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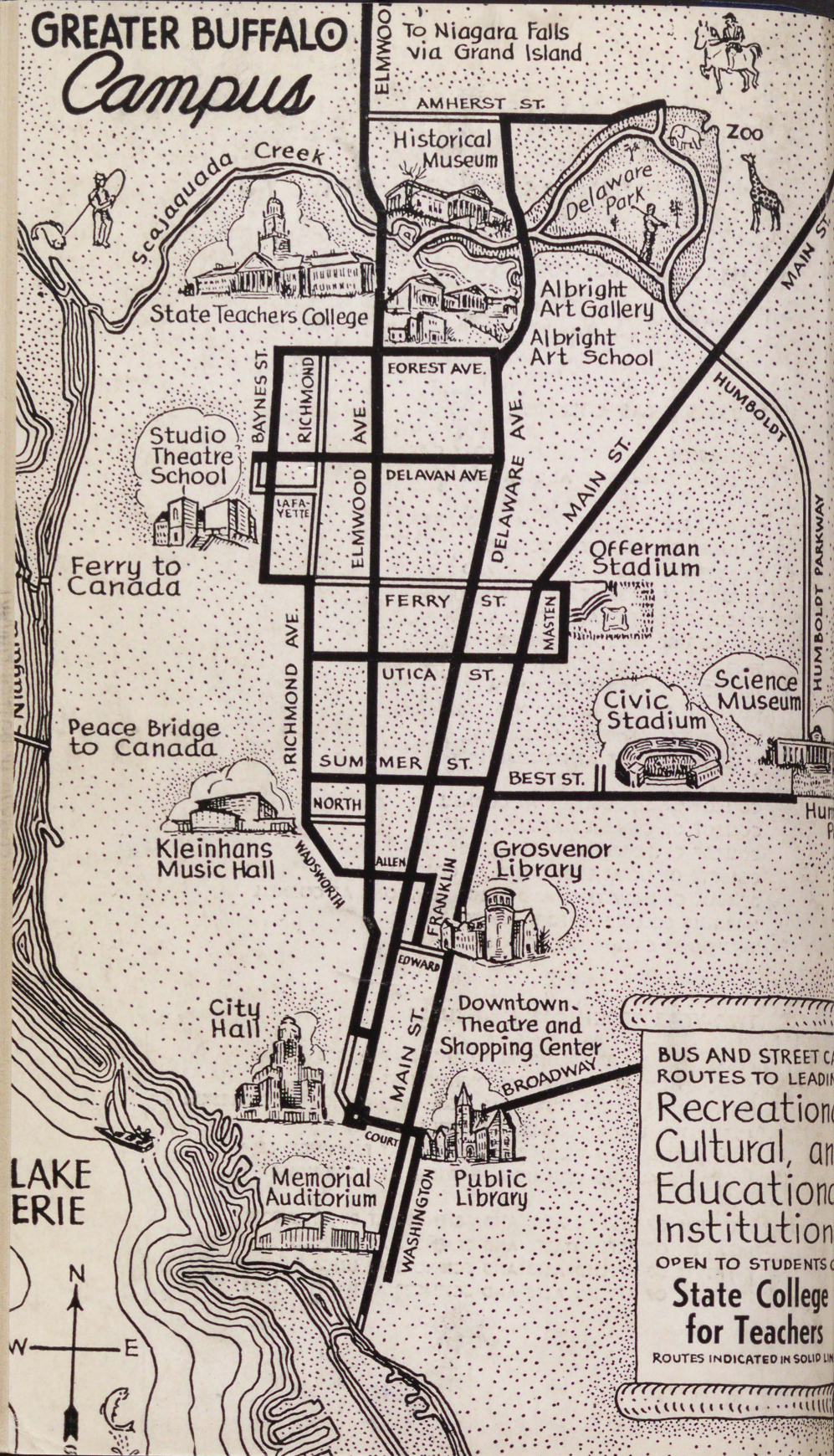
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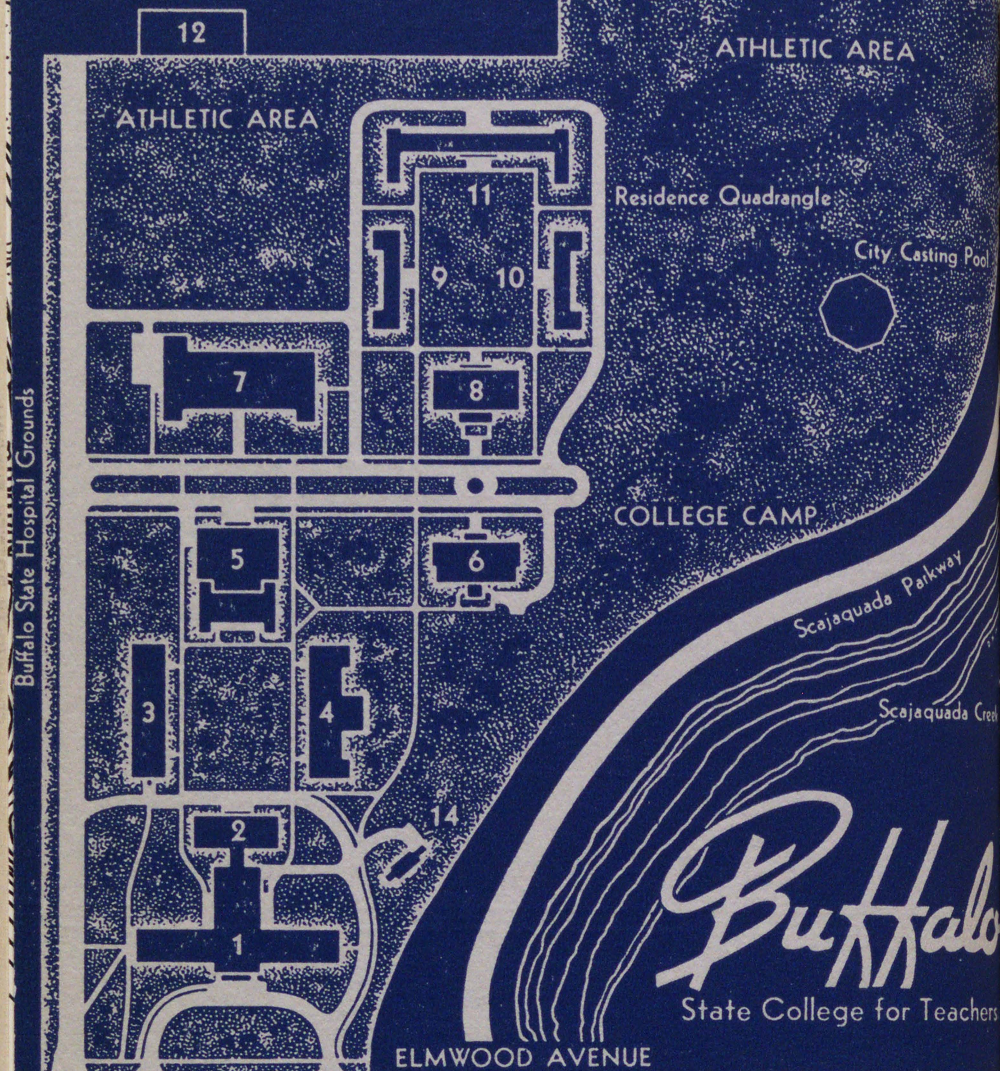
STATE UNIVERSITY OF NEW YORK

New York State College for Teachers at Buffalo Bulletin

GENERAL CATALOG 1952-1953

NEW CAMPUS WITH PRESENT AND PROPOSED BUILDINGS

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



3 ART SCHOOL ALBRIGHT ART GALLERY HISTORICAL MUSEUM

1 Main Building • 2 Science Building, approved for construction • 3 Home Economic Building • 4 School of Practice • 5 Gymnasium and proposed Addition • 6 Library Building, approved for construction • 7 Industrial Arts Building, approved for construction • 8 Student Union • 9 Women's Dormitories • 10 Women's Dormitories • 11 Women's Dormitories • 12 Power House, to serve College and Hospital • 13 Affiliated Albright Art School • 14 President's Residence.

STATE UNIVERSITY OF NEW YORK

NEW YORK STATE COLLEGE FOR TEACHERS BULLETIN

CATALOG ISSUE
1952-1953

BUFFALO
NEW YORK

March 1952

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Second Semester 1952

Tuesday, January 29 } —Registration, Second Semester
 Wednesday, January 30 }
 Tuesday, February 12—Lincoln's Birthday
 Friday, February 22—Washington's Birthday
 Thursday, April 10—Easter Vacation begins
 Monday, April 21—Classes resume
 Friday, May 30—Memorial Day
 Saturday, June 7—Second Semester ends
 June 8, 9, 10—Commencement Program

Summer Session 1952

Monday, June 30—Registration
 Friday, August 7—Summer Session ends
 Friday, August 21—Accelerated Summer Session ends

College Year 1952-53

Monday, September 8—Faculty Day
 Tuesday, September 9—Freshman Day
 Wednesday, September 10 } —Registration, First Semester
 Thursday, September 11 }
 Monday, October 13—Holiday
 Friday, October 24—Western Zone Meeting
 Tuesday, November 4—Election Day
 Tuesday, November 11—Armistice Day
 Wednesday, November 26—Thanksgiving Recess begins
 Monday, December 1—Classes resume
 Saturday, December 20—Christmas Vacation begins
 Monday, January 5—Classes resume
 Friday, January 23—First Semester ends
 Tuesday, January 27 } —Registration, Second Semester
 Wednesday, January 28 }
 Thursday, February 12—Lincoln's Birthday
 Thursday, April 2—Easter Vacation begins
 Monday, April 13—Classes resume
 Friday, June 5—Second Semester ends
 June 7, 8, 9—Commencement Program

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MILDRED SCHLEI ROESSER.....*Instructor in History*
 University of Buffalo, B.S., M.A.; University of Buffalo

ALMA R. ROUDEBUSH.....*Professor of Home Economics*
 Ohio State University, B.S.; Teachers College, Columbia,
 M.A.; Ohio State University, Ph.D.

ELLSWORTH M. RUSSELL.....*Assistant Professor of*
Industrial Arts
 Eastern Illinois State College, B.Ed.; Iowa State College,
 M.S.; Pennsylvania State College, Ed.D.

WINIFRED EAKIN SCHASEL.....*Instructor in Home Economics*
 Bowling Green (Ohio) State University, B.S.; Cornell
 University, M.S.

MARGARET MARY WOEPPEL SCHRADER....*Instructor in Second*
Year Kindergarten, School of Practice
 State University College for Teachers, Buffalo, B.S.; Mer-
 rill Palmer School, Detroit; University of Buffalo, Ed.M.

CONRAD J. SCHUCK.....*Assistant Professor of English*
 Dartmouth College, A.B.; Harvard University, M.A.

HOWARD G. SENGBUSCH.....*Instructor in Science*
 State University College for Teachers, Buffalo, B.S.; Uni-
 versity of Buffalo, Ed.M.; New York University, M.S.,
 Ph.D.

SIGURD W. SHEEL.....*Assistant Professor of Science*
 Luther College, B.A.; State University of Iowa, M.S.; Uni-
 versity of Buffalo

GEORGE R. SHERRIE.....*Co-ordinator of Field Relations*
 State University College for Teachers, Buffalo, B.S.; Uni-
 versity of Buffalo, Ed.M.; Syracuse University, Ed.D.

MILDRED L. SIPP.....*Director of Home Economics Division*
Professor of Home Economics
 Teachers College, Columbia, B.S., M.A.

PAUL W. SLOAN.....*Professor of Education*
 Defiance College, A.B.; Ohio State University, M.A., Ph.D.

D. PAUL SMAY.....*Director of Visual Education, Professor of Art*
 Indiana (Pa.) State Teachers College, B.S.; University of
 Pittsburgh; Carnegie Institute of Technology; Pennsyl-
 vania State College; Columbia University, M.A., Ed.D.

RALPH L. SMITH.....*Instructor in English*
State University College for Teachers, Buffalo, B.S.; State
University of Iowa, M.A.; University of Wisconsin

MIRIAM L. SPAULDING.....*Instructor in Health Education*
Boston University, A.B.; Peabody College, M.A.; Boston
University; Massachusetts Institute of Technology

MARILYN GROTZKA STAHLKA.....*Instructor in Sixth Grade,*
School of Practice
State University College for Teachers, Buffalo, B.S.

HARRY J. STEEL.....*Director of Education*
Professor of Education
Mankato State Teachers College; University of Minnesota,
B.A., A.M., Ph.D.

HAROLD J. STEFFEN....*Assistant Professor of Industrial Arts*
State University College for Teachers, Buffalo, B.S.; Uni-
versity of Buffalo, Ed.M.; Cornell University

SARAH STERRETT.....*Instructor in School of Practice*
University of Wales, B.A.; Oxford University; London
Polytechnic Institute; State University College for
Teachers, Buffalo, M.S.

RICHARD A. D. STEWART.....*Professor of Family Life*
University of Toronto, B.A., M.A.; Teachers College,
Columbia, Ph.D.

MARGUERITE STOCKBERGER.....*Assistant Professor in*
School of Practice
Indiana University, A.B.; Teachers College, Columbia,
M.A.; Indiana University

EDGAR H. STRONG.....*Instructor in Industrial Arts*
Syracuse University; State University College for Teach-
ers, Buffalo; Alfred University, B.S. in Applied Art;
University of Buffalo

RUTH SUGARMAN....*Assistant Professor in School of Practice*
State University College for Teachers, Buffalo, B.S.;
Northwestern University, M.A.; University of Buffalo,
Ed.D.

WILLIAM H. TALLMADGE.....*Instructor in Music*
Grinnell College (Iowa); Oberlin College, B.M., M.M.;
University of Michigan; Oberlin College

CLEMENT T. TETKOWSKI.....*Instructor in Art*
New Jersey State Teachers College, B.S.; New York Uni-
versity; Teachers College, Columbia, M.A.

ELLEN AKINS THIEL.....*Instructor in Education*
for Exceptional Children
State University Teachers College, Fredonia; State Uni-
versity College for Teachers, Buffalo, B.S.

DAVID H. THIELKING.....*Instructor in Science*
St. Lawrence University, B.S.; University of Buffalo,
Ed.M.; University of Buffalo

NORMAN F. TRUESDALE.....*Assistant Professor of Art and*
Audio-Visual Education
State University College for Teachers, Buffalo, B.S.; Uni-
versity of Buffalo, Ed.M.; Syracuse University; Univer-
sity of Buffalo

JOHN URBAN.....*Professor of Science*
Kent State University, B.S.; Teachers College, Columbia,
A.M., Ph.D.

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

ANNA RYAN VOLTZ.....*Instructor in Science*
State University Teachers College, Plattsburg, B.Ed.;
Teachers College, Columbia, M.A.; Cornell University

BURTON S. WAAGEN.. *Instructor in Elementary Industrial Arts*
Duluth State College, B.S.; Teachers College, Columbia,
M.A.

MAZIE EARLE WAGNER.....*Instructor in Education*
University of Buffalo, B.A., M.A.; Columbia University,
Ph.D.

NORMAN F. WEAVER.....*Instructor in History*
Ball State Teachers College, B.A.; University of Wisconsin,
M.S.

PAULINE A. WEAVER.. *Assistant Professor of Home Economics*
Ohio State University, B.S.; Drexel Institute of Technol-
ogy; Ohio State University; University of Pennsylvania;
Columbia University, M.A.; Pennsylvania State College

FRANK W. WEBSTER.....*Assistant Professor of Music*
Juilliard School of Music, B.S.; Teachers College, Colum-
bia, M.A.

ELEANORE B. WESTLUND.....*Assistant Professor of*
Home Economics
University of Minnesota, B.S., M.A.

KATHERYNE THOMAS WHITEMORE...*Professor of Geography*
Vassar College, A.B.; Clark University, A.M., Ph.D.

JOSEPH F. WINCENC.....*Professor of Music*
Oberlin College, Mus.B.; State Conservatory of Music,
Prague, Czechoslovakia, Mus.M.; Teachers College,
Columbia, M.A.; University of Buffalo

D. KENNETH WINEBRENNER.....*Professor of Art*
Indiana (Pa.) State Teachers College, B.S. in Art Educa-
tion; Teachers College, Columbia, M.A., Ed.D.

ADMINISTRATIVE ASSISTANTS

Evelyn Brown.....*Housemother of West Hall*
Ramona Burris, R.N.....*Nurse Assistant*
Joseph P. Cannamela.....*Manager of College Union Cafeteria*

Harry W. Curtin.....Custodian of Buildings and Grounds
 Franklin C. Dalla, B.S.Director of Dormitories, Union and Food Service
 Marietta Rindone Ferro.....Assistant Manager of College Bookstore
 Charlot Moehlau Fetterman, B.S.....Manager of College Bookstore
 Mabel B. Gilbert.....Manager of the Main Bldg. Cafeteria
 Kathryn S. Graham.....Secretary to the President
 Leonard C. Lang, M.D.....Psychiatric Consultant
 Lillian Jordan McKenneth.....House Director of Pioneer Hall
 June Jordan, B.A.....Library Assistant
 June Halton Truesdale, B.S.....Placement Secretary
 Malvin Vitriol, A.B., B.L.S.....Library Assistant
 John V. Wadsworth, M.D.....College Physician
 Edith West, B.M.....Housemother of North Hall

CLERICAL ASSISTANTS

Carol V. Barreco.....Stenographer
 Carol Baumler.....Stenographer
 Joan Baumler.....Bookkeeper
 Dorothy Dettman.....Assistant in College Bookstore
 Berdena C. Dolberg.....Stenographer
 Jane Evans.....Stenographer
 Rosemary Fornes.....Senior Stenographer
 Betty Belzer Frank.....Clerk
 Jean E. Gassman.....Senior Account Clerk
 Patricia Golden Gerard.....Stenographer
 Winifred Crowe Goulding.....Stenographer
 Kathleen E. Herniman.....Stenographer
 Marilyn Jones.....Stenographer
 Edith Levin.....Stenographer
 Joan Propster Ludlow.....Stenographer
 Mary M. May, B.A.....Senior Stenographer
 Dorothy Juscanic Mascari.....Stenographer
 Eleanore Napieralski.....Stenographer
 Sally M. Nowocin.....Stenographer
 Elizabeth Van Derhoof Nuttle.....Assistant in Extension Dept.
 Norma Olivieri.....Stenographer
 Jane DiAddario Pauli.....Senior Stenographer
 June Fischer Perkins.....Assistant in Summer Session Dept.
 Joan C. Prible.....Stenographer
 Catharine Rudolph.....Stenographer
 Roberta Sandstone.....Stenographer
 Anna Tiberia.....Stenographer
 Rita M. Vaccaro.....Stenographer
 Joan Rath Webster.....Clerk
 Margaret Cassidy Whetzle.....Telephone Operator

ALBRIGHT ART SCHOOL

PHILIP C. ELLIOT...Director, and Lecturer on Principles of Art
 Yale University, B.F.A.

ALFRED BLAUSTEIN.....Instructor in Painting
 Cooper Union, New York City; Skowhagen School of
 Painting

ROBERT BRUCE.....Instructor in Drawing
 Winnipeg School of Art; Study in London, Paris and
 New York

LETTERIO CALAPAI.....Instructor in Figure Drawing
 Massachusetts Normal Art School; Art Students' League,
 New York City; School of Fine Arts and Crafts, Boston,
 Mass.

WILLIAM COLLINS.....Instructor in Figure Drawing
 Rhode Island School of Design, B.F.A.; University of Illi-
 nois, M.F.A.

VIRGINIA CUTHBERT.....Instructor in Painting
 Syracuse University, B.F.A.

PETER GILLERAN.....Instructor in Painting
 Colorado College, B.A.; Cranbrook Academy of Art, M.F.A.

JOHN MCKAY.....Instructor in Design and Form
 University of Illinois, B.F.A.; Institute of Design, Chicago

HELEN PRATT NEW.....Instructor in Costume Design
 State College for Teachers, Buffalo, B.S.

DONALD NICHOLS.....Instructor in Perspective and Lettering
 University of Buffalo, B.F.A.

ROBERT SMITH.....Instructor in Drawing
 University of Buffalo, B.F.A.

JOHN SZARKOWSKI.....Instructor in Perspective
 University of Wisconsin, B.S.

PUBLIC SCHOOL NO. 52

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

Instructors

Ford R. Park, Ph.B., Ed.M.....Principal
 Agnes Agnitch.....Third Grade
 Thelma H. Clogston, B.S., M.S.....Second Grade
 Heloise M. Cohen, B.S. in Ed., M.S.....Fifth Grade
 Mary L. Darker, B.S. in Ed.....First Primer
 Mary J. Doe.....Third Grade
 Georgina S. Haskill, B.S., M.A.....First Grade
 Esther Hoeldtke, B.S. in Ed.....Seventh Grade
 A. Margaret Kemp, B.S., M.A.....Fifth Grade
 Eva E. L. Mayer, B.S. in Ed., M.S.....Second Grade

Dolores Desmon Meyer, B.S., M.S.....	<i>Fourth Grade</i>
Viola Dohrman Pierce, B.S. in Ed., M.S.....	<i>Sixth Grade</i>
Ruth R. Reiman, B.S., Ed.M.....	<i>Eighth Grade</i>
Marion H. Seibel, B.S. in Ed., M.Ed.....	<i>Sixth Grade</i>
Edna M. Shaw, B.S. in Ed.....	<i>Kindergarten</i>
Dora C. Staby, B.S., M.E.....	<i>Eighth Grade</i>
Lucy W. Stephenson, B.S. in Ed.....	<i>Eighth Grade</i>
Natalie Truscott, B.S., M.Ed.....	<i>Seventh Grade</i>
Janet Whalley, B.S. in Ed.....	<i>Art</i>
Ruth J. Williams, B.S. in Ed., M.Ed.....	<i>Eighth Grade</i>

STATE UNIVERSITY OF NEW YORK

The State College for Teachers at Buffalo is part of State University of New York, which was established by the State Legislature in 1948. State University now comprises twenty-two colleges and eleven institutes, separated geographically, but united in the purpose to improve and extend, where necessary, the opportunities for youth to continue their education after high school.

As a whole, State University offers cultural, technical and professional courses of study that include liberal arts, mechanical technology, home economics, agriculture, forestry, education for medicine or teaching.

Governed by a fifteen-member Board of Trustees appointed by the Governor, State University of New York plans for the total development of State-supported higher education. Each unit of State University is locally administered, and students apply directly to the institution for admission.

State University is placing particular emphasis during the current year on the development of programs in research, the cultural arts, health services for students, the pattern of general education and enrichment of the curriculum on each campus.

To the full limit of its facilities for 30,000 students, State University admits all qualified students regardless of race or color, creed or economic status. Commisisoned by the people of New York State, the University offers equal opportunities to youth—let each become all he is capable of being.

Liberal Arts Colleges

Champlain College at Plattsburg
Harpur College at Endicott

Professional Colleges

College of Medicine at New York City
College of Medicine at Syracuse
College of Agriculture at Cornell
College of Ceramics at Alfred
College of Forestry at Syracuse
College of Home Economics at Cornell
School of Industrial and Labor Relations at Cornell

Maritime College at Fort Schuyler
 Veterinary College at Cornell
 College for Teachers at Albany
 Teachers College at Brockport
 College for Teachers at Buffalo
 Teachers College at Cortland
 Teachers College at Fredonia
 Teachers College at Geneseo
 Teachers College at New Paltz
 Teachers College at Oneonta
 Teachers College at Oswego
 Teachers College at Plattsburg
 Teachers College at Potsdam

Two-Year Technical Institutes

Agricultural and Technical Institute at Alfred
 Agricultural and Technical Institute at Canton
 Institute of Agriculture and Home Economics at Cobleskill
 Agricultural and Technical Institute at Delhi
 Agricultural and Technical Institute at Farmingdale
 Agricultural and Technical Institute at Morrisville
 Institute of Applied Arts and Sciences at Binghamton
 Institute of Applied Arts and Sciences at Buffalo
 Institute of Applied Arts and Sciences at New York City
 Institute of Applied Arts and Sciences at Utica
 Institute of Applied Arts and Sciences at White Plains

GENERAL INFORMATION

FUNCTION OF THE COLLEGE

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

The curricula authorized and established for fulfilling these functions are:

1. **Graduate**, for teachers interested in the Master of Science degree in the areas of elementary education, administration and supervision, home economics, industrial arts, art education, and the teaching of handicapped children.

2. **General Elementary**, primarily for those interested in teaching in the elementary schools of the state, kindergarten and grades one to eight inclusive.

3. **Home Economics**, a curriculum offered for those interested in becoming home economics teachers in the elementary and high schools of the state.

4. **Industrial Arts**, a curriculum preparing teachers of Industrial Arts in the elementary and secondary schools of the state.

5. **Art Education**, a curriculum preparing supervisors and teachers of drawing and art in the elementary and secondary schools of the state.

6. **Elementary School Principals and Supervisors**, a curriculum wherein students of the General Elementary division may qualify for the principalship or supervisorship of the elementary schools of the state.

7. **Teachers of Exceptional Children**, a part of the General Elementary four-year program, certifying teachers of han-

dicapped children in six areas. These areas are: orthopedic, hard of hearing, impaired vision, speech correction, and mentally retarded.

8. Sequence in Elementary Science, a part of the General Elementary four-year program, designed to prepare teachers who are competent to teach science in the elementary school. This program is also designed to serve as undergraduate preparation for those who plan to go on to become elementary science consultants or supervisors.

9. Early Childhood Education, a program based on the General Elementary requirements, developed to prepare teachers for certification to teach the nursery, kindergarten, and primary grades.

ENTRANCE REQUIREMENTS

1. A local high school diploma granted upon the completion of a four year course of study or a State High School Equivalency Diploma approved by the Commissioner of Education.

2. The completion of sixteen or more units of high school work. No special course requirements other than the basic courses required for graduation from an approved high school.

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

4. Preference is given to those with a high school average above 75.

5. All candidates are required to take the Entrance Examinations, which will be given as announced to the high schools by the State University of New York.

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

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

8. Candidates for admission to the Home Economics, Industrial Arts, and Art Education Divisions should refer to these sections of the catalog for more specific admission recommendations.

9. Procedure for applying:

a. Secure an application form from your high school principal or from the Director of Admissions, State University of New York College for Teachers, Buffalo 22, N.Y.

b. Fill out the first page and request high school principal to fill out the remainder of the form and mail it to the college.

c. Applications may be filed anytime after completing the junior year of the high school course. Those filed before May first will be given prior consideration. It is desirable to submit applications early and to take the Entrance Examinations in the Fall.

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

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

10. Candidates desiring admission at the beginning of the second semester should write directly to the college for complete information. Admissions at this time of the year depend on existing circumstances and are not a regular occurrence.

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

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

13. Rejected candidates who enter other institutions will not be eligible for transfer to the State University of New York College for Teachers at Buffalo.

ADMISSION TO ADVANCED STANDING

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

Applicants above sophomore rank transferring from other New York State Teachers Colleges are not required to take the general entrance tests. A graduate of the two or three year normal course applying for admission to the fourth year class is required to file an application and have an official transcript of this record sent directly to State University of New York College for Teachers, Buffalo 22, N. Y.

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

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

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

STUDENT EXPENSES

Required of all Students

Fee	First Semester	Second Semester	Total
Registration Fee	\$ 2.50	\$ 2.50	\$ 5.00
College Fee	18.00	18.00	36.00
Student Activity Fee:			
Blanket Tax	5.50	5.50	11.00
Athletic Tax	5.00	5.00	10.00
Insurance	5.75	5.75	11.50
Health Exam	2.00		2.00
Camp Tax	1.50	1.50	3.00
Total Fees	\$40.25	\$37.25	\$78.50

Additional for Freshmen, Sophomore and Junior Students in Art Education Division

Albright Art School Tuition.....	62.50	62.50	125.00
Albright Art School Fees.....	3.50	2.00	5.50

Additional for Students Living in Dormitories

Room:

Dormitory for Women (\$55.00 Per Quarter).....	110.00	110.00	220.00
Temporary Dormitory for Women (\$45.00 Per Quarter).....	90.00	90.00	180.00
*Meals (\$9.00 Per Week, Breakfast and Dinner) Approximate Totals.....	144.00	144.00	288.00

In addition, lunches in cafeteria average 40c each.

Books and Supplies (Estimate)

For General Elementary Division.....	70.00
For Art Education Division including Albright Art School.....	175.00
For Home Economics Division.....	90.00
For Industrial Arts Division.....	100.00
For Division for the Education of Exceptional Children	70.00

Non-Resident (Out-of-State) Tuition.....	150.00	150.00	300.00
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* Due to the unsettled conditions of prices for food and labor, the College reserves the right to increase or decrease, if necessary, the charge for board during the year.

THE STUDENT ACTIVITY FEE

All students are required to pay the Blanket Tax, the Athletic Tax, Camp Tax, and the Health Service Tax in a combined fee called the Student Activity Fee. This fee, totaling \$37.50 a year, is collected upon registration at \$21.25 for the first semester and at \$16.25 for the second semester except that students entering in the second semester will pay \$21.75. The appropriation of funds is made by the Faculty-Student Association of the college with consideration to requests by faculty and student representatives of interested groups.

The histories and purposes of the taxes are as follows:

Blanket Tax

This is a tax voted by the student body and inaugurated in 1924. It has been revised several times to meet growing demands and, at present, is \$11.00 a year. Student activities such as weekly and yearly publications, the Casting Hall plays, the

Musical Club offerings, special assemblies, and convocations are supported from this tax.

Athletic Tax

In 1946 the Athletic Tax of \$10.00 was voted by the student body to provide a more extensive athletic program. Holders of a Student Activity Fee receipt are admitted free to all athletic events at the college.

Health Service Tax

A tax of \$13.50 is levied to defray partially the cost of student medical services and provide accident and sickness insurance. The services include an annual physical examination, first aid, consultation, chest X-ray, and other health services essential to student welfare. The accident and sickness insurance for which \$11.50 of the \$13.50 tax is charged provides coverage for all students at all times during the college year, on campus or off campus, including athletic activities. An explanation of the benefits will be furnished upon request. The President of the College is empowered to excuse any student from payment of part or all of the Student Activity Fee upon satisfactory proof of financial inability.

All fees are subject to change without notice.

College Camp Tax

A tax of \$3.00 will be collected at the fall semester of each year for the purpose of developing, equipping and maintaining the college camp for student use.

SUMMARY OF ACCIDENT AND SICKNESS INSURANCE WITH THE CONTINENTAL CASUALTY CO. OF CHICAGO, ILL.

I. Coverage:

- A. For all students paying the premium at all times during the regular college year
- B. Students covered, on campus, off campus, or while traveling
- C. All athletic activities included

II. Benefits (see policy for full details of indemnity granted)

A. Accident

1. Up to \$500.00 blanket unallocated medical reimbursement for each accident

2. Medical reimbursement includes bills such as doctor, hospital, nurse, drugs, dressings, medicines, x-ray, bandages and temporary surgical appliances

B. Sickness

1. Up to \$5.00 per day hospital room and board expenses to a maximum of 30 days for any one sickness
2. Up to \$35.00 miscellaneous hospital expense such as x-rays, drugs, lab-exams, medicines, ambulance, operating rooms, for any one sickness
3. Up to \$150.00 Surgical Schedule
 - a. Pays for surgeon's fees as per schedule
 - b. Complete schedule listed in policy; all sickness surgery covered
4. Up to \$8.00 per day hospital nurse expense to a maximum of \$100.00 for any one sickness
5. Up to \$3.00 per call for doctor's visit payable on the first call when confined to the hospital on non-surgical cases otherwise payable on the second call to a maximum of \$75.00 for any one accident
6. Up to \$10.00 miscellaneous expense payable when No. 5 is used

III. Exclusions

- A. Services rendered by the school health service for which no charge is made to the student
- B. Preventive medicines or vaccines
- C. Private flying; first aid for athletic injuries
- D. Dental treatment except treatment made necessary by injury to natural teeth
- E. Pregnancy, miscarriage or childbirth

IV. Premium

- A. Full participation
Per college semester—\$5.75 per student
Summer coverage available—call the agent: De. 4978

RESIDENCE FOR WOMEN STUDENTS

The new Residence Halls, West and North, were established on campus and formally opened in the fall of 1950 under the Dormitory Authority of the State of New York. They accommodate approximately three hundred women students who enjoy

spacious rooms, attractive reception centers and close access to the lounges and game rooms of the Union. Every study-bedroom is fitted for each of its occupants with a Simmons bed, a built-in unit of wardrobe and dresser, ample storage drawers and a convenient study desk with its especially designed chair. The walls of these study bedrooms have been tinted in pastels so that the two roommates can choose their own color schemes in providing bed spreads, rugs and wall mounts. Laundry rooms with washers and driers are provided in each unit of the Halls. A large rumpus room with game tables and equipment for recreation is an integral part of each Hall.

All residents of the Halls take two meals a day in the attractive dining hall of the Union, which is the central unit of these new buildings. Table service is provided for the dinner hour, with counter service for breakfast. Lunch as well as occasional refreshments are available a la carte in the Snack Bar or in the Cafeterias.

A Head Resident is in charge of each of these Residences with a student proctor as assistant. Her room is hospitably open to students living there for their aid and guidance. The Director of these Residence Halls is responsible for the administration and supervision of these units, including the assignment of rooms and the collection of rentals and payments for meals, as specified in the contract which guarantees each reservation. The rates for residence have already been quoted under Student Expenses.

Pioneer Hall is the temporary campus Hall for freshmen. It provides an intimate atmosphere with its colorful lounges, separate study rooms and convenient entrances. The study-bedrooms are extremely large with ample accommodations, including individual wardrobes, dressers, and tables for those who prefer to study in their own rooms. The laundry equipment in this building is excellent, with serviceable washing machines and driers for the use of all occupants. Residents from Pioneer Hall take meals in the College Union along with occupants of West and North Halls and by the same arrangements. The House Director's suite is centrally located and available for personal conference or group meetings at all times.

It is a requisite of the State University that all students living away from their own homes are to take occupancy in the campus Residence Halls as long as there are vacancies there. As soon as a student is admitted to one of the Divisions of the Col-

lege, the Dean of Women will send detailed information regarding these residence centers and assist with problems needing special attention.

RESIDENCE FOR MEN STUDENTS

Men students are expected to live in College approved residences within walking distance of the College. Many of these homes have been used by several generations of students, the housemothers cooperating with the College in maintaining its standards of health and safety. The health service of the College includes, of course, the residences for men. While men students live mostly in small units scattered around the community, they are a unified group which makes the College Campus the center of its activity.

RESIDENCE REGISTRATION

A statement of residence is declared to the Dean of Women or the Dean of Men at the time of registration. Change in this residence can only be made after approval by these staff members who are responsible for student residence. This applies to all students, including commuters and Buffalo residents, and is requisite to continuance in College.

PERSONNEL SERVICES

Each student of the College is given individual attention and guidance through a Faculty Sponsor who greets him on the first day of school and continues close association with him during his four years of college life. For the freshmen, a Junior Counselor working closely with the Sponsor, begins acquaintance through a letter in the summer, and helps in the many adjustments that are part of the college experience. The student declares to his Sponsor in cumulative records his part-time employment, his participation in extra-curricula and his course progress. With these and with the aid of the Junior Counselor, the Sponsors are able to interpret the campus to each student and to interpret each student to the campus. The group assigned to the faculty member continues with this consultant during course so that the Sponsor is able to give a long-range assistance to all individuals in this family-unit and to offer a reliable evaluation of their personality growth while in college. The group meets several times during each year for conference and dis-

cussion so that freshman opinion may have the advantage of upperclass judgment in the analysis of campus practices and policies. Between these group conferences a number of personal interviews are arranged between the students and the Sponsor specially concerned with their progress. Individuals needing expert or special services are referred to the staff members who can give them any further professional help they require. It is the effort of the Faculty Sponsors to make every student aware of his place, importance and duties in this campus society.

To serve the freshmen, especially, an orientation program during their first few days offers induction into the college traditions, campus buildings, academic offerings and student affairs. This is followed by freshman camps where they enjoy the first weekend of the term, in conversations, play and friendship circles planned by the special student committee and faculty members entrusted with this excellent opportunity of orientation and guidance. A weekly course in Orientation during the first semester gives the freshman opportunity to know at source the use of the campus library and other facilities, the value of social relationships, the development of skills of study and the techniques and procedures used in the organization of a freshman class. Class meetings held periodically in convocation hours through the year give opportunity for the establishment of class unity, through the enterprises voted upon by the members and of realistic commissions given the student officers by the constituents of their classes. These business sessions provide invaluable laboratory experience and guidance in the actual practices of democratic action. Major all-campus events bring all classes into joint participation as in the Inter-class Sing of the fall and Moving-Up Day of the spring. Through the numerous opportunities to work in these and in other extra-curricula, healthy forces for guidance, personality growth and development of interests are continually influencing students in their progress, especially when exerted by their associates and by the incentives in group work.

SCHOLARSHIPS

The University of the State of New York issues scholarships through the Board of Regents to students fulfilling certain scholastic obligations in high school. The present Regents' scholarship program includes 1654 Regents' scholarships carrying a stipend of \$350 each year for four years, available to high

school graduates; 150 Cornell University scholarships granting a reduction in tuition of \$200 a year for four years; 1200 war service scholarships for veterans, worth \$350 a year for four years; 100 scholarships for professional education in medicine and dentistry, with a value of \$750 a year for four years; and 100 scholarships for children of deceased or disabled veterans with a value of \$450 a year for four years.

State War Service Scholarship for veterans is given by the State of New York to candidates passing an examination. It provides tuition and fees for full-time study not to exceed \$350.00 per year for four years. This scholarship is not given in addition to other scholarships.

War Orphan Scholarship. To qualify for this scholarship a person must be a child of a veteran who has died or is disabled, and must pass a competitive examination. The benefits of the scholarship are payment of the student's tuition not to exceed \$100 per year and an additional sum of \$100 per year toward maintenance.

Anyone interested in any of the above-mentioned scholarships should consult his high school principal or write to the State Education Department, Albany, New York.

Jenkins Memorial Scholarship Fund. The New York State Congress of Parents and Teachers has given concrete evidence of its interest in the future teachers of the children of New York State by establishing the Jenkins Memorial Scholarship Fund. This fund awards each year seven scholarships of \$1,200 each payable in installments of \$300.00 per year for a four year period. These scholarships are awarded to young men or women preparing to teach in the elementary schools of the State. Any high school senior interested in this scholarship should confer with his Principal or the president of his local Parent-Teachers Association.

Luella A. Chapman Scholarship. Alpha Sigma Tau Sorority presents a scholarship to a scholastically and financially deserving student in honor of Luella A. Chapman and her services to the sorority.

Art Kraft Klub Scholarship. An outstanding freshman in the Art Education Division is chosen by the Vice-President of Art Kraft Klub, the Director of the Art Education Division and the Dean of Women to receive a scholarship presented annually by the Art Kraft Klub.

LOAN FUNDS

The Alumni Association has a fund from which students in the upper years of the college may secure loans to make it possible for them to complete their courses and receive their degrees. The money in this fund has accumulated from the gifts of graduates of former years and interest which the fund has earned. Students who receive loans give their personal notes which are written for a period sufficiently long to enable them to pay them back after graduation and employment. A formal application for a loan from this fund must be made to Dr. Charles A. Messner, Chairman of the Board of Trustees which administers the fund.

Elizabeth C. Lange Student Loan Fund. This fund was established in 1925 by the graduates of the Home Economics Department as a memorial to Miss Elizabeth C. Lange, the first head of the Home Economics Division (1910-1917). The fund is available to any Home Economics upperclassman who is in good academic standing. Loans up to \$100 with no interest charges are granted for a maximum of two years on the basis of need. Applications may be obtained from the office of the Director of the Home Economics Division.

The New York Congress of Parents and Teachers sponsors a loan fund to assist students who are preparing for teaching and who are in need of temporary help. Anyone desiring to benefit from this opportunity should contact the President of his local P.T.A.

A number of national and local professional and civic organizations offer loans to students. Anyone interested should write to the College and make inquiry.

AWARDS

Bishop Honor Award. Delta Sigma Epsilon Sorority honors Dr. Elizabeth Bishop, a former member of the college faculty, by presenting a medal to the senior woman who has been judged by a committee to be outstanding in scholarship, leadership and character.

Jesse Ketchum Awards. Jesse Ketchum donated money to establish the Jesse Ketchum Foundation. At commencement, medals are given to the two students with the highest scholastic standings during their four years in college.

Wheelock Memorial. In honor of Charles Wheelock, former Assistant Commissioner of Education, the Associated Principals of New York State give a scholarship to the male member of the junior class having the highest qualities of scholarship, leadership, character and teaching ability.

Walter B. Weber Honor Award. Each year this award is presented in honor of Walter B. Weber, a former member of the faculty, through Sigma Tau Gamma Fraternity. A gold honor key is presented to the senior Industrial Arts student judged to have demonstrated outstanding personal growth, leadership and scholarship.

Shaw Memorial Medal. Through the Shaw Memorial Fund established in honor of Albert Shaw, a distinguished Buffalo educator, a medal is given at commencement to the student having the highest average in practice teaching.

Upton Memorial. The alumnae of Sigma Sigma Sigma Sorority present an award in honor of Dr. Daniel Upton, a former President of Buffalo Normal School, to the sophomore or junior making an outstanding contribution toward scholarship and school spirit.

Phi Upsilon Omicron Award. The Mu alumnae chapter of Phi Upsilon Omicron, national professional Home Economics fraternity presents annually at Commencement an award for excellence in student teaching. This recognition is given to the graduating Home Economics Senior who gives most promise of becoming a superior teacher. Every graduating senior in the Division of Home Economics is eligible whether or not she is a member of the organization.

PART TIME EMPLOYMENT

The Student Part-Time Employment Service provides opportunities for students to meet some of their expenses through part-time work either on campus or within the community. However, only those who seriously need the income are expected to do this. No more than twenty-eight hours of part-time employment will be approved for an undergraduate carrying a full academic program. Requests for such assistance should be directed to the Student Part-Time Employment Service.

For men and women students, a number of openings are available in homes where they may assist as student helpers,

giving three hours per day (21 hours per week) in return for room, board (including lunches), and \$2.00 per week for expenses. Applications for this type of assistance should be addressed to the Dean of Women or to the Dean of Men.

On campus there are opportunities such as Library Assistants, Laboratory Assistants, Clerks in the College Book Store, Aids in the College Cafeteria. The College Union supplies opportunities such as working in the Snack Bar, Waitresses, Kitchen Help, Janitorial Service, Check Room Aids, Information and Switchboard Operators, and Dormitory Proctors. Within the community, stores and industries provide many opportunities for part-time work.

ACCELERATED PROGRAM

Since the war, the State Teachers Colleges have offered accelerated programs of eight weeks during the summer session. This program was organized to meet the demands of veterans who were anxious to speed up their college work and to meet the need for elementary teachers. At present we are offering accelerated programs in the General Elementary Division.

This course enables a student to complete his regular four year college course in three calendar years. Thus by attending college for three college years of ten months each and three summer sessions of eight weeks each, he can qualify for the degree. Only those students capable of doing satisfactory work are encouraged to pursue this program. Freshmen entering in September, 1952, will thus be able to graduate by August, 1955.

No tuition fees are charged for the accelerated summer session program.

COLLEGE CONVOCATIONS

Convocations, held each Friday, are made available by action of the Blanket Tax Committee, which allocates certain funds to bring outstanding speakers and special programs before the student body.

These programs cover the major interests of the college, such as art, science, history, current events, music and dramatics.

In addition, the 11:00 period of each Tuesday is reserved for special student convocations and organization meetings.

