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Buffalo State College

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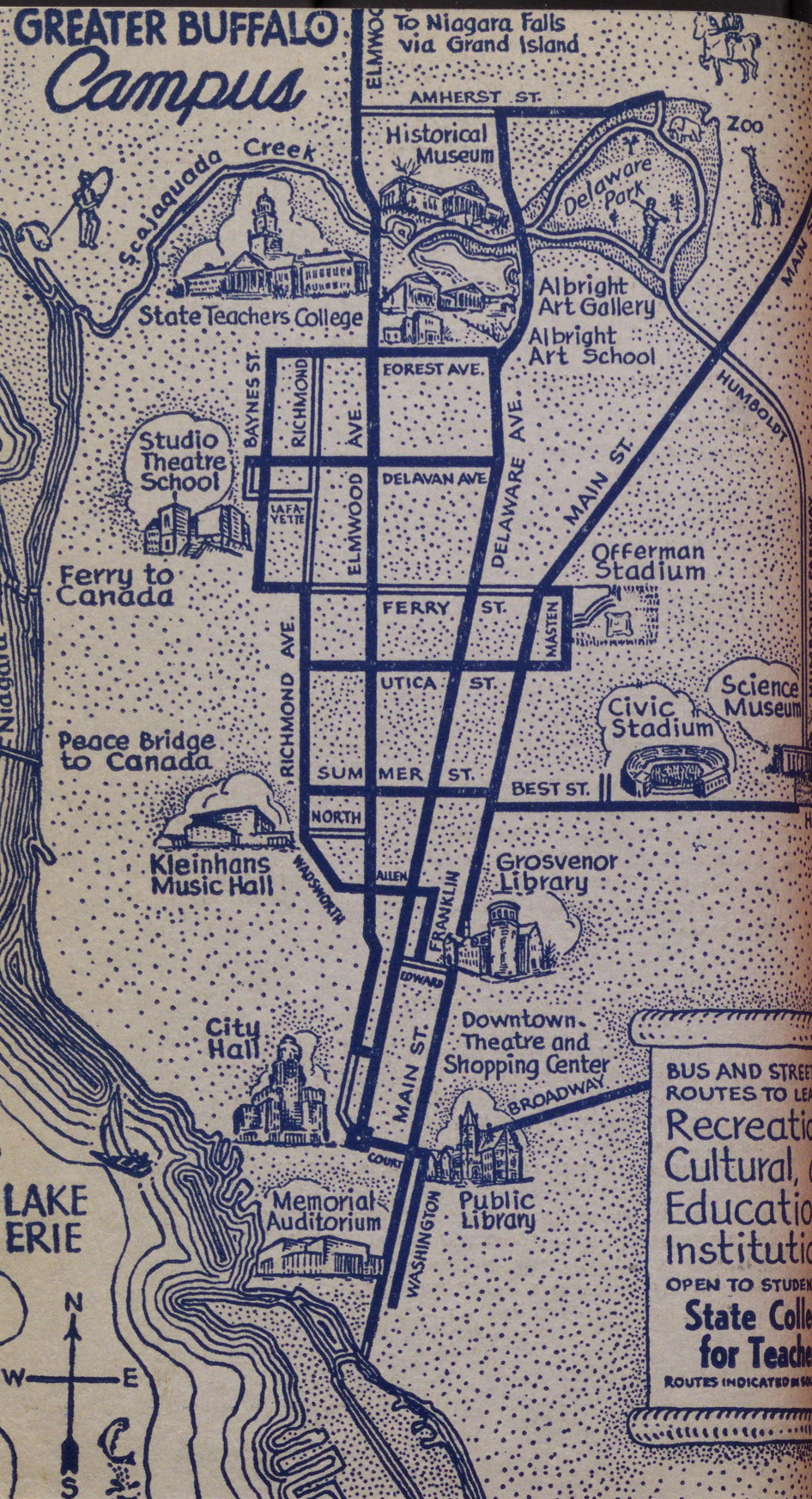
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STATE UNIVERSITY  
OF  
NEW YORK

*New York State  
College for Teachers  
at Buffalo  
Bulletin*

GENERAL CATALOG

1953-1954



## SIGNIFICANT DATES IN THE HISTORY OF THE COLLEGE

- 1867 Legislature created the Normal School at Buffalo
- 1871 Henry B. Buckham appointed first Principal, school opened with three departments, Normal, Collegiate, Scientific
- 1873 First graduating class—23 graduates
- 1886 James M. Cassety appointed second Principal
- 1895 Three-year "Primary and Kindergarten Course" initiated
- 1906 Manual Arts department established
- 1909 Daniel Upton appointed third Principal
- 1910 Household Arts Department established
- 1915 Edward H. Butler, Jr., succeeds Edward H. Butler as President of Local Board
- 1919 Harry W. Rockwell appointed fourth Principal
- 1919 Home Economics Program became four-year course leading to Bachelor of Science in Home Economics
- 1925 Normal course became four-year program leading to Bachelor of Science in Education
- 1928 Name changed to New York State College for Teachers, Principal changed to President; accredited by American Association of Teachers Colleges
- 1930 Art Education Department established
- 1931 Moved to present campus
- 1939 Accredited by American Association of University Women
- 1944 Education of Teachers for Exceptional Children division established
- 1945 Authority to grant Master's Degree authorized
- 1948 State University of New York established; College accredited by Middle States Association of Colleges and Secondary Schools
- 1951 President Harry W. Rockwell retired; Dean Ralph Horn became Acting President; Harvey M. Rice appointed President

The College is a member of the following organizations:  
AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS  
AMERICAN ASSOCIATION OF UNIVERSITY WOMEN  
AMERICAN COUNCIL ON EDUCATION  
ASSOCIATION OF COLLEGE UNIONS  
MIDDLE STATES ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS  
NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS  
WESTERN NEW YORK SCHOOL STUDY COUNCIL

# State University of New York NEW YORK STATE COLLEGE FOR TEACHERS BULLETIN

Catalog Issue  
1953-1954

Buffalo, New York  
March 1953

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NEW YORK STATE COLLEGE FOR TEACHERS BULLETIN  
VOLUME XXI NUMBER 2

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One of Four Publications Issued Quarterly; March, April, August, and October by New York State College for Teachers, Buffalo 22, N. Y.

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PERIODICALS DEPARTMENT  
STATE UNIVERSITY OF NEW YORK  
STATE UNIVERSITY COLLEGE  
100 CLAWSON AVENUE  
BUFFALO, N. Y. 14222

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# COLLEGE CALENDAR SPRING SEMESTER 1953

Tuesday, January 27 }	Registration Days
Wednesday, January 28 }	
Thursday, January 29	Classes Begin
Thursday, February 12*	Lincoln's Birthday
Sunday, February 22	Washington's Birthday
Thursday, April 2	Easter Holidays Begin
Monday, April 13	Classes Resume
Saturday, May 30	Memorial Day
Friday, June 5	Spring Semester Ends
June 6, 7, 8	Commencement Program

## SUMMER SESSION 1953

Monday, June 29	Registration
Tuesday, June 30	Classes Begin
Friday, August 7	Six Weeks Term Closes
Friday, August 21	Accelerated Program Ends

## FALL SEMESTER 1953

Thursday, September 10	Freshmen Orientation
Monday, September 14	Faculty Conferences
Tuesday, September 15 }	Registration
Wednesday, September 16 }	
Thursday, September 17	Classes Begin
Monday, October 12*	Columbus Day
Friday, October 23*	Western Zone Conference
Wednesday, November 25	Thanksgiving Holidays Begin
Monday, November 30	Classes Resume
Friday, December 18	Christmas Holidays Begin
Monday, January 4	Classes Resume
Friday, January 29	First Semester Ends

## SPRING SEMESTER 1954

Tuesday, February 2 }	Registration
Wednesday, February 3 }	
Thursday, February 4	Classes Begin
Friday, February 12*	Lincoln's Birthday
Monday, February 22*	Washington's Birthday
Saturday, April 10	Easter Vacation Begins
Wednesday, April 22	Classes Resume
Friday, June 11	Semester Ends
June 12, 13, 14	Commencement Program

\* Classes not in session.

# STATE UNIVERSITY OF NEW YORK

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FREDERICK F. GREENMAN, A.B., LL.B.....	New York City
GEORGE EDMUND HAYNES, A.B., M.A., Ph.D.....	New York City
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RUTH V. ILES, B.S., LL.B.....	<i>Associate Counsel</i>
DANIEL E. BUTTON.....	<i>Public Relations Officer</i>
PHILIP A. COWEN*, M.A., Ph.D.....	<i>Associate Coordinator of Research</i>
MARGARET E. O'CONNOR, B.S.....	<i>Secretary to the President</i>

\* Assigned from State Education Department.



## 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. Commissioned 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 Plattsburgh  
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 Plattsburgh  
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

## THE COLLEGE

### LOCAL BOARD

	First Appointed to Board
EDWARD H. BUTLER, B.A. ( <i>President</i> ).....	1914
MRS. HELEN Z. M. RODGERS, LL.B.....	1934
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THEODORE G. KENEFICK, A.B., LL.B. ( <i>Treasurer</i> ).....	1950
JOSEPH L. FINK, Ph.D., D.D.....	1951

### Officers of Administration

HARVEY M. RICE, A.B., M.A., Ph.D.....	<i>President</i>
HARRY W. ROCKWELL, A.B., A.M., Pd.D., LL.D.	<i>President Emeritus</i>
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STANLEY A. CZURLES, B.F.A., M.F.A., Ph.D.	<i>Director of Art Education</i>
HARRY J. STEEL, B.A., A.M., Ph.D.....	<i>Director of Education</i>
ALLAN P. BRADLEY, A.B., M.A., Ed.D.	<i>Director of Elementary Education</i>
ROBERT E. ALBRIGHT, A.B., M.A., Ph.D.....	<i>Director of Graduate Study and of Extension Education</i>
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RUTH SUGARMAN, B.S., M.A., Ed.D....	<i>Principal of Campus School</i>
GEORGE R. SHERRIE, B.S., Ed.M., Ed.D.	<i>Co-ordinator of Field Services</i>
D. PAUL SMAY, B.S., M.A., Ed.D.	<i>Co-ordinator of Audio-Visual Education</i>
HOWARD J. MEYER, B.S., Ed.M.....	<i>Supervisor of Examinations</i>
RICHARD G. DYER-HURDON, Ed.B., Ed.M.....	<i>Registrar</i>
ROBERT W. GOEHLE.....	<i>College Business Manager</i>



## FACULTY

### THE ACADEMIC YEAR 1952-1953

- LOIS G. ADAMS (1946)\*.....*Assistant Professor of Home Economics*  
University of Illinois, B.S.; Columbia University, M.A.
- JOSEPH P. ADESSA (1948).....*Assistant Professor of Health Education*  
State University Teachers College, Cortland; Pennsylvania State  
College, B.S., M.Ed.
- HENRY W. AHRENS (1952).....*Instructor in Art, Campus School*  
Pratt Institute, B.F.A.; Teachers College, Columbia, M.A.; New  
York University
- ROBERT E. ALBRIGHT (1937).....*Professor of Sociology*  
*Director of The Graduate Division and of*  
*Extension Education*  
Nebraska Wesleyan University, A.B.; University of Colorado,  
M.A.; Leland Stanford University, Ph.D.
- EDWIN F. ARTHUR (1947).....*Instructor in Science*  
University of Denver, B.S.; Teachers College, Columbia, M.A.
- GRACE ANN ASPRAY (1951).....*Instructor in Home Economics*  
Syracuse University, B.S.; Columbia University, M.A.
- PEARSON BAILEY (1952).....*Instructor in Music*  
Wittenberg College, B.S.; Wayne University, M.A.
- WILLIAM J. BARNETT (1949).....*Instructor in Education*  
State University Teachers College, Brockport, B.Ed.; University  
of Rochester, Ed.M.; University of Buffalo
- R. B. DENIS BARON (1952).....*Professor, Child Study Center*  
University of Alberta, Edmonton, B.A., B.E., M.E.; University  
of Southern California, Ph.D.
- EDITH F. BATCHELDER (1949).....*Instructor in Home Economics*  
University of New Hampshire, B.S., M.Ed.
- DORIS JEANNE BOARDMAN (1950).....*Instructor in Art*  
Indiana (Pa.) State Teachers College, B.S.; Art Student League;  
Teachers College, Columbia, M.A.
- JUNE B. BOSWORTH (1948).....*Instructor in Health Education*  
Indiana University, B.S.; Penn State College, M.Ed.
- SILAS L. BOYD (1943).....*Professor of Music*  
*Chairman of Department*  
St. Olaf College, A.B.; Northwestern University, B. in Music  
Ed.; New York University, M.A.; Teachers College, Columbia
- ARTHUR L. BRADFORD (1946).....*Professor of English*  
*Chairman of Department*  
University of Missouri, A.B.; Missouri School of Mines, Uni-  
versity of Missouri, M.S.; University of Minnesota, Washing-  
ton University, George Peabody College for Teachers, Ph.D.
- ALLAN P. BRADLEY (1947).....*Director,*  
*Division of Elementary Education*  
Syracuse University, A.B., M.A., Ed.D.

\* The date in parenthesis following the name is that of first appointment  
to a position on the faculty of this college.

- RAYMOND BRADLEY (1952).....*Instructor in Physical Education*  
*and Science, Campus School*  
State University Teachers College, Cortland, B.S. in Ed.; Syra-  
cuse University, M.S. in Ed.; Alfred University
- M. FRANCIS BREEN (1944).....*Assistant College Librarian*  
State University College for Teachers, Albany, B.S. in Library  
Science; University of Buffalo, Ed.M.; University of Buffalo
- SARAH R. BRINSMAID (1951).....*Instructor in Health Education*  
State University Teachers College, Brockport, B.E.; New York  
University, M.A.
- DONALD G. BROSSMAN (1941).....*Assistant Professor*  
*of Industrial Arts*  
State University College for Teachers, Buffalo, B.S.; New York  
University, M.A.; New York University
- EDMUND A. BROWN (1948).....*Instructor in History*  
Amherst College, B.A.; Rutgers University; Yale University,  
M.A.; Columbia University
- \*\*H. EMMETT BROWN (1944).....*Professor of Science*  
University of Rochester, B.S.; Columbia University, A.M., Ed.D.
- RICHARD C. BROWN (1952).....*Instructor in History*  
Ohio State University, B.S.; Colgate University, M.A.; Univer-  
sity of Wisconsin, Ph.D.
- HOMER A. BRUCE (1925).....*Assistant Professor of Education*  
Arkansas State Teachers College, L.I.; University of Oklahoma,  
B.S.; Teachers College, Columbia, M.A.
- RUTH M. BUDDENHAGEN (1945).....*Assistant Professor of*  
*Home Economics*  
State University College for Teachers, Buffalo, B.S.; Teachers  
College, Columbia, M.A.
- ANNA P. BURRELL (1948).....*Professor of Education*  
Philadelphia Normal School; University of Pennsylvania, B.S.,  
M.S.; Columbia University; New York University, Ph.D.
- LOUIS J. CALLAN (1946).....*Assistant Professor of Industrial Arts*  
State University College for Teachers, Buffalo, B.S.; State  
University Teachers College, Oswego; Ohio State University,  
M.A.; Ohio State University, Ph.D.
- DAVID A. CAPPIELLO (1948).....*Instructor in Industrial Arts*  
State University College for Teachers, Buffalo, B.S.; Rochester  
Institute of Technology; State University Teachers College,  
Oswego; Cornell University, M.S.; University of Buffalo
- ZELLA MAY CASE (1950).....*Instructor in Art*  
Cedar Falls State Teachers College; Iowa State University, B.A.,  
M.A.
- RUDOLPH J. CHERKAUER (1948).....*Instructor in Mathematics,*  
*Campus School*  
State University College for Teachers, Buffalo, B.S.; University  
of Buffalo, Ed.M.

