give the student: (1) an understanding of how the child develops as a functioning organism from the post-natal through the adolescent period; (2) an understanding of his own behavior and personality development so as to obtain a better appreciation of the inter-relationships of such factors as the home, the community and the school to child growth and development. The observations, activities, projects, and class discussions will include the following units: the White House Charter; the child and the family; motor development; mental growth; language development; social development; emotional development; techniques of child study. Individual differences among children and the relative influences of heredity and environment will be emphasized in each of the above units. One hour per week will be devoted to observation. Required of all first year general college freshmen. Three hours per week. First semester. Two hours credit.

*The Child Development (C.D.) courses 101-102, 201-202, 301-302 and 401 are listed in the State Normal Schools as Ed. 101-102, 201-202, 301-302 and 401, respectively.

C. D. 101. (Art Education) Child Study. This course is similar in content to C. D. 101 for general college freshman, with an enlargement of some of the units adapted to suit the needs of the art students. Required of all Art Education freshmen. Five hours per week. First semester. Three hours credit.

C. D. 102. Child Behavior. This course aims to give the student: (1) an understanding of the theory and practice of the principles underlying proper guidance and adjustment of children to life situations; (2) an understanding of his own personality adjustments so as to obtain a better understanding of the factors which enter into the adjustments of pupils with whom he must work; (3) a practical knowledge for discovering undesirable behavior of children, the determination of causes of such deviations from normal behavior; selecting and using adequate remedial measures to overcome maladjustments. The emphasis is placed upon studying children having problems rather than upon studying problem children. Opportunities will be given to the student to observe and study children and to make case studies, not for the purpose of becoming an expert diagnostician but rather, through this means, to get a better understanding of children and their problems. One hour per week will be devoted to observation. Required of all first year general college freshmen. Three hours per week. Second semester. Two hours credit. Prerequisite: C. D. 101.

C. D. 102. (Art Education) Child Behavior. This course is similar in content to C. D. 102 for the general college freshmen, with an enlargement of some of the units adapted to suit the needs of art students. Required of all Art Education freshmen. Five hours per week. Second semester. Three hours credit. Prerequisite: C. D. 101 (Art Education).

The Child and the Curriculum

C. D. 201. Child Learning. This course aims to give the student: (1) an understanding of the learning of children as a fundamental process, not only in its relation to the various forms of associative and factual learning, but also in its relation to the general conditioning of mental, moral, social, emotional, and physical, responses and attitudes in the child; (2) an appreciation of the significance of the organismic theory of child development; (3) an appreciation of the significance and importance of the different kinds of learning of the child living in a democratic society as recorded for us by pertinent psychological findings. The observations and discussions will center around the following units: the influence of the normal and abnormal social surroundings, the community, and the school upon the child; the fundamental drives and motives which are basic to learning; the nature and characteristics of the learning process and how to direct it; reflective thinking, its development and direction; imaginative and creative expression, its function and place in learn-

ing; attitudes and ideals as learning products; special abilities in learning. One hour per week will be devoted to observation. Required of all second year general college sophomores. Three hours per week. First semester. Two hours credit. Prerequisites: C. D. 101-102.

C. D. 202. Measurement in Child Learning and Behavior. This course aims to give the student: (1) an appreciation of the significance of measurement as a tool for understanding the growth changes in the child's native and acquired behavior; (2) the opportunities for developing the ability to construct, select and use properly test materials in the various places of child learning and behavior; (3) the opportunities for developing the ability to handle the statistical techniques for interpreting and diagnosing the results of measurement. This course will be conducted largely on a laboratory basis so that all students will be given considerable experience in school situations to plan testing projects; to administer and score tests; to tabulate, graph and interpret test data; to set up possible guidance and remedial programs. Required of all second year general college sophomores. Three hours per week. Second semester. Two semester hours credit. Prerequisites: C. D. 101-102; 201.

C. D. 301-302. The Child and the Curriculum. This course aims to give the student: (1) an acquaintance with the purpose, nature and content of the elementary school curriculum; (2) the opportunities for developing the ability to select and to organize instructional materials which are useful in directing the learning of the child; and (3) the opportunities for developing the ability to apply principles of learning and techniques of teaching to a variety of classroom situations. All observations, participation and discussion will center around problems related to curriculum organization; to instructional procedures; to diagnosis of pupil difficulties and to remedial measures in the following subject matter fields: reading and language arts, science, social studies, and mathematics. The experiences of the student in this course will lead naturally into the Practicum in Teaching which follows. Six hours per week will be given over to observation, participation and conferences in the Demonstration School. Three hours per week will be devoted to class discussion. Total, nine hours per week. Each semester. Six semester hours credit. Required of all third year general college juniors. Prerequisites: C. D. 101-102; 201-202.

C. D. 401. Practicum in Teaching. For a description of this course, see page 74.

Elective Courses

Elective courses will be offered for Juniors and Seniors in accordance with their needs.

Old Curriculum

Psy. 201. (Home Economics) Educational Psychology. This course aims to give the student: (1) an understanding of development during the school years, (2) an understanding of the problems

connected with learning in school. In connection with the first, the following units will be considered: growth, problems of health, interests and incentives, social psychology of childhood and adolescence, problems of emotional stress and discipline, the development of intellectual efficiency, the individual child. The second part of the course will be developed around the following units: the course of learning, the nature and control of the learning process, the results of schooling, methods for the appraisal and direction of learning, the hygiene of work, transfer of training, problems of general training. Required of all Home Economics Freshman. Three hours per week. Second semester. Three hours credit.

ENGLISH

Professor Thurber; Assistant Professor Mulholland;* Assistant Professor Gibson; Miss Chapman, Miss Goossen, Mr. Grabau, Mr. Hodgin.

The importance of efficiency in oral and written expression is conceded. The desirability of amplifying one's outlook upon life through a knowledge of literature is commonly recognized. The aim of this department is to equip young teachers with proficiency in oral and written English, and to give them a familiarity with the best literature together with a taste for good reading.

In addition to the twenty-one hours required of all students, the department offers electives for those who may arrange for them in their schedules.

101-102. English Composition. Designed to secure adequate improvement in the language habits of those preparing to teach in the elementary schools. Both oral and written composition are correlated in this development. Models are taken from literary sources and from the students' compositions. Problems of current interest are used for subject matter. As a minimum essential the students are required to bring their entrance requirements in composition to at least the tenth grade level, or to enroll in non-credit sub-freshman work in English Composition. Within this field of study are included: library reference and usage; the mechanics of oral and written expression; the various phases of word, sentence, paragraph, and theme organization; oral and written interpretation and criticism of literature; the preparation of material for written and oral presentation; the mechanics of platform work with emphasis upon correct posture, enunciation, and delivery, with remedial exercises for the eradication of individual defects.

Required of first year students. Three hours per week. Both semesters. Six semester hours credit.

201-202. Literature. Builds upon the advantages recognized in good literature as a preparation for life and as a vehicle for the improvement of leisure interests. During the first semester an attempt is made to cultivate a clearer interpretation of world-wide relationships and an understanding of social changes as interpreted

*On leave.

in literature. Ancient, mediaeval, and modern classics are blended with European and American literature. Each instructor is given opportunity to use such sequences and selections as are advisable from the psychological standpoint of approach and for the continuous sequential development of each student. The method and content employed are determined by the needs manifested by the students pursuing the work. The survey considers the field of literature from its beginnings to modern times. The second semester work deals with the later period and pays due attention to the interpretation of literature of all types.

Required of second year students. Three hours per week. Both semesters. Six semester hours credit.

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

Required of all third year students. Four hours per week. Three semester hours credit.

302. Poetry. A comprehensive study of the outstanding poetry from Chaucer to the present. A careful study is made of the various influences at work in each major period of literature, with attention given to the development of the different types of poetry and the various forms of metrical structure. Critical standards are noted and students are encouraged to experiment in creative writing.

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

310. Juvenile Literature. The material for this course will include an appreciation of literature suited to children from kindergarten through the sixth grade; a study of sources of literature for children; an evaluation of creative work of children and selection of materials which will help integrate activities in literature with other phases of the curriculum.

Elective for general elementary students, third or fourth year. Required for students electing kindergarten education. Three hours per week. Both semesters. Three semester hours credit.

401. The Drama. A survey of the drama from the Greeks to modern times with emphasis placed upon the varying dramatic influences of the different periods. The course attempts to establish critical standards as a basis for judgment of the drama in the theatre and literature for the sake of improving the teachers' ability in dramatic art.

Required of all fourth year students. Three hours per week. Three semester hours credit.

(Elective Courses; Old Curriculum)

401. English Literature: The Romantic Movement.
402. English Literature: The Victorian Period.
403. English Literature: Recent Literature I.
404. English Literature: Recent Literature II.
405. The Essay.
406. The Modern Novel.
409. American Literature.
411. Modern Continental Literature—I.
414. Contemporary Poetry.
415. Shakespeare I.
416. Shakespeare II.
417. Advanced Composition I

SOCIAL STUDIES

Professor DeMond; Miss Englebreck; Dr. Peterson; Miss Stockberger; Acting Professor Verduin.

102. European History Since 1789. The general history of Europe from the French Revolution to the present time, with especial emphasis upon the growth of democracy, social and industrial changes, the World War and the European problems of today.

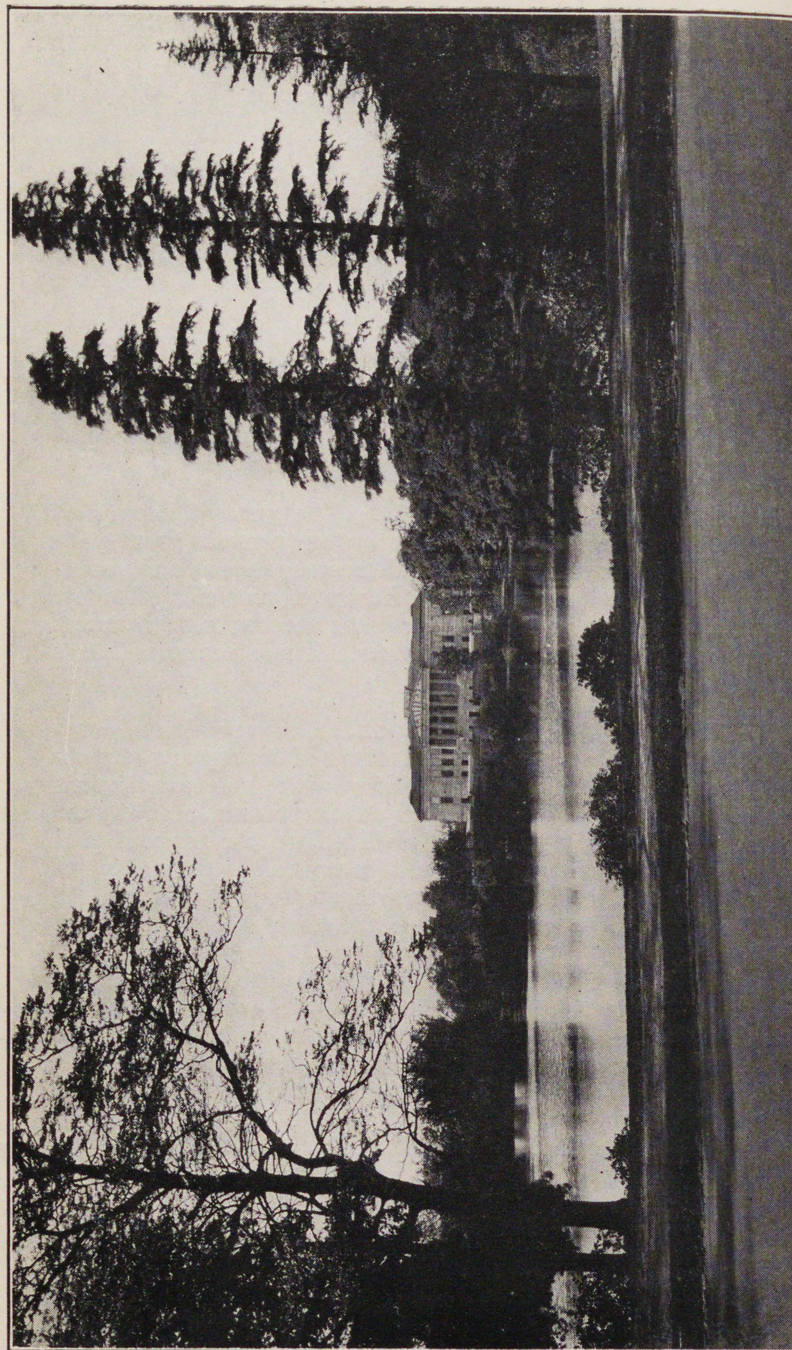
Required of first year students in the home economics department. Three hours per week. Second semester. Three semester hours credit.

S. S. 201-202. History of Civilization. A survey of man's constructive achievements from the earliest dawn of history to the present time. The course includes the following units: The contributions of primitive man and the early Eastern Mediterranean peoples; the development of the Graeco-Roman civilization; the growth and organization of the Christian church and its relation to the culture of the times; the crusades, feudal life, growth of towns, trade and the revival of learning with emphasis upon the effects of these in the lives of the people.

It also includes the awakening of thought through the Protestant Reformation; the rising of national states and the growth of democracy; the commercial and industrial revolutions with their effects upon trade relations; the development of nationalism, the growth of imperialism and inter-nationalism with reference to the European problems of today.

Required of second year general college students. Three hours per week. Both semesters. Six semester hours credit.

S. S. 203. Introduction to Sociology. By an analysis of community life the students are introduced to the sociological factors of special concern to the educator. This includes discussion of significant aspects of social institutions and social processes as analyzed and described by modern scientific sociology. Each student is required to make a survey of a selected community and interpret his findings in terms of their significance to education.



THE BUFFALO HISTORICAL BUILDING

(The Historical Building, which was the New York State Building at the Pan American Exposition in 1901, is in close proximity to our campus and is available to our students. The above view, taken in Delaware Park, shows Sagajawda Lake in the foreground. This building, a splendid example of classic Doric style, reveals its exceptional beauty every evening under floodlights.)

Elective for second year general college students. Two hours per week. Each semester. Two semester hours credit.

Introduction to Sociology for Home Economics Teachers. A parallel course but with special emphasis on the social relationship of family life; and changing attitudes toward the family with resultant problems.

Required of Juniors in home economics department. Three hours per week. First semester. Three semester hours credit.