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

SCHOOL OF PRACTICE

The School of Practice, which occupies a place on the college campus, makes an important contribution to the teacher preparation program by providing facilities for observing skilled teachers at work, participation in classroom activities and practice teaching experiences. The school enrolls approximately four hundred thirty-five children in groups for three-year-olds, first and second year kindergartens, and grades one through eight. Each class is in charge of a well-qualified, competent teacher who counsels with and guides student teachers in their practical experiences in learning to teach. The school offers a complete modern curriculum with specialists in the fields of art, music, physical education, home economics and industrial arts. The New York State Syllabi for elementary grades are followed to approximate the curriculum content used in New York State Schools. This school also functions as host to visiting groups of teachers who come to observe good teaching practice.

A part of the teacher education facilities which the College offers is the nursery class for three-year-old children in the School of Practice. This class has been provided particularly for the training of those students who are preparing to teach children of ages three to eight and who are qualifying for the Early Childhood Education Certificate. Students who secure this certificate are required not only to follow the professional sequence in Early Childhood Education and to take certain elective courses, but they also must complete student teaching in a nursery school, a kindergarten, and a primary grade. The nursery class provides opportunities for students to observe the growth and development of three-year-olds and to do student teaching on this level.

LIBRARY FACILITIES

The Edward H. Butler Library

With the opening of the Edward H. Butler Library the college has increased facilities to meet the needs of the undergraduate and graduate student. Modern trends in college instruction demand accessibility of library materials, and the new library has been designed to further the interest in intensive study and recreational reading through its functional plan. Contemporary design affords a convenient arrangement in the shape of a cross thus making it possible for central control of reading units.

Twenty-five to thirty percent of the student body may be seated at one time. Situated at the north end of the campus between the classroom and dormitory units, it is easily accessible for students and faculty.

The three large reading rooms, the Reference-Reading Room, General Reading Room and Reserve Book Room open off the Circulation Hall where the main charging desk and card catalog are located. The Reference-Reading Room is conducive to study with its wall of daylight, attractive arrangement of chairs, study tables and the modern lighting fixtures. Among the outstanding features of this library unit are the sections devoted to the current periodical collection of about 400 periodicals and the growing collection of art portfolios and art books with fine illustrations, especially selected for the Art Education, the Home Economics and Industrial Arts Divisions. The reference collection is arranged in the alcoves along the wall of windows. Directly off the reading room are the two levels of open stacks which afford students and faculty close proximity to the book collection of 44,000 volumes. Ample space for expansion is assured in the spacious stack unit. Adjoining the reading room, at one end of the stack units are two conference rooms, one equipped with a listening table and an expanding collection of selected records for music appreciation, and the other room for small discussion groups. At the back of the stacks are thirty-two carrels for study and research. Typing facilities are available in the stack space. To assist research a microfilm reader and film file are available in the Bibliography alcove directly off the Circulation Hall.

The General Reading Room is the center for recreational reading. The constantly changing book collection which reflects campus interests is selected by the library staff, faculty and students. A program for forums and discussions on current and cultural topics encourages and stimulates wider reading.

Four seminar rooms and the Laboratory of Instructional Materials are on the second floor which is reached by a stairway leading from the lobby. One of the seminar rooms houses the rare textbook collection of over 400 volumes. This collection which is in the process of organization has been made possible by the gifts of interested faculty members, alumni of the college and friends of the college. The other three seminar rooms are for senior and graduate students in subject matter fields, as well as for use in student teaching conferences.

Instruction in the use of library materials by the library staff is offered to first year college students in the Freshman Orientation Course and in English 101. Upperclassmen and graduate students are given extended instruction upon the request of the faculty. Assistance in the preparation of term papers, compiling bibliographies and assembling material for panels and speeches is freely given by the library staff.

THE LABORATORY OF INSTRUCTION MATERIALS

Especially designed for the use of student teachers, the resources of the Laboratory of Instructional Materials are available to all students at the college and to teachers in the vicinity. The Laboratory is on the second floor of the Edward H. Butler Library and houses a collection of materials for elementary school teaching. Materials in the Laboratory include over 2,200 story books and elementary school textbooks, over 10,000 slides, 250 records, 100 filmstrips, 11,000 pictures and 100 story book and costume dolls. The Phi Omicron Upsilon Honorary Society maintains a file of over 600 pamphlets in the field of Home Economics. The Art and Industrial Arts divisions are building up collections of materials in these subjects to be housed in the Laboratory. On the same floor with the Laboratory are seminar rooms which are for the use of supervisors and student teaching groups.

The Laboratory of Instructional Materials is under the supervision of a trained librarian assisted by a faculty committee. Instruction in the use of the Laboratory and its materials is given by the librarian in charge to all student teachers and participants.

The School of Practice Library

The School of Practice Library is located on the second floor of that building and is in charge of a trained children's librarian. It is open to students of the college, especially the classes in Children's Literature, as well as to the children of the Practice School. The book collection has over 4,000 well-chosen children's books and subscribes to a number of children's magazines. Each grade is scheduled for instruction in the use of the library once a week and story hours are scheduled at frequent intervals. The library program is planned to represent as nearly as possible the ideal elementary school library.

OFF-CAMPUS LIBRARY FACILITIES

The city of Buffalo offers extensive library resources to the students and faculty of the college. The Erie County Library, the Buffalo Public Library, the Grosvenor Library and the libraries in the Albright Art Gallery, the Buffalo Historical Society and Buffalo Museum of Science cordially invite students and faculty to use their resources.

THE VISUAL EDUCATION PROGRAM

A significant major trend in modern education is toward an increased use of effective visual instruction techniques. Recognizing the value of visual teaching materials, the College for Teachers at Buffalo is developing an expanding program in this field.

At present, the visual instruction facilities at the college include three rooms fully equipped for the projection and also a number of sound motion picture projectors, reflectoscopes, and slide and film-strip projectors for use in classrooms.

In addition to the equipment used directly for instructional purposes, the Visual Education Department operates a laboratory, including a dark room and studio, for the preparation of visual aids, the production of slides and other photographed material, and the recording of significant college events. In connection with this program, one of the major aims is to provide experience for as many students as possible in all phases of the work, including both black and white and color photography.

Realizing the present and future values of television to education, the college now sponsors a daily program over station WBEN-TV. The program is directed to the general listening audience as well as to the public schools in western New York. The program is organized and administered by a Television Committee. The individual programs are produced by the faculty and students of the college. Some programs represent the areas of specialization of the various departments and divisions of the college, while others are general offerings of the college as a whole. By using television in this way, the college attempts to fulfill its obligation to serve the educational needs of its community and the public schools in its service area.

Because of its location in the City of Buffalo, the college is able to draw upon rich stores of visual instruction material from several institutions as well as its own permanent collection and

rentals from government and commercial agencies. Through the cooperation of the Buffalo Board of Education and the Buffalo Museum of Natural Sciences, one of the largest educational collections of films, slides, mounted pictures, exhibits and objects in the state is available for use in the college's teacher training program. From the Albright Art Gallery there are available for use in the class rooms actual examples of textiles, original prints and manuscripts, excellent reproductions of famous paintings, slides, and mounted pictures.

Members of the college and School of Practice faculties use these visual instruction materials in their teaching to attain certain objectives which cannot as readily be reached through other means. As with other techniques, such use is explained to students. Evaluations are made of prepared visual instruction materials, and materials which the students themselves can collect or make. In order that students may be able to make the greatest use of available facilities and materials wherever they may teach, they are guided in the building of personal files of teaching aids by clipping and mounting pictures from magazines, newspapers and advertising literature; by collecting samples, and by making charts, drawings, and models. They are also taken on trips to the community's schools, industrial plants, courts, hospitals, fields, and water front; to the museums and the Albright Art Gallery.

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

OUTDOOR EDUCATION

Many significant activities of a modern educational program must be carried on out-of-doors. The College for Teachers at Buffalo is developing a program which will give students experience in the field of learning by way of direct experiences in outdoor situations.

For the past five years students and faculty have been a part of the Institutes of National Camp at Sussex, N. J. These have provided experience in camping, and have been the beginning of training in leadership in outdoor education.

The facilities of the city and surrounding areas are rich in opportunities. Delaware Park, across the avenue from the campus, is an excellent laboratory. The State Parks of Letchworth and Allegany, Chautauqua Gorge, Grand Island, and other situations have served as settings for week-end retreats, Biological Field Studies, Educational Seminars and the like.

Interdepartment activity has developed rapidly. The outdoor activities of Industrial Arts, Science, Geography and Social Studies have been brought into the education courses. Techniques of field studies are now taught by direct experience. Outdoor education is a reality. A two-weeks Science Camp will be conducted following each regular Summer Session. Two semester hours credit will be granted for participation.

Student interest and need have brought about the purchase of a college camp. This camp will greatly enrich the outdoor program of the college.

SUMMER SESSION

The Summer Session, inaugurated in 1917, has been developed as an integral part of our college program. The thirty-sixth session for 1952 will be organized to offer some distinctive contributions to the teachers in service, to promote the development of our graduate program, and to give regular session students an opportunity to accelerate or make up work.

The 1952 session extends from June 30 to August 8. Tuition for undergraduates is \$10.00 per credit hour; for graduate students \$12.50 per credit hour. A fee of \$12.50 per credit hour is charged for those who are not legal residents of the State. In addition, a college fee of \$6.00 and an activity fee of \$1.00 are levied.

The Undergraduate Program is designed primarily for teachers in service who are working for the Bachelor's Degree, or those who desire aid in special work. At the same time a variety of courses are given to enable regular session students to accelerate or make up courses lost. Besides offering the regular academic and professional courses, provision will be made for such special features as Kindergarten Education, Reading Clinic,

Education for Teachers of Exceptional Children, Elementary School Science Sequence, Visual Education, and Workshop in the Crafts. Offerings in Home Economics and Industrial Arts will be given if the demand is sufficient to warrant classes.

The Graduate Program, leading to the degree of Master of Science, offers work and study in five areas, namely, Elementary Education, Home Economics, Industrial Arts, Art Education, and Education for Exceptional Children. This department has given graduate work for five summers, and has developed a wide variety of courses in each of the special fields mentioned. Those interested in further details of graduate work should write to the Director of the Graduate Division.

Accelerated Program: Following the war the state colleges instituted an eight weeks summer session to meet the demands of veterans who were anxious to speed up their college work and supply the great need for elementary teachers. Our accelerated program begins at the same time as the regular summer session and ends two weeks later than it does. This summer the program will not be continued for the Industrial Arts Division. A program will be organized for the students in Elementary Education. By this program, a student may complete the regular four year course in three years.

Veterans who may be interested in summer session courses are urged to write the director of their special department or the Director of the Summer Session.

The combination of pleasant summer weather, parks, theaters, and concert halls makes Buffalo an ideal location for study as well as vacation. A program of college convocations, student-faculty forums, field trips and conferences; together with the recreational facilities of the gymnasium, swimming pool, athletic field and adjacent city parks are all important parts of the summer session.

Summer session catalogs will be ready for distribution by the first of April. Please request your copy by writing to The Director of the Summer Session.

THE EXTENSION DEPARTMENT

The Extension Department offers some late afternoon and evening classes and many Saturday morning classes throughout the college year.

Extension courses will be offered in off-campus centers afternoons or evenings during the school week whenever a sufficient demand arises and college faculty schedules can be arranged. Requests for off-campus courses should be made in the spring for the following fall and winter so that these courses may be listed in the regular Extension Bulletin and provision for faculty can be made in planning the entire Extension program of the college.

Graduate courses leading to the Master of Science Degree in Elementary Education, Home Economics, Industrial Arts, Art Education and Education for Exceptional Children may be taken in the afternoon, evening or on-campus classes, as scheduled.

Write to Robert E. Albright, Director of the Graduate Division and of Extension Education, for the Extension Bulletin and for information relative to extension fees, schedules and off-campus courses.

CERTIFICATION OF COLLEGE GRADUATES FOR ELEMENTARY SCHOOL TEACHING

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

A special program has been approved by the Board of Regents whereby holders of the Liberal Arts degree may receive the Masters Degree and earn permanent certification for teaching in the elementary grades. This program has been approved only for the period of the present teacher shortage crisis. Those interested in this graduate program should write to Dr. Robert E. Albright, Director of the Graduate Division.

PLACEMENT BUREAU

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

Harry J. Steel, Director of Teacher Education, is chairman of the faculty committee. Mrs. Norman Truesdale is placement secretary for the bureau. This bureau is open and ready to serve both the school and the graduates of the college during twelve months of the year.

ALUMNI BUREAU

The Alumni Bureau is located in the Main Building of the College and serves as a central clearing point for all the affairs of the Alumni Association. Miss Kathleen E. Herniman, Office Assistant, maintains the files and records, sends out bulletins, assists in the direction of alumni activities, and answers inquiries from the many graduates of the college. The past year has seen the organization of new Branch Chapters of the Alumni Association in various parts of New York State.

OUR CAMPUS

State College for Teachers' Campus faces Delaware Park, one of the most attractive and largest parks of the city. Across from the campus are the beautiful Albright Art Gallery and the Buffalo Historical Museum. These two museums together with the Albright Art School, the State University Institute of Applied Arts and Sciences, the McKinley Vocational High School, and the State College for Teachers make up an impressive educational center. Supplementing these cultural institutions are the city's Museum of Natural Sciences in Humboldt Parkway; the Buffalo Public Library with its numerous branch libraries; the Grosvenor Library, one of the five largest reference libraries in the United States; the Studio School of the Theatre; and

Kleinhans Music Hall, the home of the Buffalo Symphony Orchestra. Buffalo offers cultural and educational opportunities unequalled on the campuses of many colleges and universities.

The original campus comprised twenty acres along the south bank of Scajaquada Creek. In 1945 the Common Council of Buffalo transferred thirty-five acres adjoining the present campus to the college to make our present campus fifty-five acres. An additional twelve acres, which contains the City Casting Pool, adjoins the new campus there.

The College is housed in twelve buildings, namely, the Main Building (administrative offices, classrooms, auditorium, and cafeteria), the School of Practice, Vocational Building, Gymnasium, President's Residence, Temporary Classrooms, Temporary Shops, Butler Library, The College Union, and three dormitories (North and West Halls and Pioneer Hall). The Main Building fronts Elmwood Avenue. A quadrangle lies to the rear of this building: on the north is the School of Practice; on the west, the Gymnasium; and on the south, the Vocational Building.

The Vocational Building houses the Divisions of Home Economics and Industrial Arts. The School of Practice, houses the nursery school, kindergarten, grades one through eight, a library and laboratories. The Gymnasium has a 60 x 90 foot floor space, adequate lockers, showers, classrooms, offices, and a swimming pool, 75 x 25 feet. To the northwest of the Main Building and facing Scajaquada Creek lies the President's Residence.

The architectural style of these five buildings is Georgian Colonial, frequently to be seen in some of the older New England Colleges. The Main Building tower is typically colonial and accommodates a set of "Westminster Chimes" with a four-faced clock showing illuminated dials. The portico with six stone Ionic columns immediately commands the attention of passersby.

Following World War II, temporary classrooms and shops were erected west of the Vocational Building. The classroom buildings provide four additional classrooms and a physics laboratory. The temporary shop contains shops for textiles, ceramics, and transportation. Also a temporary dormitory, Pioneer Hall, was constructed near these other buildings. Pioneer Hall has 14 rooms, each accommodating four students; at present, it is used for women students. In addition it houses a

director's apartment, two large lounges and reception rooms, two study rooms, a laundry room, and other necessary facilities.

The College Union and two dormitories, West Hall and North Hall, are located on the land given the College by the City of Buffalo. West Hall and North Hall, each accommodating 150 students, are divided into three separate houses. Each house accommodates 50 students and has 24 double rooms, 2 single rooms, a reception room, a recreation room, and laundry. To the left of the College Union lobby is the Alumni Lounge; and on the right of the lobby is the dining room, with a seating capacity of 475.

The dining room is so connected with the kitchen that breakfast and lunch may be served cafeteria style; regular dining service is given for the dinner. A section of the dining room may also be set apart to make provision for two private dining rooms, each accommodating about 50. Opposite the dining room is a snack bar which includes a soda fountain and facilities for light lunches. Next to the Snack Bar is the Game Room, serving as an informal lounge and meeting room for special occasions. In addition the Union includes a music room, a director's suite, two guest rooms, a suite of four rooms for student activities, the College Co-Operative Bookstore, and several student offices.

The new Edward H. Butler Library is named in memory of Edward H. Butler, Sr., president of the Local Board for a period of seventeen years. It is opposite the College Union and Dormitories. Convenience of arrangement and simplicity of decoration with a view to economical administration are its essential features. The building is in the shape of an irregular cross (being 273 feet by 183 feet). Located on the first floor are the main reading room, the reserve book room, the periodical room, the library offices, receiving room, and work room. All of these units lead from a central foyer. Stacks open directly from the main reading room. Thirty-five carrels and two small conference rooms are provided in the stacks, affording ample space for study and research for upperclass students, graduate students and faculty. The second floor is reached by a central stairway leading from the central foyer. Here are located three seminar rooms, the Laboratory of Instructional Materials, and additional shelf space. Ample storage space is provided in the basement. The library provides seating for approximately 600 students at any one time.

GENERAL ACADEMIC REGULATIONS

These regulations apply to all students in all divisions:

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
- W—Official withdrawal
- X—Abandoned total program
- W.R.—Withdrawal by request
- N.C.—No credit
- INC.—Work incomplete because of excusable absence from class or final examination may be made up subject to approval of the Dean.

QUALITY POINT SYSTEM

The following quality point system is used in determining averages:

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

The total number of quality points divided by the total number of semester hours determines the average. When a course is repeated the second grade received is used in computing the average.

THE DEAN'S LIST

The Dean's List is an honor roll of all students who have a semester average of 3.25 or better on a schedule of twelve semester hours or more. The list which is posted at the beginning of each semester is a compilation of the eligible students based on the previous semester's 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 (a quality point average of 2.00 or better). An average grade of C is also required in Practice Teaching before a student will be recommended for graduation.

A minimum of 32 semester hours, including the last 16 hours, must be completed in resident study. A total of 128 semester hours credit is required for graduation.

NUMBER OF SEMESTER HOURS ALLOWED EACH SEMESTER

No student shall be registered for more than 17 semester hours of work without written permission from the Dean or the Director of the Division in which the student is registered. 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 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 students' name before the Dean for special consideration. The Dean may request him to withdraw or grant another probationary period known as "Final Probation," depending on extenuating circumstances. No student on Final Probation will be permitted to appear publicly in any organization or activity of the college at any time during his probationary period.

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

CONDITIONS UNDER WHICH STUDENTS WILL BE DROPPED

1. Failing a required subject for the third time.
2. Failing one-half of the semester's work.
3. Failure to meet the requirements of the probation regulation.
4. Failure to cooperate in carrying out the policies and regulations of the college.

SPECIAL REQUESTS

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

SPECIAL EXAMINATIONS

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

APPLICATION FOR GRADUATION

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

CANCELLATION OF COURSES

Cancellation of courses after final date for schedule changes can be made only by the written permission of the Dean. Such

cancellation must be recorded in the Registrar's Office before it becomes official.

Failure to do this will result in a grade of E for the course dropped and may prevent such student from obtaining an honorable dismissal at a later date.

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

No cancellation of courses will be permitted after the Mid-semester. If a student drops a course after this date, it will result in a grade of E for the course involved.

ATTENDANCE REGULATIONS

1. Attendance at classes is required at all times.
2. The instructor of the class in which an absence occurs determines, on the merits of the case, whether the absence is excusable, except when it occurs before or after a holiday.
3. Unexcused or excessive absences are to be reported by the instructor to the Dean, with recommendations for subsequent action.
4. Students absent because of illness for more than one week from the same class must report first to the Nurse's Office and then to classes. The Nurse's clearance permit must be presented for re-admission to classes. This permit must be signed by the instructors of the classes in which the absences occur and filed by the student with the Registrar within one week after issuance.
5. Absence from classes for more than four weeks, or one-fourth of the term, for any reason, obliges the student to withdraw from the class. The student should after such an absence confer with the Dean in order to cancel the course officially.
6. Unexcused or excessive tardiness will not be tolerated. Such cases will be reported to the Dean by the instructor with a recommendation that the courses in which the tardiness occurs be cancelled if the tardiness is continued or repeated.
7. A penalty will be imposed for an UNEXCUSED absence on the day before or after a holiday. Such penalty requires the student to complete two semester hours of credit in addition to the regular requirement of 128 semester hours for graduation. Instructors must report all such absences to the Dean. Students should get such excuses from the Dean or the Registrar. In case of illness, the student must have the Dean or Registrar sign the Nurses' permit before re-entering class. Under no condition

is the student permitted to re-enter the class without this special approval. It is advisable for students to get permits for such absences in advance of their occurrence, whenever possible.

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 the fact of his withdrawal and the circumstances to the Dean and secure cancellation cards from the Registrar.

Each student must get the written permission from the Director of his Division before requesting the Dean to issue a permit for withdrawal or an honorable dismissal.

Students who fail to comply with this requirement will not be given honorable dismissal and may be rejected upon application for re-admission.

TRANSCRIPTS OF RECORD

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

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

LATE REGISTRATION

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

COLLEGE CREDIT FOR EDUCATION AND MILITARY EXPERIENCE IN THE ARMED FORCES

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

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

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

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

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

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

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

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

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

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

IV. Credit for Military Experience and Service Training Schools:

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

Home Economics Club is affiliated with the American and New York State Home Economics Associations. It is open to all home economics students. Through such activities as a "get acquainted" party, articles for newspapers, radio programs, and fashion shows the club provides for the development of leadership and participation in services to the college and the community. International understanding is promoted by inviting foreign fellowship students to speak at meetings, collecting and sending gifts to needy children of other lands through the World Christmas Festival, and supporting the International Scholarship Fund by generous contributions.

International Council for Exceptional Children. The State University of New York at Buffalo, College for Teachers Chapter of the International Council for Exceptional Children is an affiliate of the international organization by the same name. Membership in the organization is limited to those students interested in teaching children who are mentally handicapped, blind or partially sighted, deaf or hard of hearing, vitally low, orthopedically handicapped or speech defective. Meetings are held monthly, wherein specialists are invited to talk and lead discussion groups. Visits are made to special schools and residential institutions.

The Science Club is an organization for students of all departments having an interest in science activities and science in education. This club meets twice a month for a business meeting and to achieve the other purposes of the club; these purposes being to promote various types of science activities that are of interest to the club members. The meetings include speakers from the Buffalo area, who discuss topics of interest to the members. Also, the meetings provide time for the members to work on projects they may choose for their own enjoyment and for academic purposes. The club offers opportunities to take trips to various points of interest in the Buffalo area. The Science Club is still in the stage of development and is relatively new to the campus.

CULTURAL INTEREST CLUBS

These clubs provide for academic interests a more informal outlet than is afforded by the classroom. They supply incentives for personal achievement in their respective areas.

The Art Kraft Klub develops and maintains artistic standards in the college by enhancing the beauty of surroundings, by developing arts and crafts by which creative talent may be encouraged, and by promoting an interest in art in all departments. Membership is open to students in all divisions who write letters of creative merit to the club and meet the requirements of membership.

Chi Alpha Pi offers to students with exceptional ability in History an additional opportunity for study and expression in that field. Special lectures, field trips, films, and discussion meetings from the core of the club's activities.

The Foreign Language Club is open to all students with an appreciation of the languages, the customs, and the cultures of the peoples of the world. Its programs afford an opportunity for expression in dramatics, music, discussions and conversation.

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

Men's Campus Club is an organization to study the problems and promote the interests of the men of the campus. It is primarily a social organization, fostering the Men's Camp, occasional sports nights for men, and athletic activities.

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

FINE ARTS CLUBS

These organizations supplement the regular college courses in the musical and dramatic arts. The successful application of knowledge and techniques gained in class is reflected in the many public appearances of these clubs.

The Dramatic Club through its Casting Hall holds tryouts for parts in plays and offers experiences in costume and scenery design, as well as participation in the construction of stage settings and scenery. At the same time opportunities are afforded for delightful social relationships. Its usual produc-

tions are full length plays given in the fall and spring. These plays draw, in addition to an enthusiastic student audience, a large attendance from the community.

A Capella Choir. College choir membership is determined after a rigid examination emphasizing intonation, tone quality and musical ability. The song literature is chosen on a high level for concert purposes. The choir has recently sung in two grand operas, *Carmen* by Bizet and *The Flying Dutchman* by Wagner. Several other concert engagements are presented annually. They include the pop concert in cooperation with the Buffalo Philharmonic Orchestra, the Baccalaureate and Commencement exercises.

Men's Glee Club. Membership is open to any man on campus who has the ability to pass an audition. They participate in assemblies, Spring Musicale, and other concerts on campus and for off-campus groups.

Women's Glee Club. Membership is open to all students who successfully pass auditions held at the beginning of each semester. This group performs for assemblies, Christmas play, local grade and High Schools, Parent-Teachers' Association and local churches.

The Band. Membership in the band is open to all students who can play a band instrument. The band, like the orchestra, often contributes to the life of the College through performance at assembly programs and especially athletic events. College-owned instruments are available. Associated with the band is the Baton Twirlers group.

The Orchestra. Membership in the orchestra is open to all students who can play an instrument. Try-outs are held at the beginning of each semester. Associated with the orchestra are other instrumental ensembles which provide opportunities for solo performance. College-owned instruments are available.

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

Inter-Varsity Christian Fellowship is an international and interdenominational organization active on college campuses

the world over. It emphasizes positive Christian living based on teachings from the Scriptures. Meetings are held daily for Bible study and prayer.

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

Student Christian Association. Men and women of any sect, creed or denomination may join this fellowship which seeks to gain a more perfect understanding of the Christian faith through worship, study and action. The major concern is to demonstrate faith through action by stimulating serious thought through discussions, study groups and conferences with other colleges; promoting social action by sponsoring State Fair, Squirele, student loans, book drives, and deputation teams; developing leadership through sending officers to Leadership Training School sponsored by the Student Christian Movement in New York State.

HONORARY ORGANIZATIONS

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

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

Chi Delta Phi is Beta Alpha chapter of the national honorary literary sorority. Membership is limited to twenty-five women who have shown outstanding accomplishment in their English courses, and have submitted acceptable examples of their creative writing. Together with Sigma Upsilon and The Record, Chi Delta Phi sponsors an annual writing contest. The purposes of the sorority are the furtherance of the study

of contemporary literature and the critical evaluation of the writing of its members.

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

Kappa Delta Pi is the Gamma Mu chapter of the national society and is the first to be granted to a teachers college of the State University of New York. Members are selected from the two upper classes on the basis of general scholarship in the upper quartile, indication of continued interest in the field of education and manifestation of desirable social qualities. The chapter assisted in the development of the text-book library, and sponsors each semester a tea to honor those students who have attained the Dean's list.

Phi Upsilon Omicron is the Mu chapter of the national fraternity. Home Economics majors from the upper classes having high scholastic records and demonstrating professional interest and leadership are selected as members. Its purpose is to advance home economics and to provide opportunities for personal and professional development of members. Chapters contribute to the National professional work which includes assistance for the "Consumer Speaks" Program and the Home Economics Foreign Fellowship Fund. Members carry on the Home Economics work in the Bureau of Instructional Materials and cooperate with the college on professional activities.

Sigma Upsilon is the Alpha Delta chapter of the national fraternity. Membership is open to all men of the College who have shown noteworthy accomplishment in the field of English. Candidates for membership are elected solely on the basis of manuscripts which are submitted anonymously. It encourages creative writing and an interest in literature through discussion and criticism at its meetings. Each year the chapter sponsors a short-story contest, and presents an award to the outstanding male member of the graduating class for his accomplishment in English.

FRATERNAL ORGANIZATIONS

The college recognizes the social development of its students as one of its primary objectives. Many of the organizations

contribute to this objective, but for the fraternities and sororities it is their primary function, and gives to them responsibility for leadership. Sororities and fraternities afford opportunities for cultivating close personal friendships and social growth, which will prove an asset to the campus.

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

Three fraternities with state or national affiliations, Delta Kappa, Psi Phi, and Sigma Tau Gamma, are governed by the Inter-Fraternity Council. Their objectives are development of leadership, promotion of fellowship, and encouragement of academic success. Two of these fraternities now maintain houses which provide living quarters and opportunities for social development.

CENTRAL GOVERNING BODY

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

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

CLASS GOVERNMENT

Class Cabinets, consisting of the officers of the senior, junior, sophomore and freshman classes, constitute the planning and administrative boards of these four units of the student body.

They also include committee chairmen and section captains of each class respectively on their advisory and executive staffs. Each officer meets in an Inter-Class Council for his office to organize activities and functions among the four different classes of the College.

RESIDENCE GOVERNMENT

The Residence Centers Council consists of a representative from each student residence. This council meets monthly primarily to consider the opportunities and problems involved in dormitory and residence living. The council sponsors a variety of activities to supplement and enrich the regular college recreational program.

STUDENT PUBLICATIONS

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

The Record, a weekly newspaper, is published by students with a view towards printing college news, editorial comment, and student opinion in letters to the editor. The newspaper is published every Wednesday, except during holidays and examination periods. Each student secures his own copy from one of the distribution centers. Subscriptions are available for graduates.

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

ELM LEAVES

Elm Leaves is an annual college magazine composed entirely of articles created by the students of State. Anyone may submit a piece of work during the school year and if it is judged to be outstanding it will be published. Poems, short stories, and other gems of literature adorn its pages. Work on the Elm Leaves staff is open to all.

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

NEW ORGANIZATIONS

To serve the ever-increasing interests of a large student body, spokesmen representing new activities make application to the Student Activities Committee for official recognition. If there are new groups or new purposes to be served they are given temporary approval for one year until they prove their status on campus.

CALENDAR OF COLLEGE EVENTS

Freshman Camps for Women and Camp for Men
Inter-Class Sing
Faculty Reception to Freshmen
Frosh-Soph Daze
Informal Friday evening dances, sponsored by campus organizations
Formals: Junior Prom—Senior Ball—Panhellenic and Interfraternity Ball
Holly Hanging Festival
The Fall Play, given by the Dramatic Club
The State Fair
Panhellenic Day
Alpha Tapping Ceremony
Home Economics Day
Industrial Arts Conference
The Spring Musicales
The Annual Spring Play, given by the Dramatic Club
The Dean's Teas, given by Kappa Delta Pi
Moving-Up Day
President's Reception to Local Board, Faculty and Graduates
Alumni Day
Baccalaureate, Class Day and Commencement.

COLLEGE CAMP

One of the most promising new features of the College is the College Camp which is now in the process of being developed. The Camp is to be used for social, recreational and educational purposes in a rural environment. It is open for use by any group

of students or alumni, subject to conditions established by the College Camp Commission.

The College Camp is almost entirely a student project. It was established after thorough discussion by the entire student body, and after a vote taken in convocation. The Camp project was originally sponsored by the Student Council; the campsite was selected by a committee of eight students and four faculty members. The Camp Commission is the governing body, and is composed of eight students and four faculty members. A Camp lodge is being planned by a joint committee of students and faculty members.

The Camp is financed by a special camp tax of \$3.00 per year per student, payable at the time of the Fall registration. This tax was voted by the student body, by an overwhelming majority. The money thus obtained is reserved for use in the purchase, development, and maintenance of the Camp.

FRESHMAN CAMPS FOR WOMEN

Two Freshman Camps make the first weekend of College a memorable experience for those who attend. They are held at nearby camp sites and are organized by an upper-class student committee with the Dean of Women as coordinator. Programs of fireside talks, "shack chats," skits, sports and orientation to college traditions make the two days very pleasurable and profitable for beginning students. Close association with upperclassmen and faculty develops a college spirit for which these camps have been famous for over twenty five years. Previews are sent to the freshmen during the summer so they may make financial plans for this orientation into college life.

UPPERCLASS CAMP FOR WOMEN

An Upperclass Camp is organized for women who wish to set aside the first weekend of college for re-orientation and outdoor recreation. Contrasted with freshman camps, this group is concerned with enterprises especially organized by the campers, and with vigorous student discussions, group "cook-outs", and skilled sports. The upper-class women claim great value for the inter-personal relationships experienced in the out-of-door setting.

FRESHMAN CAMP FOR MEN

The Freshman Camp for men is held at Camp Pioneer on Lake Erie over the first weekend of the college year. Upper-

classmen and interested faculty plan a program of sports, orientation into college traditions, cabin chats, and campfire sessions. Interspersed are "eats" to keep all in good humor. All incoming freshmen are informed of the camp program and given an opportunity to sign up for this before the opening of college. This is considered an important and profitable experience. It is a time when one makes new friends and becomes acquainted with the kind of life he is to live for the next four years.

INTER-CLASS SING

Early in the fall the four classes of the college produce a contest wherein group singing and feature parts are presented in friendly rivalry between them. Original songs are the climax of the program, with the winning one surviving as the College Song of the Year. This contest represents "America Singing" and poses the test of class organization and membership participation. It is the college-wide event of the fall.

FACULTY-FRESHMAN RECEPTION

The faculty of the college has traditionally honored the freshmen with a formal social reception shortly after the opening of college. With the Junior Counselor as escort each group has an opportunity to meet the Faculty Sponsor, the administrative officers and the various instructors. This formal occasion lends variety and pleasure to the experience of the college student early in his course.

MOVING-UP DAY

The annual climax to the activities of each class is the spring festival, which denotes the progress of membership and the exchange between officers. Mementos of the past year are worn and then passed on to the succeeding class. New leadership takes over and lays down the framework for the ensuing future year. With a colorful parade in the afternoon and a gala evening dance, this is the college-wide event of the spring.

ATHLETICS

The Athletic Association supports the following varsity sports: basketball, cross country, soccer, swimming, golf and track. Schedules vary from year to year with Buffalo State teams meeting other college teams from Canada, Pennsylvania, Ohio, Illinois and Michigan.

Buffalo State's Athletic Association holds membership in the A.A.U., N.C.A.A., and the New York State College Track and Field Association.

Athletic teams from Buffalo State have many times turned in outstanding performances: the cross country team has won the District A.A.U. Championship, as well as, the Canadian International Relay Championship; the swimming team has twice been District Intercollegiate Champions; the soccer teams have always been strong contenders, with an enviable winning streak, and with several players given All-American consideration. Basketball commands the greatest student interest with all home games being played in the spacious 174th Armory. At all home basketball games either Buffalo State's 85 piece band, or a Pep Band, plays. At the Armory the twirlers and cheer leading squads have an excellent opportunity to perform with precision and effectiveness. Dancing in the Grand Court follows all home games in the Armory.

Over the years teams representing Buffalo State have defeated teams representing Alfred, Allegheny, Colgate, Cortland, Cornell, Syracuse, Niagara, Rochester, Oberlin, Buffalo, Carnegie Tech, Wayne, Washington and Jefferson, McGill, Royal Military College, Queens, Toronto, McMaster, Western Ontario and others.

A limited intramural program is conducted with existing facilities.

Buffalo State also has a Chapter of Sigma Delta Psi.

Women's sports are featured according to season with inter-class competition in archery, basketball, badminton, bowling, soccer, softball, swimming, volleyball. Opportunities are afforded for participation in Play Days with conveniently accessible Colleges of Education. An archery team competes in the annual Intercollegiate Telegraphic Tournament. By participation in several sports during the year, a student may win a college letter. With each successive year of participation, the significance of the award increases.

Swimming is required of freshmen and is available to sophomores, juniors and seniors. An annual Red Cross Water Safety examination is given to qualified students, who often become swimming counselors at summer camps.

A regulation uniform for gymnasium is required of all students and is purchased through the college book store. Swimming suits and towels are provided for pool activities.

The Athletic Association includes all students. All sports of the college are organized and directed by the Athletic Association Council, which is composed of its officers and representatives elected by each of the four classes. With the extensive new building program now in progress, all are looking forward to an expanded program of sports for both men and women.

DIVISIONS OF THE COLLEGE

The College is composed of six major divisions:

1. Elementary Education. This division is organized for those desiring certification for teaching in the elementary grades. A special certificate for teaching in nursery school, kindergarten and primary grades may be earned by those who complete the Early Childhood Education Sequence. Also, electives may be chosen for special emphasis in elementary school science, elementary school principalship, and supervision in the elementary grades.

2. Home Economics, providing a special course for those wishing to be teachers of homemaking in the public schools of New York State.

3. Industrial Arts, for those wishing to teach Industrial Arts in the public schools.

4. Art Education. This Division offers a course for the certification of Art teachers for the public schools of New York State.

5. Education for Exceptional Children. This Division offers General Elementary candidates an opportunity to earn additional certification in one of the following teaching areas: the deaf, the hard of hearing, the mentally retarded, the orthopedically handicapped, the partially sighted, and the speech defectives.

6. Graduate Division. Holders of Bachelor's Degrees, interested in a Master of Education degree in Elementary Education, Home Economics, Industrial Arts, Art Education, and Teaching of Exceptional children, are admitted. Details concerning each area appear in sections following this statement.

ELEMENTARY EDUCATION DIVISION

ALLAN P. BRADLEY, Director

The Elementary Education Curriculum is designed for young men and women who are interested in professional training which leads to a teaching career in the elementary grades. It prepares students to teach in the nursery school, kindergarten, and all grades of the elementary school through the eighth grade.

An elementary teacher, to be successful, must be an individual with excellent personal preparation as well as professional perspective, technical knowledge, and skill. This curriculum makes ample provision for these three aspects of one's total development. Approximately three-fourths of it is devoted to courses in general education and one-fourth to technical and professional courses. Students completing this curriculum are awarded the degree, Bachelor of Science.

SPECIAL CERTIFICATE PROGRAMS

Opportunity is made available to earn special certification to teach young children in primary grades, kindergarten, and nursery school. Students desiring to qualify for this certification may do so by selecting the required courses which are described on pages 121 and 122 of this catalog.

Students who wish to earn certification for teaching exceptional children may select their electives in this area. Consult the course offerings in the Division of Education of Exceptional Children to be found on page 90 in this catalog for a complete description of courses and a statement of specific requirements for certification.

PREPARATION FOR RURAL TEACHING

All students following the General Elementary curriculum are required to spend one-third of their practice teaching assignment in rural schools.

Thirty rural, small village, and central rural schools in the Buffalo area cooperate to make possible teaching experiences for student teachers. During the rural assignment the students are required to live and board in the community where they are practicing teaching.

Courses designed to meet the needs of rural teachers in teaching service are offered in the Summer Session and through Extension.

OPPORTUNITY FOR SPECIAL EMPHASIS

Students who are desirous of preparing for administrative and/or supervisory work in the elementary school may elect basic courses in administration which prepare for later graduate courses.

Opportunity is available for a limited number of students to select special courses which prepare consultants or teachers of elementary science. A more complete statement of this program will be found on page 160.

GENERAL ELEMENTARY CURRICULUM

FIRST YEAR

Course Titles	First Semester		Second Semester	
	Class Hours	Credit Hours	Class Hours	Credit Hours
Eng. 101-102 Composition and Speech....	3	3	3	3
S. S. 101-102 History of Civilization.....	3	3	3	3
Ed. 101-102 Child Development.....	4	3	4	3
Art 101-102 Essentials of Art.....	3	2	3	2
Music 101-102 Essentials of Music.....	3	2	3	2
Physical Education Activities*.....	2	0	2	0
Math. 101 Introduction to Mathematics†.	3	3	..	..
Sci. 101 Physical Science†.....	..	..	4	3
Language Sequence** (Optional).....	3	3	3	3
Latin, French, or Spanish (Elementary and Advanced)				
Total hours	21	16	22	16

SECOND YEAR

Course Titles	First Semester		Second Semester	
	Class Hours	Credit Hours	Class Hours	Credit Hours
Eng. 201 Advanced Written Composition	3	3	..	..
Eng. 204 English Literature.....	..	..	3	3
S.S. 201-202 Contemporary Civilization..	3	3	3	3
Ed. 201-202 The Child and the Curriculum I	4	3	4	3
Sci. 201-202 Biology	4	3	4	3
H. Ed. 201-202 Health Education.....	2	2		
Electives	3	3	3	3
Total hours	19	17	17	15

* Recreational activities for two periods a week, on a non-credit basis, are required of all freshmen.

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

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

THIRD YEAR

Course Titles	First Semester		Second Semester	
	Class Hours	Credit Hours	Class Hours	Credit Hours
Eng. 306 Advanced Oral Composition....	3	3	..	..
Eng. 304 American Literature.....	..	..	3	3
S. S. 301-302 American Civilization and Government	3	3	3	3
Ed. 301-302 The Child and the Curriculum II	5	3	4	3
Phy. Ed. 301-302 Physical Education....	2	1	2	1
I. A. 303 Elementary Industrial Arts....	..	..	4	3
Geo. 301 General Geography I.....	3	3	..	..
Electives	3	3	3	3
Total hours	19	16	19	16

FOURTH YEAR

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

† One-half of the Junior class will take the Practicum in Teaching the second semester of the Junior year. The other half will take it in the first semester of the Senior year. The following table presents a tentative arrangement of the courses in the Junior and Senior years 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.

THIRD YEAR

DIVISION A. (Junior Teaching Sections)

Course Titles	First Semester		Second Semester	
	Class Hours	Credit Hours	Class Hours	Credit Hours
Ed. 301-302 The Child and the Curriculum II	9	6	..	..
S. S. 301 American Civilization and Government I	3	3	..	..
Geo. 301 General Geography I.....	3	3	..	..
Eng. 306 Advanced Oral Composition....	3	3	..	..
Phy. Ed. 301 Physical Education.....	3	2	..	..
Ed. 401 Practicum in Teaching.....	..	..	30	15
Total hours	21	17	30	15

DIVISION B. (Senior Teaching Sections)

Course Titles	First Semester		Second Semester	
	Class Hours	Credit Hours	Class Hours	Credit Hours
Eng. 306 Advanced Oral Composition....	..	..	3	3
Eng. 304 American Literature.....	3	3	..	..
I. A. 303 Elementary Industrial Arts....	4	3	..	..
Geo. 301 General Geography I.....	..	..	3	3
Ed. 301-302 The Child and the Curriculum II .....	..	..	9	6
S. S. 301-302 American Civilization and Government	3	3	3	3
Phy. Ed. 301-302 Physical Education....	..	..	3	2
Electives	6	6	..	..
Total hours	16	15	21	17

FOURTH YEAR
DIVISION A. (Junior Teaching Sections)

Course Titles	First Semester		Second Semester	
	Class Hours	Credit Hours	Class Hours	Credit Hours
Ed. 402 Seminar in Elementary School Teaching	3	3	..	..
Eng. 402 Contemporary Literature.....	3	3	..	..
S. S. 402 Sociology.....	3	3	..	..
Geo. 402 General Geography II.....	3	3	..	..
H. Ed. 402 Health Protection.....	2	2	..	..
I. A. 303 Elementary Industrial Arts....	..	..	4	3
Eng. 304 American Literature.....	..	..	3	3
S. S. 302 American Civilization and Government II .....	..	..	3	3
Electives	3	3	6	6
Total hours	17	17	16	15

DIVISION B. (Senior Teaching Sections)

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

HOME ECONOMICS DIVISION

MILDRED L. SIPP, *Director*

Professors Grant, Roudebush, Stewart; Assistant Professors Arlene Adams, Lois Adams, Buddenhagen, Weaver, Westlund; Miss Aspray, Mrs. Batchelder, Mrs. Nudd, Mrs. Schasel.

The Home Economics Division offers a curriculum for students who wish to prepare for the teaching profession in New York State. The graduates of this division receive the degree of Bachelor of Science and are eligible to teach homemaking in junior and senior high school, elementary schools and adult education programs.

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

HOME ECONOMICS MAJOR

This four year course is planned to:

1. Provide for the development of the individual.
2. Give the student an understanding of experiences in the various phases of homemaking.
3. Assist the student in acquiring an understanding of the principles of the natural and social sciences and of art as they relate to the home and family.
4. Provide opportunities for gaining the kinds of experiences which are needed for effective teaching of home and family living in the school and community.

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

Observation of and participation in teaching during the junior year are provided in the School of Practice on the college campus, in a neighboring city, and in the Buffalo city schools where there are programs in homemaking education for junior high school pupils.