\*\* On leave, college year 1952-1953.



MARY EDITH COCHNOWER (1947).....*Professor of English*  
University of Cincinnati, B.S., M.A., State University of Iowa,  
Ph.D.

HOWARD S. CONANT (1947).....*Professor of Art*  
Milwaukee State Teachers College, B.S.; University of Wis-  
consin, M.S.; University of Buffalo, Ed.D.

MILDRED M. CONCANNON (1948).....*Instructor in Elementary*  
*Education, Campus School, Sixth Grade*  
State University Teachers College, Geneseo; State University  
College for Teachers, Albany, B.S.; New York University,  
M.A.; University of Rochester; Columbia University

CLARENCE A. COOK (1947).....*Assistant Professor*  
*of Industrial Arts*  
State University College for Teachers, Buffalo, B. S.; Cornell  
University, M.S.; University of Buffalo

HUBERT E. COYER (1932)...*Assistant Professor of Health Education*  
*and Director of Athletics*  
Springfield College, B.P.E.; University of Buffalo, Ed.M.

SHERMAN G. CRAYTON (1937).....*Professor of Education*  
Franklin College, A.B.; Indiana University, A.M., Ph.D.;  
Teachers College, Columbia

STANLEY A. CZURLES (1931)....*Director of Art Education Division*  
*Professor of Art*  
Syracuse University, B.F.A., M.F.A.; State University of Iowa,  
Ph.D.

EUGENE L. G. DAKIN (1947).....*Assistant Professor of Art*  
Milwaukee State Teachers College, B.S.; Teachers College,  
Columbia, M.A., Professional Diploma; University of Buffalo

MARION P. DANA (1928).....*Instructor in History*  
Wheaton College; Teachers College, Columbia, B.S., A.M.

FRASER B. DREW (1945).....*Professor of English*  
University of Vermont, A.B.; Duke University, A.M.; Syracuse  
University; University of Buffalo, Ph.D.

SYLVIA CRANDALL DUDLEY (1951).....*Instructor in Elementary*  
*Education, Nursery, Campus School*  
Columbia University; New York University, B.S.

MARGARET DUPRE (1930).....*Assistant Professor of Science*  
Texas State College for Women, B.S.; Teachers College, Colum-  
bia, A.M.; Cornell University

RICHARD G. DURNIN (1952).....*Instructor in Education*  
Teachers College, Columbia, B.S.; Harvard University, M.Ed.;  
Harvard University

RICHARD G. DYER-HURDON (1947).....*Registrar*  
University of Buffalo, Ed.B., Ed.M.

REUBEN S. EBERT (1934).....*Professor of Mathematics*  
*Chairman of Department*  
Illinois State Normal University, B.Ed.; Teachers College,  
Columbia, A.M.; New York University, Ph.D.

DORIS KERNS EDDINS (1947).....*Instructor in Education*  
Bowling Green (Ohio) State University, B.S. in Ed; University  
of Chicago, A.M.; Michigan State College

NORMAN FLANNIGAN (1952).....*Instructor in Science*  
University of Buffalo, B.A., Ed.M.; Cornell University

RICHARD M. FLOWER (1949).....*Assistant Professor of Education*  
*for Exceptional Children*  
San Jose State College, B.A.; Northwestern University, M.A.

JOHN FONTANA (1929).....*Assistant Professor of Industrial Arts*  
State University College for Teachers, Buffalo, B.S.; New York  
University, A.M.; University of Buffalo

RAYMOND M. FRETZ (1929).....*Professor of Science*  
*Associate Dean of Students*  
Columbia University, B.S.; Teachers College, Columbia, A.M.;  
Niagara University, Ph.D.

MARTIN B. FRIED (1948).....*Professor of English*  
State University College for Teachers, Buffalo, B.S.; Harvard  
University, M.A.; University of Chicago, Ph.D.

\*\*BETTY GALLAGHER (1946).....*Instructor in English*  
State University College for Teachers, Buffalo, B.S.; University  
of Michigan, M.A. (in Speech); Maria Ouspenskaya School  
of Drama in New York City; University of Buffalo; University  
of Wisconsin

HERTHA SPECHT GANEY (1934).....*Professor of English,*  
*Campus School*  
State University College for Teachers, Albany, A.B.; Teachers  
College, Columbia, A.M.; Syracuse University

MERIBAH S. GARDINER (1947).....*Instructor in Elementary*  
*Education, Campus School, Second Grade*  
Bucknell University, B.S. in Ed.; Temple University, M.E.

ROBERT W. GOEHLE (1945).....*College Business Manager*  
Bryant & Stratton Business Institute; Millard Fillmore College  
of University of Buffalo

MINA S. GOOSSEN (1927).....*Professor of English and Dramatics*  
Syracuse University, B.O.E.; Phidelah Rice School of The  
Spoken Word; University of Southern California, A.M.; The  
Speech Institute, London, England; Columbia University

ELEANOR M. GOVER (1926).....*Assistant Professor of Elementary*  
*Education, Campus School, First Grade*  
State University College for Teachers, Buffalo; University of  
Buffalo, B.S.; Teachers College, Columbia, M.A.; University  
of Buffalo

ANDREW W. GRABAU (1925).....*Assistant Professor of English*  
State University College for Teachers, Buffalo; University of  
Buffalo, B.S.; Teachers College, Columbia, M.A.

WILSON BARR GRAGG (1949).....*Professor of English*  
University of Illinois, A.B.; Northwestern University, A.M., Ph.D.

MARGARET A. GRANT (1937).....*Professor of Home Economics*  
State University College for Teachers, Buffalo, B.S.; Cornell  
University, M.S.; University of Buffalo, Ed.D.

RHODA Y. GREENWOOD (1952).....*Instructor in English*  
Transylvania College, A.B.; Wittenberg College, M.A.

\*\* On sabbatical leave, 1952-1953.



WALTER B. GREENWOOD (1950).....*Professor of English*  
Transylvania College, A.B.; Columbia University, M.A.; Uni-  
versity of Kentucky; University of Cincinnati, Ph.D.

BENJAMIN F. GRONWOLD (1947).....*Professor of English*  
North Central College (Naperville, Ill.) B.A.; University of  
Wisconsin, M.A.; New York University, Ph.D.

MANUEL H. GUERRA (1950).....*Instructor in Spanish*  
Phoenix College; University of Wisconsin, B.A.; University of  
California (Berkeley); University of Michigan, M.A.; Uni-  
versidad Nacional de Mexico

ARLENE ADAMS HAMILTON (1948).....*Assistant Professor of*  
*Home Economics*  
Farmington State Teachers College, B.S.; Pennsylvania State  
College, M.Ed.

LORETTA REGAN HANOVER (1952).....*Instructor in Elementary*  
*Education, Campus School, Fourth Grade*  
State University College for Teachers, Buffalo, B.S.

OWEN HARLAN (1946).....*Assistant Professor of Industrial Arts*  
Eastern Illinois State Teachers College, B.Ed.; University of  
Oklahoma; University of Minnesota, M.A.; University of  
Missouri

CARL E. HEIN (1952).....*Instructor in History*  
DePauw University, B.A.; University of Wisconsin, M.A., Ph.D.

FRANCES G. HEPINSTALL (1930).....*College Librarian*  
Syracuse University, B.S. in Library Science; Columbia Uni-  
versity School of Library Service, M.S. in Library Science

OSCAR E. HERTZBERG (1930).....*Professor of Education*  
*Chairman of Department*  
University of Wisconsin, A.B.; Teachers College, Columbia,  
A.M., Ph.D.

CAROLYN W. HEYMAN (1926).....*Assistant Professor of Art*  
New York School of Fine and Applied Art; Western Reserve  
University, B.S.; New York University, A.M.

FREDERICK J. HOLLISTER (1948).....*Professor of Sociology*  
*and History*  
Union College, A.B.; State University College for Teachers,  
Albany, M.A.; Syracuse University, Ph.D.

RALPH HORN (1936).....*Dean and Director of Summer Session*  
Ashland College, A.B.; Ohio State University, M.A., Ph.D.

JULIUS J. HUBLER (1948).....*Professor of Art*  
Southeast Missouri State College, B.S.; Iowa University; Idaho  
University; Teachers College, Columbia, M.A., Ed.D.

MARY L. JAMISON (1928).....*Assistant Professor of Elementary*  
*Education, Campus School, Kindergarten*  
State University Teachers College, Oswego; Teachers College,  
Columbia, B.S., A.M.; Teachers College, Columbia University

OTTO A. JISKRA (1952).....*Instructor in Art*  
Ohio State University, B.S. in Ed., M.A.

CAROL KAHLER (1951).....*Assistant Professor of Education*  
Northwestern University, B.S., M.A.; New York University

RUTH McLEAN KARCHER (1930).....*Assistant Professor of Art*  
Ohio Wesleyan University, A.B.; Albright Art School; Teachers  
College, Columbia, A.M.; University of Buffalo

ELEANOR G. KELLY (1947).....*Instructor in Elementary Education,*  
*Campus School, Second Grade*  
State University College for Teachers, Buffalo, B.S.; Teachers  
College, Columbia, M.A.

LENORE KEMP (1950).....*Junior Librarian*  
State University College for Teachers, Buffalo, B.S.; University  
of Buffalo, B.S. in L.S.

DORISMAE KENT (1948).....*Junior Librarian*  
State University Teachers College, Geneseo, B.S.

EDGAR KING (1948).....*Instructor in Elementary Education,*  
*Campus School, Fifth Grade*  
Alfred University, B.A.; University of Rochester, M.Ed.; Cornell  
University; University of Buffalo

GORDON J. KLOPF (1952).....*Dean of Students*  
University of Wisconsin, B.S., Ph.M.; University of Michigan,  
Ph.D.

INEZ M. KNAPP (1934).....*Assistant Professor of Elementary*  
*Education, Campus School, Fourth Grade*  
State University College for Teachers; University of Buffalo,  
B.S.; Teachers College, Columbia, M.A.; Stanford University

RICHARD HENRY LAMPKIN (1950).....*Professor of Science*  
University of Cincinnati, A.B., B.Ed., M.Ed.; Columbia Univer-  
sity, Ph.D.

LORRAINE A. LANGE (1948).....*Professor of Education*  
Wartburg Normal, Iowa State Teachers, B.A.; Ohio State Uni-  
versity, M.A., Ph.D.

GEORGE LAUG (1949).....*Instructor in Science*  
State University Teachers College, New Paltz; Brighton (Eng-  
land) Teachers College; Columbia University; Syracuse Uni-  
versity, B.S., M.S.

WILMA LAUX (1949).....*Instructor in Geography,*  
*Campus School*  
State University College for Teachers, Buffalo, B.S.; University  
of Colorado; Ohio State University

HAROLD R. LOFGREN (1949).....*Assistant Professor of Art*  
Miami (Ohio) University, B.S.; Teachers College, Columbia,  
M.A.

ELIZABETH ANN KINGDON McCLURE (1947).....*Instructor in*  
*Elementary Education,*  
*Campus School, Third Grade*  
State University Teachers College, Brockport, B.E.; Syracuse  
University, M.S.

ANNA A. MARTORANA (1946).....*Assistant Professor of Education*  
State University Teachers College, Fredonia; State University  
College for Teachers, Buffalo, B.S.; Teachers College, Colum-  
bia, M.A.; University of Minnesota



LESTER B. MASON (1940).....*Professor of History*  
Dartmouth College, A.B.; Columbia University, A.M.; Cornell  
University, Ph.D.

T. DOLORES ROUSSEAU MASON (1943).....*Assistant Professor of*  
*Elementary Education,*  
*Campus School, Fifth Grade*  
Bridgewater State Teachers College; Université de Paris;  
Teachers College, Columbia, B.S., M.A.; Stanford University

CHARLES A. MESSNER (1926).....*Professor of Languages*  
*Chairman of Department*  
Wabash College, A.B.; University of Chicago, A.M. (Latin);  
Harvard University, A.M. (Romance Languages), Ph.D.

HOWARD J. MEYER (1950).....*Instructor in Industrial Arts*  
State University College for Teachers, Buffalo, B.S.; University  
of Buffalo, Ed.M.

ANTHONY MILANOVICH (1950).....*Assistant Professor of Education*  
Indiana State Teachers College, B.S., M.S.; Ohio State Univer-  
sity, Ph.D.

EDWARD L. MORRICE (1926).....*Assistant Professor of Industrial Arts*  
State University College for Teachers, Buffalo, B. S.; University  
of Buffalo, M.A.

RUTH SLACER MUCK (1942).....*Instructor in Elementary Education*  
*Campus School, First Grade*  
State University College for Teachers, Buffalo, B.S.; M.S.

VALENTINE J. NADOLINSKI (1947).....*Instructor in Science*  
University of Buffalo, B.A., M.S.

EMERSON E. NEUTHARDT (1946).....*Professor of Industrial Arts*  
State University Teachers College, Oswego, B.S.; New York  
University, M.A.; Cornell University; University of Buffalo,  
Ed.D.

META NORENBURG (1947).....*Instructor in English*  
Western Union College, Le Mars, Ia, B.A.; University of  
Nebraska, M.A.; Columbia University

VIRGINIA FULLER NUDD (1950).....*Instructor in Home Economics*  
Maryville College; State University College for Teachers, Buffalo,  
B.S.; Cornell University; University of Arkansas, M.S.

MAE O'BRIEN (1931).....*Professor of Education*  
Teachers College, Columbia, B.S., M.A., Ph.D.

WILLIAM C. PALMETER, JR. (1948).....*Instructor in Industrial Arts*  
State University College for Teachers, Buffalo, B.S.; Columbia  
University; State University College for Teachers, Buffalo,  
M.S.

ELIZABETH GOODE PENN (1947).....*Assistant Professor of Education*  
New Jersey State Teachers College, B.S.; Teachers College,  
Columbia, M.A., Ed.D.

IRVING C. PERKINS (1920).....*Director of Industrial Arts Division*  
*Professor of Industrial Arts*  
University of New Hampshire, B.S.; University of Buffalo, M.A.