S. S. 204. Principles of Economics. The essential purpose of this course is the acquirement of a working knowledge of sound economic theory in order that the phenomena of the industrial and commercial world may be understood. An attempt is made to survey not only the laws of economics but also certain of the political and cultural settings in which they operate. The course concerns itself with the appearance as well as the functioning of modern economic society. As a special aid to students of Home Economics attention is directed to phases of consumer economics, such as problems of the consumer, his place in production, and the devices of consumer protection.

Required of second year students in the home economics department. Three hours per week. First semester. Three semester hours credit.

A parallel course is given as an elective for the second year general college students but eliminating the special aid to students of Home Economics.

Elective for second year general college students. Two hours per week. Each semester. Two semester hours credit.

S. S. 301-302. American Civilization and Government. To enable the student better to understand the governmental, economic, and sociological institutions of his society is the real objective of this course. The following are some of the topics to be surveyed: the establishment of the American republic and the functioning of its government; the triumph of Hamiltonianism; the characteristics and operation of the American economic order through varying circumstances; the position of the masses. The relation of these factors to the evolution of a characteristic culture in the United States will be constantly emphasized.

Required of third year general college students. Three hours per week. Both semesters. Six semester hours credit. Prerequisite: S. S. 201- S. S. 202.

S.S. 303. History of Europe Since 1914. Consideration will be given to the causes, events, and results of the World War; the treaty settlements; post war developments and problems; present areas of friction; the League of Nations, World Court, and other efforts at international peace. Elective for third year general college students. Three hours per week. Each semester. Three semester hours credit.

S. S. 304. American History to 1789. The conditions in Europe during the fifteenth and sixteenth centuries which influenced the discovery and settlement of the new world will be considered. The

economic factors of this period will be studied as an important cause of the Revolution. War with the Mother country and the establishment of the new government will be stressed.

Elective for Juniors and Seniors. Each semester. Three hours per week. Three semester hours credit.

S. S. 401. Modern Social Trends. Two types of problems are considered: (1) the major difficulties arising as society seeks to increase and distribute human adequacy; (2) the more important maladjustments constituting social pathology. Special consideration is given to the significance of these problems for teachers. The course includes the following units: the nature of social problems; problems of adjustment to external nature; population and its problems; distribution of wealth and income; health and physical welfare; control and care of the defective; race problems in the United States; the family; child's welfare; the meaning of social control; public opinion and its agencies; crime; alcohol as a beverage; and alcoholism; democratizing the state.

Required of fourth year general college Seniors. Three hours per week. Each semester. Three semester hours credit. Prerequisite: S. S. 301-302.

S. S. 402. American Economic History. The development of the economic life of the Nation is traced from colonial beginnings. Emphasis is given to the industrial, commercial and agricultural phases of national development. The historical significance of economic factors with their meaning for educators is made evident.

Required of third year home economic students. Three hours per week. Second semester. Three semester hours credit. Elective for general college Seniors first semester.

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

Elective for Seniors. Each semester. Three hours per week. Three semester hours credit.

S. S. 404. Comparative Governments of Europe. A careful study of the governments of England, France, Germany, Italy, and Switzerland, with less time upon the newly formed governments, including Soviet Russia. How these governments are organized, what sort of political machinery they use, wherein they have borrowed from the United States, and wherein they differ. Special attention upon the effect which the World War has had on all these governments.

Elective for fourth year general students. Three hours per week. Each semester. Three semester hours credit.

FOREIGN LANGUAGE AND LITERATURE

Professor Messner*, Acting Professor Cutt

Optional Two-Year Liberal-Cultural Sequence

An optional sequence in either Latin or French is offered for students who may wish to continue their studies in foreign languages above the high school level. No elementary courses are offered. Students who elect the foreign language option in their first semester are expected to continue through their first and second years. This two-year sequence is basic to the elective courses of a more advanced nature provided in the third and fourth years for those students who wish to major in languages in the hope of teaching in the junior high school.

Latin

101-102. Latin Prose and Poetry. The major purpose of the course is to increase the student's ability to comprehend and translate standard Latin prose and verse of relative difficulty. Reading of such works as Livy, Sallust, or Cicero's Essays in the first semester, and Virgil's Eclogues and the poems of Catullus in the second. Prerequisite: three or four years of high school Latin. First and second semester, freshman year. Six semester hours credit.

201-202. Latin Literature of the Silver and Augustan Ages. The purpose is to acquaint the student with some of the better authors, and through them, with the social and literary interests of these two important periods. Reading of Pliny and Tacitus in the first semester, and Horace or Ovid in the second. Prerequisite: Latin 101-102. First and second semesters, sophomore year. Four semester hours credit.

French†

101-102. French Prose and Poetry. The purpose of this course is to perfect the ability of the student to read, understand and appreciate standard French prose and verse. Reading of short stories, longer narrative works, plays, poetry, essays, and articles from French newspapers and magazines. Much independent reading is encouraged. Minimum emphasis upon grammar and composition. Prerequisite: two or three years of high school French. First and second semesters, freshman year. Six semester hours credit.

201-202. Survey of Modern French Literature. The purpose of this course is to acquaint the student with the great names in French literature from the sixteenth to the nineteenth century. Reading of selections from the major authors with collateral studies in French literary and social history. First and second semesters, sophomore year. Prerequisite: French 101-102. Four semester hours credit.

* On leave.

† The number of students enrolling for the sequence in French will be limited to one section on the basis of their previous preparation in French. They should have completed three years of high school French; students with only two years may be admitted if their work has been of exceptionally high quality.

(Elective Courses)

A number of elective courses are provided in both Latin and French for students who may wish to continue their study for their own personal culture or to prepare for teaching foreign language in the junior high school. For any of these courses the two-year sequence in the specific language is a prerequisite. Three three-hour courses pursued in the junior and senior years, making a total of 19 semester hours in the specific language, will satisfy the minimum requirement for certification as a teacher of that language. At least two of the following courses will be offered each semester as electives for juniors and seniors.

Latin

301. Latin Comedy. Reading of selected plays of Plautus and Terence with some study of the origins of Latin drama and its later influence. Three semester hours credit.

302. Roman Life and Institutions. Study of the major aspects of Roman private and public life, with frequent reference to the sources of information in the Latin authors. Three semester hours credit.

401. Mediaeval Latin. Representative selections from the Latin writers of the Middle Ages, with some study of the survival of classical culture and the relation between mediaeval Latin literature and the early literature in the vernacular languages. Three semester hours credit.

402. Latin Prose Composition. Study of the basic principles of the Latin language with abundant practice in the writing of Latin. Three semester hours credit. To be given in 1937-38.

404. Roman Philosophy. Readings from Lucretius' *De Rerum Natura* and Seneca's essays and epistles. Three semester hours credit.

French

301. Classical French Drama. Reading of representative plays of Corneille, Racine, and Molière, the great dramatists of the Golden Age of French literature. Three semester hours credit.

302. Modern French Drama. Reading of representative plays of the nineteenth and twentieth centuries, tracing especially romanticism, realism, and symbolism in the theater. Three semester hours credit. To be given in 1937-38.

401. Contemporary French Literature. Study of the works of major importance in prose and verse from the last quarter of the nineteenth century to the present. Three semester hours credit.

402. French Composition and Conversation. Principles of French pronunciation, advanced grammar, and practice in composition and conversation. Three semester hours credit. To be given in 1937-38.

404. French Novel. A study of the development of this literary type from the seventeenth century to the present. Three semester hours credit.

GENERAL LITERATURE AND GENERAL LANGUAGE

The following courses are offered, at intervals in the summer session and the extension department, primarily for teachers in service. May be credited toward a concentration in English and literature.

General Literature 419. Greek Literature in English Translation.

General Literature 420. Latin Literature in English Translation.

General Literature 421. Masterpieces of Mediaeval Literature in English Translation.

General Literature 422. Masterpieces of Modern European Literature in English Translations.

General Language 400. A professionalized course dealing with the place of foreign language in the junior high school.

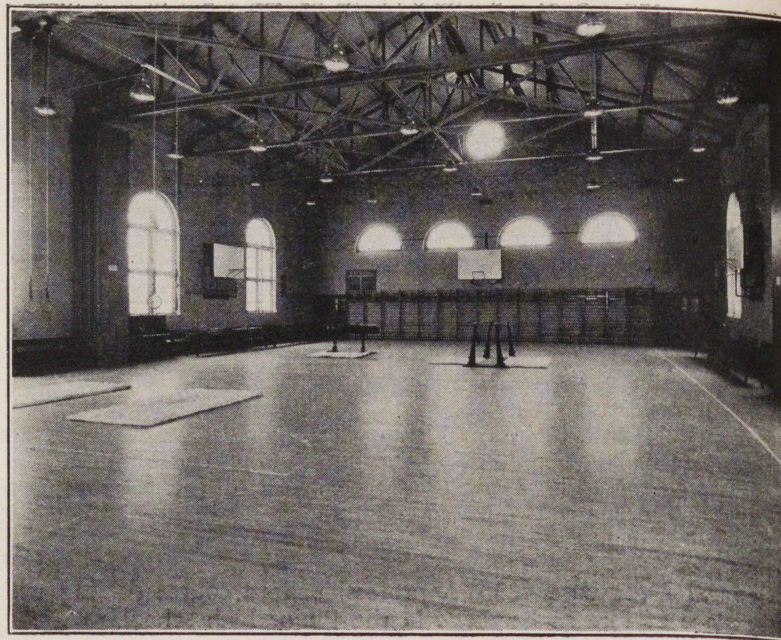
MATHEMATICS

Professor Phillippi; Mr. Ebert, Mr. Johnson.

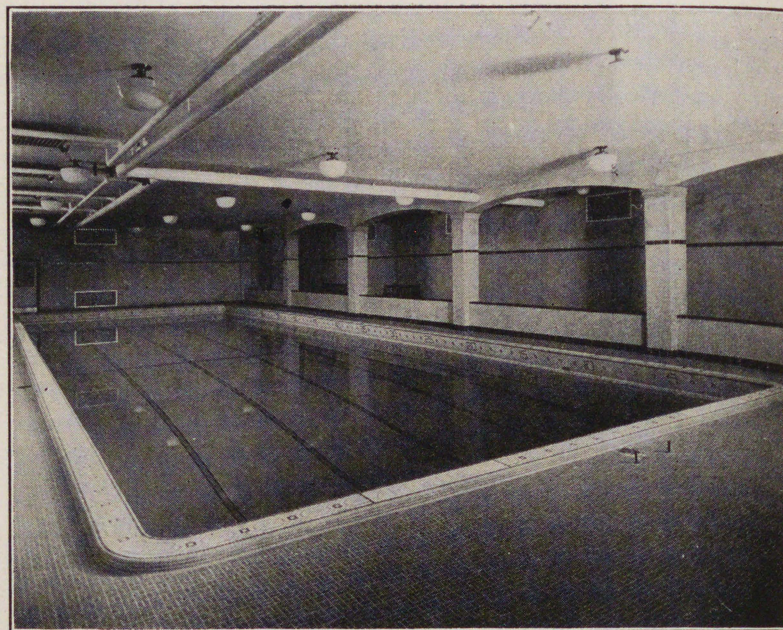
101. General Mathematics aims to give the student a foundation in mathematics, an understanding of certain algebraic principles that have a wide application in intelligent living; an appreciation of and familiarity with the real nature of algebraic analysis and a wider horizon through an extended acquaintance with more advanced topics that are being used more in educational theory and physical sciences, and to see how "pure mathematics" has led to great unexpected achievements in a practical way. Required of Freshmen who omit this course in their first year to pursue a language sequence should take it Summer session or elect it not later than the first semester of their junior year. Each semester. Three hours per week. Three semester hours credit.

201. College Algebra is a rapid review of fundamental elementary concepts followed by a study of functionality, mathematical induction, variation, progressions, complex numbers, theory of equations, logarithms, permutations, combinations, probability, partial fractions, determinants, and infinite series. Sophomore elective. Two hours per week throughout the year. Four semester hours credit.

301. Fundamental Concepts of Modern Mathematics is a proposed course to be developed for all general elementary students. Three hours per week. Three semester hours credit.



INTERIOR OF GYMNASIUM



THE SWIMMING POOL

302. **Solid Geometry** is a study of lines and planes in space, dihedral and polyhedral angles, prisms and cylinders, pyramids and cones, spheres and general polyhedrons, an emphasis is placed on the acquisitions of spatial concepts, on methods of attacking original theorems, and on the application of theorems and corollaries in the solution of problems. Junior elective. Three hours per week. Three semester hours credit.

303. **Plane Trigonometry** deals with indirect measurement by means of the solution of right and oblique triangles. Fundamental formulae are developed by which problems involving trigonometry may be solved. Junior elective. Three hours per week. Three semester hours credit.

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

401. **Junior High School Mathematics.** A study of arithmetic, elementary algebra, geometry, and numerical trigonometry is accompanied by discussions and observation as they are taught in grades seven to nine. Senior elective. Three hours per week. Three semester hours credit.

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

403. **Calculus.** Is a study of derivations of algebraic functions and their application to problems involving curves, tangents, and variable speeds. Both differentiation and integration are applied to problems. Senior elective. Second semester. Three hours per week. Three semester hours credit.

SCIENCE

Assistant Professor Gemmill, Assistant Professor Fretz, Mr. Vail, Miss Dupre, and Mr. Roesser.

New Curriculum

101-102. **Biology.** A survey of the field of biology particularly as it contributes to the field of child development and education. Emphasis is placed upon the broad biological principles that evolve from a study of the structure, physiology and ecology of plants and animals. Special emphasis is given to the laws of heredity, variation, and evolution as they apply to human welfare and progress.

Required of all general college freshmen. Three hours per week, including two hours laboratory. Both semesters. Four semester hours credit.

104. H. E. Biology. Microbiology. Study of morphology, distribution and relative importance of bacteria, yeasts, and molds and their relations to the household. Laboratory periods given to a study of the growth characteristics and physiological changes produced by microorganisms which are common to the household. Elementary work in milk and water analysis.

Required of home economics freshmen. Four hours per week, including two hours laboratory. First semester. Three semester hours credit.

105. H. E. Biology. Physiology and Hygiene. Study of structure, function, and hygiene of human organs concerned with digestion, respiration, metabolism, excretion, nervous and muscular activity, and reproduction. Much emphasis on personal and community hygiene.