During the senior year, student teaching is provided in central and village schools which are representative of those in which students accept positions upon graduation. Residence in such communities during the teaching period is required. These schools are selected on: the basis of the type of school, interest of the community and school administration; a teacher professionally interested and personally adapted to guide student teachers; and public transportation to such communities.

Through the use of federal funds, the division is able to provide follow-up service for its graduates. This service makes it possible not only to help young teachers in the field but to modify college courses in the light of the experience of the graduates.

SUPPLEMENTARY EXPERIENCE

The supplementary experience program affords all Home Economics students an opportunity to secure additional practical experience during summers following the first three years in College. These experiences are planned as outgrowths of the previous year's work. The student with the assistance of her instructors plans experiences to meet her needs as she and the faculty members see them.

It is believed that these experiences afford opportunities for:

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

No credit is given for supplementary experience, but planned experiences are required following the sophomore and junior years.

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

Electives for Home Economics Majors

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

Additional Opportunities for Home Economics Majors

An opportunity is offered each year for two seniors the first semester and two juniors the second semester to attend the Merrill-Palmer School, Detroit, Michigan, which offers rich experiences in relation to home and family living.

Applicants for this privilege are considered in the light of their previous experience and attainments in college and their future plans.

Electives for Students in Other Divisions

Electives especially designed for non-Home Economics majors are listed as H. E. 410, 411, 412. For description see page 146.

HOME ECONOMICS CURRICULUM

FIRST YEAR

Course Titles	First Semester		Second Semester	
	Class Hours	Credit Hours	Class Hours	Credit Hours
Eng. 101-102 Composition and Speech I..	3	3	3	3
S. S. 101-102 History of Civilization.....	3	3	3	3
Ed. 101-102 Child Development.....	4	3	4	3
Sci. 123 Bacteriology.....	4	3	..	..
Sci. 124 Human Physiology and Hygiene ..	..	..	4	3
H. E. 90 Clothing.....	2	..	..	..
H. E. 91 Foods and Nutrition.....	..	..	2	..
H. E. 101-102 Introduction to Home Economics	6	4	6	4
Physical Activities—Gym and Pool.....	2	..	2	..
Orientation	1	..	..	..
Total hours	25	16	24	16

SECOND YEAR

Course Titles	First Semester		Second Semester	
	Class Hours	Credit Hours	Class Hours	Credit Hours
Eng. 201 Composition.....	3	3	..	..
Eng. 204 English Literature.....	..	..	3	3
S. S. 222 Principles of Economics.....	..	..	3	3
Sci. 227 Household Physics.....	4	3	..	..
Sci. 225-226 Elements of Inorganic and Organic Chemistry	4	3	4	3
H. Ec. 203 The Child in the Family.....	6	4	..	..
H. Ec. 204 Clothing and Costume Design. ..	..	..	6	4
H. Ec. 205 Foods and Nutrition.....	5	3	..	..
H. Ec. 206 .....	..	..	3	2
Art 221 Essentials of Home Arts.....	..	..	4	3
Physical Activities—Gym and Pool.....	2	..	2	..
Total hours	24	16	25	18

THIRD YEAR

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

FOURTH YEAR

Course Titles	First Semester		Second Semester	
	Class Hours	Credit Hours	Class Hours	Credit Hours
H. E. 401 Home Management.....	5	4	..	..
H. E. 403 Family Relationships.....	..	..	3	3
H. Ec. Ed. 421 Teaching Practicum.....	15	9	..	..
H. E. 405 Household Equipment.....	..	..	4	3
H. E. 407 Housing and Home Planning..	..	..	4	3
Art 421 Art Appreciation.....	..	..	3	3
Eng. 202 Speech II.....	..	..	3	3
Elective .....	..	..	3	3
Total hours	30	13	20	18

Approved supplementary experiences required.

INDUSTRIAL ARTS DIVISION

IRVING C. PERKINS, *Director*

Professor Neuthardt; Assistant Professors Brossman, Calan, Cook, Fontana, Grabau, Harlan, Morrice, Russell, Steffen; Mr. Cappiello, Mr. Meyer, Mr. Palmeter, M. Strong, Mr. Waagen.

The Industrial Arts Division prepares teachers for Industrial Arts positions in the junior and senior high schools of New York State. The program covers basic operations in general metal, woodworking, graphic arts, electricity, transportation, ceramics, and textiles. In addition to these basic skills, each shop course covers the related information and professional aspects necessary to teach general shop operations as a part of the general educational development of boys in the seventh through the twelfth grade.

Mechanical drawing and blueprint reading, as related to these shops, are required of all students. In connection with the course in transportation, all Industrial Arts students are encouraged to take driver education and safety, leading to a certificate to teach driving in the public schools.

The four-year program, which leads to a degree of Bachelor of Science, offers excellent training in the fields of literature, mathematics, and social studies. Sufficient elective hours are offered in order that students may satisfy their desires for more intensive training in general fields. In addition to the degree mentioned, graduates receive a license to teach industrial arts in the public schools of New York State.

Since September, 1947, courses bearing graduate credit are offered in the extension and in the summer programs. Graduate courses will continue on this basis until such time as fifth year work is authorized by the State University.

Students should meet the general requirements printed in the forepart of this bulletin, but it is highly desirable for applicants to have completed two units of mathematics, and two units of science, one unit of which should be physics or chemistry. It is desirable that students wishing admission to this department have mechanical ability as determined by the completion of shop courses or by successful summer work in industry.

More detailed information than that given by the Director of Admissions may be had by directing correspondence to the Di-

rector of the Industrial Arts Division, State University of New York, College for Teachers, Buffalo 22, New York.

ADMISSION REQUIREMENTS

In addition to the general requirements on page 24 of this bulletin, applicants to the Industrial Arts Division will find it highly desirable to have had, in their high school program, two units of Mathematics, one of which should be Elementary Algebra, and two units of Science, one of which should be Physics. In order to have adequate background for courses in Mathematics and Science required in this Division, students who do not have this high school experience will find it extremely difficult to pursue college work to their satisfaction in these subject fields. In selecting students for this Division, preference will be shown those applicants who present such credentials. However, if other students can be accommodated, the general requirements will be adequate for admission.

TRANSFER STUDENTS

The Division of Industrial Arts is able to accept a limited number of transfer students. Credit for work previously taken in accredited institutions will be accepted at full value if such courses parallel the requirements of this division. Other subjects may be considered for elective credit or, in instances, as substitutions for work required in the Industrial Arts curriculum. This might apply particularly in the field of mathematics, art, or literature. College graduates who wish to extend their license to the field of Industrial Arts may earn credit for a provisional certificate as specified by the State Education Department Certification Bulletin. Briefly, this requires 18 hours in professional courses and 36 hours in appropriate Industrial Arts courses.

INDUSTRIAL ARTS CURRICULUM

FIRST YEAR

Course Titles	First Semester		Second Semester	
	Class Hours	Credit Hours	Class Hours	Credit Hours
Eng. 101-102 Composition and Speech I..	3	3	3	3
I. A. 103-104 Mechanical Drawing.....	4	3	4	3
Math. 102 General Mathematics.....	3	3	..	..
Math. 104 Applied Mathematics.....	..	..	3	3
Art 111-112 Essential of Industrial Arts Design	3	2	3	2
I. A. 101 Electric Shop.....	13	5	..	..
I. A. 102 Wood Shop.....	..	..	13	5
	—	—	—	—
Total hours	26	16	26	16

SECOND YEAR

Course Titles	First Semester		Second Semester	
	Class Hours	Credit Hours	Class Hours	Credit Hours
Eng. 202 Speech II.....	3	3	..	..
Ed. 203 Educational Psychology.....	4	3	..	..
Sci. 205-206 Physics.....	4	3	4	3
S. S. 205 Contemporary Civilization.....	..	..	3	3
I. A. 211 Principles and Practice of Industrial Arts I.....	..	..	2	2
I. A. 201 Transportation Shop.....	13	5	..	..
I. A. 202 General Metal Shop.....	..	..	13	5
Elective	3	3	3	3
	—	—	—	—
Total hours	27	17	25	16

THIRD YEAR

Course Titles	First Semester		Second Semester	
	Class Hours	Credit Hours	Class Hours	Credit Hours
I. A. 311-312 Principles and Practice of Industrial Arts II & III.....	2	2	2	2
S. S. 301-302 American Civilization and Government	3	3	3	3
Sci. 301-302 Chemistry.....	4	3	4	3
Eng. 304 American Literature.....	3	3	..	..
I. A. 301 Graphic Arts Shop.....	13	5	..	..
I. A. 302 General Shop.....	..	..	13	5
Elective .....	..	..	3	3
	—	—	—	—
Total hours	25	16	25	16

FOURTH YEAR

Course Titles	First Semester		Second Semester	
	Class Hours	Credit Hours	Class Hours	Credit Hours
I. A. 411 Practice Teaching and Conference	25	15	..	..
S. S. 421 Industrial History and Labor Problems .....	..	..	3	3
I. A. 406 Ceramics.....	..	..	6½	2½
I. A. 407 Textiles.....	..	..	6½	2½
Electives .....	..	..	8	8
	—	—	—	—
Total hours	25	15	24	16

Note:—Students in I. A. 411 are required to teach in both unit and general shops. This necessitates living out of town one-half semester. Students must be prepared to arrange their personal affairs accordingly.

ELECTIVES

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

ART DIVISION

STANLEY A. CZURLES, *Director*

ART EDUCATION

Professors Conant, Hubler, Smay, Winebrenner; Assistant Professors Dakin, Heyman, Karcher, Lofgren, Truesdale; Mr. Ahrens, Miss Boardman, Miss Case, Mr. Tetkowski.

The Art Education Division offers a curriculum for the education of teachers of art. Graduates of this division receive the degree of Bachelor of Science in Education and are eligible to teach Art in the elementary, junior, and senior high schools of New York State. A graduate curriculum leads to the degree of Master of Science.

The Division also provides the art courses for the General Elementary, Home Economics, Education for Exceptional Children, and Industrial Arts Divisions.

Although no pattern of courses is set up as a pre-requisite for admission, evidence of high interest and ability in art is to be submitted either in terms of high grades received in high school art courses, or letters or other credentials showing successful participation in out-of-class or out-of-school creative activities.

AN AFFILIATED PROGRAM OF ART EDUCATION

This is an affiliated program. It utilizes the facilities of the Albright Art School and the Albright Art Gallery as well as those of the various divisions of this College. Students are thus enabled to gain technical training in an art school at the same time that they are receiving a general and professional education in a teachers college.

The permanent collection in the Albright Art Gallery and the constantly changing exhibits brought from other cities give the students an exceptional opportunity to study the art of the past and the present, and to hear special lectures on art while they are developing their own art knowledge and skills.

The Albright Art School has a highly trained faculty active in professional art work, and offers excellent teaching facilities in well equipped studios and workshops.

DRAWING PAINTING AND DESIGN

At the Art School the students spend three hours each day during the first three years. Here they pursue a sequence of courses which provides experiences in creation and expression ranging from the most representative to the most abstract. They handle both two- and three-dimensional media.

Design is stressed as a functional thing growing out of the materials of construction and the purpose of the creation. Such representational experiences as figure drawing and oil painting are not limited to imitative aims alone but are designed to retain and develop the creative faculties as well. In addition to the experimental approach, a study is made of various color, design, and perspective theories and of certain fundamentals involved in lettering and various forms of commercial art. Other courses offer experience and training in using art knowledge and skills in the solution of home, community, and personal appearance problems. A full year of mechanical drawing is given in the Industrial Arts Division, where, in the atmosphere of shop and drafting rooms, the work takes on full meaning.

CRAFTS

Courses in crafts are given at the College for Teachers. They include elementary crafts suitable for the first six grades of school where very little special equipment is required. Creativeness with common materials and processes is stressed. Advanced crafts, suitable for the high schools include: design, construction and decoration in textiles, leather, wood, light metal, jewelry and ceramics. The course in stagecraft includes shadow and string puppets, costume and scenery design, and experience in staging at least one production in conjunction with the Dramatics Club of the college.

CULTURAL DEVELOPMENT

The college provides courses of a cultural nature to round out the preparation of the art teacher. Several courses in English composition and literature, biological and physical science, history and some elective work are included in the program. A course in the history of art continuing through one year constitutes a careful survey of the development of the arts through the ages and adds greatly to the students' cultural background.

During the first year students are required to participate in gymnasium activities and swimming, and in the second year to attend a course in Health Education. This is to enable each student to know how to keep physically fit, and to encourage him to continue these recreational activities throughout the remaining three years. Elective courses may be selected from the offerings of the college outside the field of art education.

PROFESSIONAL EDUCATION

The professional education courses at the college include child development, observation of children, and other psychological study. In an introductory freshman course, students are oriented to the function of art in American life and education. This is followed by a more detailed study of curriculum needs at different age levels and in various types of schools. Practice teaching consists of a half-year experience at the elementary and secondary levels. In addition, students are encouraged to participate throughout their four years in voluntary teaching in various community centers. Attendance at professional meetings is encouraged. A special trip to New York is held annually to attend professional meetings, to see art works, and to visit performances in the arts of music and drama.

ADVANCED STANDING AND CERTIFICATION

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

Supervised practice teaching in art.....	4 to 8 semester hours
Teaching methods and materials in art.....	4 to 8 semester hours
Technical Art courses.....	36 semester hours
Distributed as follows:	
Design and crafts.....	16 to 20 semester hours
Drawing and painting.....	10 to 14 semester hours
Mechanical drawing	2 to 4 semester hours
History and Appreciation of Art.....	2 to 4 semester hours

THE COST

All students admitted to the Art Education Division are required to pay the regular college fees of \$75.50 for each of the

four years and a tuition of \$125 per year for each of the first three years during which time they take work at the affiliated Albright Art School. The tuition is payable to the Albright Art School at the rate of \$62.50 each semester. The total cost for this training is considerably lower than that at the average art school. Art supplies average \$175.00 per year.

In the Senior Year, students must be prepared to finance themselves in practice teaching assignments which are out of Buffalo, for at least one-half semester.

The Albright Art School Scholarship. Five freshman scholarships are available covering full tuition and all other fees for classes taken at the affiliated Albright Art School during the freshman year 1952-1953. Scholarships are granted on the basis of submission of portfolio of work and recommendations, as per instructions that will be sent on request.

ART EDUCATION CURRICULUM

FIRST YEAR

Course Titles	First Semester		Second Semester	
	Class Hours	Credit Hours	Class Hours	Credit Hours
Ed. 101-102 Child Development.....	4	3	4	3
Eng. 101-102 Composition and Speech I..	3	3	3	3
Art 117 Introduction to Art Ed.....	3	3	..	..
S. S. 104 History of Civilization.....	..	..	3	3
Orientation and Library.....	1	..	..	..
Swimming and Gymnasium.....	2	..	2	..
Art 103-104 Basic Drawing*.....	5	2½	5	2½
Art 105 Perspective I*.....	3	1½	..	..
Art 107-108 Principles of Art.....	2	1	2	1
Art 115-116 Fundamentals of Design*..	5	2½	5	2½
Art 114 Figure I*.....	..	..	3	1½
Total hours	28	16½	27	16½

SECOND YEAR

Course Titles	First Semester		Second Semester	
	Class Hours	Credit Hours	Class Hours	Credit Hours
Sci. 209-210 Biology.....	3	2	3	2
H. Ed. 201-202 Health Education.....	2	2	..	..
Eng. 205 Survey of Literature I.....	3	3	..	..
I. A. 203-204 Mechanical Drawing.....	4	2	4	2
Elective (General College Subject)....	..	..	2	2
Art 212 Elementary Crafts .....	..	..	4	2
Art 213 Figure II*	6	3	..	..
Art 204 Perspective II* .....	..	..	3	1½
Art 205 Design in Form*.....	6	3	..	..
Art 206 Water Color* .....	..	..	6	3
Art 207 Design in Lettering*.....	3	1½	..	..
Art 210 Costume* .....	..	..	3	1½
Art 214 Figure III* .....	..	..	3	1½
Total hours	27	16½	28	15½

* Courses taken at the Albright Art School.

THIRD YEAR

Course Titles	First Semester		Second Semester	
	Class Hours	Credit Hours	Class Hours	Credit Hours
Sci. 307 Physical Science.....	4	3	..	..
Eng. 314 Survey of Literature II.....	..	..	3	3
Art 301-302 History of Art I and II.....	3	3	3	3
Art 303-304 Pictorial Design I, II*.....	6	3	6	3
Art 305 Functional Design*	9	4½	..	..
Art 306 Processes and Techniques*.....	..	..	9	4½
Art 311-312 Art Curriculum	3	2	3	2
Total hours	25	15½	24	15½

FOURTH YEAR

Course Titles	First Semester		Second Semester	
	Class Hours	Credit Hours	Class Hours	Credit Hours
S. S. 402 Sociology.....	..	..	3	3
Electives (General College Subjects)...	..	..	6	6
Art 402 Advanced Crafts .....	..	..	8	4
Art 403 Stage Crafts .....	..	..	8	4
Art 404-405 Pract. Teaching and Seminar	30	15	..	..
Total hours	30	15	25	17

* Courses taken at the Albright Art School.

EDUCATION FOR EXCEPTIONAL CHILDREN DIVISION

MAURICE H. FOURACRE, *Director*

Assistant Professor Flower; Instructor Thiel.

Upon entrance to the College for Teachers, a student may declare his intention of enrolling in the Division of Education for Exceptional Children, or if he is undecided he may withhold his decision until the beginning of the second semester of his sophomore year. In either case, the student will follow the Elementary Education training program for freshmen and enroll in Ed.Ex. 201 during the first semester of the sophomore year. For students enrolled in the Division of Education for Exceptional Children Ed.Ex. 201 is required, for students in the Elementary Education Division or other Divisions of the college it may be used as an elective.

The five areas of specialization in the Division of Education for Handicapped Children are:

1. Education of Hard of Hearing Children
2. Education of Mentally Retarded Children
3. Education of Orthopedically Handicapped Children
4. Education of Partially-sighted Children
5. Speech Correction.

Upon graduation each student meeting the requirements in a field of specialization will be certified by the New York State Department of Education to teach not only his chosen specialty but also the elementary grades.

A student majoring in the Division of Education for Exceptional Children may select only one field in which to concentrate.

Through the cooperation of the Buffalo Public Schools, Meyer Memorial Hospital, Childrens' Hospital, Crippled Children's Guild, Edith C. Hartwell Clinic, Leroy, New York, Occupational Education School, Lackawanna, clinics and special classes are used for observation, participation and practice teaching. For further information write to M. H. Fouracre, Director, Division of Education for Exceptional Children, State College for Teachers, Buffalo 22, New York.

CURRICULUM FOR THE PREPARATION OF TEACHERS OF HARD OF HEARING CHILDREN

FIRST YEAR

Course Titles	First Semester		Second Semester	
	Class Hours	Credit Hours	Class Hours	Credit Hours
Eng. 101-102 Composition and Speech I..	3	3	3	3
S. S. 101-102 History of Civilization.....	3	3	3	3
Ed. 101-102 Child Development.....	4	3	4	3
Art 101-102 Essentials of Art.....	3	2	3	2
Music 101-102 Essentials of Music.....	3	2	3	2
Physical Ed. Activities.....	2	0	2	0
Math. 101 Introduction to Mathematics..	3	3	..	..
Science 101 Physical Science.....	..	..	4	3
	—	—	—	—
Total hours	21	16	22	16

SECOND YEAR

Course Titles	First Semester		Second Semester	
	Class Hours	Credit Hours	Class Hours	Credit Hours
Eng. 201 Advanced Written Composition.	3	3	..	..
Eng. 204 English Literature.....	..	..	3	3
S. S. 201-202 Contemporary Civilization..	3	3	3	3
Ed. 201-202 The Child and The Curriculum I	4	3	4	3
Science 201-202 Biology.....	4	3	4	3
H. Ed. 201-202 Health Education.....	2	2	..	..
*Ed.Ex. 201 Education of Exceptional Children	3	3	..	..
*Ed.Ex. 204 Science of Speech and Hearing .....	..	..	3	3
*Ed.Ex. 305 Phonetics .....	..	..	2	2
	—	—	—	—
Total hours	19	17	19	17

*Leading to certification in the field of hard of hearing children.

CURRICULUM FOR THE PREPARATION OF TEACHERS OF HARD OF HEARING CHILDREN

THIRD YEAR

Course Titles	First Semester		Second Semester	
	Class Hours	Credit Hours	Class Hours	Credit Hours
Eng. 304 American Literature.....	3	3	..	..
Geog. 301 General Geography I.....	..	..	3	3
Ed. 301-302 The Child and The Curriculum II .....	..	..	9	6
S. S. 301-302 American Civilization and Government	3	3	3	3
Phy. Ed. 301-302 Physical Education.....	2	1	2	1
I. A. 303 Elementary Industrial Arts.....	4	3	..	..
*Ed.Ex. 311 Language Development for Hard of Hearing	3	3	..	..
*Ed.Ex. 422 Audiometry and Hearing Aids	4	3	..	..
*Ed.Ex. 324 Special Class Methods for Hard of Hearing.....	..	..	4	3
Total hours	19	16	20	16

FOURTH YEAR

Course Titles	First Semester		Second Semester	
	Class Hours	Credit Hours	Class Hours	Credit Hours
Ed. 401 Practicum in Teaching (General Elementary)	16	8	..	..
*Ed.Ex. 403 Practicum in Teaching (Hard of Hearing)	14	7	..	..
Ed. 402 Seminar in Elementary School Teaching .....	..	..	3	3
Geog. 402 General Geography II.....	..	..	3	3
S. S. 402 Sociology.....	..	..	3	3
H. Ed. 402 Health Protection.....	..	..	2	2
Eng. 402 Contemporary Literature.....	..	..	3	3
*Ed.Ex. 409 Seminar, Psychology of the Handicapped .....	..	..	3	3
Total hours	30	15	17	17

* Leading to certification in the field of Hard of Hearing children. Total special education credit hours—27.

CURRICULUM FOR THE PREPARATION OF TEACHERS OF MENTALLY RETARDED CHILDREN

FIRST YEAR

Course Titles	First Semester		Second Semester	
	Class Hours	Credit Hours	Class Hours	Credit Hours
Eng. 101-102 Composition and Speech I..	3	3	3	3
S. S. 101-102 History of Civilization.....	3	3	3	3
Ed. 101-102 Child Development.....	4	3	4	3
Art 101-102 Essentials of Art.....	3	2	3	2
Music 101-102 Essentials of Music.....	3	2	3	2
Physical Education Activities.....	2	0	2	0
Math. 101 Introduction to Mathematics..	3	3	..	..
Sci. 101 Physical Science.....	..	..	4	3
Total hours	21	16	22	16

SECOND YEAR

Course Titles	First Semester		Second Semester	
	Class Hours	Credit Hours	Class Hours	Credit Hours
Eng. 201 Advanced Written Composition.	3	3	..	..
Eng. 204 English Literature.....	..	..	3	3
S. S. 201-202 Contemporary Civilization..	3	3	3	3
Ed. 201-202 The Child and the Curriculum I	4	3	4	3
Sci. 201-202 Biology.....	4	3	4	3
H. Ed. 201-202 Health Education.....	2	2	..	..
*Ed.Ex. 201 Education of Exceptional Children	3	3	..	..
I. A. 303 Elementary Industrial Arts....	..	..	4	3
Total hours	19	17	18	15

* Leading to certification in the field of education of mentally retarded children.

CURRICULUM FOR THE PREPARATION OF TEACHERS OF MENTALLY RETARDED CHILDREN

THIRD YEAR

Course Titles	First Semester		Second Semester	
	Class Hours	Credit Hours	Class Hours	Credit Hours
Eng. 306 Advanced Oral Composition....	3	3	3	3
Eng. 304 American Literature.....	3	3	3	3
Geog. 301 General Geography I.....	3	3	..	..
Ed. 301-302 The Child and the Curriculum II .....	..	..	9	6
S. S. 301-302 American Civilization and Government	3	3	3	3
Phy. Ed. 301-302 Physical Education....	2	1	2	1
*Ed.Ex. 322 Special Class Methods (Mentally Retarded) .....	..	..	4	3
I. A. 305 Practical Arts for Exceptional Children	3	3	..	..
*Ed.Ex. 310 Mental Measurements.....	3	3	..	..
Total hours	17	16	21	16

FOURTH YEAR

Course Titles	First Semester		Second Semester	
	Class Hours	Credit Hours	Class Hours	Credit Hours
Ed. 401 Practicum in Teaching (General Elementary)	16	8	..	..
*Ed.Ex. 401 Practicum (Mentally Retarded)	14	7	..	..
Ed. 402 Seminar in Elementary School Teaching .....	..	..	3	3
Geog. 402 General Geography II.....	..	..	3	3
S. S. 402 Sociology.....	..	..	3	3
H. Ed. 402 Health Protection.....	..	..	2	2
Eng. 402 Contemporary Literature.....	..	..	3	3
*Ed.Ex. 409 Seminar, Psychology of the Handicapped .....	..	..	3	3
Total hours	30	15	17	17

* Leading to certification in the field of education of mentally retarded children. Total special education credit hours—22.

CURRICULUM FOR THE PREPARATION OF TEACHERS OF ORTHOPEDICALLY HANDICAPPED CHILDREN

FIRST YEAR

Course Titles	First Semester		Second Semester	
	Class Hours	Credit Hours	Class Hours	Credit Hours
Eng. 101-102 Composition and Speech I..	3	3	3	3
S. S. 101-102 History of Civilization.....	3	3	3	3
Ed. 101-102 Child Development.....	4	3	4	3
Art 101-102 Essentials of Art.....	3	2	3	2
Music 101-102 Essentials of Music.....	3	2	3	2
Physical Education Activities.....	2	0	2	0
Math. 101 Introduction to Mathematics..	3	3	..	..
Sci. 101 Physical Science.....	..	..	4	3
Total hours	21	16	22	16

SECOND YEAR

Course Titles	First Semester		Second Semester	
	Class Hours	Credit Hours	Class Hours	Credit Hours
Eng. 201 Advanced Written Composition	3	3	..	..
Eng. 204 English Literature.....	..	..	3	3
S. S. 201-202 Contemporary Civilization.	3	3	3	3
Ed. 201-202 The Child and the Curriculum I	4	3	4	3
Sci. 201-202 Biology.....	4	3	4	3
H. Ed. 201-202 Health Education.....	2	2	..	..
*Ed.Ex. 201 Education of Exceptional Children	3	3	..	..
I. A. 303 Elementary Industrial Arts....	..	..	4	3
Total hours	19	17	18	15

* Leading to certification in the field of education of orthopedically handicapped children.

CURRICULUM FOR THE PREPARATION OF TEACHERS OF ORTHOPEDICALLY HANDICAPPED CHILDREN

THIRD YEAR

Course Titles	First Semester		Second Semester	
	Class Hours	Credit Hours	Class Hours	Credit Hours
Eng. 306 Advanced Oral Composition...	3	3	..	..
Eng. 304 American Literature.....	..	..	3	3
Geog. 301 General Geography I.....	3	3	..	..
Ed. 301-302 The Child and the Curriculum II .....	..	..	9	6
S. S. 301-302 American Civilization and Government	3	3	3	3
Phy. Ed. 301-302 Physical Education...	2	1	2	1
I. A. 305 Practical Arts for the Exceptional Children	4	3	..	..
*Ed.Ex. 310 Mental Measurement.....	3	3	..	..
*Ed.Ex. 328 Special Class Methods (Orthopedically Handicapped) .....	..	..	4	3
Total hours	18	16	21	16

FOURTH YEAR

Course Titles	First Semester		Second Semester	
	Class Hours	Credit Hours	Class Hours	Credit Hours
Ed. 401 Practicum in Teaching (General Elementary)	16	8	..	..
*Ed. H. 407 Practicum in Teaching (Orthopedic)	14	7	..	..
Ed. 402 Seminar Elementary School Teaching .....	..	..	3	3
Geog. 402 General Geography II.....	..	..	3	3
S. S. 402 Sociology.....	..	..	3	3
H. Ed. 402 Health Protection.....	..	..	2	2
Eng. 402 Contemporary Literature.....	..	..	3	3
*Ed.Ex. 409 Seminar, Psychology of the Handicapped .....	..	..	3	3
Total hours	30	15	17	17

* Leading to certification in the field of education of orthopedically handicapped children.

Total special education credit hours—22.

CURRICULUM FOR THE PREPARATION OF TEACHERS OF PARTIALLY-SIGHTED CHILDREN

FIRST YEAR

Course Titles	First Semester		Second Semester	
	Class Hours	Credit Hours	Class Hours	Credit Hours
Eng. 101-102 Composition and Speech I..	3	3	3	3
S. S. 101-102 History of Civilization....	3	3	3	3
Ed. 101-102 Child Development.....	4	3	4	3
Art 101-102 Essentials of Art.....	3	2	3	2
Music 101-102 Essentials of Music.....	3	2	3	2
Physical Education Activities.....	2	0	2	0
Math. 101 Introduction to Mathematics..	3	3	..	..
Sci. 101 Physical Science.....	..	..	4	3
Total hours	21	16	22	16

SECOND YEAR

Course Titles	First Semester		Second Semester	
	Class Hours	Credit Hours	Class Hours	Credit Hours
Eng. 201 Advanced Written Composition.	3	3	..	..
Eng. 204 English Literature.....	..	..	3	3
S. S. 201-202 Contemporary Civilization..	3	3	3	3
Ed. 201-202 The Child and the Curriculum I	4	3	4	3
Sci. 201-202 Biology.....	4	3	4	3
H. Ed. 201-202 Health Education.....	2	2	..	..
*Ed.Ex. 201 Education of Exceptional Children	3	3	..	..
I. A. 303 Elementary Industrial Arts....	..	..	4	3
Total hours	19	17	18	15

*Leading to certification in field of Education of Partially Sighted Children.

CURRICULUM FOR THE PREPARATION OF TEACHERS OF PARTIALLY-SIGHTED CHILDREN

THIRD YEAR

Course Titles	First Semester		Second Semester	
	Class Hours	Credit Hours	Class Hours	Credit Hours
Eng. 306 Advanced Oral Composition...	3	3	..	..
Eng. 304 American Literature.....	3	3	3	3
Geog. 301 General Geography I.....	3	3	..	..
Ed. 301-302 The Child and the Curriculum II .....	..	..	9	6
S. S. 301-302 American Civilization and Government	3	3	3	3
Physical Education 301-302.....	2	1	2	1
I. A. 305 Practical Arts for Exceptional Children	4	3	..	..
*Ed.Ex. Special Class Methods Partially Sighted .....	..	..	4	3
*Ed.Ex. Survey of Eye Conditions.....	3	3	..	..
Total hours	19	17	19	17

FOURTH YEAR

Course Titles	First Semester		Second Semester	
	Class Hours	Credit Hours	Class Hours	Credit Hours
Ed. 401 Practicum in Teaching (General Elementary)	16	8	..	..
*Ed.Ex. 411 Practicum (The Partially Sighted)	14	7	..	..
Ed. 402 Seminar in Elementary School Teaching .....	..	..	3	3
Geog. 402 General Geography II.....	..	..	3	3
S. S. 402 Sociology.....	..	..	3	3
H. Ed. 403 Health Protection.....	..	..	2	2
*Ed.Ex. 409 Seminar, Psychology of Handicapped Children .....	..	..	3	3
Eng. 402 Contemporary Literature.....	..	..	3	3
Total hours	30	15	17	17

* Leading to certification in field of Education of Partially Sighted Children. Total special education credit hours—23.

TEACHERS OF SPEECH DEFECTIVE CHILDREN CURRICULUM FOR THE PREPARATION OF SPEECH CORRECTIONISTS

FIRST YEAR

Course Titles	First Semester		Second Semester	
	Class Hours	Credit Hours	Class Hours	Credit Hours
Eng. 101-102 Composition and Speech I..	3	3	3	3
S. S. 101-102 History of Civilization....	3	3	3	3
Ed. 101-102 Child Development.....	4	3	4	3
Art 101-102 Essentials of Art.....	3	2	3	2
Music 101-102 Essentials of Music.....	3	2	3	2
Physical Education Activities.....	2	0	2	0
Math. 101 Introduction to Mathematics..	3	3	..	..
Sci. 101 Physical Science.....	..	..	4	3
Total hours	21	16	22	16

SECOND YEAR

Course Titles	First Semester		Second Semester	
	Class Hours	Credit Hours	Class Hours	Credit Hours
Eng. 201 Advanced Written Composition.	3	3	..	..
Eng. 204 English Literature.....	..	..	3	3
S.S. 201-202 Contemporary Civilization..	3	3	3	3
Ed. 201-202 The Child and the Curric. I..	4	3	4	3
Sci. 201-202 Biology.....	4	3	4	3
H.Ed. 201-202 Health Education.....	2	2	..	..
*Ed.Ex. 201 Education of Exceptional Children	3	3	..	..
*Ed.Ex. 204 Science of Speech & Hearing	..	..	3	3
*Ed.Ex. 305 Phonetics.....	..	..	2	2
Total hours	21	17	21	17

* Leading to certification in field of education of Speech Defective Children.

THIRD YEAR

Course Titles	First Semester		Second Semester	
	Class Hours	Credit Hours	Class Hours	Credit Hours
Ed. 301-302 The Child & the Curr. II.....	..	..	9	6
S. S. 301-302 American Civilization.....	3	3	3	3
Physical Education 301-302.....	2	1	2	1
I. A. 303 Elementary Industrial Arts.....	4	3	..	..
Geog. 301 General Geography I.....	3	3	..	..
English 304 American Literature.....	3	3	..	..
*Ed.Ex. 306-307 Speech Pathology.....	3	3	3	3
*Ed.Ex. 308 Speech Correction and Clinic	..	..	6	3
	—	—	—	—
Total hours	18	16	23	16

FOURTH YEAR

Course Titles	First Semester		Second Semester	
	Class Hours	Credit Hours	Class Hours	Credit Hours
Ed. 401 Practicum in Teaching (General Elementary)	16	8	..	..
*Ed. H. 405 Practicum in Teaching (Speech Correction)	14	7	..	..
Eng. 402 Contemporary Literature.....	..	..	3	3
Ed. 402 Seminar Elementary School Teaching .....	..	..	3	3
Geog. 402 General Geography II.....	..	..	3	3
S. S. 402 Sociology.....	..	..	3	3
H. Ed. 402 Health Protection.....	..	..	2	2
*Ed.Ex. 409 Seminar Psychology of Exceptional Children .....	..	..	3	3
	—	—	—	—
Total hours	30	15	17	17

* Leading to certification in field of education of Speech Defective Children. Total special education credit hours—27.

GRADUATE DIVISION

ROBERT E. ALBRIGHT, *Director*

Since October 19, 1945, graduate courses have been offered at the State University of New York, College for Teachers at Buffalo, leading to the degree of Master of Science. These courses, offered during the Summer Session and in Extension classes only, were designed to meet the needs of elementary teachers who are desirous of enhancing their academic qualifications and their professional proficiency and those who are interested in becoming elementary school principals and supervisors. In September 1947, the Graduate program was extended to include courses in the four special Divisions of Home Economics, Industrial Arts, Art Education and Education for Teachers of Exceptional Children.

1. Objectives and nature of graduate work:

A. To continue preparation in elementary education or in the fields of special education for the purpose of extending and supplementing professional knowledge and skills.

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

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

2. Graduate work limited to Summer Session and Extension Department:

At present there will be no graduate work offered during the regular college session. Graduate schedules will be planned so that requirements for the Master of Science degree may be completed by attendance at five Summer Sessions. This time may be shortened by registration in the Extension Department classes.

3. Admission requirements:

A. Students must hold an approved Bachelor's Degree and be eligible to teach in the elementary field or in the field of specialization.

An approved Bachelor's Degree is a degree from a teachers college accredited by the American Association of Colleges of Teacher Education; or from a teachers college, college or uni-

versity accredited by the appropriate regional accrediting agency, or on the accredited or approved list of either the state board of education, or the state university of the state in which the institution offering the degree is located.

Students holding a Bachelors' Degree from institutions not in the above mentioned approved or accredited list may, when their qualifications are strong, be admitted to graduate courses, but graduate status will be withheld until ability to do acceptable graduate work has been demonstrated.

B. All students must have demonstrated ability to do graduate work as measured by:

- a. Undergraduate scholastic average of 2.30 or higher, except in those cases where extenuating circumstances indicate justifiable modification. In cases where it seems advisable to make exception to the undergraduate scholarship requirement, applicants will be advised to prove their fitness for admission to graduate study.
- b. An acceptable teaching record as determined by a confidential statement from the applicant's Superintendent or Principal.
- c. Evidence from persons able to judge the applicant's fitness for admission to undertake graduate study.
- d. Other evaluation measures as may be prescribed by the Graduate Council.

4. Application for admission to Graduate Division:

A. Secure admission blank from the office of the Director of the Graduate Division, which blank will outline fully the procedure to be followed.

B. The application blank and all other data required must be filed in the office of the Director of the Graduate Division at least one month before the registration date upon which you wish to begin graduate work.

C. If you do not hold your Bachelor's degree from the College for Teachers, at Buffalo, write to the college which granted your degree and ask that an official transcript be mailed to the Director of Graduate Division, State College for Teachers, 1300 Elmwood Avenue, Buffalo 22, N. Y.

5. Standards for a graduate degree:

A. The quantitative requirement for the Master of Science degree shall be the completion of thirty-two semester hours of graduate study.

B. Residence requirements: "A candidate for the degree of Master of Science may offer, for credit, not more than twelve semester hours in approved non-residence courses if he is a graduate of the college at which he is a candidate. He may offer not more than eight semester hours of non-residence courses if he is a graduate of another college. In all cases, however, such graduate study must be similar in scope and content to courses offered by the teachers college, and must form a coherent part of the total program of preparation to be completed by the student." In any case, the last sixteen hours preceding the granting of the Master's Degree must be taken in residence at the College for Teachers at Buffalo.

C. Five summer sessions of six weeks each shall be regarded as the usual period of attendance for the completion of the thirty-two hour requirement for the Master of Science degree. This period of time may be shortened by attendance in the classes of the Extension department.

D. No graduate student, in any New York State College for Teachers, who is a full time teacher, will be permitted to carry an extension program in excess of four credits per semester or eight credits per college year. This maximum of four hours per semester includes all work whether taken in afternoon, evening, or Saturday sessions at State or elsewhere. Registration above this maximum will result in loss of credit in excess of four semester hours.

In the Summer Session, a graduate student may be permitted to carry a maximum of one hour of credit per week, that is for two weeks' work he may receive a maximum of two (2) credits; for six weeks' work, six (6) credits; for eight weeks' work, eight (8) credits.

E. Credit will not be given for courses completed in another college or university more than seven years prior to registration in the Graduate Division of College for Teachers at Buffalo. A candidate for the Master's Degree shall satisfy all the prescribed requirements for said degree within six years from the date of admission to candidacy.

6. Admission to candidacy:

Admission to candidacy for the degree is dependent upon:

A. The completion of at least six semester hours in graduate courses.

B. A cumulative average of "B" in courses accepted for graduate credit. No courses in which a mark of "D" is received will be accepted for graduate credit. Not more than nine (9) semester hours of "C" work will be accepted towards a degree.

C. A recommendation from the adviser of the candidate.

D. A comprehensive written or oral examination may be required upon the recommendation of the adviser or the Admissions Committee.

7. **Special students who do not intend to apply for admission to candidacy may register for courses in the Graduate Division. However, these non-matriculating special students are limited to a total of 12 hours of graduate credit.**

8. **Elementary Teaching Certification for Liberal Arts College Graduates:**

Due to the extreme shortage of elementary teachers, the State Education Department has approved a plan whereby college graduates may enter an intensive training program to prepare for general elementary school teaching. The completion of a minimum of 30 semester hours, on the graduate level, 24 hours of which shall be in education courses approved for elementary school teaching, and evidence of satisfactory teaching, for a period of 5 years, as determined by an approved evaluation program, will entitle the student to a permanent certificate to teach in the elementary grades.

This program has been inaugurated to help relieve the current teacher shortage. It has been planned so that interested college graduates may register in the Graduate Division for certain specified Saturday Extension courses and summer sessions. Satisfactory completion of prescribed courses in a Summer Session will entitle the college graduate to a renewable certificate valid for one year. Additional renewals will be granted upon evidence of continued summer session study and satisfactory teaching, upon the request of the employing school official.

If the student wishes to complete the requirements for the Master of Science Degree, 8 hours of graduate study, elected under the guidance of the Graduate Division of this college, will be required in addition to the 24 hours of required courses in elementary education. All college graduates interested in this program for certification in elementary school teaching, should secure application blanks and complete instructions for registration as soon as possible. Write to Dr. Robert E. Albright,

Director of the Graduate Division, State College for Teachers, 1300 Elmwood Ave., Buffalo 22, N. Y. for the necessary information.

The following is the curriculum for Certification of Liberal Arts Graduates:

Intermediate and Upper Grade Group

Workshop in Elementary Education (Summer Session only)	6 Sem. Hrs.
Seminar in Elementary School Problems (Emphasis on Science, Mathematics and Language Arts)	3 Sem. Hrs.
Creative Arts Workshop (Music and Art)	3 Sem. Hrs.
Workshop in Child Development (Summer Session only)	6 Sem. Hrs.
Problems in Elementary School Curriculum	3 Sem. Hrs.
Seminar in Elementary Education	3 Sem. Hrs.
Electives in Education courses	6 Sem. Hrs.

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Kindergarten-Primary Group

Workshop in Elementary Education (Summer Session only)	6 Sem. Hrs.
Kindergarten Education	3 Sem. Hrs.
Psychology of the Pre-School Child	3 Sem. Hrs.
Seminar in Elementary School Problems (Emphasis on Language Arts, Science, Mathematics)	3 Sem. Hrs.
Creative Arts Workshop (Music and Art for teaching of young children)	3 Sem. Hrs.
Workshop in Child Development (Summer Session only)	6 Sem. Hrs.
Electives in Education courses.	6 Sem. Hrs.

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GRADUATE CURRICULA

(1) GENERAL ELEMENTARY

(A) For the elementary teacher:

- 6 Semester Hours—Workshop in Elementary Education.
- 3 Semester Hours—Seminar in Elementary Education.
- 6 Semester Hours—English and/or Social Studies.
- 6 Semester Hours—Academic electives.
- *2-6 Semester Hours—Research course, project, or Master's thesis.
- 5-9 Semester Hours—Unrestricted electives. (Maximum of 16 hours in education courses, including research course, project, or thesis.)

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(B) For the elementary principal or supervisor:

- 6 Semester Hours—Workshop in Elementary Education.
- 3 Semester Hours—Seminar in Elementary Administration.
- 3 Semester Hours—Supervision.
- 6 Semester Hours—English and/or Social Studies.
- 2-4 Semester Hours—Academic electives.
- *2-6 Semester Hours—Research course, project, or Master's thesis.
- 4-10 Semester Hours—Unrestricted electives.

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Total credit requirements: 32 semester hours.

* Each candidate, after conference with his or her advisor, may select one of the following requirements: (1) A course in research techniques and interpretation of research materials, 2 hours credit; (2) a project in the field of Elementary Education, 4 hours credit; or (3) a Masters thesis, 6 hours credit.

(2) HOME ECONOMICS EDUCATION

- Group I. **Advanced Technical Courses** **12 Hours maximum**
 Family Life (including Home Management, etc.) 2-6 Sem. Hrs.
 Foods and Nutrition and/or Clothing and Textiles 2-6 Sem. Hrs.
- Group II. **Advanced Courses Dealing with Problems of Home Economics Education** **10 Hours maximum**
 Seminar in Home Economics Ed. required 3 Sem. Hrs.
 Workshop in Home Economics Ed. 3-6 Sem. Hrs.
 or
 Electives by Advisement 2-6 Sem. Hrs.
- Group III. **Advanced Courses in General Areas** **10 Hours minimum**
 Social Studies 2 Sem. Hrs.
 Science and/or Art 2-4 Sem. Hrs.
 Unrestricted electives 4-6 Sem. Hrs.

