Regents Plan for Postwar Education in the State of New York

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REGENTS PLAN
for
POSTWAR EDUCATION
in the
State of New York
REGENTS PLAN

for

POSTWAR EDUCATION

in the

State of New York

1944

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY
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The picture on the front cover represents a portion of the 1943 senior class at Lafayette High School at Buffalo.
PART I

A PROGRAM FOR EDUCATION
Foreword

The Board of Regents, representing The University of the State of New York throughout the whole range of education from nursery school to university, both public and private, during the past year has developed a comprehensive postwar plan for education. This plan includes studies and recommendations made over a period of years, together with new proposals recently developed in its special committee and in the Board as a whole.

This part of the report consists of a brief overview of education in the State of New York in relation to the postwar emergency and long-time trends. It presents some of the major problems and enterprises which fall within the general area of the State's responsibility, whether or not they are contained within the requests for appropriation. In this way recommendations for new buildings and new institutions are placed against the wider background of educational practice.

This report was approved by the Board of Regents, December 16, 1943, and submitted to the Governor and the legislative leaders on December 22, 1943.
Elementary and Secondary Education; War Service and Adult Education

The end product of all enrichment in school facilities and curriculum should be young people who are healthy, literate and of good character—well-adjusted and responsible persons prepared to take their places in vocational, family and civic life.

In New York State, a closer approach to this goal calls for:

1 Improvement in rural education

Equal educational opportunity for rural children is achieved through the substantial offerings of the central rural school; the larger geographical, financial and administrative base brings to farm and village children many of the advantages of city life, without depriving them of opportunities for personal growth and work experience which characterize rural life. Kindergartens, guidance and health services and adult education should be fostered.

There are 298 central school districts in the State, replacing 4133 small districts. About one-half the State, outside of the village and city superintendencies, has been centralized. The Education Department and the Joint Legislative Committee on the State Education System agree that steady progress toward complete centralization is highly desirable. Much work is under way, but the actual construction demanded by new plans is a postwar commitment. The State's annual share of construction, for the remaining territory taken as a whole, may not exceed one million dollars. It is estimated that the total additional cost to the State of maintaining a completely centralized system, following the present plan, would reach ten million dollars annually.

An extension of the plan to village superintendencies and adjacent areas would add about five million dollars a year.

It may be said that the expenditures listed above are estimates of the amount of educational deprivation now suffered by great numbers of rural children. Up to a point not as yet reached over the State, education, like health, is purchasable.

2 The extension of school services

Wartime demands have shown the value of early childhood education. We need the kindergarten year for all children, and perhaps the development of a single administrative unit to cover the nursery school, kindergarten and primary grades. New programs are indicated in vocational and adult education, counseling, youth services and community life, together with a strengthening of the desire for learning and mastery in standard school subject matter. The school is envisaged as a community center. School authorities, teachers and community leaders are encouraged to seek a full utilization of its resources—to undertake work suitable for all seasons and for personal and community needs as they arise in the postwar period. In a world of the 40-hour work week, education for leisure-time activities is a matter for serious study and planning.

Some of the wartime influences on high schools are revealing and wholesome. The
emphasis on scientific and practical subjects was to be expected; it may serve as a corrective for curriculums previously not well balanced. The value of good study habits, health, guidance and community service has been well demonstrated. If democracy is to succeed in the difficult days ahead, we need a youth population intelligent with respect to history and to economic and social problems. In addition to their basic preparation, high school pupils need experiences in the liberal and fine arts, with provision for a wide difference in aptitude and interest. The machinery that governs marks, credits, units, schedules, periods, programs and calendars is defensible only to the extent that it serves the high purposes of education.

The superstructure in technical, higher and professional education indorsed in this report should rest upon a sound base in secondary education. Local school authorities are rightly concerned about the upward extension of educational opportunity, and they are equally sensitive to the fact that large numbers of children have not enjoyed the full benefits of education from kindergarten through high school; year after year, the enrolment of children in the schools in the State of New York is about 200,000 below the school census of children from five to 18 years of age. Of those who start a high school program, less than 50 per cent finish; of those who are graduated, 42 per cent go on to some form of higher education. Unless we are willing to admit that the majority of New York youth is incapable of profiting by a secondary program, the need for more holding power at the secondary level is evident. To accomplish this, calls for a reorganization of the content and method in high schools so as to present a program profitable and attractive to youth in their middle teens.