HAROLD F. PETERSON (1933).....*Professor of History*  
*Chairman of Department*  
Knox College, A.B.; University of Minnesota, M.A.; Duke Uni-  
versity, Ph.D.

JULIA C. PIQUETTE (1952).....*Instructor in English and Speech*  
Northwestern University, B.S., M.A.

GRACE K. PRATT (1952).....*Instructor in Elementary Education,*  
*Campus School, Kindergarten*  
New York University, B.S., M.A.

MARY ELIZABETH PRATT (1952).....*Instructor in Education*  
State University Teachers College, Cortland, B.E.; Teachers  
College, Columbia, M.A.

MARVIN A. RAPP (1946).....*Professor of History*  
Colgate University, A.B.; Duke University, M.A., Ph.D.

LORAIN M. RAPS (1951).....*Nurse-Instructor*  
Buffalo General Hospital, R.N.; University of Buffalo, B.S. in  
Nursing Education

ROBERT T. REDDEN (1950).....*Assistant Professor of*  
*Education and Geography*  
State University Teachers College, Geneseo, B.Ed.; University of  
Rochester, M.Ed.; Syracuse University

CATHERINE E. REED (1920).....*Associate Dean of Students*  
Syracuse University, A.B.; Teachers College, Columbia, M.A.

HARVEY M. RICE (1951).....*President*  
Concord College, A.B.; West Virginia University, M.A.; Ohio  
State University, Ph.D.

HELEN E. RIMKUS (1946).....*Assistant College Librarian*  
State University Teachers College, Geneseo; State University  
College for Teachers, Albany, B.S., M.S.; University of  
Buffalo

GERTRUDE E. ROACH (1925).....*Assistant Professor of*  
*Health Education*  
Buffalo General Hospital, R.N.; State University College for  
Teachers, Buffalo, B.S.; New York University, M.A.; Univer-  
sity of Colorado; Teachers College, Columbia; New York  
University

HOUSTON T. ROBINSON (1949).....*Assistant Professor of History*  
Southern Oregon State Teachers College; University of Oregon,  
B.S., M.S.; University of California; University of Chicago,  
Ph.D.

HARRY W. ROCKWELL (1919).....*President Emeritus*  
Brown, A.B., A.M.; Columbia, A.M.; State University College  
for Teachers, Albany, Pd.D., Brown University, LL.D.

CECIL T. RODNEY (1948).....*Assistant Professor of Mathematics*  
St. Lawrence University, B.S.; Teachers College, Columbia,  
M.A.; University of Buffalo, Ed.D.

MILDRED SCHLEI ROESSER (1940).....*Assistant Professor of History*  
University of Buffalo, B.S., M.A.; University of Buffalo

ALMA R. ROUDEBUSH (1934).....*Professor of Home Economics*  
Ohio State University, B.S.; Teachers College, Columbia, M.A.;  
Ohio State University, Ph.D.



- ELLSWORTH M. RUSSELL (1948).....*Assistant Professor of Industrial Arts*  
Eastern Illinois State College, B.Ed.; Iowa State College, M.S.; Pennsylvania State College, Ed.D.
- ANNE GRASSETTE SAENGER (1952).....*Instructor in Science*  
State University Teachers College, Plattsburgh, B.Ed.; Teachers College, Columbia, M.A.
- DOROTHY SALL (1952).....*Instructor, Child Study Center*  
Syracuse University, B.A., M.A.
- WINIFRED EAKIN SCHASEL (1950)....*Instructor in Home Economics*  
Bowling Green (Ohio) State University, B.S.; Cornell University, M.S.
- \*\*MARGARET MARY WOEPPEL SCHRADER (1949).....*Instructor in Elementary Education, Campus School, Kindergarten*  
State University College for Teachers, Buffalo, B.S.; Merrill Palmer School, Detroit; University of Buffalo, Ed.M.
- CONRAD J. SCHUCK (1947).....*Assistant Professor of English*  
Dartmouth College, A.B.; Harvard University, M.A.
- HOWARD G. SENGBUSCH (1951).....*Assistant Professor of Science*  
State University College for Teachers, Buffalo, B.S.; University of Buffalo, Ed.M.; New York University, M.S., Ph.D.
- SIGURD W. SHEEL (1945).....*Assistant Professor of Science*  
Luther College, B.A.; State University of Iowa, M.S.; University of Buffalo
- GEORGE R. SHERRIE (1947).....*Co-ordinator of Field Services*  
State University College for Teachers, Buffalo, B.S.; University of Buffalo, Ed.M.; Syracuse University, Ed.D.
- MILDRED L. SIPP (1918).....*Director of Home Economics Division*  
*Professor of Home Economics*  
Teachers College, Columbia, B.S., M.A.
- PAUL W. SLOAN (1937).....*Professor of Education*  
Defiance College, A.B.; Ohio State University, M.A., Ph.D.
- D. PAUL SMAY (1946).....*Professor of Art*  
*Co-ordinator of Audio Visual Education*  
Indiana (Pa.) State Teachers College, B.S.; University of Pittsburgh; Carnegie Institute of Technology; Pennsylvania State College, Columbia University, M.A., Ed.D.
- RALPH L. SMITH (1949).....*Instructor in English*  
State University College for Teachers, Buffalo, B.S.; State University of Iowa, M.A.; University of Wisconsin
- MIRIAM L. SPAULDING (1948).....*Instructor in Health Education*  
Boston University, A.B.; Peabody College, M.A.; Boston University; Massachusetts Institute of Technology
- VIRGINIA DALE SPELICH (1950).....*Assistant Professor of Music*  
Concordia College, B.M.; Juilliard School; Christiansen Choral School; University of Southern California, M.M.
- MARILYN GROTZKA STAHLKA (1952).....*Instructor in Elementary Education, Campus School, Sixth Grade*  
State University College for Teachers, Buffalo, B.S.

\*\* On leave, 1st semester 1952-1953.

- HARRY J. STEEL (1926).....*Director of Education*  
*Professor of Education*  
Mankato State Teachers College; University of Minnesota, B.A., A.M., Ph.D.
- HAROLD J. STEFFEN (1946)....*Assistant Professor of Industrial Arts*  
State University College for Teachers, Buffalo, B.S.; University of Buffalo, Ed.M.; Cornell University
- SARAH STERRETT (1949).....*Instructor in Elementary Education, Campus School, Third Grade*  
University of Wales, B.A.; Oxford University; London Polytechnic Institute; State University College for Teachers, Buffalo, M.S.
- RICHARD A. D. STEWART (1950).....*Professor of Family Life*  
University of Toronto, B.A., M.A.; Teachers College, Columbia, Ph.D.
- MARGUERITE STOCKBERGER (1931).....*Assistant Professor of Social Studies, Campus School*  
Indiana University, A.B.; Teachers College, Columbia, M.A.; Indiana University
- EDGAR H. STRONG (1946).....*Instructor in Industrial Arts*  
Syracuse University; State University College for Teachers, Buffalo; Alfred University, B.S. in Applied Art; University of Buffalo
- RUTH SUGARMAN (1946).....*Professor of Elementary Education, Acting Principal in Campus School*  
State University College for Teachers, Buffalo, B.S.; Northwestern University, M.A.; University of Buffalo, Ed.D.
- WILLIAM H. TALLMADGE (1949).....*Instructor in Music*  
Grinnell College (Iowa); Oberlin College, B.M., M.M.; University of Michigan; Oberlin College
- CLEMENT T. TETKOWSKI (1949).....*Instructor in Art*  
New Jersey State Teachers College, B.S.; New York University; Teachers College, Columbia, M.A.
- ELLEN AKINS THIEL (1951).....*Instructor in Education for Exceptional Children*  
State University Teachers College, Fredonia; State University College for Teachers, Buffalo, B.S.
- DAVID H. THIELKING (1948).....*Instructor in Science*  
St. Lawrence University, B.S.; University of Buffalo, Ed.M.; University of Buffalo
- NORMAN F. TRUESDALE (1947).....*Assistant Professor of Art and Audio-Visual Education*  
State University College for Teachers, Buffalo, B.S.; University of Buffalo, Ed.M.; Syracuse University; University of Buffalo, Ed.D.
- EUGENIA R. TRUESDELL (1952).....*Assistant College Librarian*  
Elmira College, A.B.; Syracuse University, B.S. in Library Science
- JOHN URBAN (1946).....*Professor of Science*  
*Chairman of Department*  
Kent State University, B.S.; Teachers College, Columbia, A.M., Ph.D.



- CHARLES A. VAIL (1929).....*Assistant Professor of Science*  
University of Michigan, B.S.; Teachers College, Columbia, A.M.
- \*\*ANNA RYAN VOLTZ (1945).....*Instructor in Science*  
State University Teachers College, Plattsburg, B.Ed.; Teachers  
College, Columbia, M.A.; Cornell University
- BURTON S. WAAGEN (1946).....*Instructor in Elementary*  
*Industrial Arts*  
Duluth State College, B.S.; Teachers College, Columbia, M.A.
- MAZIE EARLE WAGNER (1950).....*Assistant Professor of Education*  
University of Buffalo, B.A., M.A.; Columbia University, Ph.D.
- NORMAN F. WEAVER (1950).....*Instructor in History*  
Ball State Teachers College, B.A.; University of Wisconsin, M.S.
- PAULINE A. WEAVER (1948).....*Assistant Professor of Home Economics*  
Ohio State University, B.S.; Drexel Institute of Technology;  
Ohio State University; University of Pennsylvania; Columbia  
University, M.A.; Pennsylvania State College
- DALLAS E. WEBB (1950).....*Instructor in Science*  
New York University, B.S., M.A.
- FRANK W. WEBSTER (1949).....*Assistant Professor of Music*  
Juilliard School of Music, B.S.; Teachers College, Columbia,  
M.A.
- ARTNOLL L. WEGNER (1952).....*Professor of Health Education*  
*Chairman of Department*  
State College, LaCrosse, B.S.; University of Wisconsin, M.S.;  
Indiana University, Pe.D.
- JANE TODD WELCH (1952).....*Instructor in Elementary Education,*  
*Campus School, Kindergarten*  
Skidmore College; Bank Street College
- ELEANOR B. WESTLUND (1951).....*Assistant Professor of*  
*Home Economics*  
University of Minnesota, B.S., M.A.
- KATHERYNE THOMAS WHITTEMORE (1925).....*Professor of*  
*Geography*  
Vassar College, A.B.; Clark University, A.M., Ph.D.
- JOSEPH F. WINCENC (1947).....*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 (1939).....*Professor of Art*  
Indiana (Pa.) State Teachers College, B.S. in Art Education;  
Teachers College, Columbia, M.A., Ed.D.
- LAVERNE R. ZIMMER (1952).....*Instructor in English and*  
*Mathematics, Campus School*  
State University Teachers College, Geneseo, B.E.; Stanford Uni-  
versity, M.A.

\*\* On leave of absence, 1952-1953.

## ALLBRIGHT ART SCHOOL

- PHILIP C. ELLIOTT.....*Director, and Lecturer on Principles of Art*  
Yale University, B.F.A.
- SAM AMATO .....*Instructor in Drawing*  
Pratt Institute, B.F.A.
- 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 Illinois,  
M.F.A.
- VIRGINIA CUTHBERT .....*Instructor in Painting*  
Syracuse University, B.F.A.
- SEYMOUR DRUMLEVITCH .....*Instructor in Painting*  
College of City of New York; New School for Social Research;  
Cooper Union, New York City.
- 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.
- JOHN SZARKOWSKI .....*Instructor in Perspective*  
University of Wisconsin, B.S.

## PUBLIC SCHOOL NO. 52

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

(Affiliated with the College)

### Instructors

- Ford R. Park, Ph.B., Ed.M.....*Principal*
- Marjorie Duly, B.S., M.S.....*Assistant Principal*
- Kathleen Croll, B.S. in Ed .....*Sixth Grade*
- Mary L. Darker, B.S. in Ed.....*First Primer*
- Mary J. Doe .....*Third Grade*
- Marie Fitzpatrick, B.S.....*Third Grade*
- Janet Whalley Grenda, B.S.....*Art*
- Elizabeth Harbison, B.S., M.A.....*Eighth Grade*
- Georgina S. Haskill, B.S., M.A.....*First Grade*
- A. Margaret Kemp, B.S., M.A.....*Fifth Grade*
- Dolores Desmon Meyer, B.S., M.S.....*Fourth Grade*
- Ellen C. Mockler, B.A., M.A.....*Second Grade*
- Martha G. Mulligan, B.S.....*Fifth Grade*



Margaret M. Mundy, Ed.B., Ed.M.	Seventh Grade
Dorothy J. Parks, B.S.	Seventh Grade
Viola Dohrman Pierce, B.S. in Ed., M.S.	Sixth Grade
Ruth R. Reiman, B.S., Ed.M.	Eighth Grade
Edna M. Shaw, B.S. in Ed.	Kindergarten
Lucy W. Stephenson, B.S. in Ed.	Eighth Grade

#### Administrative Assistants

Joseph P. Cannamela	Manager of Food Services
Harry W. Curtin	Custodian of Buildings and Grounds
Marietta Rindone Ferro	Assistant Manager of College Bookstore
Charlot Mochlau Fetterman, B.S.	Manager of College Bookstore
Monica Gensbittel, B.S.	Library Assistant
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
Olga Byrwa Sawyer, R.N.	Nurse Assistant
June Halton Truesdale, B.S.	Placement Secretary
Malvin Vitriol, A.B., B.L.S.	Library Assistant
John V. Wadsworth, M.D.	College Physician

#### Clerical Assistants

Carol V. Barreca	Stenographer
Carol Baumler	Stenographer
Joan Baumler	Clerk-Bookkeeper
Clarence Brawn	Accountant, Faculty Student Association
Jane Brewington	Vari-type Operator
Berdena C. Dolberg	Stenographer
Jane Evans	Stenographer
Eva Ferry	Account Clerk
Elizabeth Long Fontaine	Stenographer
Rosemary Fornes	Senior Stenographer
Joan Prible Forster	Stenographer
Jean E. Gassman	Senior Account Clerk
Patricia Golden Gerard	Stenographer
Kathleen E. Herniman	Stenographer
Marilyn Jones	Stenographer
Elaine Kourelis	Stenographer
Edith Levin	Stenographer
Mary M. May, B.A.	Senior Stenographer
Dorothy Juscanic Mascari	Stenographer
Dorothy Dettman Measer	Assistant in College Bookstore
Elizabeth Butor Moyer	Telephone Operator
Eleanore Napieralski	Stenographer
Sally M. Nowocin	Stenographer
Elizabeth Van Derhoof Nuttle	Typist
Norma Olivieri	Stenographer
Jane DiAddario Pauli	Senior Stenographer
June Fischer Perkins	Stenographer
Rita Vaccaro Piccillo	Stenographer
Lucy Rackl Pfister	Typist
Catharine Rudolph	Stenographer
Betty M. Rupprecht	Senior Account Clerk
Roberta Sandstone	Stenographer
Mildred Wieland Stalbird	Stenographer
Anna Tiberia	Stenographer
Nancy J. Tucker	Stenographer
Joan Rath Webster	Clerk

## 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.

More specifically the objectives of the College may be stated as follows:

1. To give the student a broad cultural background in the principal fields of organized knowledge.
2. To give the student a broad scholarly mastery of the field or fields to be taught and a supporting knowledge of the most closely related fields.
3. To give the student an understanding of the relationships between education and society and a realization of the important contributions that the teacher can make toward the social, political and economic stability and betterment of our American form of government.
4. To encourage and aid the student to develop a well-rounded and well-integrated personality such as will assure a position of leadership in the school and the community in which he works.
5. To give the student a knowledge of child growth and development.
6. To enable the student to obtain an understanding and mastery of the professional knowledge and skills needed for successful initial teaching experience.
7. To encourage and aid each student in the development of a guiding philosophy of education and of life.