Each candidate, after conference with her advisor, may select one of the following requirements: (1) A course in research techniques and interpretation of research materials, 2 hours credit (2) a project in the field of Home Economics, 4 hours credit; or (3) a Master's thesis, 6 hours credit. Credit may be applied to Group I or Group II, or may be divided between these two groups, depending upon the nature of the work done.

Total requirements: 32 semester hours.

(3) INDUSTRIAL ARTS EDUCATION

1. **Advanced Technical Courses** **12 Hours maximum**
 a. Specialization in Shop Laboratory 2-4 Sem. Hrs.
 b. Workshop in Industrial Arts Laboratory 2-4 Sem. Hrs.
 c. Seminar in Industrial Arts Education 2-4 Sem. Hrs.
 d. Field Studies in Industrial Areas 3-6 Sem. Hrs.
2. **Advanced Courses dealing with Problems Related to Industrial Arts** **10 Hours maximum**
 *a. Research techniques, project, or Master's thesis 2-6 Sem. Hrs.
 b. Workshop in Industrial Arts Education 2-4 Sem. Hrs.
 c. Contemporary Labor Problems and Legislation 2-4 Sem. Hrs.
 d. Occupational Activities for the Handicapped 2-4 Sem. Hrs.
 e. Electives by advisement (in substitution for a, b, c, and d) 2-6 Sem. Hrs.
3. **Advanced Courses in the General Areas** **10 Hours minimum**
 a. English 2-4 Sem. Hrs.
 b. Social Studies 2-4 Sem. Hrs.
 c. Mathematics and/or Science 3-6 Sem. Hrs.
 d. Unrestricted electives 3-6 Sem. Hrs.

* Each candidate, after conference with his advisor, may select one of the following requirements: (1) A course in research techniques and interpretation or research materials, 2 hours credit; (2) a project in the field of Industrial Arts Education, 4 hours credit; or (3) a Master's thesis, 6 hours credit.

Total requirements: 32 semester hours.

(4) ART EDUCATION

1. **Graduate Technical Courses:** **12 Sem. Hrs. maximum**
 Art 501. Workshop in Art Education Materials Processes, and Procedures 3 Sem. Hrs.
 Art 503. Workshop in Using the Visual Language 3 Sem. Hrs.
 Art 506. Seminar in Contemporary Art 2 Sem. Hrs.
 Art 507. Graduate Studio in Drawing, Painting, Graphic Arts 2-6 Sem. Hrs.

- Art 508. Graduate Studio in Design and Spatial Organization 2-6 Sem. Hrs.
 Art 509. Graduate Studio in Crafts 2-6 Sem. Hrs.
 Art 510. Graduate Studio in Photography
 Art 526. Special Project
 *Ed. 575. Research Techniques (2 hrs.), Art 550 Project (4 hrs.), or Art 525 Master's thesis (6 hrs.) 2-6 Sem. Hrs.
- Graduate Courses in the Practical Arts for which the students are qualified 2-6 Sem. Hrs.
2. **Graduate Courses in Related Fields:** **10 Sem. Hrs. maximum**
 Art 502. Art Education Today 3 Sem. Hrs.
 Art 504. Seminar in Art in Human Affairs 2 Sem. Hrs.
 *Art 505. Seminar in Art Education 3 Sem. Hrs.
 Art 526. Special Project 2-4 Sem. Hrs.
 *Ed. 575. Research Techniques (2 hrs.), Art 550 Project (4 hrs.) or Art 525 Master's thesis (6 hrs.) 2-6 Sem. Hrs.
- Graduate Courses in Psychology and Education 2-6 Sem. Hrs.
3. **General Education Graduate Electives:** **10 Sem. Hrs. minimum**
 Graduate courses in the Fields of Music, English, Social Studies, Sciences and Mathematics, by advisement.

* Required courses. Each candidate, after conference with his advisor, may select one of the following requirements: (1) Ed. 575, a course in research techniques and interpretation of research materials, 2 hours credit; (2) Art 550, a project in the field of Art Education, 4 hours credit; or (3) Art 525, a Master's thesis, 6 hours credit.

Total requirements: 32 semester hours.

(5) EDUCATION FOR EXCEPTIONAL CHILDREN

- A. **Education of Mentally Retarded Children:**
 Ed.Ex. 501. Workshop in Education of Mentally Retarded Children 6 Sem. Hrs.
 Ed.Ex. 511. Seminar in Education of Mentally Retarded Children 2 Sem. Hrs.
 Ed.Ex. 521. Guidance of Mentally Retarded Children 2 Sem. Hrs.
 Ed.Ex. 541. *Psychology of Exceptional Children 2 Sem. Hrs.
- **Ed. 575. Research Techniques (2 hrs.), Ed. H. 550 Project (4 hrs.), or Ed. H. 525 Master's thesis (6 hrs.) 2-6 Sem. Hrs.
- English and/or Social Studies as required by Graduate Division 6 Sem. Hrs.
 Academic elective as prescribed by the Graduate Division 6 Sem. Hrs.
 Unrestricted electives 2-6 Sem. Hrs.
- 32 SemHrs
- B. **Education of Orthopedically Handicapped Children:**
 Ed.Ex. 502. Workshop in Education of Orthopedically Handicapped Children 6 Sem. Hrs.
 Ed.Ex. 512. Seminar in Education of Orthopedically Handicapped Children 2 Sem. Hrs.
 Ed.Ex. 522. Guidance of the Orthopedically Handicapped 2 Sem. Hrs.
- **Ed. 575. Research Techniques (2 hrs.), Ed. H. 550 Project (4 hrs.), or Ed.Ex. 525 Master's Thesis (6 hrs.) 2-6 Sem. Hrs.
- *Ed.Ex. 541. *Psychology of Exceptional Children 2 Sem. Hrs.
- English and/or Social Studies as required by Graduate Division 6 Sem. Hrs.
 Academic elective as prescribed by the Graduate Division 6 Sem. Hrs.
 Unrestricted electives 2-6 Sem. Hrs.
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C. Education in Speech Correction:

Ed.Ex. 503. Clinical procedures in Speech Correction	3 Sem. Hrs.
Ed.Ex. 513. Seminar in Speech Science	3 Sem. Hrs.
Ed.Ex. 524. Introduction to Audiology	2 Sem. Hrs.
Ed.Ex. 533. Seminar in Speech Pathology	2 Sem. Hrs.

**Ed. 575. Research Techniques (2 hrs.), Ed. H. 550 Project (4 hrs.), or Ed.Ex. 525 Master's Thesis (6 hrs.)

Ed.Ex. 535. Mental Measurement	2-6 Sem. Hrs.
Free Electives	2 Sem. Hrs.
*Ed.Ex. 541. *Psychology of Exceptional Children	2-4 Sem. Hrs.
English and/or Social Studies as required by Graduate Division	2 Sem. Hrs.

Academic elective as prescribed by the Graduate Division

6 Sem. Hrs.

6 Sem. Hrs.

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*NOTE: Ed. H. 541—This course is required by the State Education Department for certification to teach exceptional children. Students who have received certification prior to entrance upon graduate study, will not be required to take Ed.Ex. 541.

** Each candidate, after conference with his advisor, may select one of the following requirements: (1) Ed. 575, a course in research techniques and interpretation of research materials, 2 hours credit; (2) Ed. Ex. 550, a project in some field of Education for Exceptional Children, 4 hours credit; or (3) Ed. Ex. 525, a Master's thesis, 6 hours credit. Total requirements: 32 semester hours.

D. Education of Hard of Hearing Children.†

E. Education of Partially-sighted Children.†

† If interested in Graduate work in the fields of Hard of Hearing Children and Partially-sighted Children please write to Dr. Maurice Fouracre, Director of the Department of Education for Exceptional Children, State College for Teachers, 1300 Elmwood Ave., Buffalo 22, N. Y., for further information.

For information regarding the program of any one of the special divisions, admission requirements, date of class sessions, registration dates, and class schedules, write to the director of the special division, or to Dr. Robert E. Albright, Director of the Graduate Division, State College for Teachers, 1300 Elmwood Ave., Buffalo 22, N. Y.

DESCRIPTION OF COURSES

OFFERED BY
DIVISIONS AND DEPARTMENTS OF THE COLLEGE

EXPLANATION OF COURSE NUMBERS

All credit courses have three figure numbers. Courses numbered below 100 are non-credit remedial courses. Graduate courses are numbered 500 and above. Those numbered from 100 to 199 are primarily freshmen courses; those from 200 to 299 primarily sophomore courses; those from 300 to 399 primarily junior courses; those from 400 to 499 primarily senior courses.

ELECTIVE COURSES

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

ART DIVISION

STANLEY A. CZURLES, Director

Professors Conant, Hubler, Smay, Winebrenner; Assistant Professors Dakin, Heyman, Karcher, Lofgren, Truesdale; Mr. Ahrens, Miss Boardman, Miss Case, Mr. Tetkowski.

101-102. Essentials of Art. Creative art experiences leading to an increasing ability in self expression and an increasing understanding of various forms of art expression. Knowledge and experience in the field of art as it functions in the life of the individual, the school, and the community. Required of all General Elementary freshmen. Three hours per week each semester. Credit: four semester hours.

***103-104. Basic Drawing I and II.** Study of the representation of form through surface modeling, through analysis of light on surface, and through the use of expressive contour line. Pencil, crayon, brush and pen. Required of all Art Education freshmen. Five hours per week each semester. Credit: five semester hours.

***105. Perspective I.** Study of linear perspective as a method of representing position and light in space. Required of all Art Education freshmen. Three hours a week. Credit: one and one-half semester hours.

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

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

***114. Figure I. Fundamentals of Figure Drawing.** Introduction to figure proportion, spatial relationship, and to the nature of figure action. From the clothed and nude model. Required of all Art Education freshmen. Three hours per week. Credit: one and one-half semester hours.

***115-116. Fundamentals of Design I and II.** Development of general design principles through the use of three-dimensional materials and through the recreation of three-dimensional organizations in terms of drawing and painting. Theoretical and empirical study of color. Application of general principles to practical problems. Required of all Art Education freshmen. Five hours per week each semester. Credit: five semester hours.

117. Introduction to Art Education. The function of Art in American life and education. Educational objectives, programs, tests and measures, related writings. Required of all Art Education freshmen. Three hours per week. Credit: three semester hours.

* Albright Art School courses.

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

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

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

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

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

212. Elementary Crafts. Simple constructions and decorations suitable for the elementary school. Various materials—paper, cardboard, papier mâché, cloth, wood, clay and others. Required of all Art Education sophomores. Four hours per week. Credit: two semester hours.

***213. Figure II.** Study of the clothed and nude model. Interpretation in various media, and from various points of view. Human and animal anatomy, psychological gesture, action, composition. Required of all Art Education sophomores. Six hours per week. Credit: three semester hours.

***214. Figure III.** The figure used as a basis for personally creative expression. Required of all Art Education sophomores. Three hours per week. Credit: one and one-half semester hours.

221. Essentials of Home Arts. Basic techniques of drawing, use of color and lettering. Fundamental principles of structural and decorative design and their application in the immediate environment. Required of Home Economics sophomores. Four hours per week. Credit: three semester hours.

290. Photography. Photography as a communications art. The making of documentary, pictorial, and creative compositions in black-and-white, color, and in combination with other communication media. Creative and technical exploration of photographic processes, and their use in self-expression and educational activities. Elective. Four hours per week. Credit: three semester hours.

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

* Albright Art School courses.

***303-304. Pictorial Design I and II.** A study of picture structure in line, values, implied space and color. Fundamentals of form representation and creative expression using oil paint and other media. Required of all Art Education juniors. Six hours per week each semester. Credit: six semester hours.

***305. Functional Design.** Design concepts applied to personal and professional projects. Includes design principles as applied to problems of home design, furnishings design and furnishings arrangement. Also, design in school projects such as year book, layouts and publicity. Required of all Art Education juniors. Nine hours per week. Credit: four and one-half semester hours.

***306. Processes and Techniques.** Experiments in reproduction methods as used in art education. Stencil, block printing, silk screen, etching, photography. Industrial reproduction methods. Required of all Art Education juniors. Nine hours per week. Credit: four and one-half semester hours.

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

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

313. Art in Everyday Life. The practical application of the principles of art in personal grooming and dress, in the selection of home furnishings, and in display arrangement. An approach to art from the standpoint of the consumer. Study of use of art in industry, business, civic affairs, and entertainment. Elective. Not open to Art Education majors. Three class hours a week. Credit: three semester hours.

314. Drawing I. Drawing in advance of that offered in Art Essentials courses. Drawing as used in lecturing and teaching, development of visual aids, object and arrangement planning. Quick sketching and detailed representation of form and shading on blackboard, paper, and other media, decorative and interpretative drawing. Selection of drawing content and treatment according to individual fields of interest. Elective. Not open to Art Education majors. Four class hours per week. Credit: three semester hours.

315. School Stage Crafts. Practical experience with class and auditorium stage problems that confront non-art teachers in elementary and secondary schools. Technical and art problems of various kinds of scenery construction, painting, and lighting. Emphasis on inexpensive home and school-built equipment. Study and working out of problems through manipulation of forms and elements on model stage. Stage design for puppetry. Elective. Not open to Art Education majors. Four class hours per week. Credit: three semester hours.

*** Albright Art School courses.**

316. Drawing II. Drawing in advance of work done in Art 314. Selection and development of media and activities according to individual professional and personal needs. Elective. Four class hours per week. Credit: three semester hours.

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

400. Workshop in Crafts I. Studio course in various crafts including leather work, metal work, ceramics and jewelry. Class and individual instruction with considerable election as to the projects to be undertaken. Elective. Not open to Art Education majors. Four hours per week. Credit: three semester hours.

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

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

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

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

406. Creative Art Workshop. Activities and experiments in various art materials suitable for the elementary grades. Organized as a laboratory workshop with opportunity for individual experiment in various media and their application to projects. Water color, powder paint, finger paint, tempera, inks, dyes, crayon, paper, cardboard, wood, cloth, soap, clay, plaster, rubber, plastics, wire, thin metals, yarn and other materials. Elective. Four class hours per week. Credit: three semester hours.

407. Workshop in Crafts II. Individual election of projects to be undertaken beyond work covered in Art 400. Elective. Four class hours per week. Credit: three semester hours.

408. Painting I. A studio course in various painting media including oil, watercolor, gouache and tempera. Individual instruction with wide variance of approach and theme to meet individual needs. Special attention will be given to individuals new to the field as well as concentrated guidance to the experienced. Elective. Four hours per week. Credit: three semester hours.

409. **Painting II.** Painting in advance of development reached in Art 408. Elective. Four class hours per week for two semester hours credit.

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

GRADUATE COURSES IN ART EDUCATION

501. **Workshop in Art Education Materials, Processes, and Procedures.** Activities and experiments with various materials, processes, and procedures in teaching art, to consider their application in the various areas of educational development. Class and individual analysis and experiment with those materials and processes which will have greatest significance in the particular community, school, and group of individuals one handles; in the solution of specific problems encountered; or in effecting new developments in the school program. Credit: three semester hours.

502. **Art Education Today.** Study of contemporary programs, beliefs, practices, problems in art education, and their relationship to trends in general education. To help the individual art teacher the better to evaluate his program, beliefs, practices, knowledges and skills through a planned study of: various city, county, and state art syllabi; important writings, studies and research; teaching aids; community resources and services. To become cognizant of needed developments and research in his own work and the field as a whole, and, of means by which these may be attained. Credit: three semester hours.

503. **Workshop in Using the Visual Language.** A study of the planning and organization of all types of visual phenomena to attain specific effects. An analysis of the psychological basis of effective composition with the visual elements: lines, forms, colors, textures, lights, and motions, irrespective of the substances, materials, objects, or settings in which they are found. Visual composition for all purposes. Depending on the needs, interest, and special responsibilities of the enrolled, the course will allow for individual study and application of compositional knowledge to immediate school and personal problems such as: preparation of visual aids, school publications, photography; organization and arrangement of objects, people, and properties for dramatics, ceremonies, games, special events; and effective designing of special items for class, shop, or home use. Credit: three semester hours.

504. **Seminar in Art in Human Affairs.** Understanding of art activity as a dynamic force in the affairs of an individual and a society. The psychology of creative activities, their significance throughout the life of an individual, and, from prehistoric to modern times. Creative activity as a way of clarifying thought, giving visible form to ideas, ideals and beliefs, attaining control of emotions, and creating settings for the exercise, de-

velopment and propagation of individual and group attitudes, beliefs, ceremonials and practices. Special emphasis on how art functions in our present way of living and thinking. Credit: two semester hours.

505. **Seminar in Art Education.** Consideration of problems and projects presented by individuals, based on special needs of teachers and supervisors of art in various types of communities and schools. The seeking of solutions in terms of contemporary philosophy, psychology, principles and practices in art and general education. The use of known research and scientific methods in determining programs, policies, and procedures for the art teacher and supervisor. Opportunity for individual and group work on specialized problems, with various members of the graduate staff participating and advising. Required of all Art Education students. Prerequisite: one or more years of teaching. Credit: three semester hours.

506. **Seminar in History of Art—Contemporary Movements in Art.** Study of the development and character of contemporary trends in the arts of painting, sculpture, graphic arts, architecture; industrial and commercial art, and crafts. Understanding of similar trends in the other art fields of music, drama, literature, etc. Lectures, readings, experiments and demonstrations with materials and techniques; visits to galleries, studios; plays and other art presentations. Credit: two semester hours.

507. **Graduate Studio in Drawing, Painting, Graphic Arts.** Opportunity for individual work in a variety of media. Concentration or spread of experience among these to be determined for each individual according to his background and needs. Studio and outdoor problems, field and gallery trips. Credit: hours by arrangement.

508. **Graduate Studio in Design and Spatial Organization.** Opportunity for individualized work in designing with paint and materials. Specialization may be in commercial designing of textiles, wall paper, etc.; lay-out for publications; home planning and furnishing; stage design, industrial design; or other functional or decorative art. Credit hours by arrangement.

509. **Graduate Studio in Crafts.** Opportunity for individualized work in textiles, jewelry, leather, woodcarving, sculpture, plastics, pottery and metal. Credit: hours by arrangement.

510. **Graduate Studio in Photography.** Specialization or spread of experience with photographic processes to be determined for each individual according to his background and needs. Opportunity to work on problems of black-and-white, or color photography, as applied to year-book lay-out, commercial art, the making of teaching aids, and as an art expression. Credit: hours by arrangement.

511. **Art in the Elementary Curriculum.** Especially planned for elementary teachers. Activities and experiments with various art materials, processes, and procedures to consider their application in attaining objectives of elementary education. Organized as a graduate laboratory workshop with opportunity for grade and other teachers to increase their own abilities at expression and creativeness with simple art materials, and to understand their use in developing creative and expressive activities of children. Credit: three semester hours.

525. **Thesis.** An individual investigation of an original problem to be submitted in typewritten form according to the directions given by the Graduate Division. Credit: six semester hours.

526. **Special Projects.** In addition to opportunities for special research along a particular line of one's specialization, advantage may be taken of the fact that the College is located in a metropolitan area; that the area has as residents, nationally and internationally known artists and craftsmen; that it has the Albright and private Art Galleries, art and dramatics schools, commercial art establishments, designing departments in business and industry, and other institutions making important daily use of art. Credit: hours by arrangement.

550. **Project.** A study undertaken by one or more individuals on some educational problem closely related to a field of special interest. The project undertaken must be approved by the student's advisor and the Director of the Division. Credit: four semester hours.

EDUCATION DEPARTMENT

OSCAR E. HERTZBERG, Head

Professors: Crayton, Lange, O'Brien, Pugsley, Sloan, Steel; Assistant Professors: Bruce, Burrell, Jamison, Kahler, Martorana, Milanovich, Penn; Mr. Barnett, Miss Evelyn Clark, Mrs. Dudley, Mrs. Eddins, Mrs. Elmer, Mr. Redden, Mrs. Schrader, Mrs. Voltz, Mrs. Wagner.

101-102. **Child Development.** Aims to develop a scientific attitude toward the study and interpretation of human behavior. Discussion of problems and methods of child study; foundations of behavior; individual differences; physical, mental, emotional and social development at different ages; effect of home, community and the school on the growth and development of children; study of personality development. Directed observation. Required of all General Elementary, Art Education, and Home Economics freshmen. Three hours per week; one hour additional when observing. Each semester. Credit: six semester hours.

201. **The Child and the Curriculum I.** Topics: The objectives of elementary education; types, organization and administration of the elementary school system in New York State and the United States; sociological changes affecting the school and the implications for education; understanding of school and community relationships. Directed observation and participation. Required of all General Elementary sophomores. Prerequisite: Ed. 101-102. Three hours per week; one additional hour when observing. Each semester. Credit: three semester hours.

202. **The Child and the Curriculum I.** Topics: Theoretical explanations of child learning; physiological and psychological factors affecting learning; course of improvement in learning; aids to effective learning; transfer of training; the teaching of reading. Directed observation and participation. Required of all General Elementary sophomores not following the early childhood education sequence. Prerequisite: Ed. 101-102. Three hours per week; one additional hour when observing. Each semester. Credit: three semester hours.

202C. **The Child and the Curriculum I.** This course is planned to help the prospective teacher develop the necessary understandings and skills to be used in providing worthwhile school experiences for children from three to eight. Attention will be directed to an understanding of the theoretical explanations of learning, factors that affect learning, the course of improvement in learning, the balanced reading program, the preparation for beginning reading, reading instruction through grade three and its relationship to later reading activities. Directed observation and participation. Required of all students electing the early childhood education sequence. Prerequisites: Ed. 101-102. Three hours per week; one hour additional when observing. Each semester. Credit: three semester hours.

203. **Educational Psychology.** Aims to develop a scientific attitude in studying and interpreting educational problems relating to human growth and development. Discussion of the interaction of heredity, environment, and maturation in producing physical, motor, mental, emotional, social and

moral differences in individuals; expressing statistically likenesses and differences in individuals; problems of maladjustment; nature and characteristics of learning; how learning should be directed and controlled; attention; fatigue; transfer of training; use of measurement in evaluating human development and learning. Directed observation. Required of all Industrial Arts sophomores. Three hours per week; one hour additional when observing. Each semester. Credit: three semester hours.

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

301C-302C. The Child and the Curriculum II. A prerequisite to practice teaching. Activities include observation, participation, class discussion and conferences with instructors and classroom teachers. While this is a course intended to give the pre-service teacher experience in guiding the group life of the child from three to eight, constant reference is made to similarities in the program for the older child. Units include (1) introducing the participant to the teacher-pupil relationships, (2) experience in selecting, organizing and presenting materials of instruction on the pre-school and early school levels, (3) evaluating pupil progress. Required of all early childhood education juniors. Prerequisites: Ed. 101-102; Ed. 201; Ed. 202C. One assignment will be in the nursery or kindergarten, and one in the primary grades. Nine hours per week. Each semester. Credit: six semester hours.

308C. Seminar in Early Childhood Education. Part I. Studies will be made of current trends affecting the curriculum of children from three to eight years of age. The seminar will provide for discussion and evaluation of materials, organization, techniques and procedures that are significant in the growth and progress of three to eight year old children. An understanding of child welfare and child-parent-community relationships for this age level will be given attention. Prerequisite to practice teaching. Parallels Ed. 301C-302C. Required of all early childhood education students. Each semester. Three hours per week. Credit: three semester hours.

Part II. Considers the major problems growing out of practice teaching experiences. Parallels student teaching. Group meets one hour per week. Each semester. Credit received is a part of student teaching.

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

the second semester of the junior year or in the first semester of the senior year. An average rating of "C" is necessary to complete this course satisfactorily. Thirty (30) hours of teaching and conferences each week. Each semester. Credit: fifteen semester hours.

Prerequisites: A passing grade in Oral English, a grade of "C" in Education 301-2 and a cumulative average grade of "C" in all previous college work. Freshmen registering after July 1, 1951 will be required to have a grade of "C" in the required Oral English courses.

401C. Practicum in Teaching. A combined course of teaching under supervision and conferences on teaching problems. Students teach four days each week and attend conferences at the college on the fifth day. Six weeks of teaching experience in the nursery school, six weeks in the kindergarten, and six weeks in a primary grade are required. Theory and practice are related with regard to meeting the needs of young children in the school. Particular attention is given to the determination of levels of maturity, the development of readiness for reading and other skills, the techniques of instruction in primary reading, class and individual instruction, group organization and management, and pupil records, as these topics relate to the growth and development of children of three to eight years of age. Required in the second semester of the junior year or in the first semester of the senior year. An average rating of "C" is necessary to complete this course satisfactorily. Thirty (30) hours of teaching and conferences each week. Each semester. Credit: fifteen semester hours.

Prerequisites: A passing grade in Oral English, a grade of "C" in Education 301C-302C and a cumulative average grade of "C" in all previous college work. Freshmen registering after July 1, 1951 will be required to have a grade of "C" in the required Oral English courses.

Student Teaching Facilities: Opportunities for teaching are afforded by the following types of schools:

1. The School of Practice, which includes the grades from the nursery school through the eighth. The instruction given by the staff is supplemented by that given by college specialists in the fields of art, music, physical education, home economics, industrial arts, mathematics, and history. The school has a reputation for modern educational policies and procedures and for excellent care of its pupils. As a result, the school has a waiting list of applicants for admission.

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

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

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

402. Seminar in Elementary School Teaching. An attempt is made to guide the student to integrate and to extend the experiences of the education sequence and focus these experiences on the professional character of teaching. Major problems to be considered are: (1) the place of science and

philosophy in elementary school teaching, and (2) special problems of the classroom teacher in the State of New York. The central aim is to develop ability and willingness to use appropriate study habits and scientific methods of research in solving educational problems in a democratic society. Required of all General Elementary seniors. Prerequisites: Ed. 101-102, 201-202, 301-302, 401. For Early Childhood Education the prerequisites are Ed. 101-102, 201, 202C, 301C-302C, 308C, 401C. Each semester. Credit: three semester hours.

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

UNDERGRADUATE COURSES IN PRINCIPALSHIP

As part of the requirements for the bachelor's degree, a student may offer the following courses which are acceptable for the issuance of the elementary school principal's provisional certificate. The remaining requirements for this certificate are met when the candidate completes three years of successful teaching experience and six hours of graduate work.

Students regularly pursuing the present curriculum should include in their program in their junior and senior years 4 to 6 elective credit hours of work in the courses Education 440, 441, 442, 443. Students offering work in these courses toward elementary principal certification are allowed to exceed the usual limit on the total hours of education which may be offered for the degree.

Students entering with advanced credit should confer with the Dean of the College to plan how the principalship certification requirements may be met.

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

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

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

443. Supervision of the Elementary School B. Evaluation of the Elementary School. Evaluating the effectiveness of the school plant and

organization; measuring pupil progress; age-grade status; acceleration and retardation. Field activities. Elective for General Elementary juniors and seniors. Four to five hours per week. Second semester. Credit: two semester hours.

EARLY CHILDHOOD EDUCATION

The early childhood education sequence has been designed for students preparing to teach in primary grades, kindergartens, or nursery schools. Students preparing to teach in nursery schools must follow this sequence for certification. Schools in the Buffalo area frequently seek primary teachers with this certification as evidence that special attention to early childhood needs has been a part of their professional training. A State Education Department Bulletin dated February, 1948, makes the following statements relative to certification requirements:

"A candidate who completes a four-year curriculum approved for early childhood education will receive a certificate limited to teaching service in the primary grades, the kindergarten, and the nursery school. A four-year curriculum approved for the preparation of teachers of early childhood education shall include 36 semester hours in approved professional courses, 12 of which shall have been in approved practice teaching in the primary grades, the kindergarten and the nursery school. The 24 semester hours in appropriate professional courses other than supervised practice teaching shall give appropriate emphasis to the learning and behavior problems of young children and the instructional needs of children in the primary grades, the kindergarten and the nursery school."

Throughout the four years of preparation students in the early childhood education sequence will take their work in the general elementary education sections. However, in Education 202C, 301C-302C and 401C, students will be directed in their professional development through differentiation of content, methods, and materials as they apply specifically to the teaching of young children in the primary grades, the kindergarten and the nursery schools. The Seminar in Early Childhood Education (308C) will be required of all students selecting the early childhood education sequence. The preparation of the student will be emphasized further by his selection under guidance of certain electives which are offered by other departments of the college. These electives are shown below.

The sequence recommended for students of early childhood education is as follows:

Required Professional Courses

First Year

Ed. 101-102 Child Development—6 hours

Second Year

Ed. 201 The Child and the Curriculum I—3 hours

Ed. 202C The Child and the Curriculum I—3 hours

Third Year

Ed. 301C-302C The Child and the Curriculum II—6 hours

Ed. 308C Seminar in Early Childhood Education—3 hours

Fourth Year

Ed. 401C Practicum in Teaching—15 hours
(Student teaching in nursery school, kindergarten, and a primary grade)

Ed. 402 Seminar in Elementary School Teaching—3 hours

Electives:

Eng. 210 Children's Literature—3 hours. (Consult section on English)

Art 406 Creative Arts Workshop—3 hours. (Consult section on Art)

Music 304 Music for Children—3 hours. (Consult section on Music)

Science 310 Science in the Elementary Grades—3 hours. (Consult section on Science)

GRADUATE COURSES

Graduate Preparation for the Elementary School Principalship

Students desiring to qualify for the elementary school principal's provisional certificate after having been awarded the Bachelor's Degree should offer 4 to 6 elective credit hours in the courses Education 503, 504 and either 530 or 531. Each of these courses carries graduate credit. Other graduate courses which may be offered to meet the minimum requirements of the elementary school principal's permanent certificate are Evaluation Techniques in the Elementary School, General School Administration, Seminar in Elementary Administration and Supervision, Workshop in Elementary School Organization and Administration.

Candidates for the Elementary School Principal's Permanent Certificate must offer, in addition to the baccalaureate degree, 30 semester hours in approved graduate courses which should include an additional 4 semester hours in approved courses in the field of elementary school administration.

Graduate Preparation for Certification as Supervisor of Elementary Education

Candidates desiring to qualify for the provisional certificate for provisional certification as Supervisor of Elementary Education should take six semester hours work in Education 530 and 531. Candidates for the permanent certificate must offer in addition to the baccalaureate degree, 30 semester hours work in approved graduate courses which would include six semester hours in Education 505, 520 and other courses designated for this purpose.

500. Workshop in Elementary Education. Participants in the Workshop are encouraged to work on individual problems which have been encountered in actual practice. Through individual counselling and small interest groups an attempt is made to guide each student in his efforts to solve his problem. The Workshop is further characterized by a general seminar, and wide use is made of the demonstration school. The Workshop is required of all students registered for the degree of Master of Science. The enrollment is limited. Credit: six semester hours.

501. Seminar in Elementary Education. An attempt is made to guide the graduate student to increase his abilities to use scientific educational research in solving problems in elementary education. Problems which will

be considered are: (1) the nature of scientific educational research and (2) special problems selected by individual students from the area of elementary education. Required of students registered for the degree of Master of Science. Eight class hours per week. Credit: three semester hours.

Ed. 503. Organization of the Elementary School. Purposes of the elementary school in a democratic society; conflicting concepts of elementary education; functions of elementary school principals: the modern elementary school curriculum; current demands for curriculum change: feasibility of various organization schemes for the elementary school in terms of curriculum design; grouping of pupils; adaptation and utilization of school plants and their special facilities (auditorium, library, gymnasium, cafeteria etc.) to curriculum needs: modern trends in school building design: co-curricular activities: pupil protection for emergencies. Ed. 503 may precede or follow Ed. 504.

Open to principals, supervisors and experienced teachers. Credit three semester hours.

Ed. 504. Administration of the Elementary School. New York State educational system; legal aspects of school administration; nature and functions of school boards: educational finance in New York State; business duties of the principal; the principal as purchasing agent; management of extra-classroom activity funds: identification of the speech, vision, hearing and predelinquent deviates; youth programs: teacher selection, employment, assignment, tenure and dismissal: building management: pupil transportation: pupil accounting. Ed. 504 may precede or follow Ed. 503.

Open to principals, supervisors and experienced teachers. Credit three semester hours.

505. Evaluation Techniques in the Elementary School. The development of a philosophy of guiding principles in the appropriate use of instruments for evaluating the educational growth of pupils and in studying educational problems; the construction of valid and reliable, informal objective and essay type tests and how to use them properly as instructional aids; the organization of an adequate program of evaluation in terms of instructional objectives; the selection, administration and scoring of appropriate measuring instruments for evaluating and diagnosing the mental abilities, educational achievements and personality characteristics of pupils; the use of appropriate, statistical concepts and methods in handling and interpreting data; the organization of remedial programs based on the results of evaluation. Elective. Three hours per week. Credit: three semester hours.

506. Philosophy of Education. An attempt is made to guide the student to study critically certain principles underlying educational practices and to formulate a philosophy for his own teaching procedures. Major problems to be considered are: (1) changing conceptions of education, (2) education's responsibilities in a democratic society, (3) the nature of reflective thinking and its educational implications, and (4) some essential phases of teaching procedures suggested by the democratic concept of education and other concepts discussed. Elective. Three class hours per week. Credit: three semester hours.

507. 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 properly qualified graduate students. Two hours per week. Credit: two semester hours.

508. Supervision of Student Teaching. A course for elementary school critics consisting of lectures, discussion, prepared paper and readings. Topics: Directing lesson planning, unit planning, developing good procedures through observation and participation, teacher-student conferences, developing desirable teacher-pupil relationships, relating student teaching to other college and community experiences, evaluating student strengths and needs, principles of supervision, the responsibilities of a critic teacher. Credit: two semester hours.

520. Workshop in Elementary Administration. This Workshop offers an opportunity for principals and supervisors to meet in small seminar groups to re-work their individual elementary school problems. Experienced teachers will find the lectures, discussions and seminar work exceedingly practical preparation for administrative and supervisory positions. A feature of this Workshop is the extensive use of consultants well recognized for their contributions in this field. Hours arranged on individual basis. Credit: two semester hours.

521. The Elementary School Curriculum. A review of child nature, the learning process, democratic society, and purposes of the elementary school. Scope and sequence, conflicting philosophies, techniques and principles of curriculum development, types of curriculum organization, designing, and transitional steps are considered. Time is also given to a discussion of such topics as: methods and materials, creative activities, mental health, enriching the curriculum, community resources, individual differences, the subject areas and evaluation. Elective. Three hours per week. Credit: three semester hours.

525. Thesis. An individual investigation of an original problem to be submitted in typewritten form according to the directions given by the Graduate Division. Credit: six semester hours.

Ed. 530 Principles of Supervision—3 semester hours credit.
Historical development of Supervision
Modern concept of the nature and scope of supervisory services
Principles applicable to the supervisory process
Types of administrative organization and principles applicable to the place and status of the supervisor in school organization
Problems and conflicts centering around supervisory service
Planning and initiating supervisory programs
Developing educational objectives for a school and a school system
Techniques of studying pupil strengths and needs

Study and utilization of community resources and factors of the physical environment that relates to learning
Selection of texts and other instructional materials
Evaluating the effectiveness of supervision

Ed. 531 Supervision of Teaching—3 semester hours credit
Historical development of supervision
Modern concept of the nature and scope of supervisory services
Principles applicable to the supervisory process
Types of administrative organization and principles applicable to the place and status of the supervisor in school organization
Problems and conflicts centering around supervisory service
Planning and initiating supervisory programs
Developing educational objectives for a school and a school system
Techniques of studying pupil strengths and needs
Study and utilization community resources and factors of the physical environment that relates to learning
Selection of texts and other instructional materials
Evaluating the effectiveness of supervision

550. Project. A study undertaken by one or more individuals on some educational problem closely related to a field of special interest. The project undertaken must be approved by the student's advisor, the head of the department and Director of the General Elementary Division. One copy must be submitted in acceptable form for filing in the College Library but does not necessarily have to be bound. Credit: four semester hours.

555. Research Methods and Techniques. Developing an understanding of the different methods and types of research in studying educational problems; reviewing the research literature on problems for study; using bibliographical resources pertinent to a problem; collecting, handling, and interpreting evidences; constructing tables, graphs and charts; using literature intelligently. Required of all graduate students not writing and understanding statistical terminology to be able to read educational a project or a thesis. Two hours per week. Credit: two semester hours.

590. The Preparation of Laboratory School Teachers. A course for the preparation of laboratory school teachers in colleges preparing elementary teachers, consisting of practical experiences, discussions, lectures, readings and a prepared paper. Each student will have practical experience in the summer demonstration school in demonstration teaching, conducting conferences with students, directing the instructional planning of novice teachers, relating student teaching to other college experiences, evaluating student strengths and needs, and in meeting the responsibilities of the laboratory school teacher. The practical experience is secured as an assistant to one or more laboratory school teachers. Students with credit for Ed. 508 may not register for this course. Credit: six semester hours.

EDUCATION OF EXCEPTIONAL CHILDREN DIVISION

MAURICE H. FOURACRE, Director

Assistant Professor Flower. Instructor Thiel.

201. Orientation in the Education of Exceptional Children. A general survey of the characteristics of atypical children; their incidence; their mental, social and vocational adjustment. The principles of educating the blind, the cardiopathic, the deaf, the hard of hearing, the lowered vitality, the mentally retarded, the orthopedically handicapped, the partially-sighted, the reading defective, the speech defective, the epileptic, and the socially maladjusted. This course is required of those students desiring certification in education of handicapped children. It may be taken as an elective and is open to all upper-classmen. Offered both semesters. Three times a week. Credit: three semester hours.

204. Science of Speech and Hearing. The study of the anatomy and physiology of the ear and the organs of speech beginning with the embryological development. Principles of physics involved in the production and reception of spoken language. Required for students majoring in education of hard of hearing and speech correction. Offered second semester. Three times a week. Credit: three semester hours.

301. Survey of Eye Conditions. Consideration and attention given to ocular problems, including the anatomy, physiology and hygiene of the eye together with a study of common eye diseases and refractive errors. Required for students majoring in education of partially-sighted children. Twice a week. Credit: two semester hours.

302. Survey of Eye Conditions. Continuation of Ed. Ex. 301. Required for students majoring in education of partially-sighted children. Prerequisite Ed. H. 301. Two times a week. Credit: two semester hours.

305. Introduction to Phonetics. Basic course dealing with the production and representation of English (American) speech sounds. The application of phonetics to the correction of deviations in children's speech. Required of students majoring in speech correction and education of hard of hearing. Offered second semester. Two times a week. Credit: two semester hours.

306. Speech Pathology. Introduction to the defects of speech, stressing etiology and therapeutic procedures for treatment of functional and mild organic speech problems. Observation and treatment of minor disorders. Required of students majoring in speech correction. Prerequisite Ed. Ex. 204, and 305. Offered first semester. Three times a week. Credit: three semester hours.

307. Speech Pathology. Consideration of etiology and therapeutic procedures of more severe speech defects particularly extensive organic problems. Observation of diagnosis and treatment. Required of students majoring in speech correction. Prerequisite Ed. Ex. 306. Offered second semester. Three times a week. Credit: three semester hours.

308. Clinical Procedures in Speech Correction. Clinic diagnosis and treatment of more severe speech defects. Required for students majoring in speech correction. Prerequisite: Ed. Ex. 307. Offered second semester. Six times a week. Credit: three semester hours.

310. Mental and Educational Measurement. Study of construction, use and interpretation of mental and educational achievement tests. Required for students majoring in education of mentally retarded and orthopedically handicapped children. Offered first semester. Three times a week. Credit: three semester hours.

311. Language Development for Hard of Hearing Children. Principles and techniques of assisting the hard of hearing child in communication. Course includes methods of teaching lip reading, auditory training, and speech improvement. Required of students majoring in education of hard of hearing. Offered first semester. Three times a week. Credit: three semester hours.

322. Methods of Teaching Mentally Retarded Children. Underlying principles of organization of a school program for mentally subnormal children. Means of selecting and evaluating suitable group and individual activities. Observation of classes for mentally retarded children. Required for students majoring in education of mentally retarded children. Offered second semester. Four times a week. Credit: three semester hours.

324. Methods of Teaching Hard of Hearing Children. Underlying principles of organizing a school program for hard of hearing children. Means of selecting and evaluating suitable group and individual activities for the teaching of basic school subjects. Observation of classes for the hard of hearing. Required for students majoring in education of hard of hearing children. Offered second semester. Four times a week. Credit: three semester hours.

308. Clinical Procedures in Speech Correction. Techniques of examination and treatment of children with speech defects, the organization and operation of public school speech correction programs. Students work with children in the out-patient clinic under supervision. Required of students majoring in speech correction. Prerequisite: Ed. Ex. 307. Offered second semester. Six times a week. Credit: three semester hours.

328. Methods of Teaching Orthopedically Handicapped Children. Underlying principles of organizing a school program for orthopedically handicapped children. Means of selecting and evaluating suitable group and individual activities for the teaching of basic school subjects. Observations of special classes for the crippled child. Required for students majoring in the education of orthopedically handicapped children. Offered second semester. Four times a week. Credit: three semester hours.

330. Methods of Teaching Partially-sighted Children. Underlying principles of organizing a school program for partially-sighted children. Adaptation of program, choice and use of sight-saving materials. Observation of classes for partially-sighted children. Required of students majoring in education of partially-sighted children. Offered second semester. Four times a week. Credit: three semester hours.

Ed. 401. General Elementary Practicum in Teaching*. Teaching in a regular elementary school under supervision, conferences on teaching problems. First half of the first semester of the senior year. All day, first four days of the week. Individual conference on the fifth day. Credit: eight semester hours.

Ed.Ex. 401. Practicum in Teaching Mentally Retarded Children. Practice teaching under supervision in a special class for children with retarded mental development. Second half of the first semester of the senior year. Prerequisite: Education 401, to be taken during the first half of the first semester of the senior year. All day, first four days of the week. Individual conferences on the fifth day. Credit: seven semester hours.

403. Practicum in Teaching Hard of Hearing Children. Practice teaching under supervision in a special class for children who are hard of hearing. Second half of the first semester of the senior year. Prerequisite: Education 401, to be taken during the first half of the first semester of the senior year. All day, first four days of the week. Individual conferences on the fifth day. Credit: seven semester hours.

405. Practicum in Speech Correction. Student is assigned to a public school speech correctionist and works under supervision. Second half of the first semester of the senior year. Prerequisite: Education 401, which should be taken during the first half of the first semester of the senior year. All day, first four days of the week. Individual conferences on fifth day. Credit: seven semester hours.

407. Practicum in Teaching Orthopedically Handicapped Children. Practice teaching under supervision in a special class for orthopedically handicapped children. Second half of the first semester of senior year. Prerequisite: Education 401 which should be taken during first half of first semester of senior year. All day, first four days of the week. Individual conferences on fifth day. Credit: seven semester hours.

409. Psychology of Exceptional Children. The psychology of all types of handicapped children will be studied. Test materials; their use and interpretation, visits to clinics and special classes, visiting consultants and case studies will be utilized as approaches to the course. Offered second semester. Three times a week. Credit: three semester hours.

411. Practicum in Teaching Partially-sighted Children. Practice teaching under supervision in a special class for children with low vision. Second half of the first semester of the senior year. Prerequisite: Education 401 which should be taken during the first half of the first semester of the senior year. All day, first four days of the week. Individual conferences on fifth day. Credit: seven semester hours.

422. Audiometry and Hearing Aids. The study and measurement of hearing. The administration of individual and group audiometric examinations. Technique of interpreting audiograms. Principles of construction, fitting and use of individual hearing aids. Required of all students majoring in education of the hard of hearing. Offered first semester. Four times a week. Credit: three semester hours.

* Required of all students enrolled in the Division of Education for Exceptional Children.

GRADUATE COURSES

501. Workshop in Education of Mentally Retarded Children. Observation and individual participation in a class for mentally defective children. Group discussions and experimentation in techniques and materials used in this type of special class. Summer Session. Credit: six semester hours.

502. Workshop in Education of Orthopedically Handicapped Children. Observation and individual participation in class for orthopedically handicapped children. Understanding and use of techniques and materials for academic and non-academic curriculum. Class discussions and reports. Credit: six semester hours.