Required of home economics freshmen. Four hours per week, including two hours laboratory. Second semester. Three semester hours credit.

106. H. E. Chemistry. Inorganic chemistry including historical backgrounds, oxidation, reduction, chemical equations and symbols, acids, bases, salts, halogens, gas laws, solutions, ionization, the nature of matter, atomic structure, and the newer theories of valence. Special attention is given to problems in the field of home economics such as bleaching, acids and bases in relation to food preparation, baking powders, and problems of sanitation.

Required of home economics freshmen. Six hours per week, including four hours laboratory. First semester. Four semester hours credit.

107. H. E. Chemistry. The qualitative analysis of foods is studied. Enough organic chemistry is included to enable the student to work with problems involving food composition, the nature and behavior of carbohydrates, proteins and fats, hydrogenation of oils, metals for household uses, chemistry of fuels and the silicate industries.

Required of home economics freshmen. Seven hours per week, including six hours laboratory. Second semester. Four semester hours credit. Prerequisite: Chemistry 107.

201-202. Physical Science. A survey of the physical sciences presenting a study of the stars, the solar system, the theories as to the origin of earth and planets, the important factors responsible for past and present development of the earth, matter and energy changes and man's increasing control over his physical and chemical environment.

Optional for general college sophomores. Three hours per week, including two hours laboratory. Both semesters. Four semester hours credit.

205. Zoology. A study of the structure and physiology of a series of animal types that illustrate the stages of evolution of animal life. The development of general concepts, principles and generalizations dealing with adaptations and adjustments to changing environmental factors are emphasized.

Elective for sophomores. Three hours per week, including one hour laboratory. First semester. Two semester hours credit. Prerequisite: Biology 101-102.

206. Botany. The structure and physiology of the various types of plant life are studied to illustrate the different stages, in the evolution of plants. While the major work of the course is on academic level, special attention is given to the development of demonstrations, activities and experiments for use in the various school levels. Lectures and demonstrations, supplemented by field and museum trips constitute the major activities of the course.

Elective for sophomores. Three hours per week, one hour laboratory. Second semester. Two semester hours credit. Prerequisite: Biology 101-102.

208. H. E. Chemistry. Biological Chemistry. A study of carbohydrates, fats, proteins, minerals, and vitamins in relation to the metabolism of the living body with special reference to the chemistry of digestion, assimilation, and excretion.

Required of home economics sophomores. Five hours per week, including four hours laboratory. Each semester. Three semester hours credit. Prerequisites: Chemistry 107-108; Biology 106.

203. H. E. Physics. Household Physics. Unifying principles underlying the science are considered. The adaptation of various principles of physics in home and modern life is especially emphasized. Nature of heat, its transference, use and appliances; magnetism; electricity; its production, transportation, distribution and appliances for its use; gases, solids, liquids, their behavior and common usefulness and the mechanics of simple machines form basis for study and discussion.

Required of home economics sophomores. Four hours per week, two hours laboratory. Each semester. Three semester hours credit.

301. Physics. The course is designed to advance beyond the lower level course of Physical Science, using those laws and principles which will be interpretive and functional for a more adequate understanding and appreciation of the appliances and mechanisms of man's daily life. Discussions, demonstrations, lectures, and laboratory experiments.

Elective for juniors and seniors. Four hours per week. Second semester. Three hours credit. Prerequisite: Physical Science 201-202.

302. Chemistry. The course is designed to advance beyond the lower level course of Physical Science, using the subject matter of Chemistry to give a greater cultural and social value, developing further an appreciation for the unity and coherence of science as

it applies to man's everyday life experience. Lectures, discussions, demonstrations, and laboratory experiments.

Elective for juniors and seniors. Four hours per week. First semester. Three hours credit. Prerequisite: Physical Science 201-202.

310. Genetics. A study of the facts and current theories concerning the laws of inheritance. Reproduction, the mechanisms of inheritance, Mendelism, types of variations, development of varieties and species, and eugenics are some of the topics developed largely on the basis of source material. The applications of these topics to psychology, sociology, and education are emphasized.

Elective for juniors. Three hours per week. Each semester. Three semester hours credit. Prerequisite: General biology.

Physiography. See Geography 301.

409. History of Science. A concise historical account of the origins of Science, its development and its achievements. The study will consist of extensive samplings from the great contributors to Science, including their lives and discoveries. A fundamental purpose is to furnish a broad, cultural background and appreciation of Science rather than a knowledge of science facts.

Elective for seniors. Two hours per week. Each semester. Two hours credit.

410. Field Studies in Science. An integrated series of field studies, both group and individual, designed to acquaint the student with the materials and the techniques of handling materials used in the teaching of science. The course is designed to meet the demands of the new Elementary Science curriculum as well as satisfy the needs of those who wish to teach a more advanced science. The interrelations of soil, plant life, insects, birds, and wild animals as well as local geology are studied by means of field trips, visits to the museum, and individual projects.

Elective for seniors. Summer session. Three semester hours credit.

411. Junior High School Science. A survey of various research studies and the resulting curricula is undertaken with special attention to the New York State curriculum for General Science. Experiments and activities, illustrating the science principles of the curriculum, procedures for conducting field trips, together with various techniques for handling the materials obtained from such trips are some of the things considered. A reasonable familiarity with the literature in the field of science will be acquired.

Elective for seniors. Each semester. Three hours per week. Three semester hours credit.

GEOGRAPHY

Assistant Professor Whittemore; Miss Svec.

101. General Geography. The study of the influences of the environmental factors upon man and his activities is the main purpose of the first semester of geography. Special attention is given

the illustrations of these found in the home region. In addition, emphasis is laid upon training in the methods of geographic study.

Required of general college students. Three hours per week. Each semester. Three semester hours credit.

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

Elective. Two hours per week. First semester. Two semester hours credit. Prerequisite: Geography 101.

202. Geography of South America. A regional study of South America. The emphasis lies on human geography, the activities of the people in relation to the physical background of each region. Geographic and travel literature is surveyed to familiarize the student with sources of information on the continent.

Elective. Two hours per week. Second semester. Two semester hours credit. Prerequisite: Geography 101.

301. Physiography. The evolution of topographic features of the earth's surface and the forces which have produced them form the major study. In addition, the physiographic regions of the United States based on the Lobeck diagram are surveyed. Attention is given the local area in lecture and field trips. Laboratory exercises give experience in the interpretation of topographic quadrangles.

Elective. Three hours per week. Each semester. Three semester hours credit.

302. Geography of Europe. The course is based upon a combination of physiographic regions and related human use regions. The conflict between these and the man-made political divisions directs attention to the geographic backgrounds of current problems. The study is directed to gain some knowledge and appreciation of the variety of natural and cultural landscape patterns that have evolved in this continent of complex national groups striving to maintain themselves.

Elective for third and fourth year students. Three hours per week. Second semester. Three semester hours credit. Prerequisite: Geography 101.

401. Climate and Man. A study of the climates of the world with emphasis on one of the standard classifications. The typical land forms, types of vegetation, and the characteristic soils associated with each climatic region are studied. This is followed by several type studies of man and his environment in several type regions.

Elective for third and fourth year students. Three hours per week. First semester. Three semester hours credit. Prerequisite: Geography 101.

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

Elective for third and fourth year students. Three hours per week. Second semester. Three semester hours credit. Prerequisite: Geography 101.

403. Geography of Asia. After a general survey of the continent, emphasis is given those countries of greatest importance in the world today, and special attention is given to those aspects of geography needed to understand current events. The approach or theme followed in the study of the various countries varies with the character of the region from economic to historical, political, or social geography.

Elective for third and fourth year students. Three hours per week. First semester. Three semester hours credit. Prerequisite: Geography 101.

404. Geography of New York State. The economic adjustments of Indians, Dutch, and English are studied in relation to the physical background of topography, vegetation, climate, and soils. Other topics include the influence of these physical factors on the spread of population, the development of transportation and industry, and the growth of cities. Training is given in methods of geographic study, especially in urban studies and the mapping of land utilization.

Elective for fourth year students. Three hours per week. Second semester. Three semester hours credit.

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 expected to pursue a sequence of courses in this field, where effort will be made to utilize previous student learning. It is expected that this program will give to the student an understanding of the need for integrating learning activities for the age levels of four and a half to six years. These courses may be taken within the eighteen hours elective work for which provision is made chiefly in the third and fourth years, where it is anticipated that students electing this block of work will be assigned, for at least some portion of their practice teaching, to a kindergarten. Students interested in kindergarten-primary specialization should consult with the head of that department no later than the beginning of their sophomore year.

Ed. 305-306. Kindergarten Education I and II. These courses are designed to give the student an appreciation of the place

of the kindergarten as an integral part of elementary education as well as to give more intimate knowledge of the growth and progress of the four and a half to the six year old child. Special organization, materials, techniques and procedures will be discussed and evaluated. It is also the purpose of these courses to acquaint the student with equipment and supplies pertinent to these age levels, as well as guide her toward an appreciation of child-parent-community relationships centering around the four and a half to the six year old child. These courses are prerequisite to practice teaching.

Required of third year students who elect kindergarten education. Five hours per week. First semester. Five semester hours credit.

Sci. 205. Zoology. For description of this course, consult section on Science.

Sci. 206. Botany. For description of this course, consult section on Science.

Eng. 310. Juvenile Literature. For description of this course, consult section on English.

No electives will be offered at present.

Music

Assistant Professor Speir, Miss Hurd, Miss McMahon. Tests will be given in September and students will be assigned to Music 101 or a remedial course.

101-102. Essentials of Music. A study of Public School Music; its aims and means of adaption to the life and educational experience of the child. A survey of current procedures. Correct use of the singing voice. Development of a keen sense of pitch and rhythm. Individual and class performance in music reading, song singing, elementary conducting and ear training. Playing simple piano accompaniments. Practical application of notation and terminology. Acquisition of song repertoire. Study of radio and contemporary musical activities. Required of first year general college students. Three hours per week. Both semesters. Four semester hours credit.

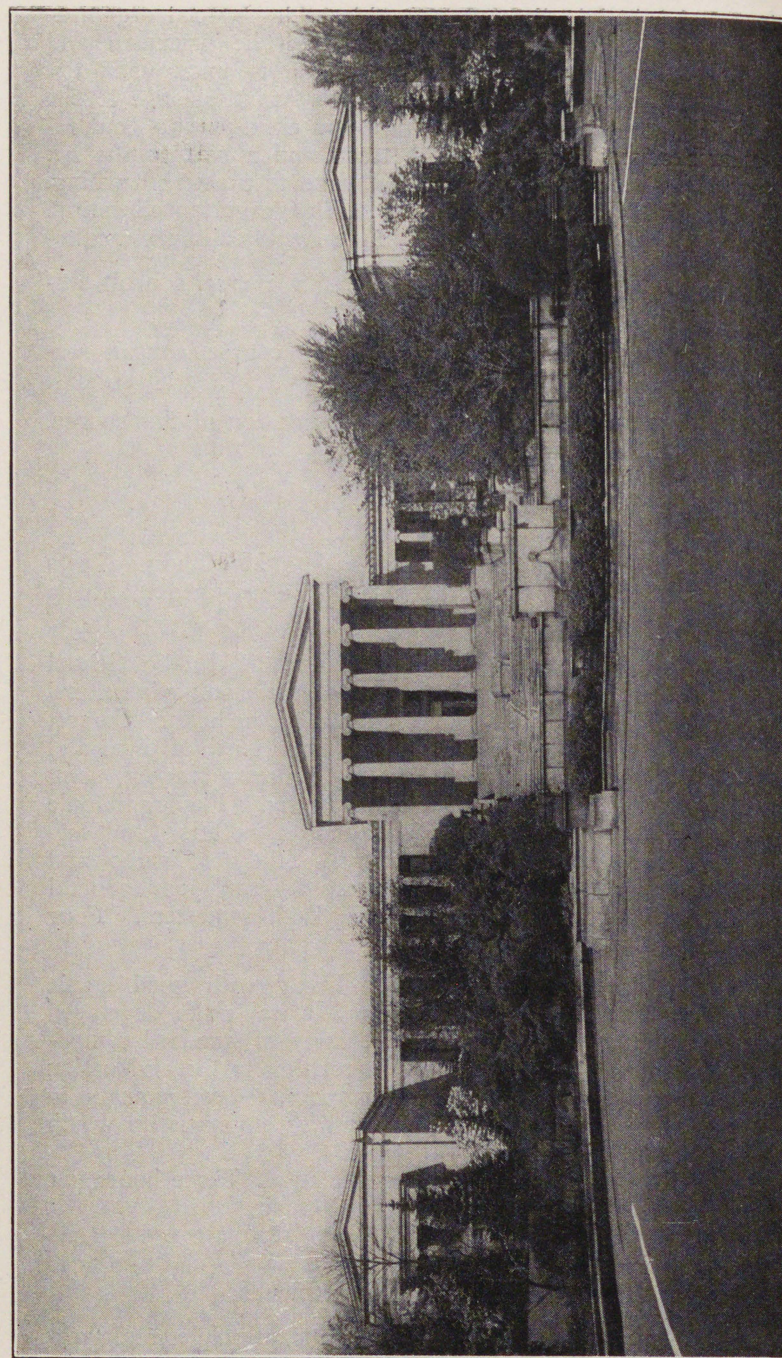
302. Appreciation of Music. Familiarity with good music through listening and class performance. Musical units developed through group and individual activity. A study of standard compositions, instrumental and vocal. Music in relation to the civilization that produced it with attention to contemporary developments in other fields of art. Current musical events with emphasis on worth while radio and local concerts.

Required of third year general college students. Three hours per week. Each semester. Two semester hours credit.

ART

By the faculty of the Art Education Department.

Art 201. Essentials of Art. Fundamental principles and techniques of elementary drawing and painting. Problems in design,



THE ALBRIGHT ART GALLERY
(Erected in 1901 and used at the Pan American Exposition, the Albright Art Gallery offers its special facilities in Art to the students of the State Teachers College. It is located directly across from our campus on Elmwood Avenue and faces the Delaware Park Lake.)

lettering, color and representation adapted for use in the schoolroom and community.

Required of second year general college students. Three hours per week. First semester. Two semester hours credit.

Art 202. Constructive Arts. Development of art and craft projects growing out of the elementary school curriculum. Individual and group work involving as wide a range of materials and subjects as possible. The integration of the arts with other subjects with emphasis on the application of art principles and the improvement of taste.