### CURRICULA

The curricula offered by the college are:

**1 Art Education**, a four year curriculum leading to a Bachelor of Science in Education degree for teachers and supervisors of art in the elementary and secondary schools of the state.

**2 Early Childhood Education**, a specialization of the Elementary Education curriculum leading to certification from nursery school through grade three. By additional work one may also secure a certificate for teaching all grades of the elementary school.

**3 Elementary Education**, a four year curriculum leading to the Bachelor of Science in Education for those interested in teaching in



the elementary grades of the schools of New York State. Graduates of this curriculum are eligible for a certificate entitling them to teach at all levels from kindergarten through grade eight. This includes grades seven and eight of a two or three year junior high school system.

**4 Education for Exceptional Children**, an extension of the Elementary Education curriculum leading to certification for teaching in the elementary grades and one of the following areas: orthopedically handicapped; hard of hearing; impaired vision; speech correction; and mentally retarded.

**5 Elementary School Principals and Supervisors**, for students, undergraduate and graduate, in elementary education who desire to qualify for a certificate as an elementary school principal or supervisor. This curriculum may be started in undergraduate study and completed in the graduate year.

**6 Graduate**, for teachers interested in the Master of Science in Education degree in any of the areas of elementary education, administration, supervision, art education, education for teachers of exceptional children, industrial arts education, and home economics.

**7 Home Economics**, a four year curriculum leading to the Bachelor of Science in Education degree for teachers of home economics and home making in the elementary and secondary schools of the state.

**8 Industrial Arts**, a four year curriculum leading to the Bachelor of Science in Education degree for teachers of the industrial arts subjects in the elementary and secondary schools of the state. Special emphasis is placed upon the teaching of industrial arts in the junior and senior high schools.

## STUDENT PERSONNEL SERVICES

### ADMISSIONS

#### I. Freshmen:

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. There are 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 the appropriate 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; and e. Principal's recommendation.

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.

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.

#### II. Students with 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 Service Tax .....	2.00*		2.00
Camp Tax .....	3.00*		3.00
Total Required Fees .....	\$41.75	\$36.75	\$78.50

#### Additional fees for Students in Art Education Division

Albright Art School Tuition (old curriculum) ....	62.50	62.50	125.00
Albright Art School Tuition (new curriculum) ....	47.00	47.00	94.00
Albright Art School Fees .....	3.50	2.00	5.50

#### Additional fees for Students Living in Dormitories

Room:			
Dormitory for Women (\$55.00 Per Quarter) .....	110.00	110.00	220.00

\* Payable during first semester for which student is registered.

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 50c each.

#### Books and Supplies (Estimate)

For General Elementary Division ..	\$ 70.00
For Art Education Division including Albright Art School...	145.00
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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#### 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. Students entering in the second semester will pay \$21.25. The apportionment of these funds is made by the Faculty-Student Association of the college.

The histories and purposes of the taxes are as follows:

The Blanket Tax inaugurated by the student body in 1924. It has been revised several times to meet growing demands and, at present, is \$11.00 a year. Student publications, college produced plays, musical offerings, special assemblies, film showings, and convocations are supported by this tax.

In 1946 the Athletic Tax of \$10.00 was approved by the student body to provide a more comprehensive athletic program. A student Activity receipt admits one to all athletic events at the college, without additional cost.

A College Camp Tax of \$3.00 is collected at the fall semester of each year for the purpose of developing, equipping and maintaining the college camp for student use.

A Health and Accident Service charge of \$13.50 is levied to defray, in part, the cost of medical services and to provide accident and sickness insurance for students. These services include: an annual physical examination; first aid; consultations; and other essential health benefits. The accident and sickness insurance, for which \$11.50 of the \$13.50 tax is charged, provides coverage for students at all

\* 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.



times during the college year, on or off campus, including athletic and camp activities. A complete 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.

## FINANCIAL AIDS

### 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 take on this additional work. Twenty-eight hours of part-time employment is the maximum that 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 in the office of the Dean of Students.

There are a number of openings available in nearby homes where students may work three hours per day (21 hours per week) in return for room and board (including lunches), plus \$2.00 per week. Applications for this type of assistance should be addressed to the office of the Dean of Students.

### Scholarships

High school graduates interested in attending the college have a variety of scholarships available to them. There are available at the present time, 1654 Regents' scholarships providing \$350 each year for four years; 1200 war service scholarships for veterans, worth \$350 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. This scholarship is for veterans and 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 Orphans Scholarship. To qualify for this scholarship a person must be a son or a daughter of a veteran who has died or is disabled. Candidates are selected by a competitive examination. The benefits of the scholarship include payment toward 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 established 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 eligible 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. A formal application for a loan from this fund should be made to Dr. Charles A. Messner.

Elizabeth C. Lange Student Loan Fund. This fund was established in 1925 by 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 should be made through 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.

## STUDENT RESIDENCE

### Residence for Women Students

The new Residence Halls, West and North, accommodate approximately three hundred women students who enjoy spacious rooms and close access to the lounges and game rooms of the Union. Every study-bedroom is fitted with beds, built-in units of wardrobes and dressers, ample storage drawers and study desks. Laundry rooms with washers and driers are provided in each unit of the Halls.

All residents of the Halls take two meals a day in the dining hall of the Union. Lunch as well as occasional refreshments are available in the Snack Bar or in the Cafeterias.

The fees for the Residence Halls are listed under expenses, page 24.

Pioneer Hall is the temporary campus Hall for freshmen. 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. There are lounges, study halls and laundry facilities. Residents from Pioneer Hall take meals in the



College Union along with occupants of West and North Halls and by the same arrangements.

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

Women students desiring information about off-campus housing in approved cooperatives and living units should contact the Office of the Dean of Students.

#### **Residence for Men Students**

Men students are expected to live in college-approved residences. 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. 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. Information concerning housing units available for men can be secured from the Office of the Dean of Students.

#### **Residence Registration**

A statement of residence is declared to the Office of the Dean of Students at the time of registration. Change in this residence can only be made after approval by the 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.

### **HEALTH SERVICES**

#### **Health Facilities on Campus**

The college maintains a Student Health Services Office, located in the Administration Building on the campus, where first aid, emergency service, consultation, and other health services essential to student welfare may be secured Monday through Friday from 8 a.m. to 5 p.m. A college physician is available three afternoons a week for consultation with students in case of illness or injury.

#### **Preadmission Requirements**

A health examination by the family physician is required of all students prior to matriculation with the college. It is recommended that any necessary immunization or vaccination be done at this time.

#### **Requirements of Health Program on Campus**

The health services include a complete medical examination of all freshmen and transfer students soon after admission, of all seniors,

of all athletes prior to engaging in competitive sports, and in all other cases when indicated. Any necessary laboratory work is done at this time. An annual chest x-ray is required of all students.

No student may be excused from the above x-ray and examination requirements. Any necessity for special arrangements to meet these requirements will result in an additional cost to the student.

#### **Community Medical Resources**

A close working relationship is maintained with hospitals and selected medical specialists in the community when necessary for the care of students.

#### **Fees**

A fee, listed on page 24 in the catalog to help maintain the health services is required of all students.

### **STUDENT COUNSELING SERVICES**

#### **The Office of the Dean of Students**

The Office of the Dean of Students offers students counseling services. In addition to these services referrals are made to other services on and off the campus for students requiring specialized counseling assistance. This office is responsible for all student personnel services and student affairs in the college. The Office not only counsels with individual students but consults with groups, their committees and their leaders. All student housing is centered in the Office of the Dean of Students.

#### **The Faculty Sponsor Program**

Each student has a faculty sponsor who serves as his adviser during his four years at the college. The advisees meet several times during the year with their sponsor in individual conference and group sessions. Individuals needing expert or special services are referred to the Office of the Dean of Students or to other services on the campus. The sponsor not only is concerned with the individual progress and problems of the student but he is interested in helping him to learn further about his profession.

In addition to a faculty sponsor the Freshman students also have a junior student who serves as a counselor to them during their first year. The junior counselors work with the faculty sponsors in interpreting the college to the new student.

#### **Freshman Orientation**

The college sponsors an orientation program for new students during their first week in the fall term. It serves to introduce the Freshman to college traditions, academic offerings, campus facilities, and student activities.

Following the Orientation Week program at the college the students are invited to attend weekend camps which serve further



to acquaint them with the college and to learn to know each other. During the first semester of the year each new student takes a one-hour course, Orientation, which aims to help the student learn about the library, study and research skills, social relationships, and group leadership and parliamentary law.

### STUDENT ACTIVITIES

The student organizations on this campus are the outcome of the interest and the needs of various groups. Through some of these organizations opportunities are provided for the development of social relationships, leadership training, and civic responsibility. Others aid students to select hobbies, exercise special abilities, and grow professionally. The activities also provide numerous cultural values.

Information concerning any of the student organizations and activities at the college can be secured in the Office of the Dean of Students. Departmental offices and the Union can also provide additional information concerning special activities.

#### Student Traditions

Freshman Camps for Women and Camp for Men  
Inter-Class Sing  
Faculty Reception for Freshmen  
Frosh-Soph Daze  
Dramatic Productions  
Friday Evening Film Showings  
The Dean's Tea  
Informal Friday evening dances  
Formal Dances, Junior Prom, Senior Ball, Panhellenic and Inter-fraternity Ball  
Holly Hanging Festival  
The State Fair  
Panhellenic Day  
Alpha Tapping Ceremony  
Home Economics Day  
The Spring Musicales  
Moving-Up Day  
Alumni Day  
Baccalaureate, Class Day and Commencement

#### 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. Programs of fireside talks, "shack chats," skits, sports, and orientation to college traditions, make the two days 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.

The upperclass camp is organized for women who wish to set aside the first weekend of college for re-orientation and outdoor recreation. The upper-class women claim great value for the interpersonal 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, college traditions orientation, cabin chats, and campfire sessions. All incoming freshmen are informed of the camp program and given an opportunity to sign up for this before the opening of college.

#### Inter-Class Sing

During the year the four classes of the college conduct a friendly contest in group singing enhanced by artistic stage settings. Original songs climax the program, with the winning one surviving as the college Song of the Year.

#### 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 counselors as escorts each freshman group has an opportunity to meet all the teachers and administrators of the college.

#### Moving-Up Day

The annual climax to the activities of each class is the spring festival, called Moving-Up Day. New class leadership takes over and outlines a program for the coming year. With a colorful parade in the afternoon and an evening dance, this is the college-wide event of the spring.

#### Student Governing Groups

Student Council, the governing group of the College Student Association, offers the agency through which students can grow in the practice of living democratically in a college community. Student Council makes recommendations on matters of vital concern to the students and serves as a medium for the organization and expression 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 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 to organize activities and functions for the four classes of the college.

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. In addition, East and West Halls and Pioneer Hall have their own governing associations.

### Professional Groups

The Art Education Club for students of the Art Education Department is both professional and social. Activities of the club include an annual art auction sale, which not only promotes interest in owning original works but provides scholarship funds. The club sponsors professional trips to art meetings and galleries, including a trip to New York City. The club is a member of the Eastern Arts Association and the Committee on Art Education.

The Future Teachers of America organized its Daniel Upton chapter to inspire professional zeal and loyalty in the student body. Club members take an active interest in endorsing legislation pertaining to education. The club organizes field trips to places of interest in the local community and has been active in interesting high school seniors in teaching as a career. The members of the local chapter hold membership in the New York State Teachers Association and the National Education Association.

The Home Economics Club is affiliated with the American and New York State Home Economics Associations. 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.

The International Council for Exceptional Children is an affiliate of the international organization by the same name. Membership in the organization is limited to college 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. Monthly meetings give the members opportunities to meet and talk with specialists in the field. 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 promotes various types of science activities that are of interest to the club members. The club offers opportunities to take trips to various points of scientific interest in the Buffalo area.

The Psychology Club was formed as an outgrowth of student interest in psychological experimentation. It offers an opportunity to

a selected group of students for research work in psychology. In addition to the regular meetings there are panel discussions, lectures, and group projects.

### Cultural Groups

Casting Hall holds tryouts for parts in plays. It also offers experiences in costume and scenery design, as well as participation in the construction of stage settings and scenery. Its productions of full length plays given in the fall and spring draw enthusiastic audiences from the student body and from the community.

A Capella Choir membership is determined after an audition is extended to candidates, which emphasizes intonation, tone quality and musical ability. Concert engagements are presented annually including a pop concert in cooperation with the Buffalo Philharmonic Orchestra, the baccalaureate service, and commencement exercises.

Men's Glee Club membership is open to any man on campus who has the ability to pass an audition. The club participates in assemblies, Spring Musicale, and other concerts on campus and off-campus.

Women's Glee Club membership is open to all students who pass auditions held at the beginning of each semester. This group performs for assemblies, Christmas play, local schools, Parent-Teachers' Associations, and local churches.

Band membership is open to all students who can play a band instrument satisfactorily. The band contributes to the life of the college through performance at assembly programs and athletic events. College-owned instruments are available for student use. Associated with the band is the Baton Twirlers group.

Orchestra membership 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 for student use.

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 form 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 for students to pursue an interest in current world affairs. The club contributes to the development of world understanding in students and future teachers.

### Religious Groups

Hillel is an organization open to students interested in the Jewish faith. It offers them religious, cultural and social activities. Its programs include lectures, discussions, holiday ceremonies, and celebra-



tions. Music, folk dances, and guest speakers bring to the members a deeper understanding of the Jewish heritage.

Inter-Varsity Christian Fellowship is an international and inter-denominational organization active on college campuses the world over. It emphasizes positive Christian living based on teachings from the scriptures.

The Newman Club promotes the spiritual, intellectual and social interests of the Roman Catholic religion. Its activities include study clubs, social activities, retreats, corporate communions, lectures, and joint meetings with the Newman Club of other colleges. The Newman Club is affiliated with the National Federation of College Catholic Clubs.