503. Clinical Procedures in Speech Correction. An advanced practicum offering the student who has completed basic certification the opportunity to work under supervision with severely speech handicapped children. Prerequisite: Ed.Ex. 204, 305, 306 and 308 or equivalent. Credit: six semester hours.

511. Seminar in Education of Mentally Retarded Children. Problems of class organization, grouping and curriculum. Educational psychology for the retarded. Psychological tests and their interpretation. Second semester. Credit: three semester hours.

512. Seminar in Education of Orthopedically Handicapped Children. Problems of class organization, grouping and curriculum. Educational psychology for the crippled. Psychological tests and their interpretation. Credit: two semester hours.

513. Seminar in Speech Science. An advanced seminar in the anatomy, physics and physiology of speech stressing research and experimental studies in the field. Prerequisite: Ed.Ex. 204, 305, 306, and 308 or equivalent. Credit: 2 semester hours.

520. Speech Correction for Elementary School Teachers. Types and causes of speech defects and disorders found in elementary school children. Methods of treatment of minor disorders by the classroom teacher. Some phonetics and speech science. Observation of children presenting various speech problems. Credit: two semester hours.

521. Guidance of Mentally Retarded Children. Study of educational, social and vocational guidance of mentally retarded. Job analyses and occupational education. Specialists from fields allied with education and guidance. Credit: two semester hours.

522. Guidance of the Orthopedically Handicapped. Understanding of the crippled from the medical aspect—causes and incidence of crippling condition—vocational guidance. Physicians, social workers, employers and other specialists as guest lecturers. Credit: two semester hours.

524. Introduction to Audiology. A course in the clinical treatment of hearing problems designed particularly to assist the speech correctionist. Considering hearing testing, hearing aid construction, and research in the field of audiology. Prerequisite: Ed.Ex. 204, 305, 306 and 308 or equivalent. Credit: two semester hours.

Ed.H. 525. Thesis. An individual investigation of an original problem to be submitted in typewritten form according to directions given by the Graduate Division. Credit 6 semester hours.

533. Seminar in Speech Pathology. An advanced seminar in speech pathology emphasizing research studies in the areas of stuttering, voice defects, cleft palate, and cerebral palsy. Prerequisite: Ed.Ex. 204, 305, 306 and 308 or equivalent. Credit: two semester hours.

535. Mental Measurement. Study of presentation, use and interpretation of mental and performance tests. Demonstrations. Student participation in giving psychometric examinations. Credit: two semester hours.

Ed.H. 550. Project. An undertaking pursued by one or more students on some problem closely related to the field of special interest. The project must be approved by the student's advisor and by the head of the division or department concerned. Credit 4 semester hours.

Ed. 575. Research Methods and Techniques. See description under Graduate Division, Education Department write-up. Credit: two semester hours.

ENGLISH DEPARTMENT

ARTHUR L. BRADFORD, Head

Professors: Cochnower, Ganey, Goossen, Gragg, Greenwood, Gronewold; Assistant Professors: Drew, Fried, Grabau, Schuck; Miss Gallagher, Miss Norenberg, Mr. Smith.

101. English Composition. A study of the principles of clear and effective writing as applied to the sentence, the paragraph, and the whole composition. Practice in the various types of writing with emphasis on exposition. Attention to the problems of note-taking, the use of dictionaries, vocabulary building, and the research paper. Required of all freshmen. Each semester. Credit: three semester hours.

Note: Students earning a grade of B or higher in this course will be permitted to take an English elective course in lieu of the second course in composition.

102. Fundamentals of Speech. Study of voice and diction and the general principles of speaking and reading. The phonetic alphabet, detailed analysis of articulation, voice recordings. Each semester. Credit: three semester hours.

Note: Freshmen registering after July, 1951 will be required to have a grade of C or higher in this course as a prerequisite for Ed. 401 and Ed. 401C. Students earning a grade of B or higher in English 102 will be permitted to substitute an English elective in lieu of the second course in speech.

201. Advanced Composition. A further study of language usage and the art of writing. Practice in the organization of short and long papers. Attention to the development of individuality of thought and expression. Required of General Elementary and Home Economics sophomores. Each semester. Credit: three semester hours.

202. Public Speaking. Speech as a total bodily activity; the psychology of the speaker-audience relationship; the collection and organization of speech materials; criteria of successful speech. Required of all Home Economics and Industrial Arts sophomores. Each semester. Credit: three semester hours.

Note: Students registering after July, 1951 will be required to have a grade of C in this course as a prerequisite for Ed. 401 and Ed. 401C.

203. Modern Drama. A study of the chief modern dramatists of Continental Europe, England, and America from Ibsen to the present time. Credit: three semester hours.

204. English Literature. A study of English prose and poetry from the beginnings through the Victorian period. Required of General Elementary sophomores and Home Economics seniors. Each semester. Credit: three semester hours.

205. General Literature. A study of literary masterpieces of Western civilization. Readings include English and American poetry and prose and translations from the Greek, Latin, French, German, and Russian. Required of all Art Education sophomores. Credit: three semester hours.

210. Children's Literature. Study of the types of children's literature—folklore, modern informative material, fiction, biography, and poetry. Attention to principles of book selection, illustrations, format of books, reading interests of children, story telling, and preparation of bibliography. Elective for sophomores, juniors, and seniors. Each semester. Credit: three semester hours.

220. Creative Writing. A course designed for students especially interested in writing. Individual projects to suit interests and abilities of students. Elective for sophomores, juniors, and seniors. Credit: three semester hours.

301. Play Direction. Elements of production, play analysis, character interpretation, preparation of the director's book, casting, rehearsals; student direction and participation in a production. Elective for sophomores, juniors, and seniors. Credit: three semester hours.

304. American Literature. The major writers and literary movements of the United States from the Colonial Period to recent times. Required of Industrial Arts and General Elementary juniors. Each semester. Credit: three semester hours.

305. Late Nineteenth Century Literature. British, French, and American transitional literature of the late nineteenth century, with special attention to the reaction against Victorianism in England, the Aesthetic Movement, Impressionism and Symbolism, the Realists, and the Irish Literary Renaissance. Elective. Credit: three semester hours.

306. Advanced Speech. A course related to speech activities in the practice teaching situation. Units of work covering a study of articulatory problems, the presentation of informative talks, individual and group reading of poetry, story-telling. Required of all General Elementary juniors. Each semester. Credit: three semester hours.

Note: Students registering after July, 1951 will be required to have a grade of C or higher in this course as a prerequisite for Ed. 401 and Ed. 401C.

307. The Literature of the Bible. Selected writings of the Old and New Testaments studied as literature. Rhetorical and poetic aspects of Biblical poetry and prose. Influence of Biblical translations on the English language. Elective for juniors and seniors. Credit: three semester hours.

309. Public Discourse. Theory and practice of group discussion, including debate, parliamentary procedure, panel presentations, interview techniques, and oral reports. Elective. Credit: three semester hours.

314. General Literature II. A continuation of English 205. Required of all Art Education juniors. Credit: three semester hours.

315. Seventeenth Century Poetry. A study of selected poets of this century, such as Donne, Herrick, and Milton, together with some critical theory concerning them. Elective for sophomores, juniors, and seniors. Credit: three semester hours.

330. Poetry Appreciation. A course designed to promote reading for pleasure and to develop enthusiasm for poetry. Oral reading of poems with explanation of matters of interest pertaining to the poems. Formal critical essays on poetry are studied. Elective for sophomores, juniors, and seniors. Credit: three semester hours.

331. Modern British and American Poetry. A study of the major poets and the more significant tendencies of poetry from 1912 to the present time. Elective for sophomores, juniors, and seniors. Credit: three semester hours.

334. The World Novel. Reading and analysis of significant works by major figures in the development of the novel during the past three centuries. A study of the novel as an art form. Major non-English writers read in translation. The evolution of the novel as seen through the work of Fielding, Balzac, Flaubert, Dostoevski, Tolstoi, the Brontes, Hardy, Hawthorne, and James. Elective for juniors and seniors. Credit: three semester hours.

335. The American Novel Before 1900. The reading of representative novels of Cooper, Hawthorne, Melville, Clemens, James, and Howells. Elective for juniors and seniors. Credit: three semester hours.

336. Chaucer and His Age. Representative works of Chaucer, with supplemental readings in the early drama, romance, and popular ballads. Elective for juniors and seniors. Credit: three semester hours.

341. Speech Education for Elementary Teachers. Study of the development of normal speech, speech deviations encountered in elementary school with remedial procedures for correction. Elective for sophomores, juniors, and seniors. Credit: three semester hours.

345. Radio and Television in Education. A study of broadcasting, including its history, standards of program evaluation, and the utilization of recordings, radio, and television programs in the classroom. Activities will include reports on assigned broadcasts, writing and producing an educational program, tours of broadcasting facilities, a research paper on some aspect of broadcasting. Elective for sophomores, juniors, and seniors. Credit: three semester hours.

346. Acting—Theory and Practice. Tutorial study of the history, theory, and art of acting intended for students with special interests and aptitudes for dramatic interpretation. Consideration of techniques, with their practical application for the creation of a role. Prescribed readings on the techniques of acting, with their conflicting philosophies required. Hours arranged on individual basis, but major role in full-length play a requirement at the time of the course. Prerequisite: Previous participation through two major roles in full-length college productions. Credit: three semester hours.

401. Survey of Drama. Reading and analysis of representative plays of Western European culture, beginning with Greek tragedy and including 20th century English and American. Reading includes such dramatists as Sophocles, Plautus, Jonson, Moliere, de Vega, Sheridan, Chekov, Ibsen,

Shaw, and O'Neill. Elective for juniors and seniors. Credit: three semester hours.

402. Contemporary Literature. British and American Literature of the twentieth century, with emphasis upon poetry, the novel, and the drama. Required of all General Elementary seniors. Each semester. Credit: three semester hours.

405. Short Writings in the Familiar Style. Selected readings from the informal writings of Beerbohm, Leacock, Thurber, Lewis Allen, Heywood Broun, E. B. White and others. Elective for sophomores, juniors, and seniors. Credit: three semester hours.

406. The English Novel. An examination of the great English novels of the nineteenth century both as works of art and as reflection of the social interests of the time. Elective for juniors and seniors. Credit: three semester hours.

407. Romantic Movement. A study of romantic poetry and prose from their beginnings in the late eighteenth century down to 1832. Particular attention is given to Burns, Wordsworth, Coleridge, Scott, Byron, Shelley, Keats, and to the critics of the period. Elective for sophomores. Credit: three semester hours.

408. The Short Story. Development of and trends in the short story; selections from Hawthorne, Poe, Bierce, W. D. Steele, Susan Glaspell, Ring Lardner, O. Henry, Hemingway, and others. Elective for sophomores, juniors, and seniors. Credit: three semester hours.

415. Shakespeare I. An interpretive and appreciative study of representative comedies and tragedies, including *As You Like It*, *Twelfth Night*, *Hamlet*, *Macbeth*, and *The Tempest*. Elective for juniors and seniors. First semester. Credit: three semester hours.

416. Shakespeare II. A similar study of another group of plays, including *A Midsummer Night's Dream*, *Much Ado About Nothing*, *Othello*, *King Lear*, and *The Winter's Tale*. Second semester. Credit: three semester hours.

422. Victorian Poetry. A study of the poetry of the Victorian Period with special attention to its relation to the social, political and scientific developments of the age. Elective for juniors and seniors. Credit: three semester hours.

423. Nineteenth Century English Prose. The writings of Carlyle, Macaulay, Newman, Mill, Ruskin, Arnold, Huxley, and Pater as representations of the main intellectual currents of nineteenth century England. Elective for juniors and seniors. Credit: three semester hours.

425. Journalism. Gathering and writing the news, feature and editorial material; writing headlines; preparing copy; copy-reading; working with the printer; make-up; advertising; public relations; elementary school journalism. Elective for all students. Credit: three semester hours.

431. Milton. Readings in the prose and poetry of John Milton with principal stress on *Paradise Lost*. Elective for juniors and seniors. Credit: three semester hours.

432. Literary Criticism. Principal critical theories from Aristotle and Plato to the present. Elective for juniors and seniors. Credit: three semester hours.

445. Philosophy in Literature. Survey of major philosophic viewpoints as they are reflected in general literature. Preliminary readings in the literature of the historically important systems of thought, followed by an examination of literary masterpieces with strong philosophic import. Elective for juniors and seniors. Credit: three semester hours.

GRADUATE COURSES

500. Studies in the Structure and Function of Language. Fundamental principles basic to all languages. Theories of the origin of language, the nature and psychology of language, phonetics and phonetic change, alphabets and systems of writing, language types and families, the Indo-European family and its branches, the history of the English language, word origins and changes in meaning, speech standards. Credit: three semester hours.

502. Studies in American Literature. Aspects of literary culture in America from the Colonial Period to the present. Religious and political influences upon early writings; the Romantic Movement and Transcendentalism; the development of realism and regional literature. Credit: three semester hours.

503. American Regional Literature. An investigation of the literature of certain geographic and cultural areas of the United States—New England and Eastern, Southern, and Western. Folkways in American letters, local color and the use of regional materials, especially in fiction. Credit: three semester hours.

504. Origin and Development of English Drama. Liturgical beginnings of English drama, miracle and morality plays, interludes; the rise of English comedy and tragedy; forerunners and contemporaries of Shakespeare; the progress of theatre to 1642. Credit: two semester hours.

505. Studies in the Novel. A brief history of the novel in England, followed by a more extended study of the novel in the Nineteenth Century. Readings from the major novelists; special research by each student in some aspect of the novel or in the work of one English novelist.

506. Studies in the Modern Drama. General intellectual influences contributing to a renaissance of drama in Europe and America; Ibsen and the play of ideas; realism, naturalism, symbolism, sociological drama. Readings and investigations. Credit: three semester hours.

507. The Modern Novel. The reading of outstanding American and English twentieth century novels with major attention to the significance of these novels as (1) interpretations of contemporary life, (2) social criticism, (3) reflection of current tendencies in art and (4) possible lasting value. Credit: three semester hours.

508. **The Literature of Greece and Rome.** Reading in English and discussion of selected masterpieces from the literature of Greece and Rome. Independent studies relating this literary material to the later literature in English and the modern languages. Credit: three semester hours.

509. **Studies in the Prose and Poetry of Milton.** An intensive study of the most important prose and poetry of Milton with particular emphasis on "Paradise Lost." Attention will be given to the background of Milton's writings. Prerequisite: consent of instructor.

510. **Emerson, Thoreau, and the Transcendentalists.** An intensive study of selected writings of Emerson and Thoreau against the background of European and American transcendentalism. Prerequisite: three credits in American literature or its equivalent.

511A. **Studies in the Poetry of the Victorian Period.** A study of the major Victorian poets, considered against the social, political, and intellectual background of the times. Principal concentration on Tennyson and Browning.

511B. **Studies in the Prose of the Victorian Period.** Victorian Essay. Studies of the major Victorian essayists against the intellectual background of Nineteenth-Century England—Carlyle, Newman, Macaulay, J. S. Mill, Ruskin, and Arnold.

512. **The Literature of Continental Europe.**

A. **The Middle Ages.** Reading in English translation representative works of the Middle Ages. Special reference to the importance of this literature as source material for more recent writers. Reference reading, reports, research topics. Credit: two semester hours.

B. **The Renaissance.** Attention is concentrated upon the following Renaissance literary figures: Petrarch, Boccaccio, Machiavelli, Castiglione, Ariosto, Erasmus, Rabelais, Ronsard, Montaigne, Tasso, Cervantes. Emphasis upon their relation to the literature of England. Basic text, collateral reading, reports, research topics. Credit: two semester hours.

C. **The Nineteenth Century.** Reading in English translation selected masterpieces of Nineteenth Century European literature. Rousseau and his disciples. Romantic poetry, fiction, and drama. Realism, naturalism, and symbolism in the various literary types. Credit: two semester hours.

513. **Seminar—Tour in American Literature.** A study of major American writers before 1900 in connection with a tour of locales associated with these writers. The study covers four weeks: the tour, two weeks. Particular writings selected for study will be associated with locales to be visited. The writers include Emerson, Thoreau, Cooper, Longfellow, Whittier, Hawthorne, Bryant, Irving; the locales, New York City, Catskills, Cooperstown, the Berkshires, Boston, Cape Cod, Concord, Walden, Cambridge, and Haverhill. Credit: six semester hours.

514. **Children's Literature.** A study of the types of children's literature with special attention to the following: criteria of book selection, the reading interests of children, preparation of bibliography. Investigation of particular problems, reports. Credit: three semester hours.

515. **Philosophic Aspects of Literature.** The literary artist as thinker. Review of major movements in English and American literature from the perspective of philosophy; literature as a source of ideas; the representation of social, political, religious, and ethical ideals in poetry, fiction, and drama. Consideration of philosophically significant works in foreign literatures with special attention to the issues of thought in our own time. Credit: three semester hours.

525. **Thesis.** An individual investigation of an original problem to be submitted in typewritten form according to directions given by the Graduate Division. Credit: six semester hours.

550. **Project.** An undertaking pursued by one or more students on some problem closely related to the field of special interest. The project must be approved by the student's advisor and by the head of the division or department concerned. Credit: four semester hours.

575. **Research Methods and Techniques.** See description under Graduate Division, Education Department write-ups. Credit: two semester hours.

FOREIGN LANGUAGE DEPARTMENT

CHARLES A. MESSNER, Head

Instructor: Mr. Guerra.

Students of the General Elementary Division who do not present credit for two years of a foreign language for admission must complete one year of a foreign language before graduation.

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

LATIN

101, 102. Beginning Latin. Fundamentals of the Latin language. Essentials of Latin grammar with reading of simple prose selections. Emphasis upon the Latin element in the vocabulary of English and the modern languages. For students with no previous knowledge of Latin. First and second semesters each year. Credit: six semester hours.

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

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

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

303. Latin Drama. Reading of representative comedies of Plautus and Terence. Studies in the technique of the Roman theater. Prerequisite: Latin 201 and 202. Credit: three semester hours.

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

401. Mediaeval Latin. Reading of selections from all types of Latin literature of the Middle Ages. Study of its relation to literature in the modern vernaculars. Prerequisite: Latin 201 and 202. Credit: three semester hours.

402. Latin Prose Composition. Basic principles of the Latin language with copious writing of Latin. Prerequisite: Latin 201 and 202. Credit: three semester hours.

404. Readings from Roman Philosophy. Selected portions of Cicero's *De Officiis*, Lucretius' *De Rerum Natura* and Seneca's *Essays*. Prerequisite: Latin 201 and 202. Credit: three semester hours.

FRENCH

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

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

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

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

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

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

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

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

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

SPANISH

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

201, 202. Intermediate Spanish. Reading of modern Spanish and Spanish-American authors in the fields of the novel, short story and drama. Vocabulary study. Prerequisite: Spanish 101, 102 or at least two years of high school Spanish. First and second semesters each year. Credit: six semester hours.

301. **Spanish Conversation and Composition.** Exercises to facilitate comprehension and fluent self-expression. Emphasis on both Spanish and Spanish-American spoken idiom, syntax and vocabulary. Use of recording aids. Conducted in Spanish. Prerequisite: Spanish 201 or three units of high school Spanish. Credit: three semester hours.

302. **Modern Spanish Masterpieces.** Representative genres of recent Spanish literature: the novel, drama, literary criticism, and modern poetry. Lectures on the main currents of Spanish literature of the modern period. Prerequisite: ability to speak and understand Spanish. Credit: three semester hours.

303. **Spanish Literature of the Golden Age.** Survey of Spanish classical literature. Prerequisite: four years of high school Spanish or completion of Spanish 202. Credit: three semester hours.

304. **Spanish-American Civilization.** A study of all the aspects of Spanish culture in the Americas. Conducted in Spanish. Prerequisite: four years of high school Spanish or completion of Spanish 202. Credit: three semester hours.

401. **Cervantes.** Critical study of "Don Quixote" with collateral reading from the "Exemplary Novels". Conducted in Spanish. Prerequisite: ability to read and understand advanced Spanish. Credit: three semester hours.

402. **Spanish Classical Drama.** Reading from the plays of Lope de Vega and Calderon and their contemporaries. Prerequisite: ability to read and understand advanced Spanish. Credit: three semester hours.

GEOGRAPHY DEPARTMENT

KATHERYNE T. WHITEMORE, Head

Instructors: Miss Laux, Mr. Redden.

301. **General Geography I.** A survey of world geography organized by climatic regions. Emphasis on regions of the low latitudes, the high latitudes, and the arid and semi-arid regions of the intermediate latitudes. Special attention given grazing, agriculture, and the utilization of forests. Exercises give experience with various types of maps and other tools of geographic study. Required of General Elementary juniors. Each semester. Credit: three semester hours.

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

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

402. **General Geography II.** A continuation of the study of world geography with emphasis on the humid regions of the intermediate latitudes. Special attention to mining and manufacturing and intensive types of agriculture. Experience in simple methods of field studies. Required of General Elementary seniors. Prerequisite: Geog. 301. Each semester. Credit: three semester hours.

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

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

406. **Geography of New York State.** A study of the relation of physical factors to the location and character of colonial settlement, the spread of population over the state, the development of transportation and industry. The aims and accomplishments of the conservation movement. Elective for sophomores, juniors and seniors. Credit: three semester hours.

407. **Conservation of Natural Resources.** A survey of the extent, distribution, and condition of the major natural resources of the United States for juniors and seniors. Credit: three semester hours.

GRADUATE COURSES

500. Geography of Eastern Asia. A regional study of the eastern part of the continent including China, Japan, the East Indies, the Indo-China Peninsula, and eastern U.S.S.R. A survey of the physical background of each region is followed by a study of the past and present economic adjustments of the people to the environment. Experience in the graphic presentation and interpretation of statistical data. Prerequisite: six hours in Geography courses. Credit: three semester hours.

501. Studies in Industrial Geography. Intensive analysis of selected problems chosen from several aspects of economic geography. Selection is based on importance in current world problems and on student needs and interests. At least one study is made of an industry in the local area to give experience in field study. Prerequisite: six hours in Geography. Credit: three semester hours.

502. Map Interpretation for Teachers. A course designed to provide knowledge of maps and skill in the use of maps needed by all adults and especially by teachers. In addition, study is made of the development of map skills and the use of maps at all levels of elementary education. Experiences will include class lectures, readings, the use of a variety of maps, and when possible experiments in the students' own class rooms. Prerequisite: six hours in geography. Credit: three semester hours.

S.S. 507. Field Course in the History and Geography of New York State. Open to upperclass undergraduates. For description of the course see listing under Social Studies Graduate Courses, page 163.

S.S. 508. Field Course in Mexican Culture. Open to upperclass undergraduate students. For description of the course see listing under Social Studies Graduate Courses, page 163.

Geog. 525. Thesis. An individual investigation of an original problem to be submitted in typewritten form according to directions given by the Graduate Division. Credit: six semester hours.

Geog. 550. Project. An undertaking pursued by one or more students on some problem closely related to the field of special interest. The project must be approved by the student's advisor and by the head of the division or department concerned. Credit: four semester hours.

Ed. 575. Research Methods and Techniques. See description under Graduate Division, Education Department write-ups. Credit: two semester hours.

HEALTH AND PHYSICAL DEPARTMENT

RUTH E. HOUSTON, Head

Assistant Professors: Adessa, Coyer, Roach; Miss Bosworth, Miss Brinsmaid, Miss Raps, Miss Spaulding.

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

203. Health Education. Functional hygiene to assist student in maintaining good health; physiology of exercise to understand functional basis of various sports. Elective for Industrial Arts men. Three hours per week. One semester. Credit: three semester hours.

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

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

405. Principles of Coaching. Discussion, demonstration of skills and techniques in baseball, basketball, badminton, soccer, tennis, track; organization of meets and tournaments; score-keeping; officiating; interpretation of rules; court and field lay-out; purchase and care of equipment. Elective for men. Three hours per week. One semester. Credit: three semester hours.

406. Women's Sports. Techniques of teaching women's sports; demonstrations of teaching mass groups with lead-up games and skills in individual and team sports, such as archery, badminton, baseball, tennis, volleyball; participation; officiating; interpretation of rules; organization of tournaments and Play Days. Elective for women. Prerequisites: skill in at least one sport. Three hours per week. One semester. Credit: three semester hours.

Physical Education Activities. Students are registered in class groups for a wide range of indoor and outdoor activities, such as archery, badminton, basketball, deck tennis, folk dancing, rhythms, softball, shuffle board, swimming, volleyball, winter sports; in addition, baseball, boxing, track, and wrestling for men. Required of first year General Elementary, Home Economics, and Art Education students; optional for second, third, and fourth year students. Two hours per week; one hour swimming, one hour activities in the gymnasium. No credit.

HOME ECONOMICS DIVISION

MILDRED L. SIPP, Director

Professors: Grant, Roudebush, Stewart; Assistant Professors: Arlene Adams, Lois Adams, Buddenhagen, Weaver, Westlund; Miss Aspray, Mrs. Batchelder, Mrs. Nudd, Mrs. Schasel.

90. Clothing. Selecting and constructing a simple garment involving fundamental construction process and use of sewing machine. Required of all Home Economics freshmen who are in lower range of a written and practical test in clothing. Two hours. First semester. No credit.

91. Foods and Nutrition. Study of various foods, basic ingredients and procedures; product standards; menu planning; table service and efficient management of time and equipment. Required of all Home Economics freshmen who are in a lower range of a test in foods. Two hours. Either semester. No credit.

101-102. Introduction to Home Economics. Designed to meet the needs of freshmen students in their Home Economics studies and in their personal adjustments to school and family living.

Half of the first semester is given to Home Economics orientation and to elective units planned to help the students with personal problems. A half semester is given to each of the following areas: clothing and textiles, foods and nutrition, and family living. Required of Home Economics freshmen. Prerequisite to required clothing unit: Home Economics 90 or exemption from it. Six hours per week. Both semesters. Credit: four credits each semester.

203. The Child in the Family. Correlation of the study of child development and guidance with observation and participation in the City nursery schools and in the three and four year old groups in the School of Practice. Emphasis on understanding parent-child relationships and on developing guidance skills in working with young children. Required of Home Economics sophomores. Prerequisite Education 101-102. Six hours per week. Each semester. Credit: four semester hours.

204. Clothing and Costume Design. Construction of garments with emphasis on fundamental principles of construction, fitting and costume design. A study of textiles with emphasis on consumption. Required of Home Economics Sophomores. Prerequisite: Home Economics 102. Six hours per week. Each semester. Credit: four semester hours.

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

206. Family Health and Home Nursing. Aims to teach the facts and procedures which are essential in safeguarding the health of the individual and family. Laboratory work in home nursing, such as may be used in ordinary illnesses in the home under a physician's guidance, includes some opportunity to study community agencies concerned with family health. Prerequisites: Science 123-124. Either semester. Credit: two semester hours.

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

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

306. Foods and Nutrition. Added experience in food preservation, school lunch management, preparation and service with emphasis upon nutritional and educational problems; management, preparation and service for large groups; demonstration; added experience in hospitality. Required of Home Economics juniors. Prerequisites: Home Economics 205, Science 226. Five hours per week. Each semester. Credit: three semester hours.

H. Ec. Ed. 323. Home Economics Methods and Materials. Aims to assist prospective teacher in developing a realistic philosophy of education; understanding problems of school administration and curriculum in both general and home economics education; knowing how to apply principles of learning and teaching; developing some techniques in selecting, organizing and using instructional materials; developing a philosophy of evaluation and some ability in obtaining and interpreting data through the use of appropriate techniques. Includes observation and participation. Grade of "C" is a prerequisite to H. Ec. Ed. 421. Required of Home Economics juniors. Prerequisites: Home Economics 203, 204, 205. Eight hours per week. Each semester. Credit: six semester hours.

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

403. Family Relationships. A study in the regular progression in the type of family relationships which the individual sustains to other members of the family throughout the life cycle; problems of family relationships which arise out of the cultural milieu; consideration of the influence which emotional maturity, heredity, preconceived roles, personality and back-

ground factors have on marriage adjustment; some attention to the teaching of family relationships at the secondary level. Required of Home Economics seniors. Three hours per week. Each semester. Credit: three semester hours.

405 Household Equipment. The application of the principles of physics to the selection, operation, care, and arrangement of household equipment. Emphasis is placed upon utilitarian aspects of equipment to promote economy, efficiency and comfortable living in the home. Required of Home Economics seniors. Prerequisite: Science 227. Four hours per week. Each semester. Credit: three semester hours.

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

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

411. Food and Nutrition. Selection and preparation of well balanced meals to meet individual needs. Laboratory work to give an understanding of basic food procedures, standards of products, serving of food. Elective for students not majoring in Home Economics. Four hours per week. Either semester. Credit: three semester hours.

412. Marriage and Family Relationships. Designed to acquaint the student with the growing body of scientific knowledge concerning the husband-wife relationships, the experiences that precede it and the adjustments and problems growing out of it. Discussion of the social and psychological aspects of marriage and family living; emotional and social maturity and readiness for marriage; courtship, choice of mate and engagement; predicting success or failure in marriage; personality and social factors in marriage adjustments. Elective for seniors not majoring in Home Economics. Three hours per week. Each semester. Credit: three semester hours.

H. Ec. Ed. 421. Teaching Practicum. Provides opportunity to study New York State program for home making education and its adaptation to local situations. Teaching experience is required in two of the cooperating schools located outside of Buffalo. Residence in school community required during student teaching. Student shares in non-instructional as well as instructional responsibilities of the teacher; group conferences of all student teachers held regularly at the College. Students defray own travel and residence expenses. Grade of "C" required for this course. Required of Home Economics seniors. Prerequisite, H. Ec. Ed. 323, and grade "C" in H. Ec. Ed. 323. "C" average in cumulative college courses. Fifteen hours per week. Two-thirds semester. Each semester. Credit: nine semester hours.

GENERAL COURSES—REQUIRED AND ELECTIVE

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

GRADUATE COURSES

500. Seminar in Home Economics Education. Survey and evaluation of recent research and problems in the field of Home Economics Education. Study will center around special problems selected by individual students from the area of Home Economics Education. Credit: three semester hours.

502. The Individual and the Family. A study of personality development in contemporary American family life. Emphasis on the family as an important factor in shaping the growth and adjustment of children, adolescents, and adults. Recent research on child development in the family is considered. Designed for teachers who wish a greater understanding of their students and of themselves. Prerequisite: Psychology or Child Development. Credit: three hours.

503. Family Relationships. A study of the family viewed longitudinally with emphasis on the developmental tasks of family members at each stage of the family life cycle. The research on marriage success and family crises will be considered. A functional course in which the student will be expected to examine her attitudes, values and standards regarding family living. Credit: three hours.

504. Problems in Foods and Nutrition. Study of recent research developments in foods and nutrition. Discussion of problems which arise in teaching foods and nutrition to elementary and high school groups. Opportunity will be given for working on problems related to the individual's teaching situation. Credit: 3 semester hours.

505. Problems in Clothing and Textiles. New developments in textiles; aids for selecting fabrics; family clothing problems. Particular reference to problems met in teaching clothing and textiles in secondary and adult classes. Credit: three semester hours.

506. Seminar in Home Management. Newer developments in the field of managing the home. Particular reference to problems met in teaching management in secondary and adult classes. Students will work on individual problems in accordance with their needs. Credit: three semester hours.

507. Evaluation in Home Economics Education. Students have experience with a variety of techniques and instruments for identifying and appraising progress toward goals in home economics. There is emphasis on methods of teaching appropriate to the achievements of these objectives. Each student is encouraged to work on individual problems of evaluation which she is encountering in her teaching position. Credit: three semester hours.

508. Workshop in Advanced Clothing. Practical study of pattern making and dress design and of pattern alterations with particular references to the problems met in clothing classes. These experiences will be evidenced by garments made in class. Credit: three semester hours.

510s. Practical Problems of Housing and Home Furnishing. This course is planned to assist teachers in problems related to housing and home furnishings. Experiences will include planning and executing some

of the furnishings for the home management house and/or individual problems. There will be opportunities for trips by groups. Eight class hours per week. Credit: three semester hours.

511. Methods and Materials in the Teaching of Family Relationships. Practical experience in the use of techniques suited to family relationships teaching—role playing, panels, types of discussion, appropriate use of films, etc. Attention is given to the collection, critical evaluation and use of materials for teaching family relationships at the secondary school level. Prerequisite or concomitant: A functional course on family relationships such as H. Ec. 503—Family Relationships. Credit: two semester hours.

512. Seminar in Household Equipment for Home Economics Teachers. Survey and evaluation of recent developments in household equipment. Designed for teachers wishing to include household equipment in one or more units of high school teaching. Opportunity will be given for work to meet the individual's specific needs. Credit: three semester hours.

514. Performance Testing of Major Home Appliances. Application of the principles involved in the selection, construction and use of some major appliances. Special emphasis is given to problems arising from actual use. Credit: two semester hours.

515. Homemaking Education for Adults. A study of recent developments in homemaking education for adults. Discussion of problems which arise in adapting facilities, resources and in the organization of such groups. Credit: two semester hours.

516s. Family Clothing. Problems will relate to buying, selection, care and construction of clothing for the family. Management of time and money as they relate to clothing problems will be considered. There will be an opportunity for trips, speakers, discussions, demonstrations and work on problems for which the individual feels a definite need. Eight class hours per week. Credit: three semester hours.

525. Thesis. An individual investigation of an original problem to be submitted in typewritten form according to directions given by the Graduate Division. Credit: six semester hours.

550. Project. An undertaking pursued by one or more students on some problem closely related to the field of special interest. The project must be approved by the student's advisor and by the head of the division or department concerned. Credit: four semester hours.

Ed. 575. Research Methods and Techniques. See description under Graduate Division, Education Department write-ups. Credit: two semester hours.

INDUSTRIAL ARTS DIVISION

IRVING C. PERKINS, Director

Professor: Neuthardt; Assistant Professors: Brossman, Callan, Cook, Fontana, Grabau, Harlan, Morrice, Russell, Steffen; Mr. Cappiello, Mr. Meyer, Mr. Palmeter, Mr. Strong, Mr. Waagen.

101. Electric Shop. A study of electrical principles and their application to generation, measurements, testing power, communication, transmission, transformation, and wave propagation and reception. Study of electrical devices and appliances relative to their consumer use. Construction of projects for use in teaching and for demonstration. Thirteen hours per week. Credit: five semester hours.

102. Wood Shop. Study and manipulation experiences in areas of activity characteristic of the woodworking field—benchwork, cabinet making, pattern making, upholstering, carpentry, wood finishing, model making, boat building, aircraft construction. Emphasis laid on both hand tool and machine operation methods. Use, care, and maintenance stressed. Thirteen hours per week. Credit: five semester hours.

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

201. Transportation Shop. A study of common means of transportation; the bicycle, motorcycle, automobile, airplane, railroad, and ship. Projects involve construction, planning, designing, trouble-hunting, periodic adjustment, and maintenance are part of the program. Attention is given to special teaching methods and techniques necessary for adequately presenting transportation as a shop project. Thirteen hours per week. Credit: five semester hours.

202. General Metal Shop. Practice in fundamentals of foundry work, sheet metal, art metal, oxy-acetylene welding, brazing, silver soldering, forging, and heat treatment. Practice in machine tool operation on lathes, milling machines, shaper, band saw, surface grinder, and necessary bench work. Related lessons will accompany these various metal-working experiences. Thirteen hours per week. Credit: five semester hours.

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

205. Small Structure Planning. (Elective) A course designed to give the fundamental steps in planning small buildings. Floor plans, elevations, details, and specifications of such buildings will be made. New materials

now being used in low-cost housing will be studied. Field trips and reports on building practices will be made by all members of the class. Four hours plus assigned field trips. Credit: three semester hours.

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

301. Graphic Arts Shop. Practical experience in activities commonly associated with the commercial graphic arts. Areas covered are composition, imposition, paper estimating and cutting, presswork, book binding, rubber stamp making, linoleum block printing, silk screen printing, and duplicating. Industrial tours and lectures give the student contact with related fields such as newspaper production, photo-engraving, and paper making. Thirteen hours per week. Credit: five semester hours.

302. General Shop. Course in comprehensive general shop work embracing various shop activities brought together in a single room. Students give actual demonstrations and discuss the supervising, planning and presentation of such demonstrations. Construction of teaching aids, record charts and methods of caring for the details of general shop activity form a major part of the course. Activities cover woodworking, metal working, electricity, printing, textiles, and ceramics. Thirteen hours per week. Credit: five semester hours.

303. Elementary Industrial Arts. A study of various phases of Industrial Arts with emphasis on its place in the elementary grades. Woodworking, metal, leather, electricity, textiles, ceramics, and printing illustrate fields studied. Hand tool processes, sharpening, and safety; procuring materials and their proper storage; and the organization of an Industrial Arts section in the grade school classroom further exemplify course content. Four hours per week. Credit: three semester hours.

305. Practical Arts for the Handicapped. Essentially household mechanics and simple but useful projects for the home which are within the abilities of handicapped children. Prerequisite: I. A. 303. Four hours per week. Credit: three semester hours.

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

312. Principles and Practice of Industrial Arts III. Continuation of Industrial Arts 311. Consideration of industrial arts courses and sequences; development of courses of study; investigation of physical equipment and supplies; attention to hand and machine tool equipment, supplies and

storage; personnel organization. Completion of special units of instruction. Required of all Industrial Arts juniors. Two hours per week. Credit: two semester hours.

402. Advanced Graphic Arts Shop. (Elective) This course includes advanced work in the activities listed in course 301. It covers four-color printing in letter press, linoleum block, and the silk screen process, advanced study of design and layout, and more technical and artistic projection of book binding and other reproductive methods. Opportunity is given for experimentation in the field of graphic arts as it may be applied to junior and senior high school Industrial Arts. Six and one-half hours per week. Credit: two and one-half semester hours.

403. Advanced Wood Shop. (Elective) A course for advanced study and practice in the field of woodworking. Machine woodworking will be stressed; study of general production practices together with information, and the development of higher standards of skills. Emphasis will be given to advanced cabinet making, with projects and problems involving difficult processes in wood turning, millworking, wood finishing, the study of equipment and shop planning, the maintenance and repair of woodworking machinery. Junior or senior elective. Six and one-half hours per week. Credit: two and one-half semester hours.

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

405. Advanced Machine Shop. (Elective) Emphasis is placed on fine tool and instrument making, heat treatment, jewelry making, art metal repousee and more advanced problems of course 202. New experiences in machine tool operation are the operation of a universal grinder, surface grinder, helical milling gear cutting, internal threading and boring, accurate layout and inspection techniques. The work is of special significance to students planning to teach in special fields of metal working, and work may be selected to suit the individual requirements of the student. Six and one-half hours per week. Credit: two and one-half hours.

406. Ceramics. A study of the materials, processes, and products of the ceramic industry with practice in clay preparation, hand building of pottery, mould making, slip casting, throwing and turning on the potter's wheel, tile making, firing, glazing and decorating. Six and one-half hours per week. Credit: two and one-half semester hours.

407. Textiles. A study of the operation and processes in the textile industry covering the manufacture of animal, vegetable, and synthetic yarns including the weaving, dyeing, and finishing of fabrics. The course also includes construction of a variety of projects suitable for an Industrial Arts program. Six and one-half hours per week. Credit: two and one-half semester hours.

408. **Advanced Ceramics. (Elective)** An advanced course embracing selected activities in advanced hand-forming techniques, advanced plaster work, advanced work in forming on the potter's wheel, decorative technique, and theory in glaze and body composition and testing. Six and one-half hours per week. Credit: two and one-half semester hours.

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

GRADUATE COURSES

500. **Workshop in Industrial Arts Education.** Individual or group studies of specific problems in any of the several activities in the New York State program of Industrial Arts. Problems may be selected from junior or senior high school levels, or in the area of adult education. Reports and free discussion characterize the workshop. Offered each semester. Credit: two semester hours.

501. **Seminar in Industrial Arts.** A survey course of current and special problems in industrial arts education. Problems are selected on an individual and group basis according to student needs. Extensive research, reports, group and class discussion. Required of students registered for the degree of Master of Education. Credit: two semester hours.

502. **Field Studies Related to Industrial Arts Education.** This course affords the individual an opportunity to acquaint himself with the multiplicity of industrial activities that are carried on along the Niagara Frontier. It is expected that each participant will carefully examine the educational offerings to be found in such industries and the woodworking and fabricating trades; metal industries; plastic and fibre products; graphic arts; electrical, ceramic, airplane and automotive manufacture; and numerous other minor occupations. Studies are made both by the individual and the group. Opportunity is given for conferences with personnel directors and other representatives of industry as well as with representatives of various labor organizations. Credit: two semester hours.

503. **Guidance Seminar in Life Adjustment Education.** Survey and evaluation of the educational movements leading to the Prosser Resolution, effects of the Life Adjustment Movement upon the school as a whole and the various subject areas, and the implementation of the movement. Reports of the adaptation plans made by individual students to fit into their teaching situations. Credit: two semester hours.

512. **Workshop in Textiles.** A workshop covering problems in organizing and operating a textile unit in the Industrial Arts program. Activity will involve a study of fibers and raw materials, construction of fabric dyeing, finishing and treatment of fabric surface. Individual initiative

will be expected in the design and construction of project material suitable for local requirements. Credit: two semester hours.

513. **Workshop in Ceramics.** Principles and techniques of operation of an Industrial Arts ceramics program embracing in addition to basic operations, advanced forming processes, glazing, composition, decorative treatments, firing techniques, and kiln construction. Workshop procedure will be typical of activity in the laboratory. Credit: two semester hours. group discussions, and production of devices is essential. Credit: two

514. **Techniques and Devices for Shop Laboratory.** Practical information and application of methods and devices for the teaching of shop subjects. This course includes demonstrations and discussions, conferences, methods, group dynamics, and audio-visual equipment. Student participation with direct application to his or her situation is encouraged. Research, group discussions, and production of devices is essential. Credit: three semester hours.

515. **Transportation Laboratory.** An advanced project and problems course concerned with specialized areas of transportation such as planning, organization, principles and techniques of operation, study of basic operations and evaluation. Students who wish to develop greater technical knowledge and mechanical skills are encouraged to choose and undertake projects and problems of a highly technical nature in areas such as automotive, aviation, marine diesel, model making, engine analysis, electrical repair, carburetor repair, construction of demonstration models and other forms of visual aids. The workshop technique will be typical of the activity in the laboratory. Credit: two semester hours.

517. **Electronics.** A workshop concerned with the teaching of electronics in the junior and senior high school industrial arts program. Individual and group activity concerned with electronic theory, electronic tubes in radio communication, electronic circuits and their application, commercial and electronic devices and principle of television.

The course will be planned in order to give the teacher a particular situation, the maximum opportunity to initiate and perfect a suitable course of study for his own school. Credit: two semester hours.

519. **Woodworking Workshop: New Methods and Techniques.** A workshop concerned with carving, appliques and inlays, new plastic finishes, wood substitutes, wood bleaches, etc. Credit: two semester hours.

I. A. 525. **Thesis.** An individual investigation of an original problem to be submitted in typewritten form according to directions given by the Graduate Division. Credit: six semester hours.

I. A. 550. **Project.** An undertaking pursued by one or more students on some problem closely related to the field of special interest. The project must be approved by the student's advisor and by the head of the division or department concerned. Credit: four semester hours.

Ed. 575. **Research Methods and Techniques.** See description under Graduate Division, Education Department write-ups. Credit: two semester hours.

MATHEMATICS DEPARTMENT

REUBEN S. EBERT, Head

Assistant Professor Rodney; Mr. Cherkauer, Mr. Laug.

101. General Mathematics. The number system and its development, operations and their relationships, formulas, equations, graphs, measurement and approximation, the way of geometry and proof, problem solving, mathematics as a useful growing science. Required of General Elementary freshmen. Each semester. Credit: three semester hours.

102. General Mathematics. Number, processes, formulas, equations, graphs, functionality, exponents, radicals, precision and accuracy in measurement, frequent application to problems. Required of Industrial Arts freshmen. First semester. Credit: three semester hours.