Required of second year general college students. Three hours per week. Second semester. Two semester hours credit. Prerequisite: Art 201.

Art. 301. Appreciation of Art. Art in past and present day life. Its various forms of expression and the underlying principles fundamental to it. Study of typical works of art and experience in various mediums.

Required of third or fourth year general college students. Three hours per week. First semester third year or second semester fourth year. Two semester hours credit. Prerequisite: Art 202.

Art 401. Art History I. The historic development of the Arts from pre-historic time through the Italian renaissance. The relation between the cultures and the arts of the various periods. Architecture, sculpture, painting and the minor arts are viewed in order to discover the principles and the meaning of art. Lantern slides, prints and museum study supplement the text.

Required of fourth year Art Education students. Elective for other third and fourth year students. Three hours per week. Three semester hours credit.

Art 402. Art History II. The development of the arts from the spread of the renaissance to contemporary times. Oriental, aboriginal, and American arts.

Required of fourth year Art Education students. Elective for other third and fourth year students. Three hours per week. Three semester hours credit. Pre-requisite: Art 401.

Art for the Home Economics Department

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

Required of first year home economics students. Five hours per week (four hours studio). Each semester. Three semester hours credit.

Art 226. Costume Design. Costumes of the past and present. Practical problems in costume design for modern life. Consideration of dress in relation to individual types and various occasions. Structural and decorative problems in clothing design.

Required of second year home economics students. Five hours per week (four studio hours). Each semester. Three semester hours credit. Prerequisite: Art 126.

Art 327. House Planning. Guiding principles in selection of site, planning and building. Styles in domestic architecture, construction materials and methods. Text, field trips, lectures and discussion. Studio practice in reading blue prints, and making elementary house plans.

Required of third year home economics students. Five hours per week (four studio hours). First semester. Three semester hours credit. Prerequisite: Art 126.

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

Required of third year home economics students. Five hours per week (four studio hours.) Second semester. Three semester hours credit. Prerequisite: Art 327.

HEALTH AND PHYSICAL EDUCATION

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

Health Education 101-102. This course aims (1) to introduce the student to the meaning and scope of health education through the historical development and appreciation of national, group, and individual contributions to the program of personal and public health; (2) to offer an intelligent basis for successful living and teaching with special reference to body mechanics; nutrition; personal grooming; play and recreation; sleep and relaxation; fatigue; mental hygiene; special senses; social hygiene; stimulants and narcotics.

Two hours of recreational activity without credit is required per week in addition to the above.

Required of first year general college students. One hour per week. Both semesters. One semester hour credit.

Physical Education 201-202. This course aims to give the student the subject matter and skill basic to the activities required in the elementary school physical education program; selection, arrangement, and use of a well-balanced, well-rounded and varied program of activities. It will include the development of correct attitude, knowledge, and skills in the following activities—mimetics, rhythms, dances; gymnastics and stunts; games, sports and other physical and recreational activities. Prerequisite Health Education 101-102.

Two hours of recreational activity without credit is required per week in addition to the above.

Required of second year general college students. One hour per week. Both semesters. One semester hour credit.

Health Protection 402. This course aims to familiarize the teacher with standard procedures in health protection through the following units: health examinations; follow-up service; daily health inspection; communicable disease control; building construction and sanitary care; safety and first aid; community and public health; school health service in New York State. Prerequisite: Health Education 101-102; Physical Education 201-202.

Two hours of recreational activity without credit is required per week in addition to the above.

Required of fourth year general college students. Two hours per week. One semester. Two semester hours credit.

Physical and Recreational Activities to Accompany Health Education 101-102, Physical Education 201-202, and Health Protection 402. Effective class-room performance is dependent upon the health of the student. Health is maintained and promoted by regular and systematic physical exercise. At least two hours per week of physical and recreational exercise are prescribed in the curriculum to make certain that all students benefit from the health and physical education service provided by the state. Activities available are: folk-dancing, rhythms, archery, badminton, horse-shoe or quoit pitching, horse-back riding, soccer, swimming, tennis, table tennis or ping-pong, volley ball; winter sports (weather permitting); in addition to this list, boxing and wrestling for men. It is expected that students will select at least one individual and one team activity in which they become sufficiently proficient, so that they will carry on participation in post-college life.

Required of first, second, and fourth year general college students. Two hours per week. Five semesters.

INSTRUCTION IN THE USE OF THE LIBRARY

Miss Hepinstall.

Library instruction continues throughout the college course and is given in connection with the courses in Professional and Technical Sequences and English. The curriculum in library instruction includes: first year: Use of the College Library and Methods of Using Books Effectively; second year: The School Library; third year: Instruction for Children in the Use of Books and Libraries; Fourth year: Cooperation of Teacher and Librarian and The Teacher's Own Reading. Non-credit.

ELECTIVE LIBRARY WORK

Miss Hepinstall, Miss Viele, Mrs. Abate.

Elective Library Work is open to a limited number of students approved by the librarian. The course comprises four hours each week of practice in desk-work, shelf-work, etc., and clerical work,

and one weekly appointment for conference. This course does not train for librarianship but does increase the student's ability to make effective use of any library. Elective. Five hours (one hour conference) per week. Two semester hours credit.

ORIENTATION

Dean Reed

100. The course in Orientation is given to freshmen to assist in their educational, social and professional adjustments. Questions are raised concerning college relationships, requisites of etiquette and attire, and principles of individual conduct or group morals. It is hoped that through discussion, student opinion will be clarified and soundness of judgment will be developed. Required of freshmen in the first semester. One hour per week. Combined with use of Library as a part of Education 101. Non-credit.

PRACTICUM IN TEACHING

A combined course of practice teaching and of conferences on cadet teaching problems growing out of practice teaching situations. The student will engage in actual teaching under the guidance and help of a critic. Reading assignments will be confined to a study of specific techniques and methods involved in the preparation, organization, and presentation of subject matter used for the instruction of children in the elementary school. The following will also be taken up in conference as well as being given attention in the actual teaching situation: classroom management, program making, keeping of pupil records, keeping the school register, diagnostic and achievement tests, remedial teaching, and such other problems as grow out of actual practice teaching situations. Required either the second semester of the Junior year or the first semester of the Senior year. Thirty hours of Teaching and Conference. Fifteen semester hours credit. Prerequisite: C. D. 301-302 and a satisfactory rating in the comprehensive examination:

Mr. Steel, Miss Allen, Dr. Wofford, Mr. Bruce.

PRACTICE TEACHING FACILITIES

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

The School of Practice is an elementary school containing all grades, from the kindergarten through the ninth, located in a separate building facing the quadrangle. The children in this department enjoy the benefits of the instruction given by the specialists in art, music, penmanship, physical education, home economics and manual training, from the college staff. The school has always enjoyed a reputation for modern educational procedures and for excellent care of its pupils. The number of applicants is so large that it is necessary to select pupils and maintain a waiting list. The school has

been able to attain this excellent standard while carrying on the work of preparing student teachers because the faculty of the School of Practice carefully supervise lessons taught by student teachers and also teach approximately two-fifths of the lessons themselves. The teaching by the faculty gives opportunity for student teachers to observe good classroom procedures and at the same time safeguards the welfare of the pupils.

Buffalo Public School No. 38 is a large elementary school located on Vermont Street. A cosmopolitan group of children is in attendance and the usual staff and facilities of a well-organized elementary school are found here, with the exception that the staff has been selected for the important work of guiding the student while he or she is learning to teach.

As the college has grown and additional practice facilities were needed, through the generosity of village and rural schools in the vicinity, a number of rooms have been made available. The value of these practice facilities, especially in preparing rural school teachers, is very great.

The organization of this work makes it possible for student teachers to work in several situations, each differing in organization and type of children. The conditions are as nearly normal as it is possible to secure. Four general supervisors observe and check the work of these student teachers. These persons hold frequent general conferences with these student teachers.

At present the faculty of the School of Practice is giving much of its time to observation and participation in connection with the earlier courses of the technical sequence and less attention to the problems of student teaching.

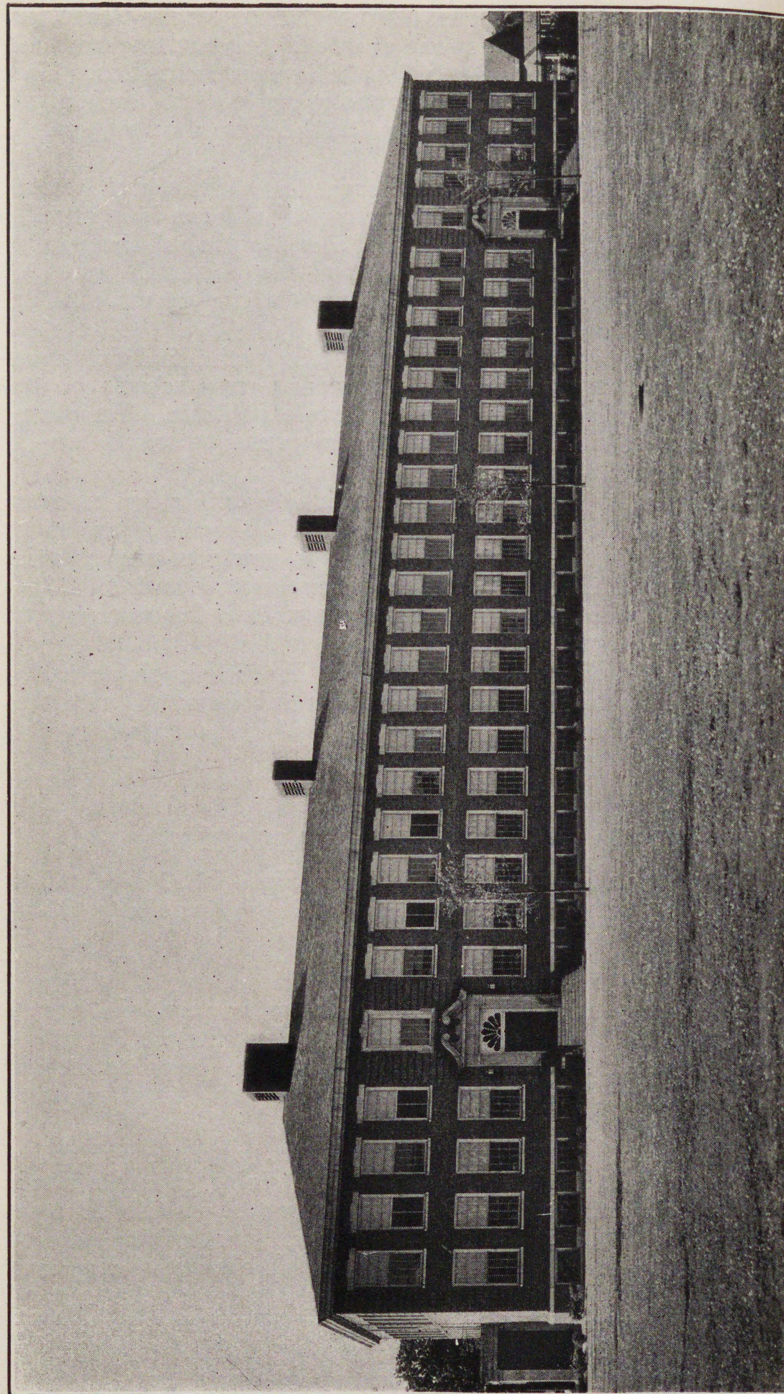
HOME ECONOMICS DEPARTMENT

Professor Caudell, Assistant Professor Sipp, Mrs. Nye, Miss Keever, Miss Pratt, Miss Velma Clark, Miss Roudebush, Miss Palmer.

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

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

EDUCATION DEPARTMENT
EDWARD H. BUTLER LIBRARY
STATE UNIVERSITY COLLEGE
1800 ELMWOOD AVENUE
BUFFALO, N. Y. 14222



THE VOCATIONAL BUILDING

SUMMER EXPERIENCE

Special summer programs are required to provide additional experience which will supplement and follow class instruction in the regular college courses. This experience is to be planned according to the needs of the individual as determined by her own judgment and the judgment of her instructors to afford opportunities for

1. Increasing skills in homemaking.
2. Improving the management of time, money and energy.
3. Developing an understanding of and an ability to work with their 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 participating in industrial and commercial activities.

Summer Following Freshman Year

Experience in family meal planning, preparation and serving.

Summer Following Sophomore Year

From the clothing and foods fields experience in the phases of work in which improvement is desirable.

Summer following Junior Year

Experience with family groups or other social groups outside of the home or in industrial or commercial activities.

Entrance Requirements

Candidates for the home economics course must meet the requirements of the State Education Department for a Regents' diploma or its equivalent from an approved four-year high school course. The number of entering students is restricted each year to those holding the best record on the basis of high school, health and personal qualifications, and entrance tests. The applicants who are accepted are expected to finish the course and render a period of teaching service in the State. On completion of this course, the University of the State of New York will grant a college degree of Bachelor of Science. Application for entrance into this department should be made on or before July 1st.

Advanced Credit

All applicants for admission holding advanced credit must apply to the department in writing, submitting official transcripts of work completed in other institutions and regular application forms before July 15th. All who have not matriculated previously at one of the New York State Normal Schools are required to take the entrance examinations.

All applicants with advanced credit will be requested to report for personal interviews and physical examinations.

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

CURRICULUM

FRESHMAN YEAR

First Semester	Sem. Hrs.	Second Semester	Sem. Hrs.
Chemistry 106	4	Chemistry 107	4
Biology 104	3	Biology 105	3
English 101—Written	3	Art. 126	3
European History 102.....	3	English 201—Lit. I.....	3
Foods and Nutrition 101.....	3	Clothing 101	3
	16		16

SOPHOMORE YEAR

Physics 203	3	Chemistry 208	3
English 102—Oral	3	English 202—Lit. II.....	3
Clothing 201	3	Clothing 202	3
Art. 226	3	Educational Psychology 101.....	3
Education 251	2	Foods and Nutrition 201.....	3
Elements of Economics 202.....	3		
	17		15

JUNIOR YEAR

Clothing 301	3	Foods and Nutrition 301.....	3
Sociology for H. E. Teachers 303	3	American Economic History 302.	3
Art 327	3	Art. 328	3
Foods and Nutrition 302.....	3	Home Management 301.....	3
Education 351	2	Child Training 301.....	3
Education 352	2	Elective	2
	16		17

SENIOR YEAR

Education 453	2	Education 451	3
Electives	14	Education 452	6
		Home Management 401.....	6
	16		15

Note—One elective course must be chosen from subjects in each of the following fields:

- (1) General
- (2) Home Economics

Physical Training required—no academic credit.
The Dean's course in Orientation, one meeting each week alternating with library orientation—no academic credit.
Freshman Round Table, one meeting per week—no academic credit.