Student Christian Association offers fellowship to men and women of any sect, creed, or denomination, who seek to gain a broader understanding of the Christian faith. The major objective of the Association is to demonstrate faith through action, by stimulating serious thought through discussions, study groups, and conferences with other colleges.

### Honorary Groups

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. 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 to promote research, to provide desirable social experiences, and to recognize excellence in the crafts.

Kappa Delta Pi is the Gamma Mu chapter of the national society. Members are selected from the two upper classes on the basis of quality of scholarship and social adjustability, with an indication of continued interest in the field of education.

Phi Upsilon Omicron is the Mu chapter of the national fraternity. Home Economics majors from the upper classes having achieved high scholastic records and having demonstrated professional leadership are selected as members. Its purpose is to provide opportunities for personal and professional development of its members.

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.

### Social Groups

Sororities are represented by local chapters of the following nationals: 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 to the general good of the entire college. The local inter-sorority governing body is the Pan-Hellenic Association.

Fraternities with state or national affiliations, Delta Kappa, Psi Phi, and Sigma Tau Gamma, are governed by the Inter-Fraternity Council. Their objectives are the development of leadership, fellowship, and academic success.

Men's Campus Club is an organization to 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 Art Kraft Klub is a social and an art activity club for interested students. Membership is open to all college students who can write letters of acceptable creative quality to the club.

### Publications

The Record, the college weekly newspaper, is published by a student staff interested in journalism. It includes college news and student opinion in editorials and articles written by the staff.

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

Elm Leaves, the college literary magazine, is composed entirely of prose or poetry written by students. A half of student editors selects the materials to be included. Work on the Elm Leaves is open to all students.

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

### Recreational Activities

The College Camp is one of the new features of the college now in the process of being developed. The Camp is to be used for social, recreational and educational purposes. It is open for use by any group of students or alumni, subject to conditions established by the College Camp Commission.

### ATHLETICS

The Athletic Association includes all college students as members. Students elect representatives to the **Athletic Council, the Women's Athletic Council, and the Men's Athletic Council**, which are the organizing and directing bodies whose purposes are the fostering of varsity and intra-mural athletic activities.

The program of intercollegiate athletics includes a variety of sports planned to meet the needs of the students. Men on campus are given every encouragement to participate in the athletic program. Varsity



competition is available in most college sports. Students should watch the Record for "calls for candidates."

The basketball team competes against colleges from New York, Ohio, Illinois and Canada. Tryouts are held in early November. Spectator interest resulted in moving the games from the college gym to the spacious 174th Armory.

Soccer play in this area of New York is highly skilled, and the college reflects that skill in the caliber of competition it meets. Practice starts the first week of school on the varsity soccer field which is located in back of the residence halls.

The cross country team has an ideal course readily available in Delaware Park, which adjoins the college campus. Practice starts during the first week of school, and all candidates are given thorough instruction and coaching.

The "usual" spring sports, golf and tennis, are sponsored at Buffalo State both in the fall and spring. Colleges in the western New York area afford competition in both of these sports. Squads are selected in early spring, and practices are held at Delaware Park.

The availability of the college pool, which is located in the Gymnasium, has made possible the sponsorship of a swimming team. The team begins practice during the third week of the college year, and candidates are given an opportunity to compete for squad positions at that time.

Intra-mural activities for men are conducted by the Men's Athletic Association. During the fall, participation is available in touch-football, cross country and bowling. The winter sports provided are basketball, volleyball, and swimming. Spring sports include softball, golf, and horseshoes. Intra-mural activities are announced on the intra-mural bulletin board in the basement of the Administration Building, and on the men's side of the Gymnasium, and in the Record.

Women's sports are featured according to season with interclass competition in archery, basketball, badminton, bowling, soccer, softball, swimming, and volleyball. Opportunities are afforded for participation in play days with other colleges. An archery team competes in the annual Intercollegiate Telegraphic Tournament. By participating in several sports during the year, a student may win a college letter.

## EDUCATIONAL SERVICES AND FEATURES

### 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 Elementary Education 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, 1953, will thus be able to graduate by August, 1956. Those entering in July 1953 will be able to complete the four year course by June 1956.

No tuition fees are charged for the accelerated summer session program. Only a small college fee and an activity fee are charged.

### COLLEGE CONVOCATIONS

Convocations, held each Friday, are made possible by the joint action of the College and the Blanket Tax Committee. Each allocates funds to bring outstanding speakers and special programs to the College.

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.

### SUMMER SESSION

The Summer Session, inaugurated in 1917, has been developed as an integral part of our college program. The thirty-seventh session for 1953 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 1953 session extends from June 29 to August 7. 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 in Education, offers work and study in five areas, namely, Elementary Education, Home Economics, Industrial Arts, Art Education, and Education for Exceptional Children. This division 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. 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 Saturday 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.

Harry J. Steel, Director of Education, is chairman of the faculty committee, which includes in its membership all division heads. 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 OFFICE

The Alumni Office is located in the Administration Building of the College and serves as a central clearing point for affairs of the Alumni Association. Miss Mary M. May, 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.

## LIBRARY FACILITIES

### THE EDWARD H. BUTLER LIBRARY

Modern trends in college instruction demand accessibility of library materials. The Butler Library, named for Edward H. Butler, Senior, a former president of the Board of Visitors of the College is designed to further opportunity for study and informal reading through its functional plan.

Situated at the north end of the campus, midway between the classroom and dormitory units, the red brick two story building is striking in its simplicity. The contemporary design in the shape of a cross affords convenient arrangement for the reading areas to the stack unit where the book collection of over 46,000 books and bound periodicals are shelved. Opening off the circulation hall where the card catalog and circulation desk are located are the three main reading rooms. These units are separated by glass panel partitions.

The reference-reading room is conducive to study with its wall of daylight, attractive arrangement, study tables and modern lighting. The collection of over 350 periodicals, the unusual collection of art portfolios and fine art books especially selected for the Art Education, Home Economics and Industrial Arts Divisions are among the outstanding features of the beautiful reading area. The reference collection is conveniently arranged in the alcoves along the wall of daylight. Directly off the reading area are the two levels of open stacks. Adjoining the reading room, at the east end of the stack area are two conference rooms, one for discussion groups and the other designed for listening to phonographic recordings. Study carrels for additional study and research are located on the south side of the stack area.

The recreational reading room, in the north wing is the center for informal reading. Here the fiction collection, displays of new books, current newspapers and exhibits of timely interest inspire the student to read for relaxation and pleasure. The Memorial gift collection is attractively arranged in this informal reading area. This is an ever-growing memorial made possible through gifts of beautifully illustrated editions of classics. The latest additions to this collection are books in the field of art and architecture in memory of Mr. George Quackenbush, former member of the faculty.

The reserve book room where the required reading collection is shelved is equipped with furniture designed to afford good study atmosphere.

The library offices, staff room, public telephones, coat room and rest room facilities are located in the south wing.

Four seminar rooms, the Children's Literature collection and the Laboratory of Instructional Materials are on the second floor which is reached by a stairway leading from the lobby. In one of the seminar rooms is housed the collection of old textbooks made possible by gifts of interested faculty members, alumni and friends of the college. Senior and graduate seminars are scheduled in the seminar unit.

Audio-visual facilities to meet the need of the student are found throughout the library. Listening tables where by use of earphones, students may listen to phonographic recordings, are located in the recreational reading room and listening room in the stack area. The collection of recordings consists of recordings for the speech, music appreciation and education classes as well as an excellent collection for recreational listening. A microfilm reader is provided in the bibliography area near the circulation hall. Filmstrips chosen for use in all student teaching areas are cataloged and kept in the Laboratory of Instructional Materials. Glassed-in bulletin boards, well-lighted exhibit cases and molding designed for hanging pictures and other displays line the corridors and afford distinctive facilities for increasing the cultural background of the student.

Instruction in the use of library materials is offered by the library staff to first year college students in the Orientation and English classes. Upperclassmen and graduate students are given extended instruction upon the request of the faculty.

The Butler Library is planned and equipped for the study and comfort of the student. Ample space allows 600 readers to study at one time. The design of the building, the color of the walls, the comfortable blond birch furniture all afford excellent study facilities for the student.

**The Laboratory of Instructional Materials** is for use of student teachers although the entire student body may use its materials. Located on the second floor, the Laboratory affords excellent materials for the student teacher. Over 2,200 story books and elementary school textbooks, 10,000 slides, 250 records, 150 filmstrips, 11,000 pictures and 100 story books and costume dolls make up the collection of teaching materials. 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. In close proximity to the Laboratory are the seminar rooms which are used for student teaching conferences with the supervisors in all areas of student teaching. Instruction in the use of teaching materials is offered by the trained librarian in charge of the Laboratory.

**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 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.

The city of Buffalo offers extensive library resources to the students and faculty of the college. **The Erie County Library** with its two splendid units, the **Grosvenor Library** and the **Buffalo Public Library** as well as the libraries on the **Albright Art Gallery**, the **Buffalo Historical Society** and **Buffalo Museum of Science** cordially invite student and faculty to use their resources.

### THE CAMPUS SCHOOL

The Campus School makes an important contribution to the teacher education program by providing facilities for observing skilled teachers at work, opportunities for participation in classroom activities, and a situation for student teaching experiences. The school enrolls approximately four hundred sixty 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 participants and 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 Campus School library is recognized as an outstanding elementary school library because of the completeness of its collection. 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.

### THE CHILD STUDY CENTER

Denis Baron, Director  
Dorothy Sall, Assistant Director and Psychologist

#### Functions of the Child Study Center:

The Child Study Center provides facilities for the clinical study of the usual and the exceptional child. It also provides opportunities for teachers-in-preparation to observe clinical procedures employed with children.

#### Objectives of the Child Study Center:

1. To effect for students and teachers a better understanding of children.
2. To facilitate on the part of students and teachers an early recognition of emotional maladjustments and their relationship to the learning process.

3. To foster in students and teachers a recognition and understanding of physical, social, and intellectual developments and the effects of these upon the learning process.
4. To develop in students and teachers a realization of the kind of help pupils might need in diagnosis and therapy and to acquaint them with available agencies which provide various types of specialized help.

#### The Child Study Center Provides:

1. Facilities for observation and demonstration of child study techniques.
2. Facilities and opportunities for research and study in child development.
3. Facilities for the observation and study of deviate children (mentally retarded or gifted, emotionally disturbed, physically and socially handicapped) as a basis for comparison with the usual child.
4. Opportunities to study and clarify the special learning problems of the deviate as compared with the usual child.
5. Facilities for the study and understanding of classroom techniques and diagnostic methods for the evaluation of pupil problems.
6. An acquaintance with community resources and the procedures necessary for referral of pupils in need of further specialized help.

### THE AUDIO 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.

## THE COLLEGE CAMPUS

**SIZE AND LOCATION.** State College for Teachers at Buffalo occupies a beautiful fifty-five acre campus on Elmwood Avenue along the banks of Scajaquada Creek.

**THE QUADRANGLE.** The original buildings of our present campus were laid out facing a quadrangle or open square. On the east of the quadrangle, facing Elmwood Ave, is the **Administration Building**, housing the administrative offices and numerous classrooms. To the south is the **Vocational Building**, providing facilities for the Home Economics and Industrial Arts Divisions. On the west is the college **Gymnasium** with a 60'x90' playing floor, classrooms, showers, lockers, offices, and a 75'x25' swimming pool. The east side of the quadrangle is faced with our **Campus School**, housing the nursery school, kindergarten, grades one through eight, a library, laboratories, and a gymnasium.

Adjacent to the Vocational Building are two **Temporary Classroom** buildings, housing five classrooms and a physical science laboratory, and two **Temporary Shops**, housing Ceramics, Textiles, and Transportation. These temporary buildings were provided to care for the increased enrolment following the war and will probably remain in use until additional permanent facilities are provided. Also following the war, our first dormitory, **Pioneer Hall**, was erected. This is a temporary one story structure facing Rockwell Road, west of the temporary shops. It contains facilities for housing 56 women and a director, including an apartment for the director, 14 rooms for women students (4 in a room), two large lounges and reception rooms, two study rooms, and a laundry room.

To the northwest of the Administration Building and facing Scajaquada Creek lies the **President's Residence**.

The architectural style of the five original buildings is Georgian Colonial, frequently to be seen in some of the older New England colleges. The **Administration 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.

**ENLARGED GROUNDS AND NEW BUILDINGS.** In 1945 the Common Council of the City of Buffalo transferred thirty-five acres of adjoining land to the college, thus increasing our original campus of twenty acres to a spacious one of fifty-five acres. This enlarged campus has been replanned for additional buildings and an extensive athletic field. Four new permanent buildings have been erected since 1948. These include two dormitories, **West Hall** and **North Hall**, residences for women. Each dormitory houses 150 women and is divided into three houses. Each house accommodates 50 students and has 24 double rooms and 2 single rooms, a reception room, a recreation room, and a laundry. Between and connected to these dormitories is the new **College Union**. The College Union provides abundant facilities for the students such as the spacious



and luxuriantly furnished Alumni Lounge, Music Room, Activity Rooms, Bookstore, Game Room, Snack Bar, Dining Hall, offices, and guest rooms.

The Dining Hall has a seating capacity of 475 and is so connected with the kitchen that cafeteria service may be had for breakfast and lunch and complete dinner service for the evening meal. A section of the dining room may also be set apart to make provision for two private dining rooms, each seating approximately 50.

The last of the four new buildings to be constructed is the **Edward H. Butler Library**, named in memory of Edward H. Butler, Sr., president of the Local Board of the College for a period of seventeen years. It is opposite the College Union. 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.

In addition to this recently acquired land and the erection of four new buildings, State College for Teachers has acquired a fine large home at 5 Granger Place, remodeled and equipped for its **Home Management House**. This house will accommodate the director and students of the Home Management course.

**Athletic Field.** A large plot of the new campus is set aside for the development of an athletic field. This will include a soccer field, track, baseball diamonds and tennis courts.

**PLANS FOR THE FUTURE.** Future building projects for which plans have been approved are an Industrial Arts Building, Science Building, extension to the present Gymnasium, and a remodeling of the present Vocational Building as a Home Economics Building.

**BUFFALO STATE AS PART OF A GREAT EDUCATIONAL CENTER.** The College is located near to a number of noteworthy educational and cultural institutions which contribute immensely to its facilities and program. Directly across the street from the campus is the beautiful **Albright Art Gallery**. Within a block to the south is the **Albright Art School** and a block to the north is the **Buffalo Historical Museum**. Continuing north on Elmwood Avenue within easy walking distance, lie the **McKinley Vocational High School** and the **State University Institute of Applied Arts and Sciences**. In addition to easy access to these fine institutions the College Campus is faced on the east by beautiful Delaware Park and Delaware

Park Lake. Here lie untold beauties and facilities for canoeing, skating, tennis, golf, baseball, and hiking.