3 War service education

The men and women demobilized from the armed forces, together with workers of like age released from war industries, will include many thousands of persons whose educational career was interrupted below high school graduation. The military personnel will probably be granted scholarships large enough to take care of personal expenses. If offered a flexible program at the secondary level, with appropriate allowances for military experience and for work in the Armed Forces Institute, many of these veterans would fit into classroom, laboratory and shop instruction. Others will be older and perhaps averse to receiving regular instruction in company with young pupils.

School authorities should make an inventory of all building, staff and curriculum facilities, for the purpose of developing special opportunities for returning veterans and workers. In large cities it may be helpful to set aside a school building to house a special War Service School devoted to high school work for young persons returning from the military service and the war industries. The courses could be accelerated and the calendar fully utilized in order to permit a saving of time. These schools, like others, would grant credit for work completed in the Armed Forces Institute. In smaller cities War Service Schools at the secondary level could be established on a regional basis.

An extension of state aid will encourage such programs in the local districts. The Federal Government may grant funds to veterans for meeting tuition costs and personal expenses.

4 A revision of the program of state aid to the local districts, together with some modification of the basic policy

Authorities in education and government, backed by public support, are requesting that a larger share of the State's wealth be returned to local communities in behalf of education. Education in New York is by law a state function; under a cooperative arrangement, what we really have, is local aid for education.

For several years the attendance of children in the public schools has decreased. The money to be apportioned by the State is based, in a large measure, upon average daily attendance. During the year 1943, school districts received about $4,500,000 less state aid than the year before; present estimates indicate that the decrease will be $6,000,000 next year.

In addition to the loss of state aid, school districts are confronted with a rising cost of education. The Legislature has increased the minimum salary of teachers in common school districts from $760 to $1200 a year; in most union free school districts the minimum has been increased from $800 to $1200. Union free school districts now pay elementary teachers who have been in the service eight years a salary of $1800 rather than $1400, and high school teachers $1900 instead of $1500. The costs of repairs, supplies and fuel have increased. Moreover, the constitutional provision applicable to certain cities and villages (to take effect January 1, 1944) has placed a tax limit of 2 per cent upon the amount that can be raised locally for tax purposes, exclusive of debt service. In the meantime, the extension of education to cover the kindergarten age, adult education and enlarged counseling services is desirable.

New York State is deficient in its provisions for educational services to adults who have discontinued their formal schooling. Education should not be viewed as an activity which ends at a fixed point in the life of the young person, but rather as a process to be continued throughout life. Aid to continued personal growth through part-time and evening classes, discussion groups and other forms of adult education is a significant part of the instructional service which the State should provide its citizens.

It is generally believed that education is our chief protection against ignorance, vocational inefficiency and personal unhappiness. Adult education helps the individual, the family and the community as a whole to understand and develop cultural resources. The State Education Department can render further assistance in this program through surveys, clearinghouse functions and the provision of a field staff.

Recognizing the problems confronting school districts, as outlined above, a Conference Board (representing the school boards, teachers, district superintendents, city and village superintendents and principals, and the parent-teacher associations) has been working on a formula looking toward the improvement of finances. A proposed revision has been prepared.

The proposal of the Conference Board is intended to improve the state formula by providing for a simple, equitable and more liberal apportionment of state aid. The proposal in its present form would provide an additional annual distribution of 25 or 30 million dollars, the increase to come gradually over a period of years.
New Institutes of Applied Arts and Sciences

From all sources, there is a strong pressure to recognize, in postwar planning, three basic needs:

1. The increasing demand for education beyond the high school on the part of American youth
2. The special educational needs of employed adults, and
3. The educational demands of the returning veteran and war worker

To quote the Administrator of the Federal Security Agency (1943):

1. The states and localities should consider now what changes in educational programs, administrative organization and methods of finance are needed to provide equal access for all to the types of education and training best adapted to promote democracy, full employment and a high standard of living.
2. In collaboration with the Federal Government, the states should begin now to prepare an effective method of providing transition for youth from school to responsible employment.