DESCRIPTION OF COURSES

For all general courses, psychology, art and science find descriptions under departments.

101. Foods and Nutrition—Elementary. Study of foods and nutrition through selection, preparation and service of meals. Required of freshmen. Five hours per week (four hours laboratory). Each semester. Three semester hours credit.

201. Foods and Nutrition—Family Service. A continuation of the study of elements of nutrition, food cost, preparation and serv-

ing on the meal basis. Aims to develop an appreciation of economy of time and energy. Emphasis upon skill developed through home management problems. Required of sophmores. Five hours per week (four hours laboratory). Each semester. Three semester hours credit. Prerequisite: Foods and Nutrition 101.

301. Foods and Nutrition—Advanced Foods. Study of the problems of organization, equipment and management of school lunch; the adaptation of classwork to school lunch problems and the educational, the social, and the economic value of school feeding. Study of the planning, preparation and serving of meals for various occasions; informal and formal table service. Required of juniors. Five hours per week (four hours laboratory). Each semester. Three semester hours credit. Prerequisite: Foods and Nutrition 201.

302. Foods and Nutrition—Advanced Nutrition. Deals with food requirement of the individual in health and throughout infancy, childhood, adolescence, adult life and old age. Dietaries planned for each period. Part of semester given to diet in disease. Both preventive and corrective diets are planned. Required of juniors. Four hours per week (two hours laboratory). Each semester. Three semester hours credit. Prerequisites: Chemistry 208, Foods and Nutrition 201.

303. Foods and Nutrition—Foreign Cookery and Food Demonstration. Study of the characteristic foods of the foreign born, and the food habits of the nationalities in New York State. Preparation and serving of national dishes. Instruction in technique of food demonstration for class room teaching. Junior and senior elective. Five hours per week (four hours laboratory). Second semester. Three semester hours credit. Prerequisite: Foods and Nutrition 201.

304. Foods and Nutrition—Marketing. Study of the consumer's responsibility in buying, the relation of the producer to the consumer, food legislation and technique for buying specific foods. Projects include practical laboratory studies, field work and group excursions to retail and wholesale markets. Junior and senior elective. Five hours per week (four hours laboratory). Second semester. Three semester hours credit. Prerequisite or parallel: Foods and Nutrition 201.

305. Foods and Nutrition—Experimental Cookery. An intensive and comparative study through experimentation with food materials and methods of preparation. Emphasis is placed upon those variations which effect time and energy involved in preparation and quality of food products. Junior and senior elective. Five hours per week (four hours laboratory). First semester. Three semester hours credit. Prerequisite: Foods and Nutrition 201.

330. Problems in Foods or Clothing 330. Study of foods and study of clothing offered in alternate semesters. The study of foods include their nutritional values, and their place in the diet; fundamental preparation processes; service and selection of food for various

occasions. The study of clothing includes the importance of dress and of wise selection for the person and the occasion; the desirability of different fibers and fabrics is considered and at least one garment is constructed. Elective for general college students. Four hours per week (two hours laboratory). Each semester. Three semester hours of credit.

101. Clothing—Clothing Appreciation and Textiles. Study of textiles from viewpoint of consumer. Selection, care and use for clothing and home furnishing. Development of appreciation of correct and becoming dress. Required of freshmen. Four hours per week (two hours laboratory). Each semester. Three semester hours credit. Prerequisite or parallel: Art 126.

201. Clothing—Personal Clothing. The college girl's wardrobe. Making garments involving the simpler construction processes. Use of commercial patterns and sewing machines. Required of sophomores. Five hours per week (four hours laboratory). First semester. Three semester hours credit. Prerequisite: Clothing 101.

202. Clothing—Clothing Construction. Continuation of Clothing 201. Construction of wool dress or suit, silk dress or blouse, and a speed problem applying the principles of costume design. Fundamental principles of fitting. Required of sophomores. Six hours laboratory per week. Second semester. Three semester hours credit. Prerequisite: Clothing 201; Prerequisite or parallel: Art 226.

301. Clothing—Clothing Economics. Study of social and economic aspects of clothing. Fashion; clothing budgets; development of more intelligent consumers of clothing and textiles through special studies of shoes, hose, gloves, underwear, etc. Required of juniors. Three hours per week. Each semester. Three semester hours credit. Prerequisite: Clothing 202 and Economics 202.

302. Clothing—Dress Design. Application of principles of costume design. Emphasis on freedom of design and proper technique in handling. Construction of two garments modeled. Junior elective. Six hours laboratory per week. Second semester. Three semester hours credit. Prerequisite: Clothing 202.

303. Clothing—Children's Clothing. Clothing for infants and children. Principles for selecting layette and wardrobe for older children. Construction of garments for infants and small children. Junior elective. Four hours laboratory per week. First semester. Two semester hours credit. Prerequisite: Clothing 202.

304. Clothing—Millinery. Selection, designing, construction and renovation of hats. Junior elective. Two hours laboratory per week. First semester. One semester hour credit. Prerequisite: Clothing 202.

308. Home Management—Problems in Home Furnishing. Experience in the selection, arrangement, and renovation of home furnishings involving the application of the principles of art and

economics. Junior and senior elective. Three hours per week (two hours laboratory). Second semester. Two semester hours credit. Prerequisite or parallel: Art 328.

301. Child Training. Study of care and training of infants and small children in home environment and nursery school. Physical, mental and recreational needs considered. Observation of little children individually and in groups. Child welfare movement outlined. Required of juniors. Three hours per week. Each semester. Three semester hours credit. Prerequisite: Educational Psychology.

301. Home Management. A study of the underlying principles involved in the selection, operation, care and arrangement of household equipment. Practice in hand and machine methods in household tasks as a basis for studies considering efficiency, and economy of time, energy, and cost. The aim of these studies is to develop intelligent judgment of the best equipment and the best method to be used in a given situation. Required of juniors. Five hours per week (four hours of laboratory). Each semester. Three semester hours credit. Prerequisite: Physics 201.

401. Home Management. A study of the scope of homemaking with emphasis on the following topics: practical and efficient utilization of time, energy and money in the home; social and recreational life as it concerns the home and family; living problems in the home. Residence in the Home Management House for a period of weeks affords an opportunity for the student to apply the principles of scientific management and child development, and to demonstrate her ability to deal with social and economic problems of the home. Required of seniors. Three lectures per week and residence in Home Management House. Each semester. Six semester hours credit.

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

351. Education—Technique of Teaching. The study of teaching in relation to the learning process. Problems of control, types of lessons, selection of subject matter, testing, technique of classroom activities, etc. Required of juniors. Two hours per week. Each semester. Two semester hours credit. Prerequisites: Educational Psychology 101, Education 251. Parallel: Education 352.

352. Education—Junior Practice Teaching. Introductory experience in teaching, directed observation and participation in home economics classes. Weekly general conference discussing lesson plans, class books, text books, illustrative material, etc. Required of juniors. Each semester. Two semester hours credit. Prerequisites: Education 251, Educ. Psychology 101, and attainment of a grade of "C" in basic home economics courses, Foods 201 and Clothing 202. Parallel: Education 351.

451. Education—Organization and Teaching of Home Economics. Study of types of home economics work in New York State elementary, secondary, and adult classes. Planning courses of study, reports of studies made in home economics teaching, organization of home economics departments with regard to cost, equipment, publicity, etc. Required of seniors. Three hours per week. Each semester. Three semester hours credit. Parallel to Education 452.

452. Education—Senior Teaching. Opportunity provided to teach two or more phases of home economics work in junior or senior high schools and to direct activities other than class teaching as: exhibits, assembly programs, mothers' teas, home projects, etc. Required of seniors. Each semester. Six semester hours credit. Prerequisites: Psychology 101, Education 251, Education 351, Education 352, and a grade of "C" in Education 352.

453. Education—History of Education. A brief study of our American school system with emphasis upon historical milestones in the evolution of our present educational institutions and practices; the influence of social, political and economic changes upon education and the problems of education still unsolved. Required of seniors. Two hours per week. Each semester. Two semester hours credit.

454. Education—Problems in Home Economics Education. This is designed to afford prospective teachers an opportunity to understand more types of home economics than is possible in student teaching and to study some of the problems connected with such teachings in more detail than is possible in required courses. The instructor's approval necessary. One conference hour, trips and observation, special reports. Students should arrange for two half days per week. Each semester. Three semester hours credit. Prerequisite or parallel: Education 451 and Education 452. Elective.

INDUSTRIAL ARTS TEACHER-TRAINING DEPARTMENT

Professor Perkins, Assistant Professor Quackenbush, Mr. Decker, Mr. Weber, Mr. Huckins, Mr. Morrice, Mr. Grabau, Mr. Fontana, Mr. Roesser.

The Industrial Arts Department is maintained for the purpose of preparing teachers for the Industrial Arts program in the junior and senior high schools. The license which accompanies the diploma from the curriculum offered entitles students to teach Industrial Arts work and Mechanical Drawing in any of the grades of the elementary school as well as the senior high school.

Students desiring admission to this department must meet the general requirements as printed in the fore part of this bulletin, but it is recommended that their high school program include physics or chemistry in addition to general science and also intermediate algebra.

Note.—The State of New York maintains only four-year courses for the preparation of Industrial Arts teachers.

Any student who contemplates the pursuit of this curriculum should have taken a certain amount of work in Manual Training or in Industrial Arts or should have had some practical experience in order to determine his aptitude and desire for this type of training.

Four Year Pre-Service Curriculum for the Preparation of Industrial Arts Teachers

Course Titles	FIRST YEAR			
	First Semester Class Hours	Sem. Hrs. Credit	Second Semester Class Hours	Sem. Hrs. Credit
Eng. 101-102 English Composition.....	3	3		
Ed. 111-112 Child Development.....	3	3	3	3
M.D. 101-102 Mechanical Drawing.....	4	2	3	3
Math. 101 Math.—General.....	3	3	4	2
Math. 102 Algebra and Logarithms.....				
Shop 101 Electricity—General.....	15	5	3	3
Shop 102 Woodworking—General.....			15	5
	28	16	28	16
SECOND YEAR				
Eng. 201-202 English Literature.....	3	3	3	3
S.S. 201-202 Development of Civilization..	3	3	3	3
Sc. 201-202 Physics—Pure and Applied....	4	3	4	3
Ind. Ed. 202 Ind. Arts Education.....			2	2
Math. 201 Plane Trigonometry.....	3	3		
Shop 201 Printing.....	15	5		
Shop 202 General Metal.....			15	5
	28	17	27	16
THIRD YEAR				
Ind. Ed. 301 Industrial Arts Methods and Materials	3	3		
S.S. 301-302 American Civilization and Government	3	3	3	3
S.S. 310 Industrial History.....			3	3
Sc. 301-302 Chemistry—Pure and Applied	4	3	4	3
Shop 301 Elective Shop.....	15	5		
Shop 302 Elective Shop.....			15	5
Art 301 Essentials of Art.....	3	2		
Eng. 302 Speech Technique.....			3	3
	28	16	28	17
FOURTH YEAR				
Ind. Ed. 401 Practicum in Teaching.....	30	15		
Ind. Ed. 402 Industrial Arts Methods and Materials.....			3	3
Ind. Ed. 404 Guidance.....			3	3
Shop 402 General Shop.....			15	5
Art 402 Industrial Arts Design.....			3	2
Elective			2	2
	30	15	26	15

**Description of Courses Offered in the Industrial Arts Teacher-
Training Curriculum**

Ed. 111. Child Development:

This course includes a study of adolescent childhood with sufficient reference to early childhood to make the major interest in this course meaningful. Students must acquire an understanding of the biological, sociological, physiological and psychological factors contributing to the development of the Junior high school child. The course considers the genesis and refinement of behavior patterns with particular emphasis upon manipulatory activity, the nature and significance of mechanistic learning. It also includes a study of the perceptive, reproductive, explicatory and creative phases of thinking, especially as they concern industrial occupations and determine the technics of teaching industrial arts. First semester. Three hours per week. Three semester hours credit.

Ed. 112. Child Development:

This course is designed to give the student an understanding of the child in actual life situations. It concerns itself with the nature, rate and permanence of learning in the field of Industrial Arts; boy interests and abilities, development of attitudes, the influence of environment on child learning, scientific study of learning in the laboratory, factors on which learning depends, methods of guiding learning, motivation factors and the application of learning principles in Industrial Arts education. Students are required to observe industrial arts teaching prior to class conferences. Second semester. Three hours per week. Three semester hours credit.

Ind. Ed. 301. Industrial Arts Methods and Materials:

Ind. Ed. 301 is the first phase of a six-hour course devoted to the study of methods, organization and materials. The second phase of the course is given in the senior year after practice teaching has been completed. The first phase of the course will deal with instruction materials, project sheets, lesson plans and special methods of teaching. It will also consider library and planning centers, museum, exhibits, charts, records and management from the point of view of efficient teaching. First semester. Three hours per week. Three semester hours credit.

Ind. Ed. 402. Industrial Arts Methods and Materials:

This course is a continuation of the Junior course in Ind. Ed. 301. The course deals with the organization of courses of study and a study of the physical equipment and supplies necessary for adequate work in Industrial Arts. More specifically, the course will consider hand and tool equipment for various types of activities, tool and supplies storage, and personnel organization. Units of instruction for various types of shop activity will be completed during the semester's work. Second semester. Three hours per week. Three semester hours credit.

M. D. 101-102. Mechanical Drawing:

This is a basic course in the graphic language of mechanical drawing and blueprint reading. It provides instruction in the use and care of instruments, lettering, geometric construction, weight and meaning of lines, freehand sketching, working drawings, orthographic, isometric and cabinet projections. It seeks to develop skill in drawing, a method of procedure in drawing and a workable knowledge of drafting conventions and technic. Four hours per week. Both semesters. Four semester hours credit.

Shop 101. Electricity:

The course in Electricity, including radio, is planned to give training in the design and construction of projects adapted to industrial arts activities. The theory considers electrical principles, and the various applications of these in generation, measurements, testing, power, communication, transmission, transformation, and wave propagation and reception. Usable projects of all types are made, for use in teaching and for demonstration. Fifteen hours per week. First semester. Five semester hours credit.