**NEIGHBORING EDUCATIONAL FACILITIES.** The College is also within a few minutes run of other outstanding facilities of the city such as **The Museum of Natural Sciences**, **Buffalo Public Library**, **Grosvenor Library** (one of the five largest reference libraries in the United States), **Kleinhans Music Hall** (offering the finest in music and other types of programs), **Memorial Auditorium** (the center of great conventions and rallies) and the **Civic Stadium** (a center for all types of sports events).

Few colleges in this State or in the United States have so many rich and varied opportunities to offer their students for experiencing a complete education as Buffalo State and the City of Buffalo.



## 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 or unofficial withdrawal
- W.R.—Withdrawal by request
- N.C.—No credit

INC.—Work incomplete because of justifiable absence from class or failure to take final examination because of unavoidable circumstances

### 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 Student 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 1.25 shall be placed on academic probation for the following semester.
2. A student failing for two consecutive semesters to earn a "C" average shall be placed on academic probation for the following semester.

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



## 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.

## CLASS ATTENDANCE

1. Attendance at classes is required at all times. Instructors are required to record attendance each time classes meet.
2. Students must clear any necessary absences with the instructors from whose classes they are absent.
3. Failure of a student to clear with the instructor or lack of cooperation in keeping up the work of the class because of absence should be reported to the Dean by the instructor.
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 readmission 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. 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.

## WITHDRAWALS AND HONORABLE DISMISSAL

Students finding it necessary to withdraw from College should do so officially in order to maintain good standing. To neglect this will jeopardize chances for re-admission or honorable dismissal. Anyone finding it necessary to withdraw for any reason should do as follows:

1. Consult the Director of the Division in which you are registered and obtain his Recommendation Slip.
2. Report to the Dean of the College, presenting the Director's Recommendation Slip, and obtain an Official Withdrawal Permit.
3. Report to the Registrar for official cancellation of courses and filing of Withdrawal Permit.

Failure to properly withdraw will be to the discredit of the student.

Where it is impossible to do this in person, it should be done by a letter signed by the student or a parent.

## 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. Because of the large number of requests, students are urged to make application for transcripts several weeks in advance of 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 permitted 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 than five semester hours' credit may be granted for the successful completion of the basic or recruit training program.

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

- (1) It is applicable to the degree requirements of the institution
- (2) It does not duplicate work for which credit has already been granted
- (3) The quality of the work is validated in one of the following ways:
  - (a) U.S.A.F.I. tests (preferred method)
  - (b) Equivalent tests or procedures authorized by the college

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

For further information write to the Dean of the College.

## DIVISIONS OF THE COLLEGE

The College is composed of six major divisions:

**1. ART EDUCATION**, offering a course for the certification of Art teachers for the public schools of New York State.

**2. EDUCATION FOR EXCEPTIONAL CHILDREN**, providing Elementary Education 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.

**3. ELEMENTARY EDUCATION**, 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.

**4. GRADUATE DIVISION**, admits 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. Details concerning each area appear in sections following this statement.

**5. HOME ECONOMICS**, providing a special course for those wishing to be teachers of homemaking in the public schools of New York State.

**6. INDUSTRIAL ARTS**, for those wishing to teach Industrial Arts in the public schools.



## ART DIVISION

STANLEY A. CZURLES, *Director*

### ART EDUCATION

#### College Art Faculty

Professors Conant, Hubler, Winebrenner; Assistant Professors Dakin, Heyman, Karcher, Lofgren, Truesdale; Instructors Ahrens, Boardman, Case, Jiskra, Tetkowski.

#### Albright Art School Faculty

Philip C. Elliott, Director; Mr. Amato, Mr. Bruce, Mr. Calapai, Mr. Collins, Mr. Drumlevitch, Mrs. Elliott, Mr. Gilleran, Mr. McKay, Mrs. New, Mr. Nichols, Mr. Szarkowski.

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 in Education.

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 and countries 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.

## CHANGE OF CURRICULUM EFFECTIVE SEPTEMBER 1952

Students who entered as art education freshmen in September 1949, 1950, or 1951 follow the curriculum described on pages 58-59. Those entering in September 1952 and thereafter follow the new curriculum described on pages 60-61.

### CURRICULUM FOR CLASSES THAT ENTERED IN 1949, 1950, 1951

#### 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. Student 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 and examples of art work. 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 student 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 \$78.50 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. Books and art supplies for College and Art School

courses average \$145.00 per year. The total cost for this training is considerably lower than that at the average art school.

In the Senior Year, students must be prepared to pay transportation to and from their student teaching assignments, many of which are in suburban towns and villages.

Classes entering in September 1952 and thereafter will pay Albright Art School tuition at the rate of \$47.00 per semester for the eight semesters that art courses will be taken, instead of the present six.

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

## NEW CURRICULUM IN ART EDUCATION

A new curriculum became effective for the freshman class entering in September 1952. It has been designed to provide several major advantages.

Scheduling art courses so that the student's experiences are at the Albright Art School, the college, and in the community provides for the simultaneous development of the student as an artist, a teacher, and a responsible citizen.

Through joint planning by the instructors who teach the various phases of each course, continuity and a greater breadth of student experience and understanding are made possible.

Over the four years a program of scheduled personal advisement conferences with two staff members provides for the guidance and development of the best potential of each student. A greater flexibility in course content, and a large block of senior electives make it possible for students to develop more fully, special interests and abilities.

By distributing the Albright Art School offerings over four years instead of three, by providing for observation and participation in teaching in the freshman and sophomore years, and by arranging for student teaching in both the junior and senior years, the more complete development of each individual as an artist-teacher is made possible.



# ART EDUCATION CURRICULUM

For Classes That Entered in 1949, 1950, 1951.

## 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 Student Teaching and Seminar .....	30	15	..	..
Total hours .....	30	15	25	17

\* Courses taken at the Albright Art School.



# NEW ART EDUCATION CURRICULUM Beginning with Entering Class September 1952

## FIRST YEAR

Course Titles	First Semester		Second Semester	
	Class Hours	Credit Hours	Class Hours	Credit Hours
Art 150 Field Studies in Art.....	5	3	..	..
Art 151-152 Introduction to Art and Education .....	6	3	6	4
Art 153-154 Introduction to Design.....	8	3	8	4
Eng. 101-102 Composition and Speech I..	3	3	3	3
Ed. 101-102 Child Development.....	4	3	4	3
S. S. 104 History of Civilization.....	..	..	3	3
Orientation and Library .....	1	..	..	..
Swimming and Gymnasium .....	2	..	2	..
Advisement .....	2	..	2	..
	—	—	—	—
Total hours .....	31	15	28	17

## SECOND YEAR (Tentative)

Course Titles	First Semester		Second Semester	
	Class Hours	Credit Hours	Class Hours	Credit Hours
Study of Child Art.....	4	3	..	..
Workshop in Materials .....	5	2	..	..
Drawing and Painting .....	9	4	9	4
Art History in Society .....	..	..	2	2
Art in Everyday Life .....	..	..	9	4
Visual Communication .....	..	..	4	2
Advisement .....	2	..	2	..
Survey of Literature .....	3	3	..	..
Health Education .....	2	2	..	..
Biological Science .....	3	2	..	..
Music .....	..	..	3	3
Physical Science .....	..	..	3	2
	—	—	—	—
Total hours .....	28	16	32	17

## THIRD YEAR (Tentative)

Course Titles	First Semester		Second Semester	
	Class Hours	Credit Hours	Class Hours	Credit Hours
Junior Student Teaching and Seminar....	15	7	..	..
Workshop in Art, Elementary.....	6	3	..	..
Workshop in Art, Secondary.....	9	5	..	..
Advanced Workshop in Materials.....	..	..	5	2
Functional Design .....	..	..	8	3
Mechanical Drawing .....	..	..	5	2
Advisement .....	2	..	2	..
American Literature .....	..	..	3	3
Science .....	..	..	4	3
Drama elective .....	..	..	3	3
	—	—	—	—
Total hours .....	32	15	30	16

## FOURTH YEAR (Tentative)

Course Titles	First Semester		Second Semester	
	Class Hours	Credit Hours	Class Hours	Credit Hours
Senior Student Teaching .....	15	8	..	..
Theatre Design .....	4	2	..	..
Ceramics .....	3	1½	..	..
Photography .....	3	1½	..	..
Workshop in Visual Expression.....	6	3	..	..
Specialty Electives by Advisement.....	..	..	22	10
Advisement .....	2	..	2	..
Sociology .....	..	..	3	3
General Education elective .....	..	..	3	3
	—	—	—	—
Total hours .....	33	16	30	16



## 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 97 and 98 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 102 in this catalog for a complete description of courses and a statement of specific requirements for certification.

### 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 131.

### LABORATORY EXPERIENCES IN ELEMENTARY EDUCATION

The professional laboratory experiences in which all Elementary Education students participate are designed to help the teacher-in-preparation to progress from a general knowledge and interest in teaching to the status of a professional worker equipped to teach children.

Throughout the entire four college years, the students in this division have planned experiences with children and schools. During the first year they study children in many situations to gain under-

standing of the principles of child growth and development. In the second year these studies are expanded to include the sociological and community backgrounds of children. During this year students are also permitted to direct small groups of children in learning to read efficiently. In the junior year these teaching-learning experiences become more numerous and they are carefully guided and evaluated by faculty members skilled in the direction of student teachers. In the senior year each student is given a responsible part in teaching in two or more class rooms. In each teaching situation the student shares the teaching of the class with a master teacher who guides, directs, and evaluates him or her in perfecting the skills and understandings of a mature teacher. During this time the student learns to interpret educational theory in class room practice.

The program of laboratory experiences which runs through all years in the Elementary Education Division provides the student with experiences in several types of schools with children of different backgrounds and different levels of maturity. These schools may be in metropolitan, suburban or rural areas. The opportunity to live away from home in communities somewhat distant from the college provides a maturing experience essential for a successful professional worker. The college is able to make these rich opportunities available to students through the cooperation of professional groups of teachers and school officials of these schools.

During this four-year planned sequence of professional experiences, much care is taken to develop in the student teacher the knowledge, skills and attitudes necessary for good teaching. Upon completing the program, each one is given assistance in finding a suitable teaching situation for a beginning teacher. Throughout this sequence of theory and laboratory courses, the emphasis is placed on participating in significant and meaningful experiences with children in schools which are representative of the area served by this college. Additional experiences in the Campus Laboratory School enable students to see some of the applications of a modern philosophy of education in action.

Teachers in service are offered courses designed to meet their needs in the summer and extension sessions of the college. This is especially true for teachers in small rural and central rural school districts.



# ELEMENTARY EDUCATION CURRICULUM

## FIRST YEAR

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

## SECOND YEAR

Course Titles	First Semester		Second Semester	
	Class	Credit	Class	Credit
	Hours	Hours	Hours	Hours
Eng. 201 Advanced Written Composition.	3	3	..	..
Eng. 204 English Literature .....	..	..	3	3
S. S. 201-202 Contemporary Civilization..	3	3	3	3
Ed. 201-202 The Child and the Curriculum I .....	4	3	4	3
Sci. 201-202 Biology .....	4	3	4	3
H. Ed. 201-202 Health Education.....	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	Credit	Class	Credit
	Hours	Hours	Hours	Hours
Eng. 306 Advanced Oral Composition....	3	3	..	..
Eng. 304 American Literature.....	..	..	3	3
S. S. 301-302 American Civilization and Government .....	3	3	3	3
Ed. 301-302 The Child and the Curriculum II .....	5	3	4	3
Phy. Ed. 301-302 Physical Education....	3	2	..	..
I. A. 303 Elementary Industrial Arts.....	..	..	4	3
Geo. 301 General Geography I.....	3	3	..	..
Electives .....	3	3	3	3
Total hours .....	20	17	17	15

## FOURTH YEAR

Course Titles	First Semester		Second Semester	
	Class	Credit	Class	Credit
	Hours	Hours	Hours	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	..	..
L. 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



## EDUCATION FOR EXCEPTIONAL CHILDREN DIVISION

Assistant Professor Flower; Instructor Thiel.

Upon entrance to the college, 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 program for freshmen and enroll in Ed.Ex. 201 during the first semester of the sophomore year.

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.

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.

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, Children's Hospital, Crippled Children's Guild, Edith C. Hartwell Clinic, Leroy, New York, and Occupational Education School, Lackawanna, clinics and special classes are used for observation, participation and student teaching. For further information write to Division of Education for Exceptional Children, State University College for Teachers, Buffalo 22, New York.

### CURRICULUM FOR THE PREPARATION OF TEACHERS OF PARTIALLY-SIGHTED CHILDREN

Students follow regular Elementary Education program with the following changes:

#### SECOND YEAR

First Semester: take as elective:

Ed.Ex. 201 Education of Exceptional Children

Second Semester: take as elective:

I.A. 303 Elementary Industrial Arts

#### THIRD YEAR

First Semester: drop I.A. 303 take instead:

I.A. 305 Practical Arts for Exceptional Children

Ed.Ex. Survey of Eye Conditions

Second Semester:

Ed.Ex. Special Class Methods (Partially Sighted)

## FOURTH YEAR

First Semester: take as elective:

Ed.Ex. 411 Practicum (Partially Sighted)

Ed.Ex. 409 Seminar, Psychology of Handicapped Children

### CURRICULUM FOR THE PREPARATION OF SPEECH CORRECTIONISTS

Students follow regular Elementary Education program with the following changes:

#### SECOND YEAR

First Semester: take as elective:

Ed.Ex. 201 Education of Exceptional Children

Second Semester: take as elective:

Ed.Ex. 204 Science of Speech & Hearing

Ed.Ex. 305 Phonetics

#### THIRD YEAR

First Semester: drop Eng. 306, take as elective:

Ed.Ex. 306 Speech Pathology

Second Semester: take as electives:

Ed.Ex. 307 Speech Pathology

Ed.Ex. 308 Speech Correction and Clinic

#### FOURTH YEAR

First Semester: take as elective:

Ed.Ex. 405 Practicum in Teaching (Speech Correction)

Second Semester: take as elective:

Ed.Ex. 409 Seminar Psychology of Exceptional Children

### CURRICULUM FOR THE PREPARATION OF TEACHERS OF MENTALLY RETARDED CHILDREN

Students follow regular Elementary Education program including the following requirements:

#### SECOND YEAR

First Semester: take as elective:

Ed.Ex. 201 Education of Exceptional Children

Second Semester: take as elective:

I.A. 303 Elementary Industrial Arts

#### THIRD YEAR

First Semester: drop I.A. 103, instead take as elective:

I.A. 305 Practical Arts for Exceptional Children

Ed.Ex. 310 Mental Measurements

Second Semester: take as elective:

Ed.Ex. 322 Special Class Methods (Mentally Retarded)

#### FOURTH YEAR

First Semester: take as elective:

Ed.Ex. 401 Practicum (Mentally Retarded)



Second Semester: take as elective:  
Ed.Ex. 409 Seminar Psychology of the Handicapped

### **CURRICULUM FOR THE PREPARATION OF TEACHERS OF ORTHOPEDICALLY HANDICAPPED CHILDREN**

Students follow regular Elementary Education program with the following changes:

#### **SECOND YEAR**

First Semester: take as elective:  
Ed.Ex. 201 Education of Exceptional Children  
Second Semester: take as elective:  
I.A. 303 Elementary Industrial Arts

#### **THIRD YEAR**

First Semester: drop I.A. 303; take instead:  
I.A. 305 Practical Arts for Exceptional Children  
Ed.Ex. 310 Mental Measurements  
Second Semester: take as elective:  
Ed.Ex. 328 Special Class Methods (Orthopedically Handicapped)

#### **FOURTH YEAR**

First Semester: take as elective:  
Ed.Ex. 407 Practicum in Teaching (Orthopedic)  
Second Semester: take as elective:  
Ed.Ex. 409 Seminar, Psychology of the Handicapped

### **CURRICULUM FOR THE PREPARATION OF TEACHERS OF HARD OF HEARING CHILDREN**

Students follow regular Elementary Education program with the following changes:

#### **SECOND YEAR**

First Semester: take as elective:  
Ed.Ex. 201 Education of Exceptional Children  
Second Semester: take as electives:  
Ed.Ex. 204 Science of Speech and Hearing  
Ed.Ex. 305 Phonetics

#### **THIRD YEAR**

First Semester: drop Eng. 306, take as electives:  
Ed.Ex. 311 Language Development for Hard of Hearing  
Ed.Ex. 422 Audiometry and Hearing Aids  
Second Semester: take as elective:  
Ed.Ex. 324 Special Class Methods for Hard of Hearing

#### **FOURTH YEAR**

First Semester: take as elective:  
Ed.Ex. 408 Practicum in Teaching (Hard of Hearing)  
Second Semester: take as elective:  
Ed.Ex. 409 Seminar: Psychology of the Handicapped.