In 1938, the New York Regents' Inquiry had called attention to the need for additional schooling beyond the twelfth grade in terms of both cultural courses and subprofessional training. Furthermore, the American Youth Commission (1940), the Canada Education Association (1943), the National Resources Planning Board (1943) and the American Federation of Labor (1943) — to mention a few diverse organizations — are all on record as favoring the development of educational opportunities at the postsecondary level.

The Regents recognize, as previously mentioned, that there are still large numbers of boys and girls who do not take advantage of the full program of secondary education, and, further, that many high school graduates will expect to apply their knowledge in a vocation on completing an educational program two years beyond high school graduation. Under proper guidance, a high school graduate should be able to clarify his principal vocational interests, if he does not plan to spend four years in college. At the same time, every encouragement should be given to the boy or girl entering upon a four-year college curriculum.

The Regents' solution to this problem is three-fold:

1. The development of a new system of state-supported Institutes of Applied Arts and Sciences
2. The establishment of a new system of scholarships, and
3. The strengthening of offerings in the present system of state institutes and state colleges

The new institutes are to be related to each other in a state plan under state support. While they will exist physically in a particular locality, they will be functionally integrated with the region and with the State as a whole.

As the school districts carry their programs up to the age of 18, or to high school graduation for most boys and girls, there is provided a broader and stronger base for the upward extension of education. For some time to come the proposed Institutes of Applied Arts and Sciences, together with extensive list of private and public colleges, should meet the demands for advanced work.

In view of the fact that New York City has long provided higher education to its residents through four municipal colleges, the problem there is regarded as unique. Accordingly, there will be found in Part II of this report recommendations for the development of two sets of new Institutes of Applied Arts and Sciences in the City of New York: one under the immediate administration of the Board of Education, and the other under the Board of Higher Education.

The schools at Alfred, Canton, Cobleskill, Morrisville, Delhi and Farmingdale are devoted to agriculture, homemaking and various technologies. The New York Maritime Academy at Port Schuyler trains men for the merchant marine. It is proposed to broaden the curriculums in these institutions in order that they may serve better the educational needs of youth.

Successful agriculture requires that full advantage be taken of scientific research in the management of farm enterprises and services. Sound training contributes substantially to the efficiency of operators and managers in all phases of production, processing and marketing, and in specialties like the operation and maintenance of farm power equipment. These institutions will equip young men with the skills and technical knowledge for specialized types of production, such as fruit growing, dairying, floriculture and truck gardening, and for a variety of farm-service occupations including business, credit, merchandising of products, food grading and marketing, and the dairy industry.

Occupational opportunities for women with appropriate training are increasing rapidly. The terminal courses will give young women instruction in agriculture and industrial technology, together with a basic preparation in home economics and various subprofessional occupations. Training would be offered in food administration, institutional management, tearoom operation, practical nursing, laboratory technology and applied or industrial design.

Young people in the postwar period face a world of new inventions and technical processes, new achievements in the satisfaction of human wants, and new demands for competence in citizenship, home relationships and community living. The institutions will therefore be charged with the multiple task of combining technical training with a general education. This will enable each student to carry his own economic load more efficiently and to share in values that stimulate the human mind and awaken the human spirit. An adequate balance will be maintained between activities leading to occupational competence and those that give youth an appreciation of the American heritage.

The recommendations for new buildings and equipment to facilitate this development in the present Agricultural and Technical Institutes are outlined in Part II of this report.

In New York State not all the boys and girls desiring some form of higher education can be taken care of by assigning them to teachers colleges, agricultural schools or private colleges, as at present organized. We must expect, after the war, increased and varied demands for education beyond the high school, in part at public expense. Every returning veteran and war worker will expect either a job or an opportunity for further education, or perhaps a combination of the two; federal, state and local resources should be joined in order to make this possible.