Shop 102. Woodworking:

This course is planned to familiarize the student with all types of woodworking as outlined in the state industrial arts program. General woodworking, which is given the first part of the semester, deals largely with the use of hand tools in building simple projects in benchwork, carpentry, pattern making, model boat and airplane construction, and avocational activities. In the last part of the semester cabinet making covers the more difficult processes in wood turning, mill work, and wood finishing. Emphasis is placed on good design, sturdy construction and suitable finishes. Shop equipment and maintenance, the selection and development of suitable projects, and class management, are studied. Fifteen hours per week. Second semester. Five semester hours credit.

Shop 201. Printing:

This course aims to give a working knowledge of the fundamentals of composition, imposition, presswork (including color work), bindery, paper estimating and cutting, design, and such auxiliaries as block cutting, bookbinding and repairing, embossing, marbling, and rubber stamp making. Spelling, punctuation, capitalization, and division of words are the essentials of English which receive careful consideration. Informational lectures on the following topics are included: typesetting machines, printing plates of all kinds, paper making, engraving, lithography, rotogravure. Practice in newspaper and school paper make-up and management, cost estimating and shop routine is also offered. Fifteen hours per week. First semester. Five semester hours credit.

Shop 202. General Metal:

The General Metal course embraces practice in the fundamentals of pattern making, molding, die casting, machine tool work, brazing,

soldering, forging, heat treating, oxy-acetylene welding and cutting, and sheet and art metal work. Closely allied with the above shop practice are the related lessons covering the sources and characteristics of metals, alloys of metals, strength of metals, coefficient of expansion, melting points and metal finishing. Fifteen hours per week. Second semester. Five semester hours credit.

Shop 301. Shop (Elective):

This course includes the development of sheet metal, pattern drafting and practical designing for art work in light gauge metals. Instruction is given in manipulation of hand tools, the proper care and use of metal working machinery; the theory pertaining to metal forming and assembly of metals, also demonstrations in the art of soldering as applied to the different metals and alloys used in sheet metal work. Fifteen hours per week. Second semester. Five semester hours credit.

Shop 302. Shop (Elective):

Fundamentals of automobile repairing in the field of industrial arts are taught. The course includes lectures, demonstrations and the practical shop work necessary to bring out the principles of structural and aesthetic design; the scientific theory of operation of two and four stroke cycle engines; lubrications; the electrical principles of ignition, starting and lighting; carburetion; thermo dynamics; and horsepower calculations. The practical work consists of general repair and service. The following are typical jobs: ignition timing, piston and piston ring fitting, valve reconditioning and timing, brake adjustments, steering system repairs, wheel alignment and trouble shooting. Fifteen hours per week. Second semester. Five semester hours credit.

Shop 402. General Shop:

The course in Industrial Arts Comprehensive General Shop is conducted as a course in applied general shop method. Emphasis is placed upon selecting and constructing a series of articles suitable for use in junior high school grades together with the preparation of instructional material. Each student receives experience in actual shop administration and supervision, planning and presenting demonstrations, organizing teaching aids, record charts and other methods of caring for the details of teaching in a general shop. The major industries represented are Woodwork, Metalwork and Electricity, supplemented by Printing, Textiles, Ceramics, and Leathercraft. Fifteen hours per week. First semester. Five semester hours credit.

Ind. Ed. 401. Practicum in Teaching:

A combined course of practice and of conference on teacher problems growing out of practice situations. It provides for actual practice in Industrial Arts teaching. Assignments are confined to a study of the specific technic and methods involved in the preparation, organization and presentation of subject matter and projects used for

Industrial Arts instruction. It also treats of shop management, pupil records, materials and costs, and examinations. Thirty hours per week. First semester. Fifteen semester hours credit.

Ind. Ed. 404. Educational and Vocational Guidance (Introductory):

This is a survey course in the field of guidance. It is intended to familiarize industrial arts teachers and others with the principles and some of the practices in individual guidance and group counseling. With major emphasis on vocational guidance, the following topics will be treated: principles of guidance; the guidance program in relation to the other school activities; individual differences as revealed by physical and psychological tests and home visits; guidance on the several school levels. Three hours per week. Second semester. Three semester hours credit.

Ind. Ed. 202. Industrial Arts Education:

A study of the aims and objectives of industrial arts education in the elementary and secondary schools is made. The works of Bonser, Snedden, Bobbitt and others are studied. Emphasis is placed upon the general education characteristics of Industrial Arts. Definite consideration is given to the consummation of industrial arts objectives through projects, outside preparation, household mechanics, and consumer knowledges. It also emphasizes exploratory experiences needed by the pupil, the value of clubs and school activities. Two hours per week. Second semester. Two semester hours credit.

Eng. 101. English Composition:

This course includes a brief review of the important elements of English grammar and of the fundamentals of rhetoric. Emphasis is placed on the study of word meanings, derivation, and pronunciation, as well as on the mechanics of writing including punctuation and paragraph structure. Three hours per week. First semester. Three semester hours credit.

Eng. 102. English Composition:

In this course a detailed study is made of the various forms of composition with frequent reference to good models of written expression. Written outlines and themes are required. A study of figurative language, as employed in prose and poetry, is included. Three hours per week. Second semester. Three semester hours credit.

Eng. 201. English Literature:

This course, with English 202, provides a collegiate survey of English and American Literature. English 201, deals with the masterpieces in poetry from Beowulf to Kipling. Three hours per week. First semester. Three semester hours credit.

Eng. 202. English Literature:

Continuing the survey begun in English 201, this course deals with the masterpieces in prose from Bacon to Chesterton, including the essay, history, and biography. Three hours per week. Second semester. Three semester hours credit.

Eng. 302. Speech Technique:

This course aims to provide the student with a knowledge and application of both technical and practical factors, which underlie good speech preparation and delivery. Special emphasis is placed on the technique of articulation, enunciation, and pronunciation along with the correction of individual speech defects. The student will have ample opportunity to present prepared and extemporaneous oral topics in class. Three hours per week. Second semester. Three semester hours credit.

S. S. 201-202. Development of Civilization:

See Department of Social Studies for description of course under the title History of Civilization.

S. S. 301-302. American Civilization and Government:

See Department of Social Studies for description of course in American Civilization and Government.

S. S. 310. Industrial History:

The evolution of American Industry from its English beginnings down to the present, constitutes this course. Each student presents a definite study of a particular industry, both by means of written reports and displays of products. The part played by inventions, tariffs, anti-trust laws and politics will be considered. The future of American business in the light of past and present developments and the struggle for power between the State and the Corporation also will be discussed. Three hours per week. Second semester. Three semester hours credit.

Sc. 201-202. Physics (Pure and Applied):

It is required that the student study such subject matter as Elementary Mechanics, Hydrostatics, Pneumatics, Motion and Power, Heat, Electricity, Sound and Light, and Strength of Materials. This will include the solution of problems such as in force by the experimental, graphical and analytical methods; experiments with hydraulic jacks, compressed air, acceleration and kinetic energy apparatus, centrifugal force apparatus, mechanical equivalent of heat apparatus. Four hours per week. Both semesters. Six semester hours credit.

Sc. 301-302. Chemistry (Pure and Applied):

Such principles of chemistry will be covered as find their frequent application in the teaching of industrial arts. The atomic structure of matter, atomic and molecular weights, symbols, formulas, chemical equations, acids, bases and salts. The manufacture and properties

of materials which are used in the various shops are considered. These include such materials as quicklime, cement, soap, pigments and paint, iron, ferrous and non-ferrous alloys. Laboratory experiments are performed. Four hours per week. Both semesters. Six semester hours credit.

Math. 101. General Mathematics (Pure and Applied):

The objectives set forth for this course are: first, to impart to the student such information regarding shop practices, shop materials and trade terms as will prove of value to him as a teacher of shop work; second, this course consists of a review of mathematical practices previously studied and to help develop an appreciation of the value of these principles as applied to the practical work carried on in the shops; third, to give a thorough training in the mathematics that are necessarily a part of every shop teacher's work. Three hours per week. First semester. Three semester hours credit.

Math. 102. Algebra and Logarithms:

Quadratics and beyond: Theory of quadratic equations, simultaneous quadratic equations, theory of exponents, exponential equations, logarithms, series, complex numbers, permutations, combinations and probability. Three hours per week. Second semester. Three semester hours credit.

Math. 201. Plane Trigonometry:

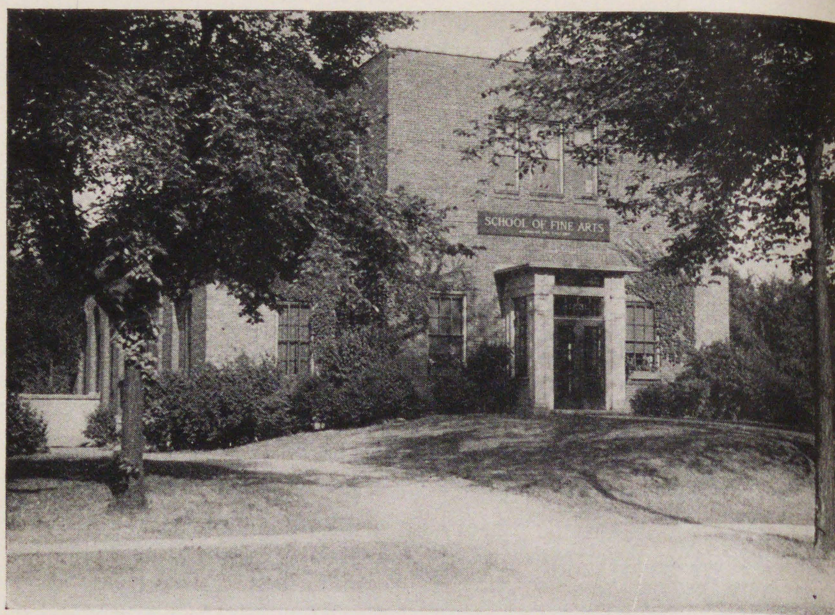
Fundamental trigonometric relations and formulas. Trigonometric equations and identities. Graphical representation of functions. Numerical and trigonometric solution of oblique triangles. Derivation of formulas coming within the range of the technic involved above. Three hours per week. First semester. Three semester hours credit.

Art 301. Essentials of Art:

This course aims to give the student a working knowledge of the elements, sources and principles of structural and decorative composition; to develop intelligence and taste in applying this knowledge to the equipment and environment of the school, home and community; and to provide activities involving powers of selecting, adapting, and creating in field of color, form and arrangement. The student has practice in representation, lettering, design, and color theory. Emphasis is given to the laws of beauty, as line, form, and color, and their relation to the needs of the student in the home, school, and community. Three hours per week. First semester. Two semester hours credit.

Art 402. Industrial Arts Design:

A brief study of the principles of design. Attention is given to the designing of suitable projects in the junior high school grades involving wood, metal, and other materials. Good original designs are encouraged. Work includes sketching, blackboard drawing, and pictorial composition. The whole course seeks to improve the design



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of school projects and to apply the principles of design to one's daily life. Three hours per week. Second semester. Two semester hours credit.

Elective:

Complete list of electives outlined in General curriculum. Second semester. Two semester hours credit.

ART EDUCATION DEPARTMENT

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

A special Art Department was established in the College in the Fall of 1930 to take the place of departments discontinued at Potsdam and Fredonia Normal Schools. Thirty students were admitted that year but on account of economic conditions and budgetary limitations it was found impossible to continue admitting students after two years.

Since then students have been admitted on alternate years with a very limited program of work offered.

The Department was, however, very successful in placing graduates and those who have gone out have given satisfaction to their employers and in many cases have been promoted to better positions.

The name of the Department was later changed to the Art Education Department as this title clearly defines the field and objectives of the work. The training of Art Teachers and the provision of art instruction for those training to teach in other departments of the College constitutes the work of this Department.

A New Program

The situation of the State Teachers College with the Albright Art Gallery directly across the street and the School of Fine Arts at close proximity suggested the advisability of combining the offerings of these Institutions.

In June, 1936, an affiliation was formed to offer such a broad program in the preparation of Teachers of Art. Forty students were admitted to this course in September, 1936, and the same number may be admitted in September, 1937.

Art Gallery

The Albright Art Gallery is maintained by the Buffalo Fine Arts Academy and the City of Buffalo. The building is a beautiful example of architecture and houses an art collection valued at more than one million dollars including original sculptures, painting and examples of the minor arts. A fine reference art library is furnished most attractively in the modern manner and is an invaluable aid to the art students. Exhibitions of pictures, paintings, etc. follow one another in happy order and students find opportunity here to develop their familiarity with and appreciation of the fine arts of the past and present. Classes frequently meet at the Gallery to view works of art and listen to lectures.

* On leave.

School of Fine Arts

The School of Fine Arts of the Albright Art Gallery is an old established institution which offers exceptionally fine training in the arts. The faculty are talented and recognized artists in their fields and many are teaching only a portion of the time while they carry on their art in a professional way.

The chief function of this school is the discovery and development of art ability. The building which the school occupies is peculiarly fitted for the needs of an art school with airy, well lighted studios, and a very attractive and complete reference library. The atmosphere of the entire school has a decided art flavor and the quiet seclusion is very conducive to creative work on the part of the students. Courses in painting drawing, modeling, costume design, interior decoration and commercial art are offered in this school and students of the Art Education Department of the State Teachers College enjoy all of these activities although working in separate classes.

The faculty of this affiliated institution is as follows:

URQUHART WILCOX, *Director*, Portrait and Still Life
 PHILIPP R. YOST, Design
 FLORENCE J. BACH, Life and Modeling
 MILDRED C. GREEN, Life Class
 JAMES T. SHAFFER, Antique and Sketch
 HARRY W. JACOBS, Normal Methods
 CLIFFORD P. WESTERMEIER, Interior Decoration and Water Color
 FRANCIS B. VALENTINE, Commercial Design
 FRANC R. MCCREERY, Costume Design
 ROBERT T. DAVIS, History and Appreciation of Art
 MARGARET GIESECKE, Creative Design and Craft
 IRENE ROSINSKA, DOROTHY H. RICH, Children's Class, Representation
 EDNA MEIBOHM, Children's Class, Design
 DOROTHY L. SIDE:, Librarian
 CAROLINE A. HENNICKE, *Secretary*.