## **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 university 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 Bachelor's 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. Elementary teachers, certified in states other than New York, may enter the Graduate Division of State University of New York College for Teachers at Buffalo. However, completion of the Master's requirements does not guarantee New York certification. Such teachers should secure evaluation of credits and a statement of additional work necessary for New York certification from the Certification Division of the State Education Department in Albany, N.Y. In such a case graduate work will be planned, as far as possible, to earn New York certification while requirements for the Master's degree are being met.

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

a. Undergraduate scholastic average of 2.3 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 granted tentative admission until they have proved their fitness for admission to full graduate standing by meeting certain special requirements prescribed by the Graduate Council or the Director of the Graduate Division.

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. Make every effort to have application blank and all other data required in the hands of the Director of the Graduate Division before September 1st, if you wish to enter the Graduate Division the first semester; by January 1st, 1953 if you wish to enter the second semester; and by May 1st, for the 1953 Summer Session.

C. If you do not hold your Bachelor's degree from State University 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 University of New York 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." A course shall be considered as satisfying the requirements for residence when it is offered on the campus of the State University College for Teachers, or within the territorial limits of the village or city in which the college is located. A course offered by the college at a camp operated by the college or at a branch established by the college may be accepted as a course in residence.

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 The State University of New York, 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:

The filing of an application for the admission to candidacy for the Master's degree is the personal responsibility of each graduate student.

Application for admission to candidacy may be made after completion of six hours in graduate courses, and must be made at the completion of twelve hours of graduate study.

Requirements for admission to candidacy are as follows:

A. A cumulative average of "B" in courses presented for graduate credit.

B. No work of "D" grade will be accepted.

C. A recommendation from the adviser of the candidate, the director of the division, or (in the case of General Elementary students) the Director of the Graduate Division.

D. A comprehensive written examination may be required by the Graduate Council upon the recommendation of the student's adviser or director of the division in which application is made.



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. **Registration Fees:**

Graduate Division fees are \$12.50 per credit hour.

9. **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, 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.

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.
Music and Art in Elementary Education	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	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.
Music and Art in Elementary Education	3 Sem. Hrs.
Workshop in Child Development (Summer Session only)	6 Sem. Hrs.
Electives	6 Sem. Hrs.

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**THE GRADUATE CURRICULUM**

**(1) ELEMENTARY EDUCATION**

(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—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 adviser, 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 Master's thesis, 6 hours credit.

\*\* Program as outlined is adequate to meet elementary principals provisional certificate but those desiring to qualify for elementary supervisory certificate should complete a minimum of 6 hours in supervision courses using unrestricted electives for the additional 3 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 elective 4-6 Sem. Hrs.

Each candidate, after conference with her adviser, 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 Education 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 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.

Total requirements: 32 semester hours.

\* Each candidate, after conference with his adviser, 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 Industrial Arts Education, 4 hours credit; or (3) a Master's thesis, 6 hours credit.

## (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 3 Sem. Hrs.  
 Art 526. Special Study 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 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 Study 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, Science and Mathematics, by advisement.

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.

\* Required courses. Each candidate, after conference with his adviser, 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.



*Ed.Ex. 541. Psychology of Exceptional Children	2 Sem. Hrs.
**Ed. 575. Research Techniques (2 hrs.), Ed. Ex. 550 Project (4 hrs.) of Ed. Ex. 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.
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#### 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.Ex. 541. Psychology of Exceptional Children	2 Sem. Hrs.
**Ed. 575. Research Techniques (2 hrs.), Ed. Ex. 550 Project (4 hrs.), or Ed. Ex. 525 Master's thesis (6 hrs.)	
English and/or Social Studies as required by Graduate Division	6 Sem. Hrs.
Academic electives 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.Ex. 535. Mental Measurement	2 Sem. Hrs.
*Ed.Ex. 541. Psychology of Exceptional Children	2 Sem. Hrs.
**Ed. 575. Research Techniques (2 hrs.), Ed. Ex. 550 Project (4 hrs.), or Ed. Ex. 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.
Free electives	2-4 Sem. Hrs.
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\* Note: Ed.Ex. 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 adviser, 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.†

### (6) INTENSIVE TEACHER TRAINING PROGRAM

See No. 9, page 74 for curriculum.

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.

† If interested in Graduate work in the fields of Hard of Hearing Children and Partially-sighted Children, please write to Director of the Division of Education of Exceptional Children, The State University of New York College for Teachers, Buffalo 22, N. Y., for further information.



## HOME ECONOMICS DIVISION

MILDRED L. SIPP, *Director*

Professors Grant, Roudebush, Stewart; Assistant Professors Adams, Buddenhagen, Hamilton, Weaver, Westlund; Instructors Aspray, Batchelder, Nudd, 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 are planned to meet the needs of individual students registering for them.

### 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 those students who have been accepted to determine their status.

### 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. This school offers unique experiences in relation to home and family living.

Applicants for this privilege are considered in the light of their previous experience, 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 120.



# 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	..	..	..
Freshman Seminar .....	1	..	1	..
Total hours .....	26	16	25	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 Family Health and Home Nursing .....	..	..	3	2
Art 221 Essentials of Home Arts.....	..	..	4	3
Total hours .....	22	16	23	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.....	10	4	..	..
H. Ec. Ed. 221 Teaching Practicum.....	20	9	..	..
H. E. 405 Household Equipment.....	..	..	4	3
H. E. 407 Housing and Home Planning..	..	..	4	3
H. E. 412 Marriage and Family Relations ..	..	..	3	3
Art 421 Art Appreciation.....	..	..	3	3
Eng. 202 Speech II.....	..	..	3	3
Elective .....	..	..	3	3
Senior Seminar .....	1	..	1	..
Total hours .....	31	13	21	18

Approved supplementary experiences required.



## INDUSTRIAL ARTS DIVISION

IRVING C. PERKINS, *Director*

Professor Neuthardt; Assistant Professors Brossman, Callan, Cook, Fontana, Grabau, Harlan, Morrice, Russell, Steffen; Instructors Cappiello, Meyer, Palmeter, Strong, 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 in Education 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 a broader education 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.

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 Director 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 22 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. How-

ever, 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 licenses 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.

### VETERANS

Veterans who are eligible for benefits under Public Law 550, are entitled to register in any courses. The curriculum has been fully approved by V. A. Veterans who have taken appropriate courses in the United States Armed Forces Institute or in special service courses, should submit their records for purposes of determining whether they are entitled to advanced-credit standing. Veterans should be advised that the objective in such a program is to train only, and is not to be regarded as a technical training course.

## INDUSTRIAL ARTS CURRICULUM

### FIRST YEAR

Course Titles	First Semester		Second Semester	
	Class	Credit	Class	Credit
	Hours	Hours	Hours	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.

## 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.

## ORIENTATION

This non-credit course is required of all freshmen in the first semester. It emphasizes study skills, use of the library, group leadership, educational, social, and professional adjustments. 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.



## ART DIVISION

STANLEY A. CZURLES, Director

State University College for Teachers Staff: Professors Conant, Hubler, Winebrenner; Assistant Professors Dakin, Heyman, Karcher, Lofgren, Truesdale; Mr. Ahrens, Miss Boardman, Miss Case, Mr. Jiskra, Mr. Tetkowski.

Albright Art School Staff: Philip C. Elliott, Director; Mr. Amato, Mr. Bruce, Mr. Calapai, Mr. Collins, Mrs. Elliott, Mr. Gilleran, Mr. McKay, Mrs. New, Mr. Nichols, Mr. Szarkowski, Mr. Drumlevitch.

**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 Elementary freshmen. Three hours per week each semester. Credit: four 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.

**\*\*Art 150. Field Studies in Art.** Field trips and study of art as it functions in the life of the community. Five hours per week. Credit three semester hours.

**\*\*Art 151-152. Introduction to Art and Education.** Introduction to contemporary trends in all aspects of art education. Intensification of personal sensitivity to significant qualities common to: painting, architecture; clothing, interior, industrial design; and other types of plastic and pictorial art. Six hours per week. Both semesters. Credit seven semester hours.

**\*\*Art 153-154. Introduction to Design.** A basic course in formal organization in two and three dimensions, incorporating the drawing process, the constructional process, and the selective process through a wide variety of experiences ranging from painting and drawing to work with hand and power tools. Implicit in all the various aspects of the study is the inseparability of practice and method from a personal creative experience. Eight hours per week. Both semesters: Credit seven semester hours.

**\*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.

\* Albright Art School courses.

\*\* Taught jointly at the College for Teachers and the Albright Art School.

**\*206. Water-color Painting.** Still life, figure sketching, 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.

**\*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

\* Albright Art School courses.



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.

**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. 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. Emphasis on inexpensive home and school-built equipment. Stage design for puppetry. Elective. Not open to Art Education majors. Four class hours per week. Credit: three semester hours.

**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.

\* Albright Art School courses.

**404. Elementary Student 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 Student 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. Credit: three semester hours.

**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 Elementary students. Four hours per week. Credit: three semester hours.

## GRADUATE COURSES IN ART EDUCATION

**501. Workshop in Art Education Materials, Processes, and Procedures.** 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; or in the solution of specific problems encountered. Credit: three semester hours.

**503. Workshop in Using the Visual Language.** 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. 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, and effec-



tive 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, development and propagation of individual and group attitudes, beliefs, ceremonials and practices. 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. 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, proc-

esses, 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.

**Art 512. Studio in Sculpture.** Opportunity for creative experience through sculpture according to individual backgrounds and interests. Theory, processes, and expression using choice of media such as wood, stone, plaster, cement block, metal, leading to understanding of sculpture as a means of individual and group expression, and its place in an educational program. Credit: hours by arrangement.

**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, Chairman

Professors: Baron, Burrell, Crayton, Lange, O'Brien, Sloan, Steel; Assistant Professors: Bruce, Jamison, Kahler, Martorana, Milanovich, Penn, Wagner; Instructors: Barnett, Dudley, Durnin, Eddins, Pratt, Pratt, Redden, Saenger, Sall, Welch.

**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 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 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 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.** 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 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 partici-

pant 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 Campus School, 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 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 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 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 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 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 con-

tributions 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.** This course considers the following topics: historical development and changing concepts of supervision; modern concept of the nature and scope of supervisory services; principles of effective supervision; 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; promoting and maintaining staff harmony; qualifications and functions of the supervisor; human relations and group dynamics in supervision; developing educational objectives for a school and a school system. Credit: three semester hours.

**Ed. 531. Supervision of Teaching.** This course is concerned with the principles applicable to classroom supervision; methods of visiting and observing in classrooms; analysis of devices for evaluating teachers and teaching; supervisory analysis of observed teaching-learning situations; importance of teacher-pupil relations; kinds of and primacy of teachers' purposes and their influence on choice of subject matter and procedures; kinds of learning outcomes and their relation to teaching procedures; developing and applying principles of teaching and learning to observed classroom situations; contributions of research to methodology and selection of teaching materials; group and individual conferences with the supervisor for improvement of teaching; induction of new teachers; use of intervisitation, demonstration teaching, supervisory bulletins, workshops, etc., as supervisory techniques; evaluating the effectiveness of supervision. Credit: three semester hours.

**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.

**575. 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 inter-



preting evidence; constructing tables, graphs and charts; understanding statistical terminology; to be able to read educational literature intelligently. Required of all graduate students not writing 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

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 mal-adjusted. 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.** 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.

**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.

**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 indi-



vidual 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.

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

**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.

## 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 occu-



pational 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, Chairman

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

**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 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 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 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 Middle Ages to the present time. 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 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 Elementary juniors. Each semester. Credit: three semester hours.

Note: Students 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 sophomores, juniors and seniors. Credit: three semester hours.

**309. Public Discussion.** 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, Clements, 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 aspects 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. Prescribed readings on the techniques of acting. 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.

**348. Creative Dramatics.** History, philosophy, methods, and materials of informal playmaking with children. Lecture, observation and participation in Campus School. Elective for Juniors and Seniors. 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 atten-



tion 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 groups 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.

**420. Oral Interpretation of Literature.** Theory and art of the oral reading of prose, poetry and drama; intellectual and emotional values in literature and their expression through the medium of voice; selection and arrangement of material for formal and informal audiences. Elective for sophomores, juniors and seniors. 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. 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. 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 time. Credit: three semester hours.

**519. Literature and the World Today.** An analysis of current ideas as expressed through novels, plays and critical reports. The contribution of the magazine, newspaper and motion picture to the world's view of America. Credit: three semester hours.

**521. Studies in Modern British Poetry.** A brief survey of significant trends and figures in British poetry since 1890; an intensive study of the work of W. B. Yeats and of other poets to be chosen from the following group: Hardy, Housman, Masfield, and Eliot. Credit: three semester hours.

**522. Studies in Modern American Poetry.** A brief survey of significant trends and figures in American poetry since 1912; an intensive study of the work of three poets to be chosen from the following group: Robinson, Frost, Eliot, Millay, and S. V. Benet. 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, Chairman

Instructor: Mr. Guerra.

Students of the 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, Spanish or German in their freshman year.