It is therefore recommended that there be established Institutes of Applied Arts and
Sciences, having as their principal objective the preparation of young men and women for positions technical and semiprofessional in character.

The curriculums will include:
1 A basic preparation for selected arts, technologies and subprofessions which require a technical proficiency not reached in high school programs. Some of the indicated occupations are those of: draftsmen, electrical technicians, store operators, dietitians, radio technicians, workers in hospitals, and in building, automotive, aviation and photographic services, laboratories, graphic arts, transportation, communication and electronics.
2 Related offerings in arts and sciences.
3 Personal and civic arts designed to further the general welfare and understanding of the students. Instruction in English, social science and other liberal subjects is considered essential to personal growth and citizenship.
4 Adequate guidance and counseling facilities will enable the institute to evaluate the ability, attainments and interests of each student, and to arrange schedules of work appropriate to his needs.
5 Major curriculums will be established in relation to placement opportunities on a long-term basis.
6 Adequate standards of student proficiency and accomplishment will be demanded. The aim is to reach, in two fully occupied years, a high level of vocational and personal fitness.
7 The institute program will provide a valuable experience in technical and liberal studies, under the supervision of a qualified staff. The course is not a substitute for any-thing, but a direct attempt to make these two years richly rewarding.

Attention is called to the institutes for business and aeronautics, designed to recognize vocations and services not as yet adequately represented in public education.

The founding of an Institute for Industrial and Labor Relations was recommended by the New York State Joint Legislative Committee on Industrial and Labor Conditions in its report entitled The American Story of Industrial and Labor Relations. The Regents on August 18, 1943, voted "approval of the establishment of an Institute of Industrial and Labor Relations directly under state control, to be located centrally within reasonable access to an existing educational institution."

The Education Department and cooperating agencies have provided for the State War Council wartime training of public employees and civilians. These programs, based on extensive state and local employee training launched by the Department in 1937 through its Bureau of Public Service Training, have improved governmental operation. When public officials desire help in becoming more expert, the Regents favor creation of an Institute of Public Service Training for that purpose.

It is important to note that the Regents for institutes at postsecondary levels is a response to long-time, nation-wide trends in the demand for education; it extends beyond the war emergency. Nevertheless, we may ask: What would be the status of the institutes immediately after the armistice, and what services could they render?

At the least, they would constitute an educational system designed to utilize available buildings, equipment and staff; they could place all facilities at the disposal of qualified persons seeking to undertake a program of practical education. The institute could well be a hedge against chaotic conditions and hastily devised, federally imposed, ventures. From the beginning, they could be integrated with existing programs at the secondary and higher levels. They would occupy rented or borrowed facilities until the completion of the proposed building projects would permit a transition to normal and permanent arrangements.

The new building construction is based upon a dual need of the need of youth to be educated and the need of the State for informed and well-adjusted citizens. New York's best gift to its people, whereby the general welfare is forever enhanced, lies in the discovery and development of human talent.

The Federal Government, through its armed forces, is now operating one of the largest educational enterprises in the world. Given a large standing army, heavy commitments in foreign occupation and reconstruction, the rehabilitation of the wounded and a year of national service — the Federal Government will remain in education in a most substantial way. Presumably "national service" would be translated broadly to include educational experience, together with the physical, mental and occupational training designed to perfect each citizen-soldier. Moreover, differences in the quality and training of students from various parts of the United States may lead finally to an additional program, implying either direct education on the part of the Government or aid to the states and localities. We are not faced with a choice as between local and state education on the one hand and federal education on the other, but with the problem of balance, finance and the exercise of control.

It is a sound principle of government that doctrines of states' rights can be maintained only if the state makes provision for the economic, educational and social welfare of
the people. The place of education in the State of New York within this general framework is indicated in the present report. Nothing in the plan prevents the acceptance of aid from Washington, but no part of it calls upon the Federal Government to set up its own educational institutions or controlling organization.