Professional training leading to a Degree

The Art Education Department of the State Teachers College selects students to be admitted to a course which will utilize 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 Art Education is conferred. The Degree gives 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. Fifty percent will be selected from outside the Buffalo Area.

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

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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* Passing of Regents examinations is required in all starred subjects in which Regents examinations are given.

All subjects in Group I, except English, may be counted toward major or minor sequences in Group II, but a total of sixteen units must be offered.

For entrance to the Art Education course it is recommended that the following be included in the sixteen units offered for admission:

Either A major sequence of three units in Art and a minor sequence of two units in Social Studies or Science.

Or A major sequence of three units in Social Studies or Science and a minor sequence of two units in Art.

Application

Applicants should request an application blank and a home examination in drawing. The application should be completed and sent in by the High School as early in the year as possible. The applicant should promptly complete and mail in the home examination in drawing. All applicants for admission to state teacher training institutions are required to take matriculation examinations which are held in various places in the state. Notices will be sent out indicating the time and place of these examinations which are usually held in May. A physical examination and a personal interview are the final steps in selection. Anyone who is interested should request a Catalog from State Teachers College or may direct further inquiries to the Director of the Department.

The Cost

All students admitted to the Art Education Department will be required to pay the regular fees at the College (amounting to

twenty dollars per year, at present rates) and tuition at the Art School of one hundred dollars per year during the first three years only. The total cost of this course for the four years is considerably lower than that of the average art school.

Professional Vision

The Art Education Department is primarily interested in training young people so that they may go out as successful leaders in the various schools and communities where they find the opportunity for service. It is hoped that they may not only teach the children of the community, but perhaps through them and their various social contacts may develop an art consciousness among adults stimulating both appreciation and production in the field of art. It is recognized that there are many who may develop the appreciation of art while the number who are capable of producing works of art is limited. Emphasis is, therefore, put upon the development of appreciation but every opportunity is made available for those who are capable of doing creative work. Indeed, it is hoped that a large percentage of the students may develop and maintain an avocational interest in some form of creative art that may enrich their teaching experience. Some may do this through some form of craft work which they find enjoyable, some may develop an interest in painting while others will find an outlet through the designing of costumes, or scenery for the stage, or work in interior decoration.

Drawing and Painting

At the School of Fine Arts where the students will 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. In the sequence of courses in drawing and painting, a foundation is laid in objective drawing from the cast and figure to develop a sense of proportion and train the eye and hand to work together. Following this, the students are given careful training in the theory of perspective and in pencil rendering so that they may go out fitted to teach the required courses in high schools of the state. Drawing the model from life and portrait painting offer splendid artistic discipline and training, and an opportunity to discover art ability in this field. The students work in still life, landscape and the figure in various mediums drawing with pencil, charcoal, chalk, pastel and painting in opaque and transparent watercolor as well as oil. The fact that the campus adjoins Delaware Park affords wonderful opportunities for out-of-door sketching.

Design

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. In so far as possible, this approach is used in the teaching of design rather than that of historic ornament or the

development of surface pattern. The students are carefully grounded in the fundamental elements of design, in lettering and in the various color theories which have been developed. Some experience is afforded in clay modeling to aid students in developing a feeling for three dimensional design. As graduates will frequently be 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.

Crafts

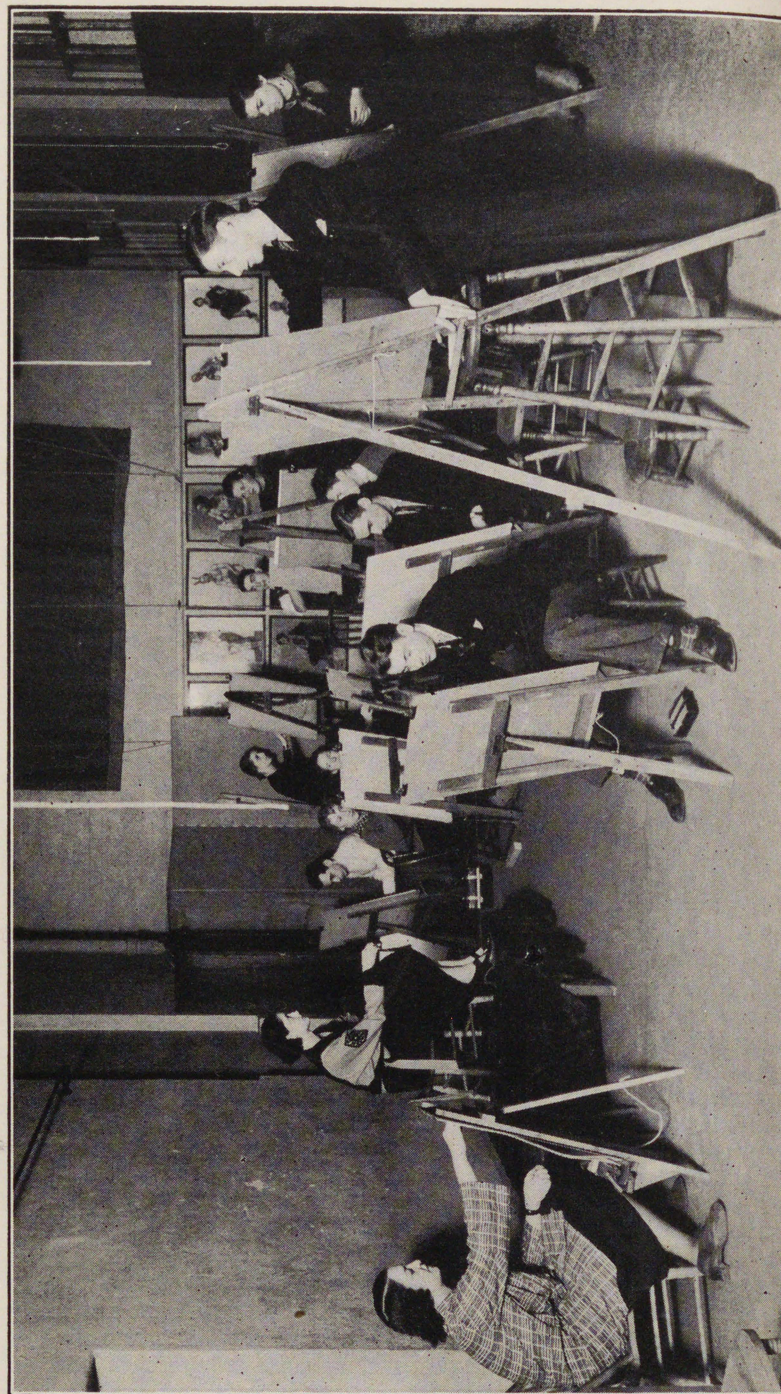
At the State Teachers College courses in crafts are given to round out the art training. These include a full year of mechanical drawing and one semester of architectural drawing which are given in the Industrial Arts Department where, in the atmosphere of shop and drafting room, the work takes on new meaning. Elementary crafts suitable for the first six grades of school require very little special equipment but develop much originality in work in many common materials. Advanced crafts suitable for the high school include: design, construction and decoration in textiles, leather, wood and light metal. The course in stage craft includes shadow puppets, and string puppets, costume and scenery design and experience in staging at least one production in conjunction with the dramatic department of the college. An intensive 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 background of art experience.

Cultural Development

The general department of the college provides the required 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. During the first year students are required to attend a course in health education and participate in gymnasium activities and swimming. 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 three years.

Professional Education

The professional education course at the college include 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



LIFE CLASS, SCHOOL OF FINE ARTS

schools of Western New York. By both theory and practice, students are made 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.

Opportunity

The greatly increased interest of the public in art, the phenomenal growth of art courses in our colleges, and the steady demand of the schools of the state for well trained art teachers, promise an increasing opportunity for those who enter the profession of Art Education. Since the opening of this department at the College, the placement record of its 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
State Teachers College
Buffalo, New York

Admission to Advanced Credit

Applicants for admission to advanced standing are required to file in the office of the Art Education Department before the July 15th regular application forms and official transcripts of work completed in other institutions, and all who have not matriculated previously at one of the New York State Normal Schools are required to take the entrance examinations.

Portfolios of art work may be submitted in place of the home examination in drawing.

All applicants for advanced standing credit will also be requested to report for personal interview and physical examination.

Art Kraft Scholarship

The Art Kraft Klub offers a scholarship of one hundred dollars for the sophomore year to that Art Education freshman who is deemed most deserving and outstanding.

Art Education Curriculum

	FIRST YEAR			
	First Semester Class Hours	Sem. Hrs. Credit	Second Semester Class Hours	Sem. Hrs. Credit
Representation 101—Objective Drawing ..	9	4½		
Representation 102—Perspective & Pencil			6	3
Design 101—Historic Ornament	6	3		
Design 102—Elementary Design			9	4½
Ed. 101—Ch. Study (Orientation-Lib)...	5	3		
Education 102—Child Behavior			4	3
Eng. 101, 102—Composition	3	3	3	3
H. E. 101, 102—Health Education	3	1	3	1
Sc. 101, 102—Biology	3	2	3	2
	29	16½	28	16½

SECOND YEAR

	First Semester Class Hours	Sem. Hrs. Credit	Second Semester Class Hours	Sem. Hrs. Credit
Rep. 201, 202—Life and Composition....	9	4½	6	3
Design 201—Modeling and Color Theory	6	3		
Design 202—Functional Design			9	4½
Craft 201, 202—Mechanical Drawing	4	2	4	2
Art Ed. 201—Introduction to Art Edu....	3	3		
English 201, 202—Literature	3	3	3	3
S. S. 202—History of Civilization			3	3
	25	15½	25	15½

THIRD YEAR

Rep. 301—Portrait	9	4½		
Rep. 302—Still Life Painting			6	3
Design 301—Costume and Processes	6	3		
Design 302—Interior and Techniques....			9	4½
Craft 301—Elementary Crafts	4	2		
Craft 302—Architectural Drawing			4	2
Art Ed. 301, 302 El. and Sec. Art Curric.	4	3	4	3
Sc. 301, 302—Physical Science	3	2	3	2
Elective	2	2	2	2
	28	16½	28	16½

FOURTH YEAR

Craft 401—Stage Craft	9	4½		
Craft 402—Advanced Crafts			9	4½
Art Ed. 401, 402—Practice Teaching	10	5	10	5
S. S. 401—Am. History and Government	3	3		
Art 401—Art History I	3	3		
Art 402—Art History II			3	3
Elective			3	3
	25	15½	25	15½

Representation

Representation 101. Objective drawing in charcoal from cast and model. Nine class hours. Four and one-half semester hours credit.

Representation 102. Theory of linear perspective, pencil sketching and rendering. Anatomy. Six class hours. Three semester hours credit.

Representation 201. Drawing from the living model, nude and costumed. Nine class hours. Four and one-half semester hours credit.

Representation 202. Illustration and composition employing living model. Six class hours. Three semester hours credit.

Representation 301. Portrait study in charcoal, pencil and oil painting. Nine class hours. Four and one-half semester hours credit.

Representation 302. Still life and landscape painting in oil and water color. Six class hours. Three semester hours credit.

Design

Design 101. Creative design and historic ornament. Decorative forms and color relations. Six class hours. Three semester hours credit.

Design 102. Principles in elementary design, free and formal balance, color. Commercial design—lay out and lettering. Nine class hours. Four and one-half semester hours credit.

Design 201. Modeling of decorative forms, bas-relief and in the round. Color theories. Six class hours. Three semester hours credit.

Design 202. Functional Design, wall paper, textiles, industrial objects. Nine class hours. Four and one-half semester hours credit.

Design 301. Specialization in processes and techniques,—costume design. Six class hours. Three semester hours credit.

Design 302. Interior Decoration,—continuation of processes and techniques. Nine class hours. Four and one-half semester hours credit.

Crafts

Craft 201, 202. Mechanical Drawing. The language of structural design. Blue print reading, instrumental drawing, lettering, geometric constructions, working drawings, orthographic, isometric and cabinet projection. Four class hours each semester. Two semester hours credit.

Craft 301. Elementary Crafts. Simple construction and decoration suitable for the elementary school. Various materials; paper, cardboard, paper mache, cloth, wood, clay and others. Four class hours. Two semester hours credit.

Craft 302. Architectural Drawing. House planning and construction, architectural styles, materials, methods of construction and costs. Four class hours. Two semester hours credit.

Craft 401. Stage Craft. Designing and making stage materials; marionettes, miniature stage sets, masks, costumes, etc. Staging at least one production of the dramatic department. Nine class hours. Four and one-half semester hours credit.

Craft 402. Advanced Craft. Designing, constructing and decorating in various materials suitable for secondary school; textiles, leather, wood and light metal. Nine class hours. Four and one-half semester hours credit.

Art Education

Art Ed. 201. Art Education. The place of art in modern education, its ideals and objectives; the organization and development of an art curriculum. Standards, tests and measurements. Three semester hours credit.



DESIGN CLASS, SCHOOL OF FINE ARTS

Art Ed. 301. Elementary and Junior High School Art Curriculum. The organization of a course of study in coordination with the other departments in the school and methods of procedure. Four class hours. Three semester hours credit.

Art Ed. 302. Secondary Art Curriculum and Supervision. The organization, selection and presentation of subject matter for the high school. The work of the supervisor or special teacher and the problems involved. Four class hours. Three semester hours credit.

Art Ed. 401. Junior Practice Teaching. Observation and participation in teaching art, conferences, outlines and criticism. Ten hours weekly. Five semester hours credit.

Art Ed. 402. Senior Practice Teaching. Assisting and teaching art; conferences, outlines and criticism. Ten hours weekly. Five semester hours credit.

Cultural Subjects

101-102. English Composition. See description under department of English.

201-202. Literature. See description under Department of English.

101-102. Health Education. See description under Health Education.

Science 101-102. Biology. See description under Science Department.

Science 301, 302. Physical Science. See description under Science 201, 202 in Science Department.

S. S. 202, History of Civilization. A condensation of courses described under S. S. 201, 202 in the Social Studies Department.