104. Applied Mathematics. Problems allied to the technical work of industrial arts. Measurement, significant digits, precision, accuracy, reliability of data, types and sources of error, interpretation and derivation of formulas, emphasis on problems. Required of Industrial Arts freshmen. Second semester. Credit: three semester hours.

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

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

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

303. Mathematics in the Elementary Grades. History of number and processes. Relationships, generalizations, and meanings. Measurement and problem solving. Study of professional literature and research. Development of a philosophy for teaching mathematics. Analysis of arithmetic textbooks, visual aids, and techniques. Prerequisite: General Mathematics or its equivalent. Each semester. Credit: three semester hours.

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

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

404. Integral Calculus. Integrations, rules for integrating standard elementary forms, constant of integration, the definite integral, integration as a process of summation, substitutions and devices for formal integration. multiple integrals, applications and problems. Elective for seniors. Prerequisites: College Algebra, Plane Trigonometry, Plane Analytics, and Differential Calculus. Credit: three semester hours.

MUSIC DEPARTMENT

SILAS L. BOYD, Head

Professor Wincenc; Assistant Professors: Dale, Webster; Mr. Talmadge.

101-102. Essentials of Music. A general course to develop sensitivity to music. Basic study of the vital elements of music—rhythmic, melodic, and harmonic—through sight-singing, ear-training, writing and playing. Required attendance at ten subscription concerts by the Buffalo Philharmonic Orchestra in Kleinhans Music Hall. Required of General Elementary freshmen. Three hours per week. Both semesters. Credit: four semester hours.

201. Music in Civilization. An investigation of music in general culture. Musical growth in relation to the changing civilization. Aims to increase the student's appreciation of music. Required attendance at ten subscription concerts by Buffalo Philharmonic Orchestra in Kleinhans Music Hall. Elective for sophomores, juniors, and seniors. First semester. Credit: three semester hours.

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

203. *Freshman Women's Glee Club. The purpose of this group is to give Freshman girls the pleasure of expressing themselves in song—to prepare them to participate in musical events. Since its inception it has contributed to the music of the college Christmas Play, given concerts for various off-campus organizations, sung for Lenten services, and participated in the Spring Musicale. Elective for freshmen. Two hours per week. Credit: one semester hour.

303. Voice Culture and Repertory. Vocalise, repertoire and program making. A study of diction, breath control, tone coloring and other voice problems. Elective for sophomores, juniors and seniors. Each semester. Credit: three semester hours.

304. Music for Children I. A course designed to meet the needs of the classroom teacher in the use of music with emphasis on Nursery, Kindergarten and Primary levels—songs, rhythmic activities, the child voice, recordings, creative music, instruments, the piano, auto-harp and allied accompaniment devices, song stories, films and current texts in the field. Elective for sophomores, juniors and seniors. Three hours per week. Credit: three semester hours.

305. Music for Children II. The emphasis in this course is on the intermediate and upper grade levels. The cooperation of the classroom teachers in the music program is discussed in the following areas:—songs,

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operettas, folk dances, rhythmic activities, part singing, music reading, current texts in the field, films, recordings, use of instruments, and instrumental and vocal accompaniments. Elective for sophomores, juniors and seniors. Three hours per week. Credit: three semester hours.

306. *Symphony Orchestra. The college maintains a student orchestra of full symphonic instrumentation which offers excellent opportunity for practical training in playing the best orchestral literature. Auditions are held at the beginning of each semester. Elective for all students. Four hours a week. Credit: one semester hour.

307. *Women's Glee Club. Membership is open to all students who successfully pass auditions held at the beginning of each semester. This group performs for assemblies, Christmas play, local grade and High Schools, Parent-Teachers associations and local churches. Elective for all students. Two hours per week. Credit: one semester hour.

308. *Band. Membership in the ninety-five piece uniformed band is open to all students who qualify at auditions held at the beginning of each semester. The band plays for athletic events and numerous student functions. College owned instruments are available. Three hours per week. Credit: one semester hour.

309-310. Harmony. Practical study of the elements of music. Scales, keys, intervals, triads and their inversions, notation, cadences, rhythmic reading, sight-seeing, melodic and harmonic dictation, seventh chords and their inversions, transposition, modulation, keyboard training and four part written harmony. Required attendance at ten subscription concerts by the Buffalo Philharmonic Orchestra in Kleinhans Music Hall. Prerequisite: Music 101-102 or by special permission of the instructor. Elective for sophomores, juniors and seniors. Three hours per week. Two semesters. Credit: six semester hours.

311. Conducting. A practical course in choral and orchestral conducting. Main emphasis is upon acquiring skill in actual use of the baton. Certain amount of reading and observation. Required attendance at ten subscription concerts by the Buffalo Philharmonic Orchestra in Kleinhans Music Hall. Elective for sophomores, juniors and seniors. Each semester. Three hours per week. Credit: three semester hours.

312. *A Cappella Choir. College choir membership is determined after a rigid examination emphasizing intonation, tone quality and musical ability. The song literature is chosen on a high level for concert purposes. The choir has recently sung in two grand operas, *Carmen* by Bizet and *The Flying Dutchman* by Wagner. Several other concert engagements are presented annually, especially emphasizing the popconcert in cooperation with the Buffalo Philharmonic Orchestra, the Baccalaureate and Commencement exercises. Four hours per week. Credit: one semester hour.

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313. *Men's Glee Club. Any man on campus who has the ability to pass an audition is admitted to membership. This group participates in college and off-campus functions. Practice sessions are held twice a week. Credit: one semester hour.

403. **Dramatic Music.** An examination of the great dramatic works of music for choral organizations. The Cantata, Oratorio, and Opera. A study of the history and development of these art forms with attendance at local Churches and auditoriums. Representative works to be heard by records or actual performances will include The Messiah by Handel, Elijah by Mendelssohn, a Bach Cantata, and operas from the German, Italian and French Schools. Special readings and pre-broadcast discussions to the Saturday Metropolitan Opera presentations on the radio. Elective for Sophomores, Juniors and Seniors. Each semester. Three hours per week. Credit: three semester hours.

404. **The Art of Enjoying Music.** An inquiry into the field of music with specific application to the advanced aesthetics of music. Required attendance at ten subscription concerts by the Buffalo Philharmonic Orchestra in Kleinhans Music Hall. Elective for sophomores, juniors and seniors. Each semester. Credit: three semester hours.

407. **Contemporary Trends in Music.** An overview of creative musical expression in the present day with emphasis on living composers. Elective for sophomores, juniors and seniors. Prerequisite: Music 101-102 or equivalent. Credit: three semester hours.

GRADUATE COURSE

Mus. 500. **Music in Education.** A survey of materials and practices in present day public school Music Education. An examination of the contributions of the various composers throughout history to our culture; their works and application to public school music. Required readings, listening to records, required attendance at certain concerts, and observation in the School of Practice. Eight class hours per week. Three semester hours credit.

NON-CREDIT MUSIC ACTIVITIES

The Music Department sponsors several organizations for qualified students. These groups perform frequently in public. They cover a wide range of musical interest and repertoire and will give the student an opportunity to develop poise and self confidence. Included are:

Madrigal Singers	Women's Sextette	Male Quartet
String Quartet	Wood Wind Quintet	
Brass Ensembles	String Orchestra	Baton Twirling

Buffalo has many advantages for students interested in music. Numerous concerts series such as those presented by the Buffalo Philharmonic Or-

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chestra, Zorah Berry, Buffalo Chamber Music Society can be heard in Kleinhans Music Hall, one of the most beautiful and acoustically perfect auditoriums in the country. The Grosvenor Library and Museum of Science also offer varied music program.

212. **Remedial Piano Class.** This course, taken by faculty advisement only, is for beginners and is designed to aid the student in completing the requirements of Music 101-102.

Music Library. A collection of reference and textbooks is at the disposal of the students in the main library. Phonographs with a large collection of records are also available to students for study and as practice teaching material. Additional music and books may be found in the Buffalo Public Library, The Grosvenor Library and The Department of Music, Buffalo Museum of Science.

Practice Rooms. A limited number of rooms are available for individual practice. The College also owns many pianos and other instruments. Information may be obtained from the Music Office.

Private Music Instruction. Private instruction in Piano, Organ, Harp, Voice and all orchestral and band instruments is available. Credit is not granted for this study. Information concerning artist teachers and their fees may be secured from the Music Office.

ORIENTATION

Dean Reed

This non-credit course is required of all freshmen in the first semester. It emphasizes study skills and use of the library. It deals with educational and professional adjustments. It offers discussion of social practice, etiquette, correspondence, and appropriate attire. It gives experience in group management through entertainment, business sessions or forum leadership. It aims at development of student opinion and participation in activities promoting social competence and good citizenship. One class hour per week. first semester of freshman year. No credit.

SCIENCE DEPARTMENT

H. EMMETT BROWN, Head

Professors: Fretz, Lampkin, Urban; Assistant Professors: Dupre, Sheel, Vail; Mr. Arthur, Mr. Laug, Mr. Nadolinski, Dr. Sengbusch, Mr. Thielking, Mrs. Voltz, Mr. Webb.

ELEMENTARY SCHOOL SCIENCE SEQUENCE

A recent trend in the elementary schools is the increasing emphasis upon teaching science to children, beginning with the kindergarten and continuing through the eighth grade. Out of this trend arises a demand for elementary school teachers who have had more than the usual amount of education in science. To a lesser extent there has been a similar demand for science consultants or supervisors for the elementary grades. This college has initiated a program to provide the necessary extra science courses needed by these persons. Students wishing to work in the science areas will register for the General Education Curriculum and will then complete their training by taking electives in this field. They may complete a total of twenty-four semester hours in science. Upon doing so, they will be awarded a certificate by the college, testifying that they have completed the special science sequence in the elementary grades. For those planning to be consultants or supervisors further work in science education on the graduate level is advised.

The sequence begins in the sophomore year and consists of the present required nine hours of science plus 15 additional hours of science electives. These 15 hours utilize the elective opportunities provided in the General Elementary Curriculum.

The recommended sequence of science courses to be followed by students is:

First Year

Science 101. Physical Science 1 (required)

Second Year

Science 201-202*. Biology (required)

Science } One elective in science under advisement each semester.
Science }

At the end of the sophomore year, students in the Science Sequence will be divided into two groups, one of which will do student teaching in the junior year, the other in the senior year.

Third Year

Division A (Junior Teaching Sections)

Science 310. Science in the Elementary School (Fall semester)
Student Teaching. (Spring semester)

Division B (Senior Teaching Sections)

Science 410. Field Studies in Science
Science 310. Science in the Elementary Grades (Spring semester)

Fourth Year

Division A (Junior Teaching Sections)

Science 410. Field Studies in Science (Fall semester)
Science.....One science elective under advisement (Spring semester)

Division B (Senior Teaching Sections)

Student Teaching. (Fall semester)
Science.....Science elective under advisement (Spring semester)

The science electives under advisement will be selected from the following courses:

Science 208. Physical Science II
Science 231. Elementary Physics
Science 232. Elementary Chemistry
Science 305. Zoology
Science 306. Botany
Science 311. Geology
Science 312. Meteorology
Science 313. Descriptive Astronomy
Science 314. Atomic Energy

101. Physical Science I. The first half of a survey of the physical sciences, dealing with the scientific method of inquiry as exemplified by content selected from the areas of astronomy, geology and meteorology. The course continually asks two questions—What do you mean? How do you know?—concerning ideas such as the size and organization of our solar system and the starry heavens, the processes which have modified and continue to modify the earth's surface, and the factors which determine our weather and climate. Required of all General Elementary freshmen. Four hours per week, including laboratory. Each semester. Credit: three semester hours.

123. Bacteriology. Study of morphology, distribution and relative importance of bacteria, yeasts and molds. Emphasis on microbiology of food preservation; bacteriology of foods, water, milk. Required of all Home Economics freshmen. Four hours per week, including laboratory. First semester. Credit: three semester hours.

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

201-202. Biology. An elementary course, stressing the principles and theories which explain the structure, taxonomy, physiology, ecology, reproduction, genetics, and evolution of plants and animals. Required of all General Elementary sophomores. Four hours per week, including laboratory. Both semesters. Credit: six semester hours.

203-204. Physics. General college physics covering the areas of mechanics, heat, sound, light, and electricity—materials of great importance

in teaching science at the elementary and junior high school level. The fundamentals of the nature, behavior, and transformations of energy and the results of man's control of energy are stressed. Elective for sophomores, juniors, and seniors. Prerequisite: Science 101 or its equivalent. Four hours per week, including laboratory. Both semesters. Credit: six semester hours.

205-206. Ind. Arts Physics. An elementary physics course covering the usual five areas of physics but with special content and illustrations related to the industrial arts field. Four hours per week, including laboratory. Both semesters. Credit: six semester hours.

208. Physical Science II. Designed to carry further and enrich the understandings developed in the freshman course, Science 101, and to complete the survey of the area of the physical sciences. Elective for sophomores in the Elementary School Science Sequence. Others may enroll with permission of the instructor. Four hours per week, including laboratory. Credit: three semester hours.

209-210. Art Ed. Biology. A survey of the world of life from the point of view of ecology and the evolution of life. Structure, function, classification, reproduction and heredity are treated as they contribute to an understanding of the inter-relationship of all living things. Required of all Art Education sophomores. Three hours per week, including laboratory. Both semesters. Credit: four semester hours.

224. Physical Science. Replaced by 227.

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

227. Household Physics. A course emphasizing principles of physics which help the student to understand her environment, and which have direct applications in the home. Includes a study of the characteristics and uses of mechanical energy, heat, light, electricity, and sound. Required of all Home Economics sophomores. Four hours per week including laboratory. One semester. Credit: three semester hours.

231. Elementary Physics. This single semester course surveys the principles of physics most important to the field of elementary school science. Laboratory work stresses experiments usable at this level. Elective for sophomores in the Elementary School Science Sequence. Others may enroll by permission of instructor. Four hours per week, including laboratory. Credit: three semester hours.

232. Elementary Chemistry. This single semester course surveys the principles of chemistry most important to the field of elementary school science. Laboratory work stresses experiments usable at this level. Elective for students in the Elementary School Science Sequence. Others may enroll by permission of instructor. Four hours per week, including laboratory. Credit: three semester hours.

301-302. Ind. Arts. Chemistry. A course to give the student an understanding of the chemical nature of materials. Fundamental principles of chemistry are supplemented by numerous industrial arts applications. Required all Industrial Arts Juniors. Four hours per week, including laboratory. Both semesters. Credit: six semester hours.

303-304. Inorganic Chemistry. An introductory course in general college chemistry. Lectures, demonstrations, individual laboratory work. Elective for General Elementary sophomores, juniors and seniors. Prerequisite: Science 101 or its equivalent. Four hours per week, including laboratory. Both semesters. Credit: six semester hours.

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

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

307. Art Ed. Physical Science. In this cultural survey of the field of the physical sciences (astronomy, geology, physics, chemistry) applications are made to the field of art. Among these are the chemistry of art materials and the physics of light and color. Required of all Art Ed. juniors. Four hours per week, including laboratory. Credit: three semester hours.

310. Science in the Elementary Grades. Designed for all persons who are interested in the teaching or supervision of science in the elementary school. Deals with the background and function of elementary science together with its subject matter. Opportunity will be given to work with the demonstrations, experiments, visual and other materials used in elementary school science, usually in relation to a real classroom situation. Required of juniors in the Elementary School Science Sequence and elective for other General Elementary juniors and seniors. Other classes and departments by arrangement with instructor. Prerequisite: Science 101, 201-202, or their equivalent. Four hours per week, including laboratory. One semester. Credit: three semester hours.

311. Geology. A presentation of the results achieved by geologic processes during past ages including life and activity in the various eras. Local fossils, rock formations and geologic history studied in museum and on field trips. Elective for General Elementary sophomores, juniors and seniors. Students in other departments by arrangement with instructor. Prerequisite: Science 101 or its equivalent. Four hours per week including laboratory. Credit: three semester hours.

312. Meteorology. A study of the atmosphere, the methods of observing and recording weather elements, the explanation of weather changes, the interpretation of the weather map, and the basic principles of fore-

casting. The relation of weather to man and his activities. Elective for sophomores, juniors and seniors. Four hours per week, including laboratory. Credit: three semester hours.

313. Descriptive Astronomy. An introductory course stressing those aspects likely to be of most value for the professional and general education of the elementary school teacher. Activities include observation of celestial objects, use of simple instruments, appropriate field trips, and viewing selected teaching aids. Elective for sophomores, juniors, and seniors. Prerequisite: Science 101, or its equivalent. Four hours per week, including laboratory. Credit: three semester hours.

314. Atomic Energy. An elementary course dealing with the structure of the atom, chemical energy and nuclear energy. Nuclear energy, its application to many fields and implications for modern life will be stressed. Elective for sophomores, juniors and seniors. Permission of instructor required. Three hours per week. Credit: 3 semester hours.

324. Chemistry Applied to Home Economics. Study of carbohydrates, lipids, proteins, minerals and vitamins in relation to food composition, cooking processes and metabolism; the chemistry of textiles. Required of all Home Economics juniors. Prerequisite: Science 225-226. Four hours per week, including laboratory. Credit: three semester hours.

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

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

410. Field Studies in Science. The study of the sciences and related materials through the use of outdoor situations. The principles and practices of learning by direct experience are applied. Several short field trips, and some all-day trips, are included to acquaint the student with plants and animals in their natural ecological relationships. Methods for the collection and preservation of specimens are given. Required of seniors in the Elementary School Science Sequence, and an elective for juniors and seniors from any department of the college, with permission of the instructor. Four hours per week. Credit: three semester hours.

GRADUATE COURSES

500. Science in the Elementary Curriculum. This course is designed to acquaint teachers of all elementary grades with the background, purposes and present scope of science in the elementary schools. A feature of the course will be a professional review of subject matter with demonstrations,

experiments, and motion pictures, as well as by extensive outside reading. Opportunity is given the class members to prepare experiments and demonstrations in laboratory periods and to present them before the class group. Credit: three semester hours.

501. Field Studies in Science I. Biological and Geological field work. Selected field studies, both group and individual, acquaint the participants with the various areas in which "field studies" may be used. Each individual is expected to cover one or more areas intensively, the emphasis of topics being governed by the needs of the State Elementary School Science syllabus. Ecological relationships are expected to bind the various field studies into one unified program. Elective for seniors with an average of C in science completed to date and to graduates with six hours of undergraduate science. Three semester hours credit.

502. Field Studies in Science II. Science applications in a metropolitan area. This course affords an opportunity to see how science principles are involved in the industrial and civic life of a metropolitan region, the Buffalo area. A feature of the course will be a number of visits to industrial concerns, research and other laboratories, and to other places of science interest. Class work, featured by experiments and visual materials will clarify the science applications in the places visited. Elective for seniors with an average of C or better in science completed to date and to graduates with six hours of undergraduate science. Credit: Three semester hours.

503. Ecology. A study of the relationships of living things to their environment, to others of their own kind, and to other species. The course includes a consideration of man in relation to his natural environment and the resources in it. Ecology may be defined as "scientific nature study", with emphasis on the activities and reactions of living things. Lectures, discussions, reference work, and required term paper. Credit: three semester hours.

504. Science Camp. Field work at Allegany State Park, with emphasis on out-of-doors science for the elementary school teacher. Attention is given to learning how to identify wild flowers, trees, birds, insects, and other living things. Relationships between living things and their environment are studied. The geology of the Park, and of western New York, are stressed. Field trips, laboratory work, and lectures make up the course. Open to graduate students, and to undergraduates who have credit for six hours of general biology and three hours of physical science, or the equivalent. Offered during the two weeks following the regular summer session. Credit, two semester hours.

505. Conservation Workshop. A two-week workshop for elementary school teachers and administrators who wish to increase their understanding of the problems of soil, water, forest, wildlife, and mineral conservation. Experts from the State Conservation Department, federal bureaus, and elementary school education act as consultants. Attention given to special elementary school problems in conservation education. Field trips, lectures, discussions, individual research. Credit: two semester hours. Open to graduates and undergraduates.

525. **Thesis.** An individual study of an original problem to be submitted in typewritten form according to directions given by the Graduate Division. Credit: six semester hours.

526. Individual investigation of an original problem in science or elementary school science education. No required class attendance; work to be planned and carried out by student, with consultation and guidance from instructor. For graduate students only. Credit: one semester hour.

550. **Project.** An undertaking pursued by one or more students on some problem closely related to the field of special interest. The project must be approved by the student's advisor and by the head of the division or department concerned. Credit: four semester hours.

Ed. 575. **Research Methods and Techniques.** See description under Graduate Division, Education Department write-ups. Credit: two semester hours.

SOCIAL STUDIES DEPARTMENT

HAROLD F. PETERSON, Head

Professors Albright, Hollister, Mason, Rapp; Assistant Professor Robinson; Mr. Brown, Miss Dana, Mrs. Roesser, Mr. Rogers (Acting), Mr. Vernon, Mr. Weaver.

The Department of Social Studies offers to students in the General Elementary Division a program of courses in History, Political Science, Sociology, Economics, and Anthropology. This program seeks to develop effective teacher-citizens by giving

1. An appreciation of the cultural heritage of Western civilization and of the interdependence of all peoples,
2. An understanding of the rights and responsibilities of citizenship—local, national, and world—and the will to share in the solution of social problems,
3. A sound foundation for successful elementary grade teaching and advanced study in the field of Social Studies.

The Department also provides the Social Studies programs for students in the Art Education, Home Economics, and Industrial Arts Divisions.

Specialized work is given in community problems and national affairs, as well as in the history and civilization of New York State, the Niagara Frontier, Canada, Latin America, the British Empire, Germany, the Soviet Union, and the Far East. Field study courses, with travel by bus and plane, are offered in conjunction with other departments.

Each year the Department sponsors a college delegation to the Inter-collegiate United Nations Assembly and cooperates in the sponsorship of a Model United Nations Assembly for high schools of Western New York and Canada. Members of the Department actively advise the International Relations Club and Chi Alpha Pi, the college history club.

SOCIAL STUDIES

101-102. **History of Civilization.** A historical survey of several factors or persistent problems of civilization designed to provide background for contemporary world issues: the relationship of man to the state and of the state to man; social reform and the pattern of revolution; religion and other aspects of man's spiritual and intellectual development; changing methods and organization of economic life; imperialism and the problems of empire; and the growth of nationalism and internationalism. In general the course stops at 1870. Required of General Elementary and Home Economics freshmen. S. S. 101 is a prerequisite to 102. Both semesters. Credit: six semester hours.

104. **History of Civilization for Art Education.** A social, economic, political, religious, and military background study, with emphasis on those civilizations which have made significant contributions to the development of art and architecture. Required of Art Education freshmen. Each semester. Credit: three semester hours.

201-202. **Contemporary Civilization.** A continuation of S. S. 101-102, emphasizing the problems of social and political organization: recent nationalism and imperialism; revolutions and the pattern of dictatorship; the causes and attempts at world organization—all taken up in a consideration of the chief developments of the major European and Asiatic countries. Required of General Elementary sophomores. Prerequisite: S. S. 101-102. S. S. 201 is a prerequisite to 202. Both semesters. Credit: six semester hours.

205. **Contemporary Civilization for Industrial Arts.** A study of European civilization since 1914, background of World War I, the ideologies which resulted from the war, the contributing factors producing World War II, and the problems of peace and reconstruction. Required of Industrial Arts sophomores. Each semester. Credit: three semester hours.

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

225. **Historical Influences on Modern Society.** The influence and impact of significant forces in civilization upon present-day culture. Selection will be made from such topics as medieval scholasticism, Renaissance individualism and humanism, the development of the scientific spirit, 18th century rationalism, origins and formation of revolutionary doctrine, the evolution of the democratic idea, imperialism, nationalism, the recent rise of oriental peoples, and the growth of international organizations. Offered in Extension Department only. Credit: two or three semester hours.

301-302. **American Civilization and Government.** A study of the establishment of the American republic and the growth of a distinctive American civilization, with special attention to relations between the government and the people and to the place of the nation in the modern world. Required of General Elementary, Home Economics, and Industrial Arts juniors. S. S. 301 is a prerequisite to 302. Both semesters. Credit: six semester hours.

303. **History of Europe Since 1914.** The causes, events, and results of World War I; the treaty settlements; post-war developments and problems; areas of friction; the League of Nations, World Court, rise of Fascism, and events leading to World War II; important developments to the present time. Offered in Extension Department only. Credit: two or three semester hours.

304. **American History to 1789.** Early American history from the discovery and settlement of the New World to the formation of the Constitution. Emphasis is placed upon European influences, growth and development of the English colonies, the significance of the Revolution, and the establishment of the new nation. Elective for sophomores, juniors, and seniors. First or second semester. Credit: three semester hours.

305. **American History from 1789-1865.** A study of the development of American political, social, and economic institutions under the Constitution, from its adoption in 1789 to its final acceptance in 1865. Offered in Extension Department only. Credit: two or three semester hours.

306. **American History Since 1865.** The new economic, political, and social era which followed the Civil War; recognition of the United States as a world power; its part in the two World Wars; and recent developments in international affairs. Offered in Extension Department only. Credit: two or three semester hours.

310. **History of the Far East.** Selected topics, against a chronological background, in the history of China and Japan from the fourteenth century to the present day, with emphasis on the period after 1800. Elective for sophomores, juniors, and seniors. First or second semester. Credit: three semester hours.

312. **History and Government of New York State.** A social, economic, political, and military history of the Empire State: the aboriginal background; development of the colony; the establishment of the state; the rise of political parties; the past and present structure and problems of New York State government; and the economic and social growth of the state to the present time. Elective for sophomores, juniors, and seniors. First or second semester. Credit: three semester hours.

315. **Europe from Napoleon to the First World War.** A study of the major factors in nineteenth century Europe—nationalism, imperialism, Industrial Revolution, democracy, and socialism—as applied to the various countries and concluding with the causes of the First World War. Offered in Extension Department only. Credit: two or three semester hours.

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

335. **Principles and Problems of Economics.** Brief summary of basic principles followed by discussion of contemporary problems and trends: labor and management relations; prices and inflation; pre-war, war-time and post-war adjustments. First or second semester. Elective for sophomores, juniors, and seniors. Credit: three semester hours.

341. **Nationality Groups in American Culture.** A study of the social problems and cultural contributions of the immigrant ethnic groups that have furnished the greatest numbers to the American population. Patterns of immigration, immigrant institutions, community life, and legislation are examined. Problems of assimilation and of the "second generation" are emphasized. First or second semester. Elective for sophomores, juniors, and seniors. Credit: three semester hours.

343. **Cultural Anthropology.** The study of Man and his Culture. Man is studied as a physical form and Culture is analyzed in its relation to society, to the individual, and to personality. Other elements in the analysis of culture include the prehistoric development of culture, the universals and variations in cultures, cultural traits—complexes—patterns, cultural institutions, and the dynamics of cultural change. Elective for sophomores, juniors, and seniors. Credit: three semester hours.

344. **Expansion of Europe.** A study of the motives and agencies involved in the discovery, exploration, and settlement of colonies; the rise of

nationalistic movements among colonial peoples and the effects upon international relations. Covers the period from 1450 to the present. First or second semester. Elective for sophomores, juniors, and seniors. Credit: three semester hours.

345. History of England Since 1485. A study of selected economic, social, and political factors bearing upon the rise and transition of representative, parliamentary government, the commercial revolution, and the rise of industrial economy. The reflection of certain social, intellectual, and economic trends will be noted by manifestations through literature, art, the press, and other social agencies. Transition from Empire to Commonwealth of Nations and impact abroad of such concepts as mercantilism, laissez-faire, classical economics, and collectivism will be noted. First or second semester. Elective for sophomores, juniors, and seniors. Credit: three semester hours.

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

403. History of American Foreign Relations. A general survey of our foreign relations, beginning with independence and the alliance with France in 1778 and extending through recent affairs of the United States as a world power. Attention is given to principles of international law and to the growing leadership of the United States in the world. Elective for juniors and seniors. First or second semester. Credit: three semester hours.

405. International Relations. A study of contemporary international relations and organization, based upon an analysis of such factors as the rise of the state system, economic and political nationalism, imperialism, methods of diplomacy and the settlement of international disputes, and the League of Nations and the United Nations. Elective for juniors and seniors. First or second semester. Credit: three semester hours.

406. The French Revolution and Napoleon. The political, social, economic, and intellectual fabric of the Old Regime; the Revolution; the dictatorship of Napoleon and its spread of the Revolutionary ideas throughout Europe; and the rise of modern nationalism. Elective for juniors and seniors. Not offered in 1952-53. Credit: three semester hours.

407. Germany Since 1871. The German question viewed through a study of political, institutional, intellectual, economic, and social factors in recent German history and their relationship to the problems of democracy, peace, and prosperity for Europe and the world. Elective for juniors and seniors. First or second semester. Credit: three semester hours.

408. Twentieth Century European Diplomacy. A study of the causes and diplomatic problems of World Wars I and II, the intervening diplomatic history, the Paris Peace Conference of 1919, and the present world diplomatic situation. Elective for juniors and seniors. First or second semester. Credit: three semester hours.

409. European Economic History. A general survey of economic development from the later middle ages to the present: the transition from the

rural and town economy to capitalism; the expansion of Europe; mercantilism; the rise of the present industrial and commercial systems; the effects of war upon economic and social life. The relation between economic organization and the European classes as well as the life of the common man are stressed. Emphasis is upon the period since the end of the eighteenth century. Elective for juniors and seniors. Not offered in 1952-53. Credit: three semester hours.

410. Modern Far Eastern History. A survey of the political, economic, social, and intellectual history of the Far East in the nineteenth and twentieth centuries, with emphasis upon the influence of the West upon the East and of the East upon the West to show how the Far Eastern problem led to the recent Pacific war. Elective for juniors and seniors. Not offered in 1952-53. Credit: three semester hours.

411. History of Latin America. European colonization, wars for independence, and national development in Latin America. Special attention will be given to the diplomatic and economic relations with the United States and to the role of the Inter-American System in the United Nations. Elective for sophomores, juniors, and seniors. First or second semester. Credit: three semester hours.

413. The Family. The family as a changing social institution, patterns of family development and organization, problems of individual adjustment within the family, the family and personality development, factors of family unity, and family disorganization and reorganization. Elective for juniors and seniors. Credit: three semester hours.

417. Juvenile Delinquency. A study of current trends in juvenile delinquency, including the nature and extent of deviant behavior, resources of the clinician, causative factors, development and role of the children's court, and such methods of treatment as probation, social work, detention, institutional segregation, and prevention. Elective for juniors and seniors. First or second semester. Credit: three semester hours.

421. Industrial History and Labor Problems. A study of American industry from its English beginnings to the present. Influence of inventions, tariffs, trade barriers, and cartels. Special attention to the growth and importance of organized labor. Required of all Industrial Arts seniors. Credit: three semester hours.

422. History of the Soviet Union. Preceded by a survey of the economic and historical forces requisite for an understanding of the Communist Revolution of 1917, the course concentrates on an analysis of the governmental system, its political, social, and economic theories, the evolving economic system, a history of Soviet foreign policy, and the impact of both the Revolution and World War II upon individuals and social classes. Consideration will be given to the church, the educational system, and other cultural developments. Elective for juniors and seniors. Credit: three semester hours.

426. Contemporary Economic Problems. Review of basic economic problems; economic changes during war times; problems of reconversion and of the present peace time economy. Elective for sophomores, juniors, and seniors. First or second semester. Credit: three semester hours.

428. **History of Canada.** Selected topics in the political, economic, and social history of Canada, from the beginnings to the present day, with special emphasis on Canada's relations with the United States. Elective for sophomores, juniors, and seniors. First or second semester. Credit: three semester hours.

430. **American Economic History.** The development of the economic life of the nation is traced from colonial beginnings. Emphasis is given to the manufacturing, commercial, and agricultural phases of national development. The sociological significance of economic factors with their meaning for educators is made evident. Elective for juniors and seniors. Credit: three semester hours.

GRADUATE COURSES

500. **Studies in Twentieth Century American History.** Intensive analysis of selected aspects of American life since 1900, with emphasis on significant trends, policies, or ideas in the areas of politics, diplomacy, and national culture. Selection of topics for study is dictated by student needs and interests. Prerequisites: 18 hours in Social Studies, including six in American History and six in European History. Credit: two or three semester hours.

501. **Studies in Twentieth Century European History.** Lectures, class discussions, and student reports on one or two subjects each semester, such as modern political ideologies, problems of modern Germany, recent developments in Russia, or international relations. Prerequisites: 15 hours in Social Studies, including nine in European History. Credit: two or three semester hours.

501A. **Studies in Twentieth Century European History: The German Problem.** After a survey of political thought and institutions and the forces of political conservatism in Germany prior to 1914, the rise and development of the Weimar Republic is discussed. Other subjects studied are: the Hitler movement and its acquisition of power; the transformation of the Republic into a totalitarian state; the structure and ideology of the Nazi Party and state; the dynamics of its foreign policy leading to World War II; Nazi rule and defeat in Europe; and analysis of the post-war German question in both its domestic and international aspects. This course may be taken by students who have had S. S. 501. Prerequisites: 15 hours in Social Studies, including nine in European History. Credit: two or three semester hours.

501B. **Studies in Twentieth Century European History: The History and Institutions of the Soviet Union.** After a brief survey of the chief factors in tsarist Russia and a consideration of the Revolution of 1917, the coming of the Bolsheviks to power is taken up. Other topics considered are: political and social ideology; government and Communist party; the economic system; the peasant problem; Soviet foreign policy and its relation to international organization; and the impact of the Soviet Union upon the western world. The course may be taken by students who have had S. S. 501. Prerequisites: 15 hours in Social Studies, including nine in European History. Credit: two or three semester hours.

502. **The United States and Its Inter-American Relations.** A study of American policies toward the Latin American Republics and the Dominion of Canada, with emphasis on factors affecting the growth of hemisphere solidarity. Policies to be developed include: recognition; Monroe Doctrine; imperialism; encouragement of peaceful settlement; cultural interchange; hemisphere security; promotion of regionalism. Prerequisites: 18 hours in Social Studies, including six in American History and six in European History. Credit: two or three semester hours.

503. **History of Political Theory.** A study of the development of political thought as found in the writings of the chief modern contributors to the political ideologies of democracy, liberalism, conservatism, nationalism, socialism, communism, Fascism, and Nazism. Prerequisites: 15 hours in Social Studies, including nine in European History. Credit: two or three semester hours.

504. **History of the American Frontier.** Studies in the progress of settlement from the Atlantic to the Pacific, with special attention to the transmission of culture, developments in transportation, the process of state-making, the transition from agrarian to urban communities, and the social, economic, and political effects of the westward march upon the United States as a whole. Prerequisites: 18 hours in Social Studies, including six in American History and six in European History. Credit: two or three semester hours.

505. **Studies in Contemporary Economic Problems.** Discussion of contemporary problems including international trade, international finance, inflation, labor legislation, problems of labor and management and price levels. A special study will be made by each student of one selected phase. Open to Industrial Arts and Home Economics students and to General Elementary Graduates with the consent of the instructor. Credit: two or three semester hours.

506. **Minority Groups in American Culture.** An analysis of the major racial, nationality, and religious minority groups in America. The groups selected are those with the greatest population base. These are treated from the cultural, historical, and familial points of view. Emphasis is placed upon current anthropological and psychological data on uniformities, differences, prejudices, and discrimination. Prerequisites: 15 hours in Social Studies. Credit: two or three semester hours.

507. **Field Course in the History and Geography of New York State.** A field trip through New York State. The route leads through the Allegheny Plateau, the Catskills, the Hudson and Champlain Lowlands, the Adirondacks, the Mohawk Valley, Tug Hill and the Black River Valley, the St. Lawrence Lowland, and the Lake Plains.

Those aspects of history and geography and their interrelation that can best be taught on the spot are emphasized: the characteristics of the geographic regions within the state; the colonial and pioneer settlement and the present population pattern; transportation routes and facilities; forts and battlefields of three wars; industrial development; conservation practices; places associated with famous people and movements.

Local authorities in conservation, agriculture, industry, and history assist in the instruction. Attention is given sources of information that aid in understanding what is seen and training is given in techniques that make a travel experience meaningful.

Open to graduate and upperclass undergraduate students. Offered only in Summer Session. Credit: three semester hours.

508. Field Course in Mexican Culture. A field trip to Mexico. The class visits Mexico City and environs, Cuernavaca, Taxco, Puebla, and other cities. The round trip to Mexico City is made by plane, one day each way; in Mexico, travel is by private bus.

The course emphasizes those historical, geographic, and cultural aspects of Central Mexico which furnish appropriate background for an appreciation and understanding of Mexican life. These aspects are studied on the spot through visits to the principal sites of Aztec, Spanish, and Mexican history, to the chief physical features of Mexico's central plateau and its adjacent mountains, to public buildings and art galleries, and to schools and handicraft workshops.

Wherever feasible, local specialists assist the instructor. Two days are spent on campus for orientation and travel arrangements that help to make the course more pleasant and meaningful.

Open to graduate and upperclass undergraduate students. Offered only in Summer Session. Credit: three semester hours.

509. Local History: Research Methods and Techniques. Development of an understanding of the different methods and types of research involved in the study and presentation of local history; use of community facilities in the study of local history; discovery and examination of original materials and the presentation of a scholarly paper based on them. The history of the Niagara Frontier, with some reference to New York State, forms the core around which research and field projects are built. Prerequisites: 15 hours in Social Studies, including six in American History. Credit: two or three semester hours.

510. Selected Problems of Urban Life. Discussion of contemporary social problems with emphasis upon developing understandings of various cultural groups and their backgrounds, attitudes, problems, culture traits, and culture patterns, as found in the local community. The specific groups studied are determined by the needs and desires of the class but in general include racial, nationality, and social class groups. Discussions are based upon reading, student reports, panels, and talks by qualified guest representatives of intergroup education agencies and of the cultural groups being studied. Class procedure is basically seminar in nature. Registration is limited to twenty students. Credit: two or three semester hours.

511. Problems of Contemporary England. Intensive treatment of such selected problems of late 19th and 20th century England as the rise of trade unions, industrial and labor relations, the career of the Labor Party, programs for social democracy, and the changing world position of England. Lectures, discussions, and class reports. The course is especially suited to Industrial Arts students interested in industrial problems and to General

Elementary graduates interested in the historical background of contemporary English literature. Registration by permission of the instructor. Credit: two or three semester hours.

512. The United States in Contemporary World Affairs. Discussion of the part being played by the United States in world problems, with study of economic and political background in each case. The course will include United States foreign policy, United States and the United Nations, Atlantic and Pacific commitments, and such internal problems as defense production, inflation, and taxation. Open to all graduate students with consent of the instructor. Credit: two or three semester hours.

513. Social and Intellectual History of the United States. An analysis of the origins of ideas and a survey of their use by the American people. Major attention is given to ideas, the relationships among them, the social conditions that produced them, and their effect upon American society. Deals specifically with such continuing ideas as Puritanism and Liberalism and with individuals (Jefferson, Emerson, Henry George, John Dewey, etc.) who have created systems of ideas or synthesized ideas from other sources. Prerequisites: 15 hours in Social Studies, including six in American History. Credit: two or three semester hours.

525. Thesis. An individual investigation of an original problem to be submitted in typewritten form according to directions given by the Graduate Division. Credit: six semester hours.

550. Project. An undertaking pursued by one or more students on some problem closely related to the field of special interest. The project must be approved by the student's advisor and by the head of the division or department concerned. Credit: four semester hours.

Ed. 575. Research Methods and Techniques. See description under Graduate Division, Education Department write-ups. Credit: two semester hours.