Private Colleges:
A New System of Scholarships

In the state of New York education beyond the secondary school is provided chiefly through private colleges and universities. While the State maintains institutes and colleges in special branches of higher education, unlike most states it does not operate a central university. The privilege of higher education at public expense, outside of New York City, is confined to agriculture, ceramics, forestry, home economics, maritime training, teacher preparation and veterinary medicine.

It should be pointed out that the term "private" is somewhat misleading. All the private institutions are chartered as public agencies and they operate in the public interest. For example, they enjoy exemption from property taxes, and they come under certain general regulations of the State with respect to their curriculums, degrees and licenses. They will remain somewhat selective as to the type of student aptitude and to economic capacity. This may be said also of the degree-conferring institutions maintained on a proprietary basis; they offer intensive programs along special lines and they flourish, for the most part, in the larger cities.

In 1941 the total enrollment in approved colleges was 172,000 students, of whom 10,000 were enrolled in state-supported colleges.

The staff of the Education Department, in collaboration with college authorities, is now undertaking a series of studies to find out the extent to which existing institutions meet the needs of the State for trained leadership and of youth for further education. Soon we shall have valid materials on the following questions: total student capacity; curriculums offered; vocations indicated; levels of intellectual ability served; facilities for guidance and personnel work; resources for financial assistance to students; estimates of student expense; dormitory arrangements; and the availability of extension service, part-time and adult education.

From preliminary data, the following propositions are clear:
1. There is at the present time a lack of opportunity in higher education for the 120,000 boys and girls graduated annually from the secondary schools of the State.
2. There is an economic problem: the boy of limited means has an inadequate opportunity to continue his education.
3. There is a shortage of practical and terminal education devoted to preparation for the arts, sciences and technologies that may be suitably completed within a two-year program.

The excellent system of private colleges and universities needs strengthening; it needs, in addition, a supplementation to take care of the situation outlined above.

While private colleges may establish junior divisions, it is believed that, on the whole, they will continue to emphasize the extended academic program leading to the highest cultural or professional attainments and that, accordingly, they will remain somewhat selective as to the type of student aptitude and to economic capacity. This may be said also of the degree-conferring institutions under public control.

Home economics, for example, as developed at a high professional level in the New York State College of Home Economics at Cornell University, is not for the many, but for the few.

The total expense of tuition, board and room and incidentals, in conjunction with the loss of income on the part of the student, imposes upon the low-income family a heavy burden. The expansion of the public and private colleges, the creation of new institutions and particularly the inauguration of a truly adequate system of scholarships will do much, however, to widen the gates of educational opportunity.

Taken as a whole, the private colleges have only limited resources in the form of scholarships or loans for students. To earn one's way through college is still a notable and perhaps desirable achievement, but this experience is reserved for a relatively few boys and girls who already have some financial resources.

New York now provides current support for higher education from two sources, namely, in the support of the institutions in the special fields mentioned above and in the availability of scholarship grants amounting to $100 a year per student. In 1941 about 3800 students received such grants for a total amount of $458,000. (There are a few special grants.)

The opinion is widely held that the contribution of New York State to higher education is below any defensible standard. In 1940 the State provided $0.43 per capita for higher education, while the national average from state sources was $1.15. Eleven states provided $2.00 or more per capita, not counting the contributions from municipal governments. Were the State to appropriate funds to bring it up to the level of the country as a whole, an additional annual appropriation of $10,000,000 would be required. Should the State aspire to rank among the ten most generous states in support of higher education, it would need to appropriate an additional annual sum of $22,000,000. An ambition to stand at or near the top of the list would require no less than $33,000,000 a year.

The Regents are recommending that the scholarship fund be raised to an amount necessary to take care of approximately 10 per cent of the graduates of the secondary schools of the State at a level approaching the
most common cost of tuition and fees. This requires the provision of 12,000 scholarships at $350 a year each, over a four-year period. The total sum required annually would be about $16,800,000, this peak to be reached in the fourth year of the plan. It is recommended that the scholarship be granted to the individual student in the sum of $350 a year for a four-year period, except that a scholarship holder in a tax-supported college be granted $50 with the balance of the scholarship, namely $300, to be assigned to the tax-supported college. A scholarship holder already entitled to $100 a year under the existing law would continue to receive this amount.