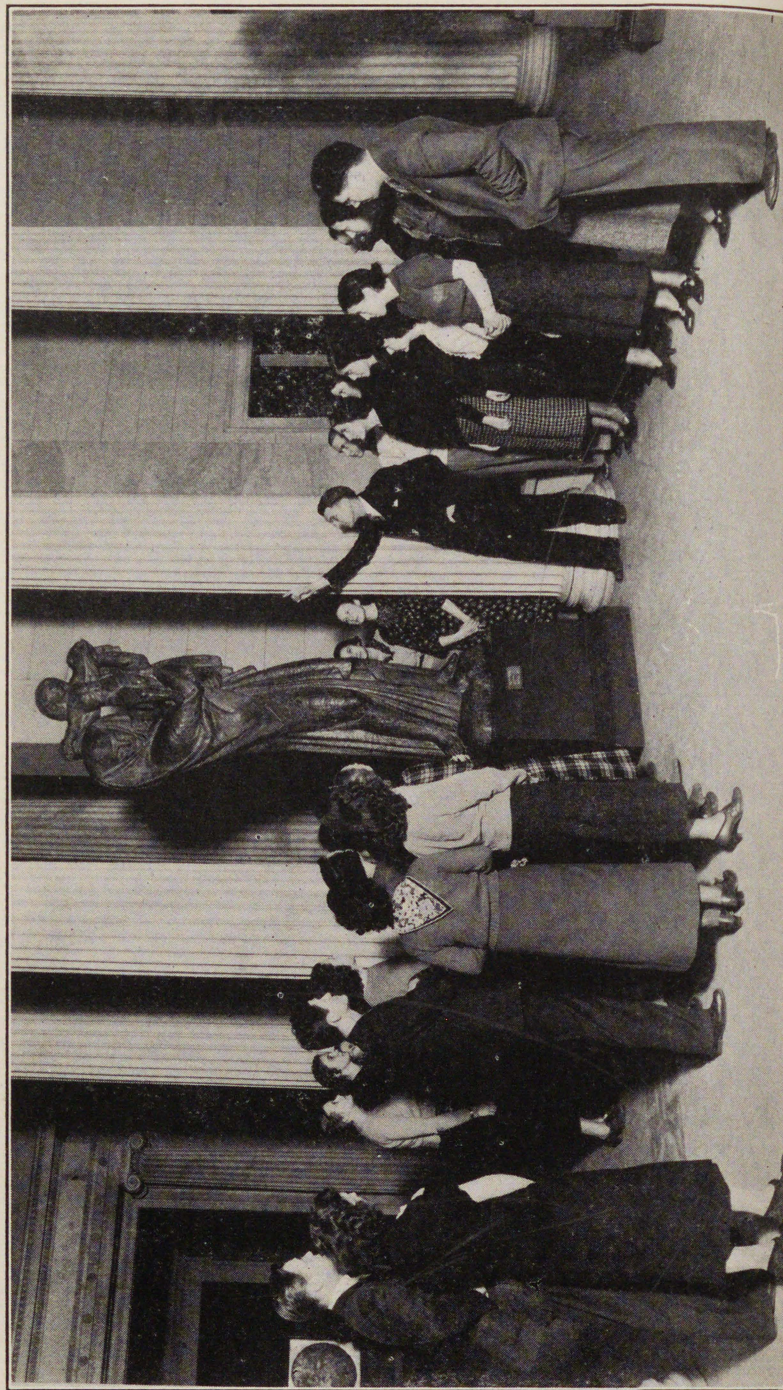
S. S. 401. American History and Government. A condensation of courses described under S. S. 301, 302 in the Social Studies Department.

Art 401, 402. Art History. See description under the Art Department of the General College.
Electives will be in the General College department.

SUMMER SESSION

The summer session of 1936 will be the twenty-first annual session to be held in this institution. During these years the school has grown both in extent of offerings and quality of service.

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



SCULPTURE COURT, ALBRIGHT ART GALLERY

The summer session of 1937 will in general follow the plans that have prevailed during the past few years. Many of the representative courses of the regular college curriculum will be offered either by the regular faculty or by visiting members. Due to the beginning of a new four-year curriculum the Summer Session offerings will stress especially the subjects needed by teachers in service who, are trying to complete their work on the old curriculum. Essential Courses of the new curriculum will also be included.

The location of the new campus on Elmwood Avenue, and the better facilities and the additional equipment of the four new buildings make the State Teachers College an exceedingly attractive place to spend a summer session. The Albright Art Gallery, the Historical Museum, and Delaware Park should prove of value to summer students to supplement the regular work of the institution.

In addition to the regular courses, an especially rich offering of elective courses given by visiting faculty will be listed in the 1937 announcement. This is made possible through the payment of a state fee which is collected at the time of registration. A student fee also makes possible an extra-class program which includes a wide variety of offerings, partly for purposes of recreation but also affording valuable educational opportunities such as addresses or discussions by leaders in fields of thought important for educators.

In order to give a general impression of the work of the summer session, the following statement of curricula offered in the 1936 session is given herewith.

Curricula

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

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

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

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

V. Courses Approved for Certification of Dental Hygienists. Because of financial difficulties, special courses formerly available for the preparation of dental hygienists for public school service are not now offered in this college. In lieu of such courses the following will be acceptable when and if offered.

Principles of education.
Community and school relationships.
Educational psychology.
Psychology of childhood.
Mental hygiene.
Introduction to sociology.
Elementary biology.

Six semester hours chosen from these subjects will satisfy the professional requirement for the provisional dental hygienist certificate. Twelve semester hours will satisfy the professional requirements for continued certification. The complete requirements for certification may be obtained by writing directly to the Teacher Education and Certification Division, State Education Department, Albany.

VI. Industrial Arts Curriculum. The following course will be offered for teachers in service who wish to pursue summer work in completion of the requirements for the license in Industrial Arts: General Shop, General Metal Shop, Auto Mechanics, and Printing. A new offering of the department for 1937 in the form of Elementary Industrial Arts will be of value to the teacher in the activity program or in special class work. Students enrolling for these courses may enjoy the privilege of selection from other departments.

The Demonstration School

This school was used extensively last summer and strengthened the courses in Education materially. The same service will be continued in the School of Practice this summer. Three rooms, including five grades of the elementary school, will be in session during the entire six weeks. One room will contain the first grade, another the third and fourth grades and the other the fifth and sixth grades. As in the past two summers we hope to include a rural demonstration class. If sufficient funds are available, demonstration classes dealing with diagnostic and remedial techniques and a class for failures in grammar grades may also be included. The members of the Demonstration School faculty have been selected because of their broad experience and their special interest in modern methods of teaching. The object of this Demonstration School is to furnish students of education opportunity for the observation of instruction. This observation will be an integral part of certain

courses in Education and Methods. In addition, there will be opportunity for general observation in the school for all members of the summer session. The Demonstration classes will begin at 9:00 A. M. and the primary room will close at 12:15 daily. Plans are being made to keep the middle and upper rooms open till 1:15, in order to provide for a greater variety of work and to give college students more opportunity for observation. Applicants for admission as pupils in this school may be addressed to the Principal of the Demonstration Summer School, State Teachers College, Buffalo, N. Y.

Credit

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

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

Calendar

July 6th, at 8:30 A. M.—General meeting for registration and instructions. Auditorium, State Teachers College at Buffalo.

July 7th—Regular class work begins. A late registration fee will be charged after this date.

July 10th—Last day for registering in classes for credit. Session necessary because of holiday July 5th.

Sessions will be held daily including Saturday July 10 from 8:25 A. M. to 3:15 P. M.

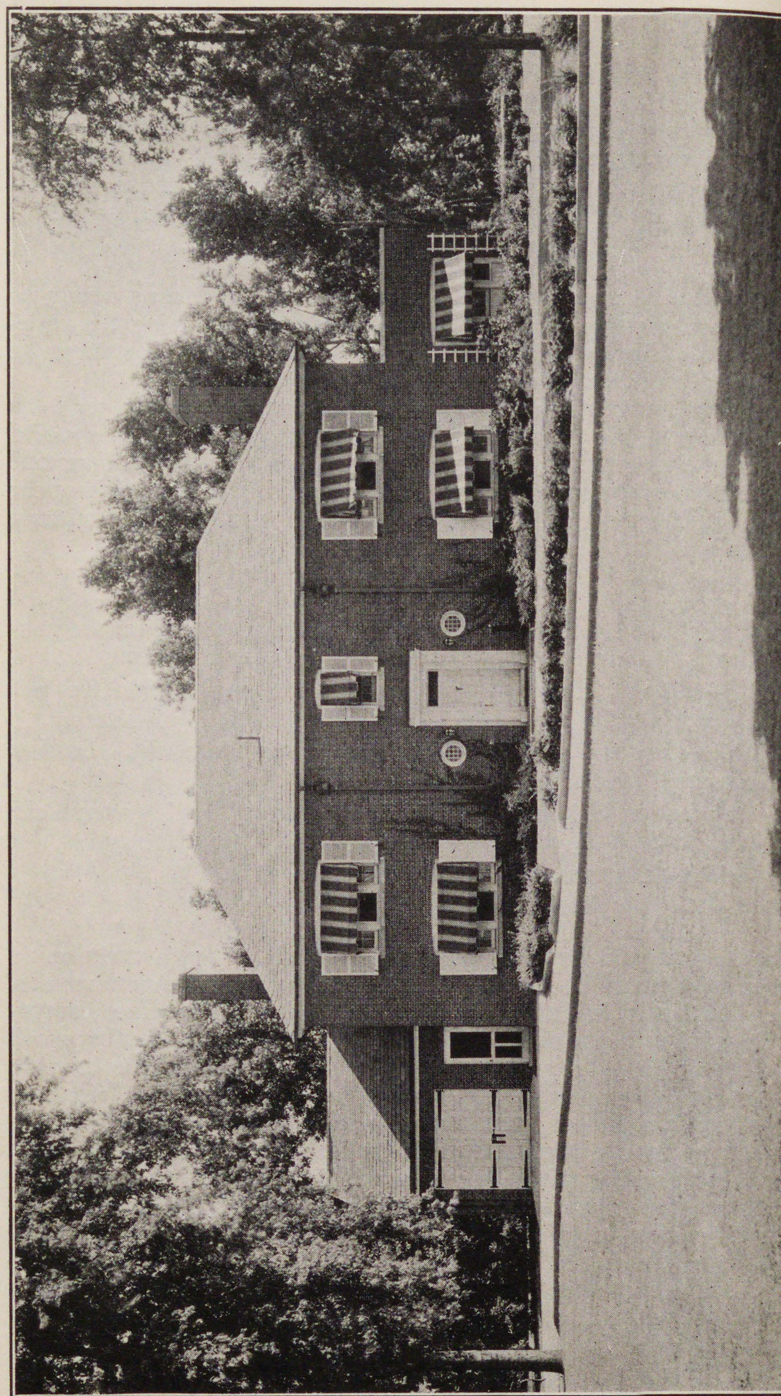
August 13th—Summer session closes at 3:15 P. M.

Admission

Any person who has taught or who intends to teach the coming year in the schools of the state will be admitted to the summer session. Tuition is free to all residents of New York State, excepting the extension fee announced hereafter. In addition others will pay a fee of \$10.00 per course or \$25.00 for three or more courses. Registration for credit will not be allowed after July 10th. Time lost from classwork due to late entrance will be counted as part of the permitted excusable absence from courses.

Students entering after July 7th will be required to pay a late registration fee. The session is not open to high school graduates without teaching experience, or to students who have not completed high school. No high school work is offered in the summer session. Requests for further information and for copies of the summer school catalog should be addressed to the Director of the Summer Session, State Teachers College, Buffalo, N. Y. All requests for room and board should be addressed to the Housing Committee.

EDUCATION DEPARTMENT
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 1300 EDWARD AVENUE
 BUFFALO, N. Y. 14229



THE PRESIDENT'S RESIDENCE

Summer Session Fees

The State Department of Education authorizes the charging of a Summer Session Fee to supplement the State appropriation, which is limited, in providing faculty members and general administration costs. A student Blanket Tax Fee will also be collected to finance student social activities, assembly programs, and the Summer School "Record." Because the State appropriation is decreased further this year the total of these two fees will probably be \$25. A more detailed statement will appear in the Summer Session Catalog which will be published in April.

Summer School Committee

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

President, Harry W. Rockwell.
 Director, Charles C. Root.
 Secretary, Marion A. Clark.

THE EXTENSION DEPARTMENT

The Extension Department was organized in its present form in 1927. It has offered an ever-enlarging opportunity for teachers in service to up-grade their professional skills and academic knowledge. At the present time it is offering about fifty courses annually to a student body of approximately six hundred teachers. These courses are carefully organized and supervised so that the calibre of the work offered is strictly comparable with courses offered in the regular college curriculum. The program is concentrated on Saturday, but occasional courses are given during the week after the close of the regular school day. It should be noted that the program is strictly one of teacher education, primarily on the elementary and junior high school levels, and does not attempt to provide general adult education.

The department encourages the development of the extra-mural courses. Arrangements for these may be made with the Director of Extension when approximately twenty-five students are interested in a particular course. Extra-mural credit does not count towards residence requirements.

The general financial administration of the Extension Department is under the supervision of the New York State Department of Education. Since the courses must be practically self-supporting, a fee of \$7.50 is charged for each hour of credit. Under this regulation the charge for a two-hour course is \$15.00; for a three-hour course, \$22.50. Non-credit courses are charged the same fee for each semester hour. Special exceptions are made in the case of regular session students.

Practically all courses are confined to third and fourth-year subjects, so that it is possible for a two or three-year normal school graduate to continue work towards his degree. By carrying a full program of intra-mural courses, a student may earn eight points of credit a year. By carrying a full program of intra-mural and

summer session courses it is possible for a student to complete a full year's scholastic requirements in from two to two and a half years. It should be noted that intra-mural courses are credited as meeting residence requirements.

The annual extension catalog is issued about August 1st of each year. Copies may be secured from the Director of Extension or from the general office of the College.

Please address Dr. Ralph Horn, Director of Extension for catalog or other information.

REGISTRATION FIGURES

1936-37

(FIRST SEMESTER)

General College Department:

Fourth Year	203	
Third Year	145	
Second Year	183	
First Year	180	
Special Students	11	
		722

Home Economics Department:

Fourth Year	40	
Third Year	35	
Second Year	49	
First Year	65	
Special Students	1	
		190

Industrial Arts Education Department:

Fourth Year	20	
Third Year	20	
Second Year	39	
First Year	60	
Special Students	2	
		141

Art Education Department:

Fourth Year	6	
Third Year	22	
Second Year	1	
First Year	41	
Special Students	2	
		72

Extension Department	299	1125
(Less Duplicates)	3	296

Summer Session 1936		973
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Total for College Departments		2394
School of Practice		335

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