FRESHMEN REGISTRATION

1st Semester 1951-52

Name	City, Town	Name	City, Town
Ackerman, Alberta M.	Bowmansville	Calkins, Marilyn	Fulton
Adelman, Jean N.	Batavia	Campbell, Mary L.	Buffalo
Ahlers, Herbert E.	N. Collins	Cancelli, Gloria	Buffalo
Ahrens, Carol L.	Kenmore	Carney, Eileen F.	Buffalo
Ajango, Ivi	Buffalo	Case, Robert R.	St. Johnsville
Allan, Carolyn	Kenmore	Casper, Alice M.	Eden
Allen, Dennis	Williamsville	Cauley, Joseph J.	Buffalo
Allen, Dorothy	Tonawanda	Cestra, Alexander P.	Inwood
Alexanderson, Norma	Buffalo	Ceterski, Arlene F.	Hagaman
Almeter, Mary A.	Strykersville	Chase, Donald K.	Whitesville
Aloian, Kay K.	Niagara Falls	Chesebro, Charles M.	Niagara Falls
Altman, Naomi R.	Summitville	Chip, Barbara A.	Buffalo
Amicone, Elizabeth	Buffalo	Christie, Joan	Niagara Falls
Andres, Donald J.	Niagara Falls	Ciancio, C. Julie	Jamestown
Andrisani, Samuel	Blasdell	Cicero, Angeline M.	Buffalo
Antonito, Alfred W.	Rockville Centre	Cieplinski, Delphine D.	Buffalo
Augustine, Mary L.	Buffalo	Ciesla, Kathryn E.	Buffalo
Austin, Jill E.	Onondaga	Ciurczak, Frances M.	Buffalo
Axelrod, Marvin R.	Buffalo	Clabeau, Arlene L.	Williamsville
Baehre, William F.	Eggertsville	Clapper, Carol G.	Williamsville
Baker, Doris L.	Lackawanna	Clarke, Constance M.	Amherst
Baker, Dorothea L.	Brightwaters	Coburn, Leila R.	Perry
Ball, Jeanette P.	Lockport	Cochrane, Suzanne M.	Buffalo
Barner, LaVerne	Buffalo	Cole, Edward	Buffalo
Barr, Margery A.	Niagara Falls	Colopy, Joyce V.	Lockport
Barret, Louise	Buffalo	Conklin, Veronica M.	Suffern
Barry, Mary Ann	Buffalo	Conrad, Francis P.	Buffalo
Beavan, Mary J.	Hornell	Conway, Marilyn F.	Buffalo
Beck, Donald C.	Buffalo	Coultous, Marilyn M.	Buffalo
Beck, Faye M.	Cheektowaga	Coyle, Sheila K.	Niagara Falls
Bennett, Maxine C.	Dunkirk	Craig, Nan E.	Buffalo
Benson, Pauline E.	Westfield	Curtiss, Elizabeth A.	Alexander
Berger, Cynthia	Buffalo	Cutting, David C.	Buffalo
Bickel, Helen	Buffalo	Czaja, Patricia K.	Buffalo
Bilodeau, Fred C.	McGraw	Dainotto, Mario C.	Buffalo
Blair, Betty L.	Buffalo	D'Auria, Mary S.	Buffalo
Blasberg, Jacqueline J.	Tarrytown	Davis, Roger	Buffalo
Blaufuss, Sally L.	Kenmore	Day, Joyce F.	Richfield Springs
Bloch, Carol A.	Kenmore	Debs, Diane J.	Buffalo
Blattman, Evelyn	Bronx	DeFilippis, Celene A.	Niagara Falls
Bolibrzuch, Richard S.	Lackawanna	DeGoller, Joan E.	Brocton
Bonsignore, Lillian D.	Rochester	Delamater, Margaret M.	Rhinebeck
Booth, Phyllis L.	Buffalo	Derrickson, Margaret A.	Buffalo
Borst, George A.	Hamburg	DeSacia, Edith A.	Oswego
Bouley, Robert R.	Kenmore	DeSantis, Lena A.	Niagara Falls
Bowlin, Patricia H.	Cheektowaga	Dickover, Donald A.	Williamsville
Bowman, Marion R.	N. Tonawanda	Diefenbach, Norma R.	Buffalo
Bradigan, Joan A.	Forestville	Digati, Grace T.	Buffalo
Brann, Barbara A.	Buffalo	Dikeman, Gretchen M.	Buffalo
Braun, Marlou J.	Buffalo	Dingman, Joann M.	Buffalo
Braun, Rae C.	Buffalo	DiPalma, Rita	Buffalo
Braun, Robert H.	Lancaster	DiPirro, Christine L.	Rock Valle, Ia.
Brenner, Elisabeth J.	Snyder	Distefano, Philip M.	Medina
Briggs, Caroline S.	Andover	Doan, Mary R.	Buffalo
Bright, Harold W.	Buffalo	Dobbins, Diane M.	Eggertsville
Brockway, Diana L.	Schenectady	Dolan, Maureen E.	Tonawanda
Brodnicki, Bronine M.	Buffalo	Dolce, Jean T.	Buffalo
Brounschidel, Marjorie A.	Newfane	Donahue, Marilyn C.	Buffalo
Brown, Robert K.	Buffalo	Donald, Harriet C.	Buffalo
Bruce, Patricia A.	Dunkirk	Dowd, Martha A.	Buffalo
Bryden, Beverly A.	Walton	Drello, Joann R.	Buffalo
Bucella, Gloria A.	Buffalo	Dryer, Janet R.	Snyder
Buckwald, Kenneth H.	Buffalo	Dudziak, Joan M.	Buffalo
Bukaty, Barbara C.	Lackawanna	Duminuco, Angela M.	Buffalo
Buras, Richard L.	Buffalo	Dunmire, Richard L.	Tonawanda
Burdick, Lorraine N.	Friendship	Duwe, Joyce H.	Buffalo
Burgio, Victor J.	Buffalo	Dykstra, Ralph R.	W. Sayville
Burke, Charles	Buffalo	Easley, Carol J.	Olean
Burlingame, Martha H.	Westfield	Eddy, Martha J.	Rochester
Burr, Bruce D.	Buffalo	Edmunds, Nancy C.	Rochester
Burt, Joan L.	Clyde	Edwards, Katherine D.	Spencer
Bus, Ralph F.	Hamburg	Ek, Marion J.	Poughkeepsie
Buterbaugh, Samuel C.	Buffalo	Ellis, Barbara A.	Utica
Butler, Blanche A.	Buffalo	Elminowski, Richard R.	Buffalo
Butzer, Helen L.	Gowanda	Emery, Geraldine M.	Westfield
Byrne, Barbara J.	Buffalo	England, Carolyn E.	Buffalo
Byrnes, Patrick J.	Lackawanna	Eslick, James A.	Buffalo

Name	City, Town	Name	City, Town
Ewart, Ruth C.	Kenmore	Heinen, Dorothy M.	Buffalo
Eyring, Dorothy F.	Buffalo	Helf, Patricia A.	N. Tonawanda
Fadale, June R.	Buffalo	Heller, Elmer W.	Buffalo
Fairlie, Claire A.	Buffalo	Hendricks, Joan M.	Buffalo
Farrell, Joseph H.	Buffalo	Herger, Frances C.	Buffalo
Faso, Carolina A.	Buffalo	Herman, Joseph R.	Buffalo
Feldman, Marlene F.	Buffalo	Hibbs, Robert B.	Buffalo
Felger, Frederick A.	Angola	Hicks, Barbara J.	Calicoon
Ferraro, Marie M.	Niagara Falls	Higgins, Eileen	Snyder
Field, John F.	Buffalo	Hilbrecht, Lois E.	Buffalo
Fischer, Patricia J.	Buffalo	Hilliker, Barbara J.	Buffalo
Fisher, Richard E.	Buffalo	Hiney, Barbara J.	Williamsville
Fodero, Jesse G.	W. Seneca	Hoffman, Richard D.	Barker
Fogelsonger, Janet A.	Buffalo	Holmberg, Harry C.	Kenmore
Foley, Mary J.	Buffalo	Holt, Carolyn	Buffalo
Foss, Arlene C.	Buffalo	Holway, Robert F.	Tonawanda
Poster, Isabella W.	Cayuga	Horvatis, Rita M.	Buffalo
Fox, Mary S.	Buffalo	Huff, Virginia I.	Buffalo
Frankel, Barbara J.	Buffalo	Hulburt, Barbara J.	York
Frey, Joyce M.	Akron	Humphrey, Esther L.	Buffalo
Friedman, Gladys E.	Yonkers	Hunt, Timothy P.	Depouville
Fudala, Ernest M.	Buffalo	Hunter, Patricia	Niagara Falls
Fulgenzi, Eugenia M.	Niagara Falls	Hurlbut, Sydne C.	Arkport
Gallivan, William	Buffalo	Hurliman, Rita J.	Buffalo
Gaske, Paul H.	Hamburg	Hyland, Richard V.	Center Moriches
Gaskin, James P.	Buffalo	Hynes, Wilma L.	Depew
Gay, Phyllis B.	Eggertsville	Intrator, H. Marlene	Buffalo
Gaylord, Janice M.	Hamburg	Jacobs, Louis F.	Buffalo
Gearhart, Norma L.	Elmira Heights	James, Norma E.	Buffalo
George, David D.	Buffalo	Jardin, Betty A.	Niagara Falls
Geiger, Caroline E.	Buffalo	Jenzen, Marilyn R.	Tonawanda
Gerace, Donald T.	Buffalo	Johns, Nadine E.	Niagara Falls
Gerstmann, Dorothy B.	Buffalo	Johnson, Bernice P.	Buffalo
Geschwender, James A.	Niagara Falls	Johnson, G. Arnold	Buffalo
Gilbert, Nancy M.	Buffalo	Johnson, Mary A.	Watertown
Glass, Jean R.	Olean	Johnson, Mary L.	Collins Center
Glickman, Lawrence F.	Brooklyn	Johnson, Phyllis J.	Delmar
Gocher, Jeanne A.	Buffalo	Jolls, Kathryn E.	Buffalo
Goddard, Rollin K.	Celoron	Jones, Alice A.	Buffalo
Goggin, Patricia A.	Clymer	Jordan, Patricia M.	Amherst
Goldberg, Minerva	Buffalo	Jordan, Robert M.	Olean
Goldstein, Marlynn H.	Little Falls	Joseph, Evelyn R.	Niagara Falls
Goliber, Joan A.	Cheektowaga	Joseph, Miriam A.	Niagara Falls
Gonnella, Samuel G.	Grand Island	Kammire, Alice M.	Bath
Gotte, Mary Ann R.	Buffalo	Kapa, Richard F.	Buffalo
Gould, Anthony R.	Lockport	Keith, Marilyn L.	Kenmore
Gould, Jean	Buffalo	Kenline, Frank E.	Buffalo
Grace, Thomas	Buffalo	Kerruish, Helen M.	S. Byron
Graf, Patricia B.	Buffalo	Kinan, Charles A.	Niagara Falls
Granditz, Joseph	Cheektowaga	King, Joan L.	Frankfort
Grant, Catherine R.	Buffalo	King, Suzanne M.	Buffalo
Graves, Lloyd C.	Whitesville	Kish, Edward P.	Buffalo
Griffith, Marilyn M.	Niagara Falls	Klancer, Shirley E.	Gowanda
Gros, Charlotte E.	Buffalo	Klatt, Marion A.	Buffalo
Grunthaner, Raymond G.	Buffalo	Kleine, Ethel M.	Buffalo
Guagliardi, Daniel J.	Buffalo	Klein, Richard V.	Williamsville
Gubernick, Richard	Bronx	Klein, Rosalyn	White Plains
Guderian, James F.	Buffalo	Kliest, Shirley J.	Amsterdam
Guice, Easter L.	Lackawanna	Klink, Martin J.	Buffalo
Gushue, Mary C.	Buffalo	Knapp, Charles E.	Akron
Haag, Helen L.	Orchard Park	Knox, Marianne	Buffalo
Hadley, Arthur L.	Buffalo	Koch, Mary A.	Hamburg
Halloran, Nancy E.	Buffalo	Kolnacki, Francis P.	Buffalo
Halt, Ronald C.	Eggertsville	Kozlowski, Dorothy F.	Buffalo
Ham, Joan	Poughkeepsie	Kraus, Stephen R.	Buffalo
Hamilton, Hope J.	Buffalo	Krebs, Gordon P.	Williamsville
Hammer, William L.	Oswego	Kuhn, Carol M.	Lancaster
Handy, Wallace O.	Buffalo	Kulovits, Theresa M.	Buffalo
Hanes, Sue B.	N. Tonawanda	Kumiega, Daniel R.	Lackawanna
Hansen, Lawrence P.	Penn Yan	Label, Jerome	Buffalo
Harmon, Rochford S.	Buffalo	Ladd, Sally A.	Niagara Falls
Harrington, Beth E.	Sanborn	Ladouceur, Dennis F.	Niagara Falls
Harroun, Joyce C.	Clarence	LeFevre, Joan E.	Newfane
Hartke, Patricia N.	Buffalo	Langbein, Muriel	Buffalo
Hastings, Leon E.	Buffalo	Lathrop, Elizabeth	Buffalo
Haug, Arlene J.	Buffalo	Latko, Richard J.	Oakfield
Hauser, Jeanette J.	Buffalo	Lawrence, Dora A.	Buffalo
Hayden, John C.	Lockport	Lawrence, Elizabeth A.	Buffalo
Hayn, Joan H.	Buffalo	Lazar, Donald N.	Cheektowaga
Heck, Suzann E.	Lockport	Lester, Patricia A.	Depew
Heim, Richard B.	Collins Center	Lewis, Merl J.	Buffalo
Hein, August H.	Buffalo	Llomas, Anita M.	Lackawanna

Name	City, Town
Lockwood, Albert E.	Mt. Vernon
LoCurto, Charles E.	Buffalo
LoGalbo, Dominic J.	Buffalo
Loos, Albert P.	Buffalo
Loos, Ruth M.	Buffalo
Loretto, Mary J.	N. Collins
Lucas, Michael	Buffalo
Lund, Sally A.	Buffalo
Lutz, Geraldine A.	Niagara Falls
Lux, Carol J.	Buffalo
Lynch, Elizabeth J.	Deposit
McAlpin, Mabel E.	Buffalo
McArthur, Doris E.	Schenectady
McCarthy, Marjorie J.	Buffalo
McCormick, Marcia A.	Tonawanda
McDonald, Loraine M.	Buffalo
McGarrah, Marcia A.	Buffalo
McGavish, Mary J.	Olean
McInerney, James K.	Buffalo
McLaren, Jean	Buffalo
MacLeod, Murdo I.	Buffalo
McNulty, Leona M.	Troy
Madigan, Virginia M.	Lima
Magliola, Gertrude L.	Falconer
Mahoney, Cornelius F.	Buffalo
Mahoney, Mary Ann T.	Buffalo
Malagrese, Valentino	Rochester
Mallula, Sarah M.	Van Etten
Mammoser, Donald A.	Buffalo
Mancini, Jean	Williamsville
Manspeaker, Elmer R.	Eggertsville
Manzella, Joseph B.	Buffalo
Marino, Dolores E.	Niagara Falls
Martin, James V.	Long Island City
Martin, Marilyn T.	Buffalo
Marvin, Anne L.	Filmore
Marx, Ruth I.	W. Seneca
Mascia, Vincent P.	Buffalo
Matuszewski, Joanne M.	Cheektowaga
May, Barbara S.	Buffalo
May, Dorothy R.	Hemlock
Mead, Ellen L.	Hamburg
Meadway, Roger	Kenmore
Mellerold, Phyllis G.	Floral Park
Merrill, Janet M.	Skaneateles
Merrill, Jeanette M.	Liverpool
Metz, Carol A.	Williamsville
Metzler, Margaret A.	W. Seneca
Miga, Amy S.	Buffalo
Miklik, Anna E.	Huntington Station
Miles, Arlene M.	Alden
Milka, Alice H.	Derby
Millar, W. Graham	Buffalo
Millidge, Charles	Buffalo
Miskey, Eva F.	Buffalo
Monahan, Carl M.	Bolivar
Morcom, Rena V.	Kenmore
Moritz, Dorothy J.	W. Valley
Morningstar, Raymond E.	Depew
Morotz, Irma V.	Buffalo
Morse, Jack P.	Akron
Motyka, Marian	Buffalo
Moynihan, Kathleen C.	Buffalo
Muffoletto, Ann T.	Buffalo
Mullany, Mila E.	Buffalo
Murawski, Joni R.	Buffalo
Murdock, Thomas E.	Tonawanda
Mussen, Barbara A.	Buffalo
Myers, Ronald C.	N. Collins
Myers, Ruth A.	Medina
Nemes, Joan M.	Ebenezer
Nesper, Joan M.	Kenmore
Newbold, Alice S.	Cheektowaga
Nigrelli, Thomas D.	Buffalo
Nucifora, Marianne	Fulton
Nugent, Joan A.	Auburn
Oaks, Audrey E.	Buffalo
O'Brien, Janet M.	Buffalo
O'Brien, Joan M.	Buffalo
O'Connor, Carol E.	Buffalo
O'Donnell, Katherine M.	Poughkeepsie

Name	City, Town
Oechsner, Rosemary C.	Williamsville
O'Keefe, Margaret M.	Kenmore
Okum, Marcia H.	Buffalo
Olaschinez, John	Whitestone
Oliver, June	Fairport
O'Mara, Maura A.	Buffalo
Ondak, Eugenia J.	N. Tonawanda
Ordway, Barbara J.	Hornell
Palestine, Geraldine S.	Buffalo
Palisano, Marlene A.	Buffalo
Palmeter, Homer R.	Wappingers Falls
Papke, David	Buffalo
Parish, Mary J.	Alfred
Pashainick, Theodore	College Point
Pasciak, David F.	Buffalo
Paupst, John E.	Buffalo
Pavliakis, Anna	Buffalo
Peck, Rhoda M.	Buffalo
Peirce, Eleanor M.	Schuylerville
Persico, Mary J.	Kenmore
Pesch, Constance J.	Gloversville
Petrie, Richard A.	Hamburg
Pickup, Barbara A.	Frankfort
Pierce, Mina M.	Cattaraugus
Pierce, Robert L.	Buffalo
Piotrowski, Constance W.	Batavia
Pitirri, Jennie M.	Buffalo
Pleban, Barbara A.	Buffalo
Popp, Janet E.	Kenmore
Potter, Richard F.	Akron
Powell, Marcia K.	Buffalo
Powell, Marilyn E.	Bronx
Powers, Casmir S.	Buffalo
Prashaw, Lawrence I.	Massena
Priceman, Hermine F.	Brooklyn
Pritchard, Patricia M.	Buffalo
Radaelli, Armida D.	Buffalo
Ralski, Theresa M.	Buffalo
Randazzo, Matthew C.	Buffalo
Reed, Donald A.	Rochester
Reisner, Elaine D.	Buffalo
Ricalton, Raymond C.	Buffalo
Richards, Gwendolyn D.	Buffalo
Ricotta, Rose Marie B.	N. Collins
Risman, Betty J.	Buffalo
Rizzo, Mary A.	Buffalo
Roberts, Stanton H.	St. Albans
Robinson, Elaine M.	Portville
Rogers, Betty J.	Buffalo
Rogers, John R.	Kenmore
Rooney, Sally A.	Hornell
Rose, June M.	Hornell
Rosenthal, Joan	Buffalo
Rossi, Pauline C.	Buffalo
Roth, Joanne C.	Buffalo
Roth, Joyce M.	Buffalo
Roth, Roberta M.	Buffalo
Rottenstein, Shirley A.	Buffalo
Rounds, Jean L.	Henderson
Ruhle, Phyllis A.	Buffalo
Rumberger, JoAnne	Buffalo
Ryan, Diane V.	Eggertsville
Rys, Francine J.	New York
Saladino, Grace M.	Buffalo
Sanders, Marianne E.	Eggertsville
Santer, Jane T.	Schoharie
Sarian, Zabel	Niagara Falls
Sasala, Mary	Buffalo
Sasso, Martin P.	Cedarhurst
Schaedel, Joseph A.	Hempstead
Schenk, Robert E.	Buffalo
Schild, Edna M.	Buffalo
Schillke, Gretchen J.	Snyder
Schmerbach, Daniel R.	Buffalo
Schmidt, David E.	Williamsville
Schotts, Richard J.	Amsterdam
Schrader, Doris E.	Salamanca
Schriever, Peter H.	N. Merrick
Schweichel, Thelma	Buffalo
Scime, Angela M.	Buffalo
Scime, Mary Ann P.	Buffalo
Scinta, Theresa J.	Buffalo

Name	City, Town
Scotfield, Josephine R.	Herkimer
Scudder, Carol A.	Rochester
Seegert, Phylliss R.	Brooklyn
Seeney, Margaret L.	Floral Park
Seetoo, Constance A.	Hastings-on-Hudson
Seitz, Irene A.	Buffalo
Serns, Bluma	Buffalo
Sesnie, Mary J.	Fredonia
Seward, John B.	Buffalo
Shalke, Paul R.	Buffalo
Shannon, Mildred J.	Rochester
Sharo, Evelyn M.	Frankfort
Shea, Madonna M.	Buffalo
Shepard, Joanne I.	Hamburg
Sheridan, Maureen A.	Kenmore
Sherman, Joan A.	Buffalo
Sherman, Norma M.	Buffalo
Shoemaker, Jeanne M.	Watervliet
Simmons, Richard D.	Buffalo
Simonian, John	Buffalo
Sly, Gordon B.	Buffalo
Sly, Marion C.	Buffalo
Smith, Audrey J.	Utica
Smith, Jacquelyn	Buffalo
Smith, Nancy J.	Williamsville
Smith, Sally J.	Southampton
Socci, Dolores E.	Mt. Vernon
Socha, Dolores L.	Buffalo
Sole, Jeanne E.	Tonawanda
Spafford, Elizabeth A.	Barker
Sprusansky, Martha M.	Vestal
Stachowski, Ernest A.	Buffalo
Stagbell, Jane E.	Buffalo
Staley, Gertrude F.	Buffalo
Stanton, Charlotte	Dundee
Stephens, Laurence A.	Niagara Falls
Stevanoff, Rose	Blasdel
Stewart, Joyce E.	Buffalo
Stewart, Mariann	Buffalo
Stickle, Franklin W.	Buffalo
Stormes, Arlene J.	Buffalo
Strobl, Donald P.	Buffalo
Stuart, Lyda L.	Buffalo
Stubbs, Milton T.	Buffalo
Sucato, Lucy M.	Buffalo
Sullivan, Mary Jane	Niagara Falls
Swatt, Anne M.	Camden
Swierski, Arlene R.	Buffalo
Syrkin, Henry H.	Englewood, N. J.
Szmania, Joan M.	Buffalo
Szot, Theresa M.	Depew
Szwajkos, Dorothy S.	Buffalo
Tait, Barbara L.	Kenmore
Tallman, Marcia A.	Auburn
Taylor, Joyce A.	Buffalo
Taylor, Phyllis J.	N. Tonawanda
Tench, Marion E.	Buffalo
Tenison, Johanne L.	Amsterdam
Terry, Arthur F.	Holtsville
Tevelowitz, Rita	S. Fallsburg
Thompson, Albert	Buffalo
Tischendorf, Jean E.	Buffalo

SPECIAL STUDENTS:

Boardman, Doris J.	Buffalo
Dickinson, Margaret C.	Tonawanda
Fisler, Carmella	Paris, France

Name	City, Town
Tizzano, Elizabeth	Buffalo
Tojdowski, Sylvia C.	Corfu
Totten, Joyce N.	Canisteo
Travale, Gloria J.	Buffalo
Tregea, Janet I.	Rochester
Trenberth, Phyllis A.	Buffalo
Trifiro, Josephine M.	Buffalo
Troidl, Karl A.	N. Collins
Tucker, Nancy E.	Hamburg
Tulipane, Dolores C.	Eggertsville
Turcott, Nancy A.	Buffalo
Turner, Rachel A.	Falconer
Twist, Mary K.	Lackawanna
Ungaro, S. Richard	Niagara Falls
Urguhart, Ross B.	Youngstown
Usiak, Eileen A.	Buffalo
Valentine, Shirley J.	Buffalo
VanAken, Elizabeth A.	Gilboa
VanLoan, Eugene F.	Buffalo
VanNatta, Virgil E.	Tioga Center
Vanoff, Venka	Buffalo
Vertalino, Mary L.	Buffalo
Volpe, Carmella M.	Niagara Falls
Vonsik, Eleanor A.	Lockport
Walker, Kathleen L.	Buffalo
Walker, Kevin J.	Buffalo
Wall, Ellen L.	N. Tonawanda
Wamsley, Margaret C.	Buffalo
Weaman, Renee I.	Buffalo
Weber, Frederic R.	Lockport
Webster, James K.	Akron
Welch, Joan M.	Fayetteville
Wells, Marn A.	Niagara Falls
Werner, Arthur F.	Buffalo
Wertheim, Ronda E.	Hastings-on-Hudson
White, Constance M.	Gloversville
White, Lois A.	Buffalo
Wieczorek, Stanley M.	Medina
Wiers, Anna M.	Canajoharie
Willats, Ann C.	Buffalo
Williams, Margaret E.	Buffalo
Williams, Olive C.	Ulysses
Williams, Shirley A.	Buffalo
Willner, Helene S.	Buffalo
Wilson, Donna L.	Appleton
Winsick, Joan C.	Lackawanna
Winter, Daniel E.	Buffalo
Wittlinger, Thomas A.	Akron
Wood, Alice L.	Holland
Wright, Nancy D.	Lancaster
Wyher, George E.	Buffalo
Yanatsis, Anthony	Buffalo
Yaunch, Carole J.	Scotia
Yeager, Marilyn R.	Buffalo
York, Alton G.	E. Aurora
Young, Mary Ann	Buffalo
Younghanse, Norma A.	Red Hook
Zabitz, Harold	Brooklyn
Zeusler, Richard T.	Rochester
Zink, Mary L.	Buffalo
Ziss, Louise Y.	Niagara Falls
Zynda, Joan C.	Buffalo

SOPHOMORE REGISTRATION

1st Semester 1951-52

Abraham, Thomas N.	Geneva
Adams, Susan J.	Williamsville
Adcock, Dorothy M.	Buffalo
Adickes, Lenmore E.	Bay Shore
Albrecht, Nancy J.	Rochester
Alessi, Charles D.	Buffalo
Allen, Gloria L.	Buffalo

Annas, Irene	Buffalo
Aprile, James J.	Buffalo
Arcos, Joseph A.	Niagara Falls
Arendt, Bernard M.	Buffalo
Argen, Rita M.	Kenmore
Arkland, Janice V.	Buffalo
Assaf, Elizabeth R.	Buffalo

Name	City, Town
Auerbach, Norma M.	Buffalo
Ausprich, Harry	Buffalo
Auwaerter, Norma L.	Bayport
Axelrod, Stanley H.	Buffalo
Bailey, Donald L.	Buffalo
Bailey, Elizabeth N.	Rochester
Bald, Dolores J.	Buffalo
Barback, Lita	Buffalo
Barlow, Edgar D.	Niagara Falls
Barr, Gary W.	Buffalo
Barrile, Carmela T.	Buffalo
Bartlett, Grace A.	New Hudson
Barton, George C.	Salamanca
Basinski, Betty A.	Lancaster
Beahan, Marjorie	Buffalo
Beck, Donald	Buffalo
Beeman, Alan E.	N. Tonawanda
Beiter, Richard J.	Williamsville
Bell, Dorothy G.	Buffalo
Bembia, Theresa M.	Buffalo
Bening, David L.	Buffalo
Bernhardt, Muriel A.	Buffalo
Berns, Norman C.	Buffalo
Bevins, Carol L.	Utica
Beyers, Lorraine	Buffalo
Bigelow, Elizabeth J.	Kenmore
Bixby, Diane H.	Honeoye Falls
Black, Elaine D.	Snyder
Blinderman, Lavonne S.	Southampton
Bloom, Barbara	Poughkeepsie
Boa, William E.	Snyder
Boesl, Jane B.	Buffalo
Boje, Ruth L.	Buffalo
Boller, Donald H.	Lancaster
Boos, Mary E.	Kenmore
Boudreau, William J.	Niagara Falls
Bourkhaltz, Joanne F.	Niagara Falls
Boulden, Marjorie J.	Snyder
Bower, Marilyn G.	Endicott
Bowles, Mary C.	Canisteo
Bowman, Marion	N. Tonawanda
Boye, Doralyn M.	Lockport
Boyles, Cleo L.	Endicott
Bradway, Joyce M.	Buffalo
Brenner, Elisabeth	Buffalo
Brinkworth, Sharon C.	Kenmore
Broer, Henry H.	Brooklyn
Brophy, James A., Jr.	Williamsville
Brott, Gordon S.	Orchard Park
Brown, Joan	Batavia
Brown, Patricia S.	Buffalo
Brueckman, Jack C.	Buffalo
Bruning, Anita L.	Middleport
Bruno, John J.	Buffalo
Bruno, Mary A.	Niagara Falls
Buncy, Joan I.	Buffalo
Burd, Jacquelyn L.	Kenmore
Burfield, Glenn C.	Olean
Burgio, Della A.	Buffalo
Burke, Charles	Buffalo
Burns, Joyce A.	E. Rochester
Burrow, Norma J.	Dunkirk
Burr, Bruce D.	Buffalo
Butler, Susan L.	Kenmore
Cady, Anna	Troupsburg
Calabrese, Genevieve P.	Elmira
Cammarato, Marilyn A.	Port Chester
Campbell, Barbara A.	Bolivar
Casterline, Jane A.	Belmont
Carbone, Michael J.	Rochester
Carlson, Robert V.	Buffalo
Carmichael, Virginia R.	Batavia
Caros, Helen	Buffalo
Carter, Charles W.	Port Jefferson
Cavagnaro, Elizabeth A.	Middleport
Chamberlain, Georgia	Buffalo
Chiofalo, Frank P.	Long Island
Cifarelli, Coletta	W. Winfield
Clarke, Donald M.	Lockport
Closs, Dorris M.	E. Aurora
Collins, Barbara	Wilson
Collins, Patricia A.	Buffalo

Name	City, Town
Conklin, Burton W.	Rochester
Cooper, Russell J.	Buffalo
Cordaro, Marie R.	Buffalo
Crispell, June R.	Lewiston
Crist, Carol N.	Frewsburg
Crowe, Catherine M.	Buffalo
Cudek, Diane	Buffalo
Cummings, Marilyn A.	Niagara Falls
Curry, Gwendolyn D.	Buffalo
Curtis, Sylvia P.	Buffalo
Cyran, Henry J.	Buffalo
D'alessandro, Joanna M.	Lackawanna
D'Amico, Anmarie T.	Niagara Falls
D'Arcy, Marjorie A.	Buffalo
Darby, Joan	Buffalo
Darweesh, Laurice M.	Corland
Davidson, Arlene F.	Central Islip
Decker, Margaret A.	Rochester
DeFeo, Raymond A.	Mt. Kisco
DeKimphe, Daniel V.	Jamestown
Dellas, Elenie	Buffalo
Delamater, Alberta M.	Buffalo
DeMarchi, Rita	Buffalo
Derski, Louise A.	Medina
Didley, Joan M.	Buffalo
Diodato, Josephine F.	Buffalo
DiPirro, Christine	Buffalo
Doan, Dennis E.	Buffalo
Donovan, Patricia A.	Buffalo
Doran, Ann L.	Buffalo
Downey, Kenneth J.	Buffalo
Drewelow, Nancy L.	Buffalo
Duennmer, Robert N.	Clarence Center
Duggan, Constance A.	Lackawanna
Duncan, Marcia A.	Buffalo
Ebersole, Joan L.	Clarence Center
Ehrhardt, Betty J.	E. Aurora
Ehrich, Gay L.	Rochester
Eisler, Audrey	Peekskill
Ekdahl, Dewey E.	Nyack
Evanovich, Rodna	Lackawanna
Evingham, Charles P.	Belmont
Faklaris, Spero J.	Buffalo
Farrell, Frances M.	Fishkill
Fee, Margaret E.	Buffalo
Feirman, Albert B.	Buffalo
Feldman, Alfreda P.	Buffalo
Field, Dudley W.	Babylon
Filipetti, Aldo V.	Lackawanna
Filocamo, Lillian E.	Niagara Falls
Fink, Gertrude R.	Yonkers
Finnegan, Neil F.	Buffalo
Fisher, Marvin	Buffalo
Fisher, Nancy G.	Snyder
Fitzpatrick, Joseph E.	N. Tarrytown
Fleck, Joyce C.	Buffalo
Fleming, James M.	Grand Island
Forkin, Susan J.	Kenmore
Ford, Thomas E.	Buffalo
Forssell, Elsa M.	Kenmore
Fox, Anna M.	Springville
Frank, Lorraine	Buffalo
Frank, Paul J.	Long Island
Franke, Ronald W.	Buffalo
Franklin, Richard A.	Buffalo
Friedman, Carolyn	Woodbridge
Frisch, Joan L.	Buffalo
Frost, Fred L.	Buffalo
Funcheon, Carol A.	Buffalo
Funcheon, Edward J.	Buffalo
Furlong, Mary E.	Niagara Falls
Fusco, Jeanette A.	Buffalo
Flynn, Joan M.	Buffalo
Gardiner, Shirley A.	Alexander
Garrepy, Betty L.	Olean
Garretson, Ruth A.	Syracuse
Geddes, Helen E.	Buffalo
Gerbracht, Gerald G.	Buffalo
Gerner, Geraldine A.	Lockport
Gervan, James R.	Buffalo
Gervase, Donald T.	Buffalo
Getman, June L.	Tonawanda

Name	City, Town
Giallombardo, Salvatore	Buffalo
Gilbert, Patricia L.	Buffalo
Ginsberg, Maxine	Buffalo
Golanka, Joseph H.	Niagara Falls
Golanski, Felicia R.	Hamburg
Golands, Carol R.	Syracuse
Goldsand, Howard	New York City
Goldstein, Joseph A.	Kenmore
Grande, Joan M.	Buffalo
Grannis, Joan M.	Buffalo
Graziano, Stephanie	Buffalo
Gredzicki, Donald A.	Sloan
Green, Carol M.	Jamestown
Green, Gilbert S.	Peekskill
Greene, Lois A.	Tonawanda
Gruneisen, Nancy A.	Buffalo
Gullo, Louise	Buffalo
Gushue, Mary	Buffalo
Hachten, Wilma	Buffalo
Hadley, Arlene L.	Kenmore
Haley, Joan M.	Kenmore
Hamm, Jeanette E.	W. Seneca
Handy, Wallace O.	Buffalo
Hanesian, Helen	Niagara Falls
Hannes, Edna A.	Williamsville
Harrington, Donald S.	Schenectady
Harris, Lee F.	Buffalo
Hart, Lillian T.	Buffalo
Harter, Donald R.	Buffalo
Hawkey, Carol C.	Kenmore
Hayes, Janet R.	Kenmore
Heintz, Jean M.	Buffalo
Henry, LaRene S.	Basom
Hermann, Marilyn R.	Buffalo
Hoffman, Phyllis E.	Arcade
Hogue, LeRoy G.	Allegany
Holdstock, Gloria E.	Buffalo
Howells, Carolyn G.	E. Rockaway
Hunt, Mary	Orchard Park
Jackson, Arlene M.	Niagara Falls
Jaeger, Barbara C.	Williamsville
Jakubowska, Lorraine P.	Buffalo
James, Alfred	Buffalo
Janik, Esther E.	Buffalo
Jankowski, Diane E.	Buffalo
Jarecke, Jean C.	Batavia
Johnson, Jean V.	Hempstead
Johnston, June M.	Rochester
Johnston, Sarah E.	Livingston Manor
Jones, Kathleen P.	Buffalo
Jones, Mary E.	Arkport
Jordan, Marilyn	Sidney
Kaczmarek, Barbara	Buffalo
Kamm, Gloria	Buffalo
Kammire, Sue A.	Bath
Katz, Doris H.	Rochester
Kay, James A.	Kenmore
Kearney, Marguerite A.	Buffalo
Keenan, Patricia	Kenmore
Kiess, Ruth M.	Orchard Park
Kinan, Charles	Niagara Falls
Kinecki, Jeanette K.	Buffalo
Kissel, Raymond P.	N. Tonawanda
Klancer, Shirley	Gowanda
Klee, Alice A.	Buffalo
Klem, Mary A.	Rochester
Kobel, Margaret E.	Ebenezer
Koch, William F.	Buffalo
Koepernik, John W.	Buffalo
Kolbe, Kenneth H.	Buffalo
Komorowski, Robert F.	Buffalo
Krasowski, Rita	Buffalo
Krauss, Ruth M.	Buffalo
Kreutzer, Henrietta M.	Niagara Falls
Krzywicki, Natalie M.	Depew
Kubik, Mary T.	Buffalo
Kuenzel, Joan M.	Port Jervis
Kuhn, Joan C.	Buffalo
Kurtz, Barbara A.	Snyder
Kwiatkowski, Christine	Buffalo
LaBella, Vincenza M.	Lackawanna
Ladouceur, Victor R.	Niagara Falls
LaDuca, Mary R.	Niagara Falls

Name	City, Town
Laird, Caryl J.	Buffalo
Landres, Harriet A.	Niagara Falls
Landseadel, Jane C.	Buffalo
Lane, Robert J.	Williamsville
Larkin, Anne M.	Lockport
Larter, Carolyn F.	Buffalo
Latsch, Joyce E.	Woodlawn
Lawley, Joan M.	Buffalo
Learman, Ann	Buffalo
Leggett, Barbara A.	Kenmore
Lemoncello, Marie G.	Buffalo
Lempke, Kathleen M.	Buffalo
Lenard, Stephen J.	Lackawanna
Leone, Veronica M.	Ebenezer
Lewis, Joseph C.	Brooklyn
Lexer, Joan	Williamsville
Liebler, Janet G.	Buffalo
Lilly, Joan L.	Belmont
Lipchick, Sonia	Buffalo
Livsey, Jeanne M.	Hawthorne
LoBello, Frances J.	Antwerp
Loftus, Patricia R.	Salamanca
Logan, Ruth F.	Pelham
Lumia, Robert P.	Buffalo
Lupo, Mary C.	Canajoharie
Lutowski, Leonard S.	Buffalo
Lynch, Joan A.	Arcade
McClay, Marilyn	Barker
MacCormac, Eileen C.	Cairo
MacDonald, Eva T.	Ontario
MacLeod, Murdo	Buffalo
McGlynn, Gerald F.	Kenmore
McGuire, Bessie E.	Newfield
McKibbin, Carolyn A.	Buffalo
McLaughlin, Rosemary	Buffalo
McMahon, Patricia M.	Buffalo
McMann, Rita H.	Derby
McNally, Francis J.	Kenmore
McNerny, Joan P.	Buffalo
MacPherson, George A.	Buffalo
Maahs, Loismae	N. Syracuse
Mabee, Nancy	Buffalo
Magro, Donald	Buffalo
Maier, Lothar T.	Buffalo
Mann, Barbara S.	Rochester
Marable, Kay E.	Niagara Falls
Marasco, Barbara J.	N. Tarrytown
Marble, Margerie M.	Kenmore
Marchese, Diane M.	Buffalo
Markarian, Evelyn D.	Buffalo
Marohn, Joan M.	Kenmore
Marusza, Anne M.	Buffalo
Massimilla, Fred J.	Malba
Maud, Marilyn J.	Long Island
Maurin, Alice M.	Buffalo
May, F. Chester	Buffalo
May, Muriel M.	Buffalo
Mensing, Donald	Niagara Falls
Mensing, Mary	Niagara Falls
Metcalfe, Richard H.	Niagara Falls
Metzger, Margaret J.	Buffalo
Miceli, Rose M.	Buffalo
Mielke, Georgette E.	Mineola
Milano, Dorothy A.	Lackawanna
Milbyer, Barbara J.	Kenmore
Miranda, Dorothy J.	Buffalo
Mirochiska, Laura A.	Utica
Mislin, Arlene A.	N. Tonawanda
Morrison, Jean C.	Buffalo
Morrissey, Laurelee	Tonawanda
Moscowitz, George S.	Peekskill
Moskowitz, Thomas	Rochester
Mueller, Milton H.	Niagara Falls
Mueller, Roger C.	Eggertsville
Mullen, Mary E.	Buffalo
Murphy, Eileen F.	Buffalo
Mutka, Elizabeth A.	Woodlawn
Navagh, June A.	Buffalo
Neder, Marie H.	Rochester
Nehl, Jane	Buffalo
Nelson, Richard	Buffalo
Nenni, Florence J.	Holley

Name	City, Town
Neuendorf, Helen	Buffalo
Newman, Doreen P.	Buffalo
Newton, John E.	Buffalo
Nielsen, Christy	Irvington
Noeller, Luella	Colden
Normanly, Catherine D.	Buffalo
Notaro, Geraldine E.	Buffalo
O'Connor, Carol	Buffalo
O'Leary, Helen T.	Buffalo
Oliver, Doris W.	Buffalo
Osborne, Audrey H.	Buffalo
Parish, David W.	Niagara Falls
Parton, Ralph	Bronx
Partridge, Truman	Hornell
Patnode, Thomas	Scotia
Pawlak, Pauline A.	Corfu
Pease, Lois E.	Perry
Pempsell, Austin M.	Cheektowaga
Perry, Suzanne M.	Buffalo
Pert, Georgia M.	Jordan
Peters, Richard H.	Buffalo
Peterson, Paul C.	Buffalo
Pfuehl, Robert J.	W. Seneca
Pickersgill, Doris E.	Cassville
Piedmont, Eugene B.	Holley
Piskorski, Clara R.	Buffalo
Pitirri, Felice	Buffalo
Poeltl, Alayne L.	Buffalo
Porter, Attrice L.	Buffalo
Porter, Shirley A.	Canister
Price, Judson	Buffalo
Queeno, James A.	Buffalo
Quinlavin, Jane E.	Watertown
Radwan, Rita A.	Buffalo
Rasp, Alfred H.	Buffalo
Ray, William J.	Buffalo
Regent, Marcia	Buffalo
Reiss, Jean L.	Long Island
Reitz, Constance M.	Olean
Richardson, Nancy J.	Williamsville
Ridley, Beatrice M.	Wilson
Riester, Carol A.	Auburn
Risius, Ann A.	N. Tonawanda
Rodler, William E.	Buffalo
Rook, Joan M.	Buffalo
Rosati, Alfonso	Lockport
Rosso, Marie	Buffalo
Rote, Audrey C.	Kenmore
Rottenberg, Ralph	New York City
Rottenberg, Alice R.	Peekskill
Rowe, Mary J.	Buffalo
Rubin, Annette	Monticello
Ryan, Edward J.	Buffalo
Ryan, William J.	Niagara Falls
Sachloff, Lois R.	Walden
Saele, Annette N.	Buffalo
Sanders, Anne E.	St. James
Scanlon, Georgiana A.	Buffalo
Scanlon, Thomas	Buffalo
Schaedel, Joseph	Buffalo
Schaffner, Franklin R.	Buffalo
Scheitinger, Ethel M.	Buffalo
Scherer, Evelyn A.	Buffalo
Schillinger, Ruth M.	Buffalo
Schmitt, Gretchen E.	Buffalo
Schmitt, Donald	Buffalo
Schoof, Marie E.	Buffalo
Schorb, Joanne M.	N. Tonawanda
Schultz, Geraldine C.	Buffalo
Schultz, Leah R.	N. Tonawanda
Schultz, Natalie A.	Buffalo
Schutt, Donald	Clarence
Schutts, Margery	Hamburg
Schweikhard, Elisa M.	Buffalo
Schwartz, Judith J.	Brooklyn
Schweichler, Barbara W.	Buffalo
Schwindler, Gary J.	Buffalo
Scope, Sandra A.	Peekskill
Scott, Cecil J.	Ripley
Seidel, Shirley E.	Olean
Sepe, Thomas F.	W. Hempstead
Sewert, Elmer A.	Akron

Name	City, Town
Seymour, Dorothy M.	Ithaca
Shaffer, Norman E.	Eggertsville
Sharp, Robert E.	Altamont
Sharpe, Clare M.	Buffalo
Sher, Julia H.	Gloversville
Sherman, Marjorie C.	McLean
Shoemaker, Roberta J.	Bath
Shoolman, Gertrude E.	Rochester
Siegel, Frederic L.	Buffalo
Silberberg, Gerald	Mt. Kisco
Simonsen, Edward	Buffalo
Sipperly, Mary L.	Tuscarora
Sirface, Catherine J.	Buffalo
Sleeper, Elizabeth J.	Sherburne
Smith, Bradley G.	Buffalo
Smith, Maryanne E.	Crugers
Soltys, Elaine A.	Buffalo
Sommers, Frances	Pelham
Spagnuolo, Joseph A.	Buffalo
Spanos, Estelle A.	Buffalo
Spry, David G.	Buffalo
Spry, Wanda M.	Buffalo
Stady, Marilyn J.	W. Valley
Stahl, Harold	Utica
Stamas, Gladys E.	Malone
Stanton, Maryann C.	Buffalo
Starbuck, Dorothy J.	Auburn
Steinkirchner, Ann M.	Buffalo
Stelianou, Anna	Lyndonville
Stenhouse, Thomas H.	Buffalo
Stoffel, Elizabeth	Port Jefferson
Strasser, Joan P.	Hamburg
Strobeck, Elaine G.	Buffalo
Strom, Lydna C.	Hamburg
Strong, Daniel A.	Buffalo
Susman, Joanne	Rochester
Suttel, Marvin L.	Alden
Szczepanski, Joanne	Buffalo
Taylor, Lois L.	Buffalo
Taylor, Suzanne K.	Kenmore
Thomas, Betty M.	Buffalo
Thompson, George W.	Buffalo
Thompson, Marcia	Buffalo
Thompson, Virginia H.	Buffalo
Tolsma, Mary C.	Buffalo
Topor, Stanley J.	Buffalo
Toth, Carl F.	Buffalo
Towers, Darlene A.	Little Valley
Traynor, Grace A.	Buffalo
Tronolone, Carl W.	Buffalo
Ullrich, Thomas	Youngstown
Unferdross, Peggy L.	N. Tonawanda
Utter, Phyllis A.	Delmar
VanNatta, Virgil	Tioga Center
Vantino, Mary J.	Gowanda
Vint, Joyce C.	Canisteo
Voigt, William P.	Brooklyn
Wach, Cecilia J.	Niagara Falls
Wagner, Robert G.	Avoca
Wahler, Rosemary M.	Buffalo
Waibel, Sarah A.	Painted Post
Walbridge, Shirley A.	Buffalo
Walker, Francis A.	Buffalo
Walleshauser, Richard A.	Buffalo
Walsh, William R.	Buffalo
Wanamaker, James E.	Wyack
Ward, Elizabeth A.	Kenmore
Ward, Mary E.	Batavia
Webster, Robert J.	Syracuse
Weeks, Mary A.	Rochester
Weis, Susan J.	Kenmore
Welker, Howard E.	Buffalo
Westman, Charles E.	E. Concord
White, Elizabeth A.	Niagara Falls
Wilan, Barbara L.	Rochester
Wilcox, Barbara J.	Kenmore
Wilcox, Doris E.	Batavia
Wild, Margaret A.	Kenmore
Wilder, Bernard D.	Batavia
Williams, Elsie J.	Buffalo
Williams, Joyce M.	Buffalo
Williams, Shirley A.	Batavia

Name	City, Town
Willingdon, Norma E.	Buffalo
Willis, M. Rachel	Buffalo
Wohlhueter, Janet M.	Springville
Wolkowitz, Shirley	Peekskill
Wood, Patricia A.	Corfu
Woolley, Patricia J.	Kenmore
Worley, James A.	Buffalo
Wukovitz, Albert J.	Buffalo

Name	City, Town
Wyglondalski, Vincent D.	Buffalo
Young, Sandra B.	Rochester
Zappala, Joseph A.	Long Island
Zatlukal, James M.	Buffalo
Zautner, Dorothy A.	Slingerlands
Zimmer, Robert	Cazenovia
Zimmermann, Katherine R.	Buffalo
Zini, Barbara A.	Buffalo