The need is imperative for enrolling the ablest young people of the State in institutions of higher education. This proposal is defensible not in terms of New York's relative position among the states nor in terms of the desire of the colleges to obtain students. Fundamentally, the case rests on the need of any state to bring its best minds up to a high level of understanding and accomplishment.

The recommended appropriation for scholarships, of approximately $17,000,000, may be regarded as a social investment in youth seeking higher education. It bears a promise of rich dividends in economic productivity, personal culture and civic leadership.

**State Colleges and Teachers Colleges**

**STATE COLLEGES AND EXPERIMENT STATIONS**

Substantial appropriations are requested for new buildings at the following New York State institutions: Colleges of Agriculture, Home Economics and Veterinary Medicine, and the Experiment Stations at Cornell University, College of Forestry at Syracuse University, and the College of Ceramics at Alfred University. These state colleges and experiment stations have developed comprehensive building plans which have not as yet been fulfilled. The detailed proposals contained in Part II of this report are based on extensive surveys.

Without these additions to their plants, the state colleges will endure a marked inefficiency in certain sections of their work. The expenditures called for are not simply a means of substituting good housing for poor housing, although that will be accomplished; they represent a streamlining of function and a high degree of adaptability to modern methods in research and instruction.

**TEACHERS COLLEGES**

A century ago the State of New York established the first normal school for the preparation of teachers, giving as the purpose: "the instruction and practice of teachers of common schools in the science of education and the art of teaching." The State recognized the principle that teacher-preparing institutions should be easily accessible to all qualified high school graduates. The schools, therefore, were placed over the State on a regional basis. In 1942, on the recommendation of the Board of Regents, the nine normal schools were transformed into teachers colleges by legislative enactment. (The institutions at Albany and Buffalo were already teachers colleges.)

All 11 teachers colleges prepare for general elementary school teaching, with the exception of Albany which prepares secondary school teachers. Eight of the colleges prepare teachers in special subject fields, as follows:

- Albany — Commerce and library science
- Buffalo — Art, home economics and industrial arts
- Cortland — Physical education
- Fredonia — Music
- Geneseo — Library science
- Oswego — Industrial arts
- Plattsburgh — Home economics
- Potsdam — Music

There is an increasing demand for aviation, commerce, music, homemaking and physical education. The State Education Department has recently required all schools to offer health instruction, although few teachers are as yet qualified to teach this subject. Accordingly, it is proposed to add the following specializations:

- Albany — Music
- Brockport — Health and physical education
- New Paltz — Health and physical education
- Oneonta — Home economics
- Buffalo and Oswego — Complementary offerings in aviation, textiles and plastic arts

It is also proposed to establish on Long Island a teachers college preparing students for elementary school teaching and the teaching of commercial subjects, as outlined in Part II of this report.

Many public school teachers have left to enter the armed forces or essential industry. During the next five years fewer graduates will be available for teaching in elementary and secondary schools. To make up for this shortage, we should prepare for an increased enrolment in all the teachers colleges.

Following the recommendation of the New York State Teachers Association and the State Association of Colleges and Universities, the State Education Department adopted a five-year standard for the preparation of general secondary school teachers. Recently school authorities in special studies, such as art, commerce, home economics, health education, library, music and physical education, have urged the Department to extend the period of preparation for such teachers to five years. Up to the present time, however, the demand in these fields can not be met. For example, experts in physical education and industrial arts are wanted in the armed forces and war industries. As soon as a reserve supply of special teachers can be made available, in part through the new curricula mentioned above, it is hoped to reach the five-year standard of preparation. Such a move is consistent with the national trend in all professional areas.

The Board of Regents has voted that "approval be given to the construction of dormitories in connection with the State on a self-liquidating basis." In general, the arguments in favor of residence halls for college students stress the importance of proper college supervision and of a good personal and social life for students. They provide a center for orientation and for social, artistic and recreational activities of high educational value.
Counseling, Guidance and Placement Service

GUIDANCE SERVICES as a function of public education have not been adequately developed. In New York there are many schools having no service, and, at best, few schools provide sufficient service.