### LATIN

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

More advanced courses will be given upon demand from the following list:

- 301. Silver Age Prose
- 302. Horace
- 303. Latin Drama
- 304. Roman Life
- 401. Mediaeval Latin
- 402. Latin Prose Composition
- 404. Readings from Roman Philosophy



## 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.

More advanced courses will be given upon demand from the following list:

- 301. Masterpieces of French Literature
- 302. French Civilization
- 303. Classical French Drama
- 304. Modern French Drama
- 401. Contemporary French Literature
- 402. French Composition and Conversation
- 404. French Novel

## 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.

More advanced courses will be given upon demand from the following list:

- 301. Spanish Conversation and Composition
- 302. Modern Spanish Masterpieces
- 304. Spanish-American Civilisation
- 401. Cervantes
- 402. Spanish Classical Drama

## GERMAN

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

**201, 202. Intermediate German.** Reading of short stories, longer prose narrative and modern plays. Grammar review, composition and conversation.

Prerequisite: at least two years of German in high school or completion of German 101 and 102. First and second semesters each year. Credit: six semester hours.

## GEOGRAPHY DEPARTMENT

KATHERYNE T. WHITTEMORE, Chairman

Assistant Professor Redden; Instructor Laux.

**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 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 occupation. 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 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.** An analysis of the need for conservation of soil, water, wildlife, mineral, forest and grassland resources.



Methods of wise resource use are studied. A survey is made of programs of conservation in the United States with special attention to New York State. Elective 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 EDUCATION DEPARTMENT

ARTNOLL L. WEGNER, Chairman

Assistant Professors: Adessa, Coyer, Roach; Instructors: Bosworth, Brinsmaid, 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. Advance Theory in 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: Adams, Budenhagen, Hamilton, Weaver, Westlund; Instructors: Aspray, Batchelder, Nudd, Schasel.

Freshman Seminar. Orientation to Home Economics. Required of Home Economics freshmen. One hour per week. Both semesters. No credit.

**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 adjustment to school and family living.

A half semester is given to each of the following areas: clothing and textiles, foods and nutrition, family living and management. Students rating high in tests in foods and clothing and who have had good practical experience may be exempted in the foods and clothing units and would be permitted to take advanced work in those fields. Required of Home Economics freshmen. Prerequisites: Home Economics 90 and Home Economics 91 or exemption from them. 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 in the home with observation and participation in nursery schools and in the three year old group in the Campus School. 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 or exemption from clothing unit. 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. Prerequisite: Home Economics 102 or exemption from foods unit Science 123-124. 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 supplementary 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. Prerequisite: Home Economics 205, Prerequisite or parallel: 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 homemaking 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.

**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.** 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 background factors have on marriage adjustment. Required of Home Economics seniors and elective for students 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. Cumulative "C" average in college courses. Fifteen hours per week. Each semester. Credit: nine semester hours.

Senior Seminar. Orientation to Home Economics teaching such as placement, salary schedules, tenure, professional organizations, teacher ethics. Required of Home Economics seniors. One hour per week. No credit.

## 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: two or three semester 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.

**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.

**510. 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.

**516. 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; Instructors: Cappiello, Meyer, Palmetter, Strong, 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 as 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 exemplifies 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 effi-



cient 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 and 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 repousse 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.

\*Note: Students from other divisions accepted when possible. Hours and credit by arrangement.

**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

\*Note: Students from other divisions accepted when possible. Hours and credit by arrangement.



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.

**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. 521. New Methods and Techniques in Metalworking.** A study of new materials, exploring their possibility as a new medium for industrial arts activities. A review of the latest literature on modern industrial processes in metalworking and their implication in teaching industrial arts.

**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, Chairman

Assistant Professor Rodney; Instructors: Cherkauer, 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, Chairman

Professor Wincenc; Assistant Professors: Spelich, Webster; Instructors: Bailey, 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 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.

**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, 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-Teacher 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.

\*Total credit earned from participation in above applied music courses may not exceed eight credit hours toward graduation. No student may earn more than one semester hour of credit in any one semester for such participation.



nually, especially emphasizing the popconcert in cooperation with the Buffalo Philharmonic Orchestra, the Baccalaureate and Commencement exercises. Four hours per week. Credit: one semester hour.

**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 of 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

\* Total credit earned from participation in above applied music courses may not exceed eight credit hours toward graduation. No student may earn more than one semester hour of credit in any one semester for such participation.

Buffalo has many advantages for students interested in music. Numerous concerts series such as those presented by the Buffalo Philharmonic Orchestra, 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.

## SCIENCE DEPARTMENT

JOHN URBAN, Chairman

Professors: Brown\*, Fretz, Lampkin; Assistant Professors: Dupre, Sengbusch, Sheel, Vail; Instructors: Arthur, Flannigan, Laug, Nadolinski, Saenger, Thielking, Voltz\*, 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.

\*On leave of absence, 1952-1953.



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  
Science 401 Genetics

**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 Elementary Education 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 Elementary sophomores. 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.

**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.

**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 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 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 forecasting. 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, laboratory readings and individual studies of the inheritance of specific plant, animal, and human traits. Elective for juniors and seniors. Prerequisite: Science 201-202 or its equivalent. Credit: three 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 reading. 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. 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.

**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. 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. 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, Chairman

Professors Albright, Hollister, Mason, Rapp; Assistant Professors Robison, Roesser; Instructors: E. A. Brown, R. C. Brown, Dana, Hein (Acting), Weaver.

The Department of Social Studies offers to students in the Elementary Education 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 Intercollegiate 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 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 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 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. First or second semester. 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. First or second semester. 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. First or second semester. Credit: three semester hours.

**410. Modern Far Eastern History.** A survey of the political, economic, social, and intellectual history of the Far East in the nineteenth and twentieth 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. First or second semester. 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 Elementary Education 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 Elementary Education 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.

**514. Workshop in Human Relations.** Exploration of the ways in which teachers can help build more productive human relations in their classrooms and can help pupils develop more constructive social attitudes. Particular difficulties faced by children of various groups are studied. Guest speakers discuss local problems. Films and recordings are used. Open to graduate and upperclass undergraduate students. Offered only in the Extension Department. Credit: two semester hours.

**514A. Advanced Workshop in Human Relations.** Analysis of materials and methods in individual and group work in the field of human relations. Careful study of and work with actual or group situations in a school or a community. Open to graduate and upperclass undergraduate students. Prerequisite: S. S. 514. Offered only in the Extension Department. Credit: two semester hours.

**516. International Relations and the World Today.** A lecture and discussion course on "the community of nations," with consideration of self-determination, international organization, international law, world government, human rights, mutual security, foreign policy, military power, world trade, social problems, economic assistance, communications, and the role of social science. The focus will be on the United States in relationship to other nations and to international organization, with special attention given to the dangers and responsibilities attendant to power and leadership. 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.



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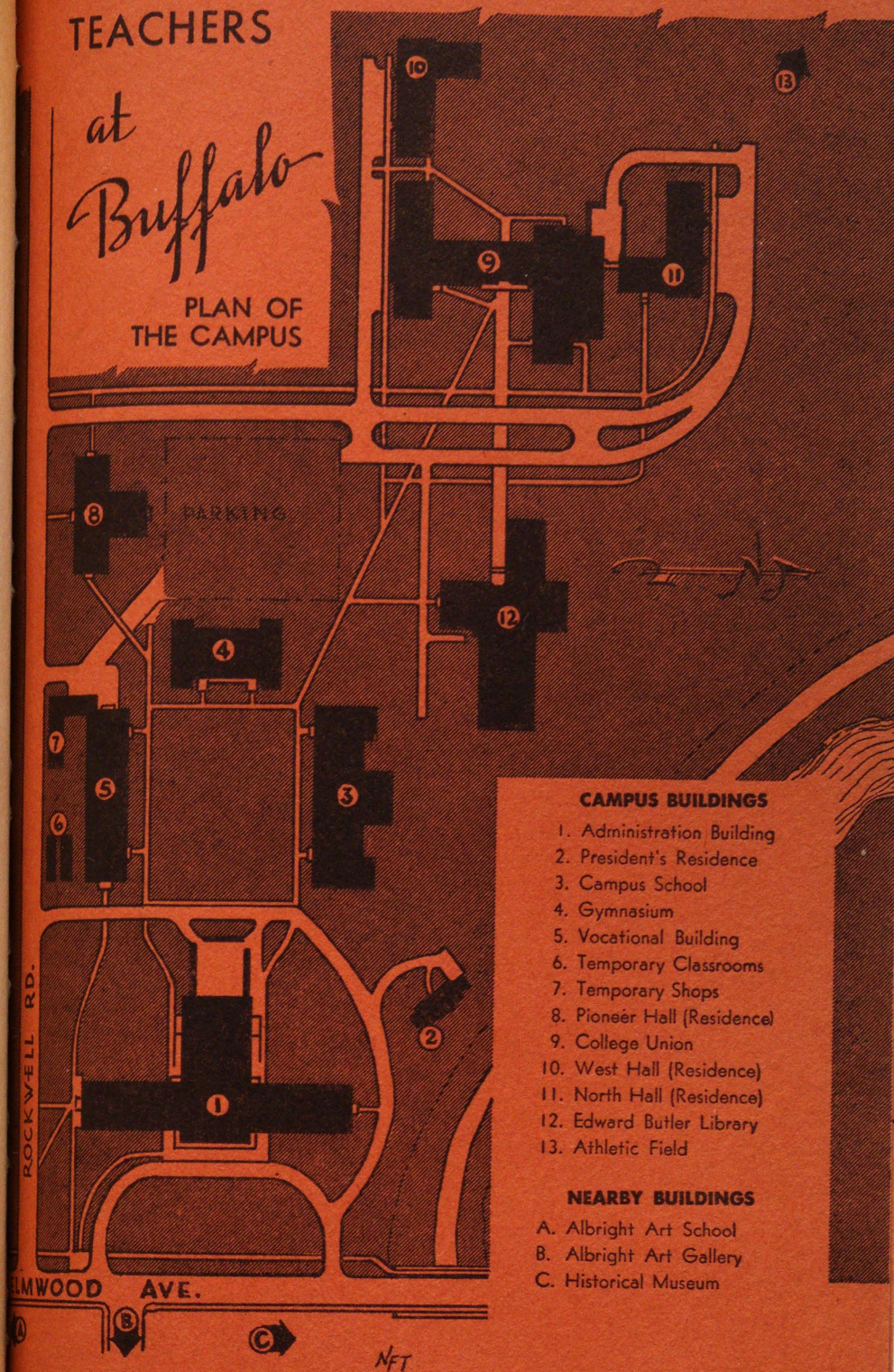


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## PLAN OF THE CAMPUS



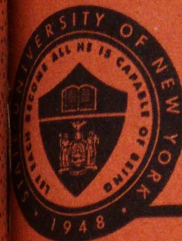
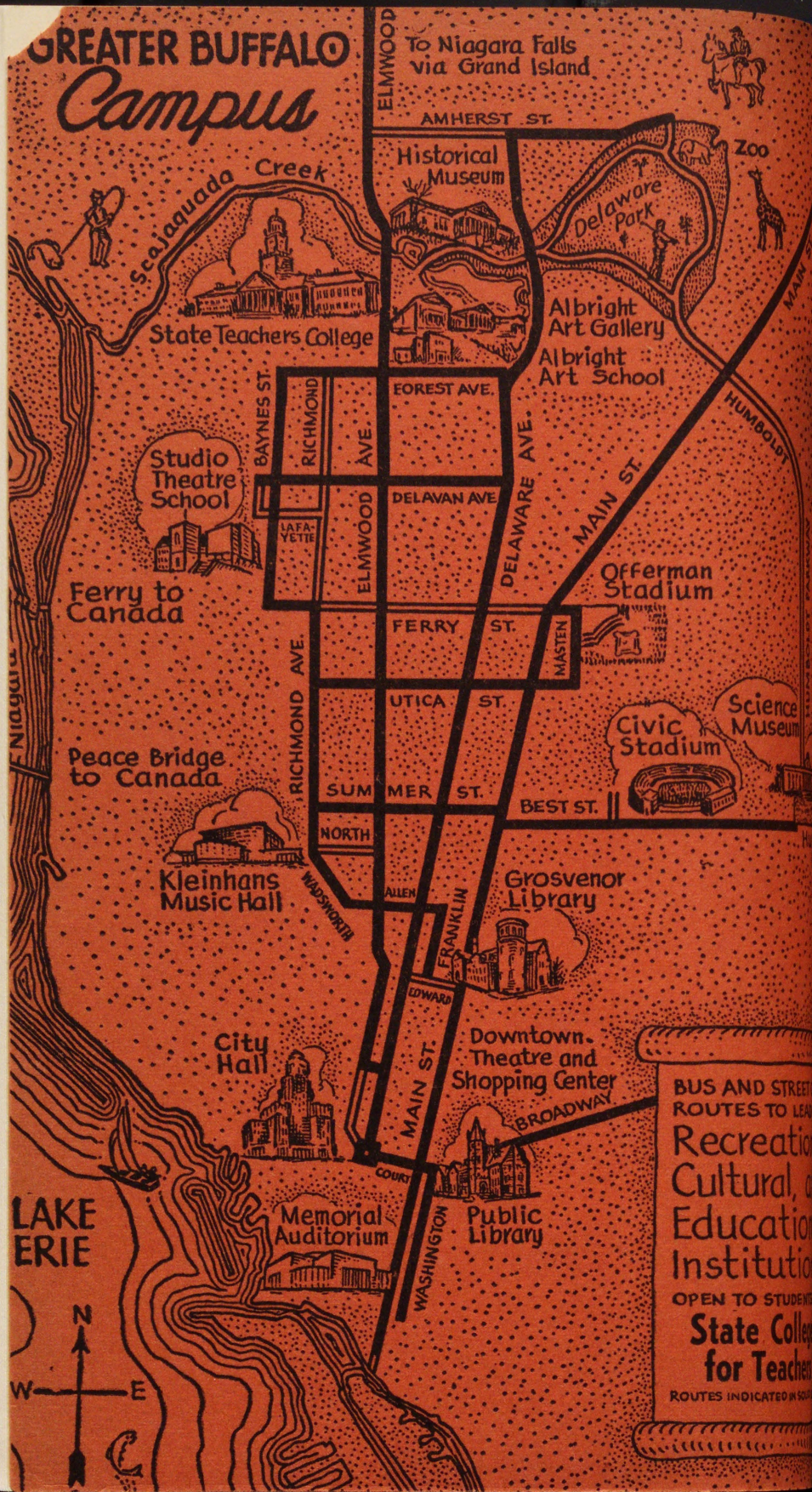
### CAMPUS BUILDINGS

1. Administration Building
2. President's Residence
3. Campus School
4. Gymnasium
5. Vocational Building
6. Temporary Classrooms
7. Temporary Shops
8. Pioneer Hall (Residence)
9. College Union
10. West Hall (Residence)
11. North Hall (Residence)
12. Edward Butler Library
13. Athletic Field

### NEARBY BUILDINGS

- A. Albright Art School
- B. Albright Art Gallery
- C. Historical Museum





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