JUNIOR REGISTRATION 1st Semester 1951-52

Abare, Suzanne R.	Buffalo
Acquisto, Paul A.	Buffalo
Adcock, Jean E.	Buffalo
Ahr, Arthur F., Jr.	Slingerlands
Allen, Joan M.	Groveland
Alt, Faith N.	Tonawanda
Ambrosone, Mary E.	Corning
Amos, James R.	Buffalo
Anderson, M. Carol	Kenmore
Andrzejewski, Patricia	Jamestown
Antalek, Rodney J.	Geneva
Aslan, Wilma M.	Rochester
Atlas, Irving	Buffalo
Baines, Beverly A.	Lake View
Baker, Marilyn A.	Kenmore
Baker, Robert C.	Johnstown
Baltzly, Dorothy A.	Buffalo
Balus, Rae E.	Salamanca
Barker, W. Ross	Kenmore
Basil, Mary A.	Buffalo
Battistoni, James A.	Cheektowaga
Becker, Sally A.	Buffalo
Behling, Patricia	Buffalo
Benford, Eunice T.	Buffalo
Beni, Louis J.	N. Tarrytown
Benker, Clara L.	Eden
Benz, Arline N.	Buffalo
Berggren, Marilyn A.	Jamestown
Berns, Elaine H.	Buffalo
Bieber, Milton S.	Buffalo
Bieber, Richard E.	Buffalo
Binner, Robert A.	Buffalo
Black, Rosemary H.	Lackawanna
Bloom, Alice M.	Albion
Boje, Erwin H.	Buffalo
Bommer, Shirley L.	Kenmore
Boorn, Jessie L.	Utica
Bosso, John A.	Niagara Falls
Bow, Donald P.	Akron
Bragan, Phyllis A.	Warners
Brasch, James D.	Buffalo
Breen, Patricia J.	Lackawanna
Breu, Janet	Buffalo
Bricka, Betty L.	Buffalo
Bridgeford, Else N.	Montauk
Brindley, Mary E.	Eden
Brockley, Harvey W.	Sauquoit
Brown, Shirley A.	Buffalo
Brunner, Augusta L.	Tonawanda
Buccella, Jeanette J.	Buffalo
Buezak, Grace	W. Seneca
Burnett, Ruby A.	E. Aurora
Busmalis, Ulysses O.	Buffalo
Cacciatore, Alfonso	Buffalo
Cameron, Jeanne M.	Buffalo
Cameron, Lyle H.	Buffalo
Capodicasa, Josephine A.	Buffalo
Carbone, Frances M.	Buffalo
Carnevale, Joseph A.	Buffalo
Carr, Joan M.	Buffalo
Carr, Pauline	Buffalo
Carrubba, Anita	Buffalo
Case, Noreen	Niagara Falls
Cavanaugh, Ann A.	Buffalo
Cehulic, Walter J.	Buffalo
Champis, Bertha I.	Buffalo
Ciampa, Josephine M.	Buffalo
Ciavarro, Concetta M.	Buffalo

Ciaravino, Eleanor D.	Freeport
Close, James A.	Buffalo
Coash, Alice L.	Lockport
Coffman, Nancy A.	Eggertsville
Cohen, Natalie R.	Albany
Conomos, Areatedes	Buffalo
Conrad, Joan	Niagara Falls
Conwicke, Polly K.	Endicott
Coons, Phyllis R.	Hudson
Copella, Helen	Williamsville
Copley, Carolyn G.	Kenmore
Corkery, Margaret A.	Jamestown
Covert, John N.	N. Tarrytown
Creede, Barbara	Oceanside, L.I.
Crocoll, Marjorie	Lakeview
Cross, Alice J.	Jamestown
Cruise, Nancy	Buffalo
Cummings, Marion L.	Akron
Davis, Cameron J.	Lancaster
Davis, Donald R.	Buffalo
Davis, Evelyn C.	Buffalo
Davis, Richard H.	Saranac Lake
Dechert, Cora D.	Buffalo
DelPrince, Paul M.	Buffalo
DeLuca, Bella A.	Auburn
Devaney, Dolorita M.	Buffalo
Devine, Joan M.	Buffalo
DiMarco, Leo	Buffalo
DiNuzzi, Viola V.	Rochester
Dischinger, Gerald F.	N. Tonawanda
Dodge, Joan M.	Angelica
Doherty, David K.	Buffalo
Donovan, Patricia J.	E. Aurora
Dougherty, Mary C.	Dunkirk
Dye, Charlotte D.	Buffalo
Eder, Alan H.	Buffalo
Eldridge, Jeanne M.	Buffalo
Elie, John J.	Buffalo
Emerick, Jacqueline M.	Valley Stream, L.I.
Emmons, Ruth	Syracuse
Evans, Helen J.	Lackawanna
Evans, Jeanne	Kenmore
Evans, Richard J.	Buffalo
Facklam, Jeanne B.	Buffalo
Fairlie, William J.	Buffalo
Falloon, Marie E.	Great Neck
Fay, Joy C.	Buffalo
Fenton, Donna L.	Buffalo
Ferguson, Betty	Buffalo
Flick, Robert H.	Springville
Florio, Frank J.	Brooklyn
Foley, Patrick J.	N. Tarrytown
Folts, Ralph A.	Dansville
Fortune, Chester S.	Buffalo
Fuller, Edna M.	Newfane
Gabalski, Arlene C.	Buffalo
Gallagher, Helen J.	Buffalo
Gallisdorfer, Carol L.	Buffalo
Garfield, F. Milton	Jamestown
Gaske, Edna L.	Buffalo
Gaul, Jean A.	Niagara Falls
Gazzo, Agnes D.	Buffalo
Gehrt, Dorothy A.	Liberty
George, Lucy B.	N. Collins
Gilbert, Beverly	Palmyra
Glassman, Janet L.	Buffalo
Gleason, Edith M.	Eggertsville

Name	City, Town
Glor, Mary H.	Buffalo
Goetz, Charlotte L.	Buffalo
Gorankoff, Charles	Buffalo
Greff, Pierrette	Buffalo
Gronmeyer, Audrey A.	Buffalo
Grotzka, Margery R.	Buffalo
Gunsolus, Louise	Franklinville
Guzzetta, John F.	N. Tonawanda
Gworek, Rita B.	Lackawanna
Haas, Rita C.	Orchard Park
Hailand, John E.	Buffalo
Halloran, Patricia J.	Buffalo
Hardy, Donald F.	Elmira
Hargrove, Ann M.	Lynbrook, L.I.
Harris, Jerome	Buffalo
Harrison, Shirley M.	Buffalo
Hartenstein, Roy A.	Buffalo
Hartnett, Elizabeth M.	Buffalo
Harvey, John R.	Kenmore
Hawkins, Margaret M.	Kenmore
Hayes, Mary T.	Buffalo
Head, Marjorie T.	Lebanon
Hebeler, Jean R.	Lockport
Heidenreich, Harold E.	Oakfield
Helfrich, Franklin G.	Buffalo
Heldeman, Regina R.	Jamestown
Henderson, Nancy J.	Buffalo
Herrmann, Rosemary	Buffalo
Hoffert, John F.	Schenectady
Horton, Alice M.	Buffalo
Hotchkiss, Jeanne M.	Buffalo
Hout, Barbara A.	Buffalo
Howard, Anita V.	Buffalo
Hurley, Joanne C.	Buffalo
Jacobson, Marilyn C.	Brooklyn
Jaffey, Sorelie	Rochester
Janisch, Edward J.	Buffalo
Janisch, Joan	Buffalo
Janovsky, Jeanette	Buffalo
Jenkins, Alevia	Rye
Jenner, Ann M.	Johnstown
Jennings, Madeline A.	Port Washington
Johnson, Carol L.	Buffalo
Johnson, Norman W.	Buffalo
Jordan, Mary A.	Cheektowaga
Joseph, Glenna M.	Buffalo
Juszczak, Sylvia M.	Buffalo
Kantrowitz, Joy	Albany
Katolik, Della T.	Buffalo
Kaufman, Neysa R.	Peekskill
Kavanagh, James	Lancaster
Kavanaugh, Constance M.	Buffalo
Keeney, Richard M.	Buffalo
Kelsey, Robert A.	Geneseo
Kennedy, Margaret J.	Buffalo
Kesel, June M.	Victor
Kimmler, Ruth M.	Buffalo
Kinzly, Joan E.	Burt
Klein, Kenneth G.	Buffalo
Klemann, Ann M.	Lockport
Knights, Alice M.	Medina
Knuth, Barbara J.	Buffalo
Kobel, Ruth E.	Ebenezer
Koch, Edward L.	Yonkers
Koegel, Elma I.	Ira
Kochler, Wayne H.	Buffalo
Kofsky, Gloria I.	Albany
Kolb, Laverne E.	Tonawanda
Korff, Mollie A.	Lockport
Kotas, Theresa	Buffalo
Kozma, Eva	Buffalo
Kraus, Otto	Buffalo
Krumbholz, Doris R.	Buffalo
Kuczma, Florence M.	Buffalo
Kurs, Betty B.	Mechanicville
Kyle, Esther G.	Gasport
Kyser, Marilyn R.	Buffalo
LaDuca, Francis	Buffalo
Lagowski, Rosemarie L.	Lackawanna
Lake, Suzanne K.	Canandaigua
Lamp, Robert J.	Tonawanda
Lamphier, Virginia L.	Canandaigua

Name	City, Town
Lang, Barbara	Oceanside
Lansill, Mary A.	Lockport
LaPenna, Jeanne	Buffalo
Larrison, Eva M.	Kenmore
Larson, Richard H.	Kenmore
Lauth, Mary P.	Buffalo
Lawrence, Isobel C.	Buffalo
Lee, Elsie	Buffalo
Leigh, Harry E.	Buffalo
Lesswing, Fred E.	Buffalo
Levine, Millicent	Buffalo
Lewis, Barbara A.	Albany
Licata, Angelo S.	Buffalo
Liguori, Florence	Buffalo
Linderman, Earl W.	Olean
Linkowski, Bernadette A.	Johnson City
Lipkin, Arthur M.	Buffalo
Lopp, Rose E.	Albany
Louchren, Joanne M.	Buffalo
Lynd, Mary T.	Buffalo
McGavisk, Harry R.	Olean
McHale, Faith A.	Mechanicville
McRae, Donald A.	Williamsville
McRucker, Cibalo D.	Buffalo
Mahoney, Marilyn R.	Buffalo
Makowski, Mary M.	Glen Head
Mallette, Anna M.	Buffalo
Malseed, Joan A.	Buffalo
Marean, Joyce E.	Endicott
Martin, John E.	Elmira
Marzec, Victor M.	Buffalo
Masline, Carol M.	Port Chester
Masterson, Ann M.	Kenmore
Mattina, Patricia A.	Tonawanda
Mazzei, Louis F.	Niagara Falls
Meidel, Joan E.	Buffalo
Melamed, Marlene	Rochester
Melton, Sandra E.	Bronx
Mertens, Patricia A.	Buffalo
Mescall, Mary A.	Lackawanna
Metz, Edward J.	Buffalo
Metzger, Claire M.	Buffalo
Michaels, Joan A.	Buffalo
Miller, Archie C.	Buffalo
Miller, Barbara E.	Arcade
Miller, Marilyn A.	Buffalo
Miller, Robert F.	Kenmore
Mohrrehr, Thelma	Buffalo
Moody, Leland P.	Buffalo
Mooney, Joyce E.	LeRoy
Mueller, Margaret E.	Snyder
Mueller, Ruth L.	Buffalo
Murphy, Kathleen I.	Buffalo
Musgrave, Patricia L.	Johnstown
Mussen, John P.	Buffalo
Muth, Mary E.	Jamestown
Myers, Regina	Darien
Nassoioy, Mary T.	Niagara Falls
Nelson, Jeanette A.	S. New Britain
Neudeck, Beatrice E.	W. Valley
Nolder, Don A.	Olean
Nigro, Loretta	Lackawanna
Novier, Shirley M.	Buffalo
Nugent, Mary K.	Kenmore
O'Connell, Patricia M.	Buffalo
O'Donnell, Eileen M.	Buffalo
Oeffner, Barbara J.	Snyder
Oliveri, Esther L.	Buffalo
Ortiz, Louise J.	Buffalo
Osinski, Dorothy V.	Buffalo
Ostrander, Blanche V.	Buffalo
Palmer, Orville G.	Holland
Panke, Joan F.	Endicott
Patterson, Irma M.	Buffalo
Paul, Lawrence D.	Buffalo
Payne, John C.	Clarence
Peet, Willard E.	Ellenville
Peet, William	Buffalo
Penkacik, Stanley	Buffalo
Pentick, Joseph	Buffalo
Pfeiffer, Shirley A.	Cheektowaga
Pieroni, Delores	Niagara Falls

Name	City, Town
Plaut, Susan	Rockville Center
Poczkalski, Esther J.	Buffalo
Podsiadio, Marcia M.	Buffalo
Powell, Marilyn E.	Bronx
Pratt, Patricia M.	Buffalo
Prudom, Barbara J.	N. Tonawanda
Putnam, C. Nanette	Niagara Falls
Pykosz, John	Buffalo
Quarles, Philomena	Buffalo
Quinlan, Donald P.	Franklinville
Raub, Betty J.	W. Leyden
Rauscher, Joan E.	Olean
Reitz, Janet A.	Buffalo
Rembold, Charles R.	Depew
Renzone, Mary E.	Holland
Reuter, Anna L.	Buffalo
Reville, Eugene T.	Buffalo
Rice, Ferne L.	Salamanca
Richmond, Joyce A.	Kenmore
Ricker, James	N. Tonawanda
Ricker, Gertrude V.	Buffalo
Roach, Kathryn	Buffalo
Roberts, M. Patricia	Buffalo
Rodriguez, Joseph J.	N. Tonawanda
Rogers, Katherine A.	Tonawanda
Rouse, Mary A.	Springville
Rundell, Dorothy J.	Buffalo
Rutkowski, Lucille T.	Buffalo
Ryan, James T.	Homer
Ryckman, Jean M.	Buffalo
Sansone, Patricia M.	Buffalo
Schermerhorn, Ann L.	Wilson
Schillawski, Barbara A.	Auburn
Schlehr, Janice	Buffalo
Schlehr, Marjorie A.	Buffalo
Schluntz, William E.	Cambria Hts.
Schmelzinger, Joan A.	Buffalo
Schmidle, Alice J.	Ebenezer
Schruers, Shirley R.	Clymer
Schuck, Malachy V.	Valley Stream
Schultz, Janice L.	Buffalo
Schuster, Elizabeth M.	Westfield
Schwartz, Joan R.	Tonawanda
Seitz, Joanne L.	Valley Stream
Sexton, Elizabeth A.	Saratoga Springs
Shaw, Marie A.	King Ferry
Sheehan, Mary J.	Buffalo
Sherman, Virginia M.	Buffalo
Silbergeld, Molly	Niagara Falls
Skingley, Earl M.	Buffalo
Smilkstein, Morris	Mt. Kisco
Smith, Betty J.	Buffalo
Smith, Jeanne C.	Buffalo
Smugorzewski, Carl D.	Olean
Sorrento, Anthony J.	Buffalo
Spoer, Jane E.	Williamsville
Spring, Mary J.	Lockport
Sprusansky, Martha	Vestal
Stachowski, Doloris A.	Buffalo
Stafford, Catherine A.	Niagara Falls
Steele, Barbara T.	Buffalo
Steen, James E.	Buffalo
Steger, James L.	Dunkirk
Steinhart, Naomi R.	Buffalo
Stenman, Betty J.	Buffalo
Stewart, John A.	Ithaca

Name	City, Town
Stinson, Patricia L.	Buffalo
Stroman, Nancy J.	Buffalo
Sturgis, Theodore G.	Buffalo
Sturm, Sally F.	Buffalo
Sullivan, Jean M.	Buffalo
Sullivan, Marianne L.	Auburn
Sullivan, William	Rochester
Suszyński, Leonard J.	Buffalo
Szalecki, Alice T.	Buffalo
Szymczyk, Patricia E.	Buffalo
Talbot, Ruth	Kenmore
Taylor, Marcia J.	Buffalo
Testa, Leonard A.	Buffalo
Thiringer, Maureen	Kenmore
Thompson, Bruce A.	Bayside, L.I.
Thompson, Dolores E.	Kenmore
Thurn, Charlotte E.	Buffalo
Towne, Burt A.	Medina
Tranka, Marie R.	Macedon
Turner, Rachel	Falconer
Turton, Rosalie A.	Buffalo
Urbaniak, Florence I.	Buffalo
Van Der Meid, Barbara	Livonia
Vasilion, Marion	Buffalo
Vilardo, Larry	Westfield
Wagner, Janet C.	Hamburg
Waight, Beverly J.	Canistota
Walgate, Lawrence L.	Buffalo
Wallace, Charles W.	Buffalo
Walsh, Edith M.	Randolph
Walter, Raymond	Buffalo
Walters, Donald E.	Buffalo
Warry, Barbara	Niagara Falls
Waterstrat, Jean R.	Tonawanda
Watson, William L.	Tonawanda
Way, Vance I.	Wayland
Weber, Raymond	Buffalo
Weigand, Robert E.	Buffalo
Weinfurter, Vera A.	Buffalo
Weldin, R. Louise	Elmira
West, Theresa A.	N. Creek
Westerman, W. Doris	Buffalo
Westphal, Walter R.	N. Tonawanda
Whitbeck, Barbara	Buffalo
White, Arthur E.	Buffalo
Widman, Manfred W.	Buffalo
Wiesnet, Marie K.	Buffalo
Wilcox, Shirley A.	Roscoe
Willenburg, Anne E.	Rome
Williams, Anne	Springville
Williams, Marcia	Akron
Williams, Margaret E.	Buffalo
Willower, Audrey M.	Lockport
Wind, Arlene M.	Whitesboro
Winters, Marilyn A.	Tonawanda
Wolanyk, Alfred M.	Niagara Falls
Wolfe, Louanne M.	Buffalo
Wolynska, Dolores R.	Buffalo
Wood, Robert H.	Buffalo
Wright, Barbara A.	Franklinville
Wyher, George	Buffalo
Wynne, Beverly A.	Buffalo
Young, Arthur N.	Peekskill
Zimmerman, Donald D.	Buffalo
Zimmermann, Mary L.	E. Aurora

SENIOR REGISTRATION

1st Semester 1951-52

Abrams, Rita	Buffalo
Advey, George J.	Buffalo
Agnew, Ruth F.	Buffalo
Aiken, Howard G.	E. Amherst
Alair, Dolores E.	Buffalo
Albert, Morton	Brooklyn
Allen, Harold K.	Tonawanda
Amatuzio, Dolores M.	Buffalo
Andujar, Joan M.	Kenmore
Antos, Edward A.	Buffalo

Arkland, Joyce C.	Buffalo
Arnold, Roy W., Jr.	Tonawanda
Arnone, Vincent C.	Buffalo
Auerbach, Richard C.	Buffalo
Augustine, Joan M.	Buffalo
Bailey, Harry F.	Kingston
Baker, Janet L.	Kenmore
Balbierz, Joan N.	Snyder
Baldwin, Janet A.	Buffalo
Ballard, James A.	Dunnville, Ont.

Name	City, Town
Bamberg, Joan F.	Buffalo
Baran, Frank	Niagara Falls
Barbierz, Gilbert J.	Williamsville
Barrows, Beverley A.	Wilson
Bartkowski, Dorothy J.	Buffalo
Batyra, Therese A.	Buffalo
Bavisotto, Rita M.	Buffalo
Beanan, M. Charlotte	Buffalo
Becker, Arthur F.	Buffalo
Bernhard, Edward P.	Buffalo
Bernstein, Arlene R.	Buffalo
Besecker, D. Winnifred	S. Dayton
Besstak, Ellen M.	Buffalo
Bethwaite, Averil	Buffalo
Betzer, Lois K.	Buffalo
Blackman, Shirley M.	Buffalo
Blanchard, Marjorie J.	Buffalo
Blaney, Anita J.	Lancaster
Brecker, Doris	Buffalo
Breitweiser, Rita R.	Buffalo
Brickey, Vivian A.	Massena
Brooks, Joanne	Buffalo
Brooks, Richard G.	Buffalo
Brooks, Robert C.	Buffalo
Brown, Ellen C.	Downsville
Brown, Marilyn R.	Batavia
Brown, Marjorie R.	Salamanca
Brown, Veronica	Hornell
Brown, Vivian E.	Buffalo
Brunner, Charles J.	Buffalo
Buell, G. Ruth	Fulton
Burke, Virginia C.	Buffalo
Burnett, Ruth	Ransomville
Campbell, James F.	Buffalo
Capen, Albert T.	Newfane
Carman, Irene	Niagara Falls
Carter, Charles B.	Palmyra
Catena, Eleanor D.	Buffalo
Cechini, Norine	Buffalo
Cehulic, Helen L.	Lackawanna
Chambos, Bessie E.	Buffalo
Chase, Douglas C.	Tonawanda
Chase, Mary T.	Belmore, L.I.
Chesley, Edith	Kenmore
Childs, Marie	Williamsville
Choppe, Gene R.	Kenmore
Christ, Richard	Brooklyn
Ciancone, Lena	Buffalo
Cimo, Rose M.	Buffalo
Clark, Richard D.	Buffalo
Clement, Rita	Niagara Falls
Clukey, Margaret M.	Tonawanda
Cohen, Sandra	Port Jervis
Coles, Leah E.	Buffalo
Collins, Jane M.	Kenmore
Cooke, Richard M.	Lakewood
Cooley, Claire	Buffalo
Cooley, Jack V.	Buffalo
Copley, Joan M.	Kenmore
Coppola, Ralph D.	Buffalo
Cordone, Louis V.	Buffalo
Coushaine, Charles M.	Buffalo
Cowley, Michael S.	Troy
Coyne, Mary J.	Avon
Cranmer, Sandra J.	Buffalo
Crean, Dorothy M.	Kenmore
Criscione, Salvatore D.	Buffalo
Crook, William D.	Buffalo
Cruikshank, Donald R.	Kenmore
Culver, Anne M.	Olean
Damon, Stuart D.	Dunkirk
Dean, Carol E.	Ontario
DeAngelis, Margaret	Buffalo
DeCarolis, Olga M.	Buffalo
Demrick, Dorothy	Buffalo
DeSormo, Ann	Buffalo
Devine, Patricia R.	Buffalo
Devlin, Marjorie A.	Buffalo
Dietz, John B.	W. Seneca
DiFelice, Joseph	E. Rochester
Dimmick, Thomas	Buffalo
Dinerstein, Miriam I.	Poughkeepsie

Name	City, Town
Dintino, Sylvia A.	Lockport
DiPaola, Marie L.	Buffalo
Dopp, Robert F.	Buffalo
Dorywalski, Elaine B.	Buffalo
Dowling, Joanne M.	Kenmore
Dowski, Jacquelyn	Buffalo
Dowski, Julian J.	Buffalo
Dumbleton, Jack L.	Silver Springs
Eastwood, Jean L.	Alden
Edwards, Susan I.	Kenmore
Egan, Bernard K.	Carthage
Eldred, Bettie L.	Salamanca
Elliott, Millicent	Clarence
Ellis, Marjory R.	Kenmore
Endres, Evelyn J.	Buffalo
Erbe, Barbara L.	W. Hempstead, L.I.
Esposito, Elizabeth	Marion
Evans, John J.	Kenmore
Evans, Kathryn	Buffalo
Eyring, Marjorie A.	Buffalo
Fabing, Barbara J.	Buffalo
Feldbauer, James	Angelica
Felsen, Oscar R.	Hunter
Feltham, Reginald	Buffalo
Ferrentino, Bridget R.	Buffalo
Field, Doris A.	Buffalo
Filsinger, Carol J.	Geneva
Fisher, Donald C.	Buffalo
Fisher, John H.	Springville
Flesher, Janet A.	Williamsville
Fox, Grace M.	Fonda
Fox, Jeanne E.	Buffalo
Frainier, Ruth M.	Buffalo
Fraser, Mary L.	N. Tonawanda
Freeman, John D.	Pulski
Friedrich, Bertha I.	Cheektowaga
George, Donna M.	Strykersville
George, John	Buffalo
Gessner, Robert H.	Angola
Gilbert, Faith M.	Snyder
Gill, Arthur C.	Buffalo
Gillmeister, Audrey	Buffalo
Gittere, Shirley L.	Buffalo
Goodian, Dolores	Lockport
Grabarz, Mary F.	Rye
Gracie, Margaret	Kenmore
Graczyk, Geraldine J.	Buffalo
Grady, Carol M.	Buffalo
Graziadei, Silvio A.	Buffalo
Green, Melvina	Buffalo
Groh, Raymond P., Jr.	Buffalo
Grove, Marilyn J.	Kenmore
Guarino, Gregory J.	Batavia
Guindon, Edward J.	Buffalo
Gulino, Samuel	Buffalo
Guzzetta, Charles J.	N. Tonawanda
Haas, Barbara A.	Kenmore
Hambleton, Elaine P.	Williamsville
Hansen, David	Buffalo
Harbeck, Joyce E.	Black Creek
Harrer, Rosemarie A.	Buffalo
Harrington, Mary R.	Buffalo
Haughton, Raymond F.	Clemons
Heimgartner, Norman	Tonawanda
Heintz, Lois M.	Buffalo
Heist, Frances	Alden
Henderson, Margaret E.	Buffalo
Henry, Phyllis M.	Buffalo
Hess, Dolores	Depew
Hetherley, John	Appleton
Hick, Gertrude E.	Callicoon
Hickey, Elizabeth N.	Buffalo
Hiscutt, Carol J.	Buffalo
Hofmann, George F.	Queens
Hoto, Christine E.	E. Rochester
Hubertus, Patricia A.	Dansville
Hughes, Lawrence	Arcade
Human, Lois	N. Tonawanda
Hunt, Edward T.	Orchard Park
Hurd, Jean E.	Elkland, Pa.
Hurley, William J.	Kenmore
Infantino, Albert	Silver Creek

Name	City, Town
Ingraham, Thomas H.	New Hartford
Irr, John A., Jr.	Williamsville
Ivancic, Wilma D.	Buffalo
James, Carolyn M.	Tonawanda
Janik, Irene A.	Lackawanna
Jarratt, Rodney	Buffalo
Jasaka, Patricia	Buffalo
Jenkins, Mary J.	Buffalo
Jenne, L. Jean	Buffalo
Jezewit, Theresa M.	Buffalo
Johnson, Nels	Bliss
Johnson, Phyllis A.	Kenmore
Johnson, Suzanne E.	Buffalo
Jones, Vivian J.	Oswego
Karpinski, Vivian J.	N. Tonawanda
Keefe, Patricia A.	Rochester
Keenan, Eugene	Buffalo
Kellas, Joseph N.	Buffalo
Kershaw, Helen	Buffalo
King, Dorothy L.	Niagara Falls
King, Louise A.	Buffalo
King, Virginia	Buffalo
Kingston, Jean	Kenmore
Kirkpatrick, Mary	Kenmore
Klocke, Nancy R.	Buffalo
Knapp, Roberta M.	Akron
Knezevich, Steve	Buffalo
Kocialski, Dorothy A.	Depew
Koenig, Herbert G.	Buffalo
Koran, Jane K.	Northport, L.I.
Korhan, Alice M.	Euclid, Ohio
Kosher, Wilma C.	Peekskill
Krivos, Wilma C.	Kenmore
Kuhn, Fred R.	Ozone Park
Kulis, Raymond E.	Williamsville
Kurek, Thomas J.	Brooklyn
Lagattuta, Nicholas P.	Buffalo
Laier, Elsie R.	Buffalo
Lamb, Mildred H.	N. Tonawanda
Lambert, Louis J.	Java Center
Landphair, Beverly L.	Kenmore
Lauderdale, Huemina E.	N. Tonawanda
Lebrenz, Dianne	Buffalo
Lema, Rose M.	Buffalo
Lenzner, Anne	Buffalo
Link, Carol L.	E. Aurora
Lipkin, Leonard C.	Albany
Loftus, Ann F.	Waterville
Looze, Elaine M.	Buffalo
Loveless, Shirley L.	Buffalo
Luther, Janet M.	Tonawanda
Lyon, Heidi M.	Guilford
Lyon, Margaret E.	Orchard Park
McArthur, Barbara E.	Kenmore
McCarron, William D.	Lackawanna
McDonnell, Ann R.	Kenmore
McGahey, Roger G.	Lackawanna
McGee, M. Patricia	Buffalo
McGowan, Gerard F.	Buffalo
Madison, Marjorie H.	Buffalo
Maiman, Helene	Buffalo
Maishak, Patricia M.	Buffalo
Majak, Helen	Buffalo
Makey, Joan A.	Buffalo
Malone, Mary L.	Buffalo
Mamott, Arthur	Buffalo
Mancuso, Clarine P.	LeRoy
Mancuso, James J.	Buffalo
Marcinowski, Anna J.	Niagara Falls
Marion, Thomas	Geneva
Markham, Robert L.	Buffalo
Marmion, Kathleen W.	Snyder
Martel, Gerard A.	Buffalo
Masterson, Barbara R.	Buffalo
Maue, Patricia A.	Buffalo
Mauri, Marilyn J.	Buffalo
Maxwell, Jeanne E.	Newfane
May, Betsey G.	Suffern
May, Loraine M.	Cheektowaga
Mead, Jeanne A.	Hamburg
Merz, Delores M.	Buffalo
Metersky, Marvin D.	Brooklyn
Miller, John M.	Kenmore
Miller, Lawrence E.	Trumansburg

Name	City, Town
Miller, Robert	Buffalo
Mittler, Marilyn A.	Buffalo
Molcan, Norene A.	Corning
Montanari, Eleanor M.	Buffalo
Monteith, William D.	Buffalo
Moore, Jeanne V.	Kenmore
Moritz, Barbara	Salamanca
Morse, Willard D.	Painted Post
Moss, Alfreda F.	Buffalo
Mullenhoff, Joan R.	Buffalo
Murphy, Ruth E.	Orchard Park
Murty, Mary L.	Kenmore
Musclow, Floyd R.	Webster
Myers, Charlotte A.	Fulton
Myers, Mary E.	N. Collins
Myers, Regina M.	Darien
Nelson, Suzanne J.	Falconer
Nicholls, Donald	Tonawanda
Nichols, Sally A.	Buffalo
Nielsen, B. Jean	Penn Yan
Nonenmacher, Robert K.	Kenmore
Norton, Patricia J.	Lawrelton Pkwy
O'Brien, Paul W.	Buffalo
Okoniewski, Dolores	Buffalo
Olsen, Alfred D.	Brooklyn
Ordway, Dorothy J.	Tonawanda
Overs, Irma M.	Buffalo
Paci, Joseph A.	Niagara Falls
Pahl, Margaret B.	Lackawanna
Parrinello, Paul	Buffalo
Parton, James R.	LeRoy
Passmore, Elizabeth	Williamsville
Patterson, Lois A.	Buffalo
Paul, Barbara S.	Buffalo
Paul, Janet E.	Buffalo
Perlmutter, David	Brooklyn
Pitonyak, Dorothy A.	Niagara Falls
Pizzo, Peter J.	Rochester
Podnieszinski, Mathew A.	Buffalo
Polisoto, Doris	S. Dayton
Ramsay, John C.	N. Tonawanda
Randall, William	Buffalo
Rapke, Edwin C.	Rome
Raquet, Virginia A.	Clarence Center
Rasmussen, Alice L.	Chazy
Reali, Norma C.	Buffalo
Reap, Loretta M.	Lackawanna
Reed, Lucy A.	E. Aurora
Reimann, William G.	Buffalo
Renzi, Anthony J.	Buffalo
Richards, Martha A.	Hewlett
Richell, Frederick A.	Tonawanda
Rickel, Lee	Buffalo
Richter, Robert C.	Seaford
Rifenburg, Marilyn J.	Red Hook
Riley, John R.	Jamestown
Rittman, Adah M.	Hamburg
Rizzo, Philip F.	LeRoy
Rizzo, Roslyn G.	Buffalo
Robertson, Margaret K.	Buffalo
Robinson, Clayton	Buffalo
Roebuck, Betty	Walden
Roeder, Richard H.	Buffalo
Rogers, Milton L.	Scio
Romanczuk, Alexandra M.	Buffalo
Rorarius, Ralph E.	Buffalo
Rosen, Natalie B.	Buffalo
Rosenstone, Rita J.	Suffern
Runckel, Jane S.	Buffalo
Rybczynski, Dolores J.	Buffalo
Ryan, Thelma L.	Buffalo
Saeger, N. Jean	Ceres
Sanford, David C.	Albion
Sapienza, Louise A.	Oakfield
Sauer, Elizabeth A.	Depew
Schalk, Lorene G.	Buffalo
Schapiro, Edith J.	Buffalo
Schiffman, Florence R.	Buffalo
Schiller, Janice R.	Buffalo
Schillinger, Ellen M.	Buffalo
Schlenker, Ruth A.	Buffalo
Schlicht, Anita J.	Buffalo
Schlierf, Jane L.	E. Aurora

Name	City, Town
Schmidt, William J.	Buffalo
Schneeggenburger, Mary L.	Buffalo
Schneider, James E.	Lancaster
Schram, Erva	Friendship
Schunke, Evangeline M.	Buffalo
Schwanke, Jack H.	Snyder
Schwerthoffer, Susan E.	Corfu
Scinta, Theresa	Buffalo
Sciortino, John P.	Flushing
Scott, Patricia J.	Buffalo
Scribner, Donald P.	Buffalo
Secord, Joan K.	Kenmore
Semanchuk, Roman E.	Medina
Sgroi, Louis	Buffalo
Shelley, Donald C.	Friendship
Shoup, Margaret E.	Jamestown
Shubert, Louise A.	N. Collins
Shumway, Betsy	Painted Post
Sidel, H. David	Buffalo
Sidford, Evelyn K.	Buffalo
Skarin, Ruth E.	Kenmore
Small, Carol	Victor
Smith, Frances E.	Lockport
Sobczak, Stephanie	Attica
Solowski, John E.	Rochester
Sotel, Faith A.	Garden City
Sovelove, Harlene	Peekskill
Sowinski, Donald J.	Buffalo
Spinner, Frank J.	Buffalo
Stahlberg, Joan E.	Babylon
Stankiewicz, Sylvia B.	Sloan
Stark, Mary A.	Buffalo
Starkey, James E.	Spring Valley
Steffan, Mary H.	Buffalo
Steinberg, Judith R.	Mt. Vernon
Stone, Ann M.	Buffalo
Sunshine, Marilyn	Buffalo
Sutz, Barbara A.	Buffalo
Swieczkowski, Lucille	E. Eden

Name	City, Town
Szado, Edward J.	Buffalo
Thurn, Henry J.	Kenmore
Torba, Edward J.	Lackawanna
Totaro, Joseph R.	Buffalo
Trader, Albert J.	Buffalo
Trainor, Patricia A.	Bayville, L.I.
Treppel, David S.	N. Bellmore
Tucci, Stanley V.	Peekskill
Tulipane, Mary J.	Buffalo
Turner, Geraldine E.	Mayville
Turner, Robert B.	Buffalo
VanDusen, Ruth M.	Corning
Vasbinder, Ross F.	Buffalo
Vullo, Vincent L.	Buffalo
Wacker, Juanita L.	Williamsville
Wagner, Betty M.	Buffalo
Wagner, Leon R.	Cohocton
Weast, Donald R.	Orchard Park
Webb, June E.	Belfast
Weed, James E.	Little Valley
Weidner, Norman	Buffalo
Weinheimer, Ellen R.	Buffalo
Werrick, Arlene E.	Buffalo
Westphal, Dancien	Buffalo
Whallen, Ruth B.	Kenmore
Wheatley, Mary E.	Hamburg
Whitford, William H.	Buffalo
Wicker, Karl E.	Buffalo
Wilcox, Elizabeth S.	Bergen
Wilger, Janet M.	Hamburg
Wilkinson, John A.	Pt. Washington
Wilson, DuWayne E.	Wellsville
Wilson, Edith L.	Attica
Wilson, Laura H.	Buffalo
Witter, Frances G.	Cuba
Yacos, John	Buffalo
Zinni, Nicolette H.	Batavia
Zuch, Glenn W.	N. Tonawanda
Zuydhoeck, George D.	Briarcliff Manor

REGISTRATION FIGURES

1951-52 First Semester

GENERAL ELEMENTARY DIVISION:

Fourth Year	238
Third Year	255
Second Year	203
First Year	376
Special Students	4
	<hr/> 1,176

HOME ECONOMICS DIVISION:

Fourth Year	60
Third Year	49
Second Year	62
First Year	79
	<hr/> 250

INDUSTRIAL ARTS DIVISION:

Fourth Year	82
Third Year	58
Second Year	69
First Year	59
	<hr/> 268

ART EDUCATION DIVISION:

Fourth Year	79
Third Year	72
Second Year	83
First Year	103
Special Students	2
	<hr/> 339
	<hr/> 2,033

EXTENSION DIVISION:

(475 Graduate Division students included)	792
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SUMMER SESSION, 1951:

(616 Graduate Division students included)	1,357
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TOTAL FOR COLLEGE DEPARTMENTS..... 4,182

SCHOOL OF PRACTICE..... 445

GRAND TOTAL—College Divisions and School of Practice..... 4,627

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STATE UNIVERSITY OF NEW YORK

STATE COLLEGE FOR TEACHERS

AT BUFFALO

BUFFALO 22, N. Y.

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AMERICAN ASSOCIATION OF UNIVERSITY WOMEN

AMERICAN COUNCIL ON EDUCATION

MIDDLE STATES ASSOCIATION OF COLLEGES AND
SECONDARY SCHOOLS

-- (Tear on this line and mail for further informtaion or application) --

State University of New York

STATE COLLEGE FOR TEACHERS

BUFFALO 22, N. Y.

REQUEST FOR APPLICATION FOR ADMISSION

NAME

ADDRESS

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

...General Elementary ... Home Economics ... Art Education

...Industrial Arts ... Elementary School Principal ... Teacher
of Exceptional Children ... Early Childhood Education.

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

Those listed below are interested in:

.....Catalog materials.....Application blanks

STATE UNIVERSITY OF NEW YORK

LIBERAL ARTS COLLEGES

CHAMPLAIN COLLEGE AT PLATTSBURG
HARPUR COLLEGE AT ENDICOTT

PROFESSIONAL COLLEGES

COLLEGE OF MEDICINE AT NEW YORK CITY
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COLLEGE FOR TEACHERS AT ALBANY
TEACHERS COLLEGE AT BROCKPORT
COLLEGE FOR TEACHERS AT BUFFALO
TEACHERS COLLEGE AT CORTLAND
TEACHERS COLLEGE AT FREDONIA
TEACHERS COLLEGE AT GENESEO
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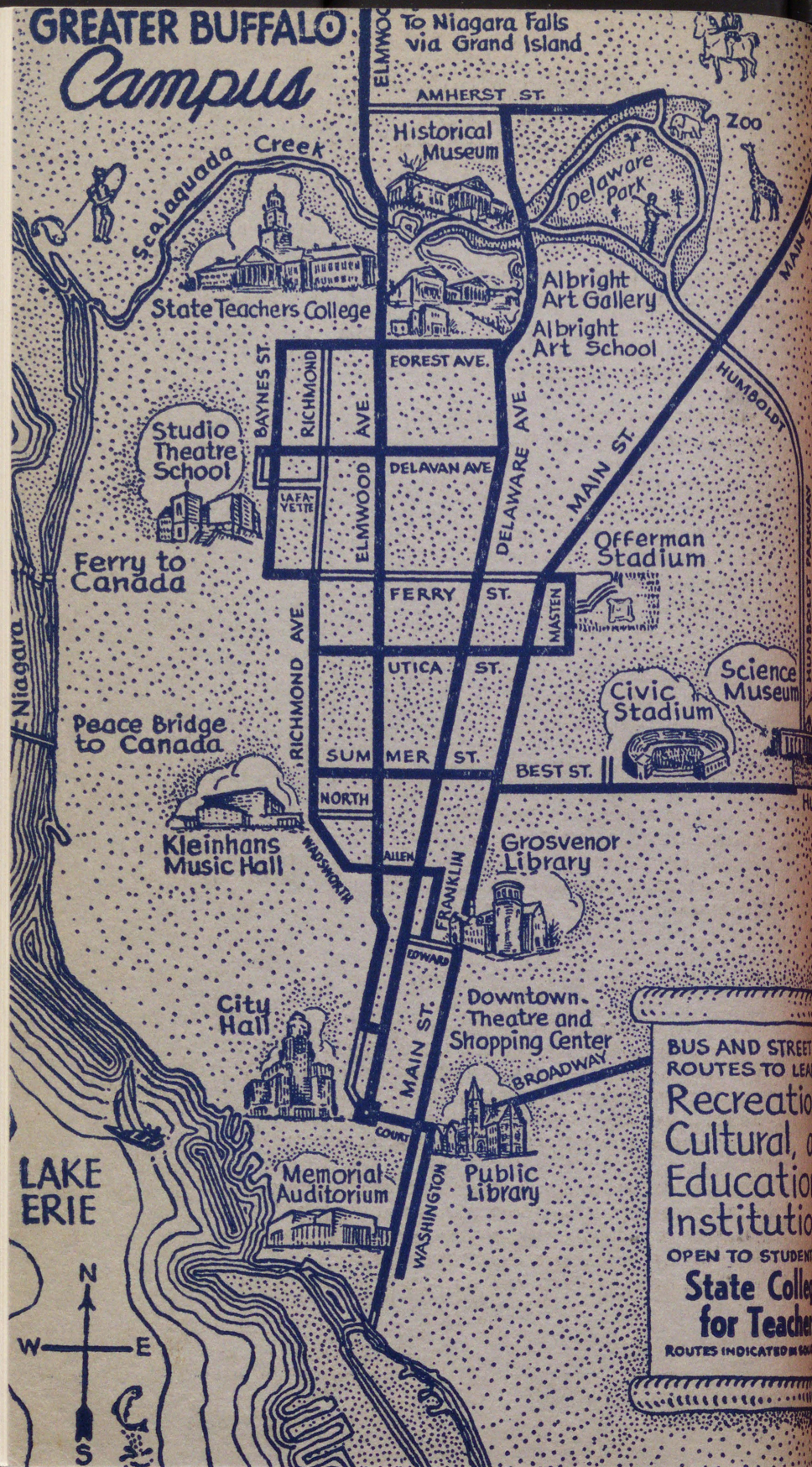
COLLEGE OF AGRICULTURE AT CORNELL
COLLEGE OF CERAMICS AT ALFRED
COLLEGE OF FORESTRY AT SYRACUSE
COLLEGE OF HOME ECONOMICS AT CORNELL
SCHOOL OF INDUSTRIAL AND LABOR RELATIONS AT CORNELL
MARITIME COLLEGE AT FORT SCHUYLER
VETERINARY COLLEGE AT CORNELL

TWO-YEAR TECHNICAL INSTITUTES

AGRICULTURAL AND TECHNICAL INSTITUTE AT ALFRED
AGRICULTURAL AND TECHNICAL INSTITUTE AT CANTON
INSTITUTE OF AGRICULTURE AND HOME ECONOMICS AT COBLESKILL
AGRICULTURAL AND TECHNICAL INSTITUTE AT DELHI
AGRICULTURAL AND TECHNICAL INSTITUTE AT FARMINGDALE
AGRICULTURAL AND TECHNICAL INSTITUTE AT MORRISVILLE

INSTITUTE OF APPLIED ARTS AND SCIENCES AT BINGHAMTON
INSTITUTE OF APPLIED ARTS AND SCIENCES AT BUFFALO
INSTITUTE OF APPLIED ARTS AND SCIENCES AT NEW YORK CITY
INSTITUTE OF APPLIED ARTS AND SCIENCES AT UTICA
INSTITUTE OF APPLIED ARTS AND SCIENCES AT WHITE PLAINS

GREATER BUFFALO *Campus*



STATE UNIVERSITY OF NEW YORK

New York State College for Teachers at Buffalo Bulletin

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1953-1954

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for Teachers**
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