In the cities only 50 per cent of the high schools provide one or more full-time counselors. In the supervisory districts 66 per cent of the schools fail to provide any counseling service. Three-fourths of all full-time trained counselors are found in schools under city or village superintendents.

In many schools the counseling service is provided by teachers in spare time or as part of a home room program. Teachers given such assignments seldom have special training or qualifications for counseling.

Counseling in schools should be concerned with problems affecting the educational progress of pupils:
1. Problems relating to vocational objectives and educational planning
2. Problems relating to fellow pupils, teachers and family, school activities, welfare and health
3. Problems relating to atypical pupils.

Until recently the schools have received assistance from the traveling clinics of the State Mental Hygiene Department for psychological and psychiatric cases. This has been the only service available to most schools. The clinics will now take only the most urgent cases.

Most school guidance services have been concerned only with boys and girls of compulsory school age and with problems related to their school work. Within the past five years the Bureau of Guidance has sought to focus the attention of schools upon their responsibility for the guidance of minors as they leave school and try to become economically self-sufficient. Prior to the war, excellent progress was made. Studies revealed ways in which the schools could be helpful to former pupils, and indicated desirable curriculum changes to benefit pupils in school. The transition from peace to war has brought many added responsibilities.

Already large numbers of men are being discharged from the armed forces, returning to their home communities. The schools will be called upon to provide counseling service to many of their former pupils immediately, and to an increasing number in the future. Questions regarding a re-appraisal of educational background and the resumption of education will need to be answered.

A plan for a state-wide counseling service

To meet the needs of youth, New York should provide through its schools:
1. More adequate vocational counseling to youth of high school age
2. Counseling for adults as well as for pupils
3. Clinical service
4. Attention to employment problems and a close cooperation with a state or federal employment service
5. Training facilities for counselors

To provide the highly skilled guidance service needed by many individuals, it is proposed that there be established consultation clinics, staffed and equipped to deal with problems in the following areas:
1. Educational and vocational planning
2. Personal problems
3. Mental and emotional deviation requiring psychological or psychiatric treatment

Consultation clinics should be established in close cooperation with federal or state employment services. They would be concerned primarily with educational problems, while the employment service would be concerned with placement of the individual in a job. The work of one service would complement the work of the other.

Additional counselors of high professional competence are needed to supply the schools and other agencies of New York State.

The consultation service should be organized on a state-wide basis. For harmonious work with the employment service, the division of the State into districts paralleling the employment service might be as follows: New York, Poughkeepsie, Albany, Utica, Syracuse, Rochester, Buffalo and Binghampton.

The New York State Museum

While the development of the New York State Museum is traceable over a full century, the Museum as such was founded in 1893 when the Legislature provided that scientific specimens, works of art, objects of historical interest and similar property should constitute the State Museum. Its functions have expanded and its record over the entire period is distinguished.

It maintains work in research, education, the collecting and exhibiting of materials and in advisory services to scientists and governmental authorities. The Museum has undertaken studies of the State with respect to mineral resources, animal and plant life; it has carried on extensive work along archeological, historical and educational lines.

It is proposed that the State Museum continue as a division for research, exhibition and publication in the natural sciences. This
Archives, History and Public Records

I have been a policy of the Education Department to encourage the work of the 135 county and local historical associations. These now have over ten thousand members. They are responsible for properties and collections which exceed $30,000,000 in value. Full collaboration with these thriving units will call for an extension of our program along the line of field work, publication and radio programs.

The powers of the Regents, acting through the Education Department, in respect to public records and historical documents are defined as follows:

1. General and exclusive supervision, care, custody and control of all public records, et cetera, of any public office, body, board, institution or society now extinct, or hereafter becoming extinct, except in cases otherwise provided for by law.

2. Such records specified shall be put in the custody and conditions contemplated by the various laws relating thereto and provision shall be made for their restoration and preservation; copies shall be made when necessary; and the original shall be cared for and preserved.

3. The officers of any county, town, city or village or other political subdivision of the State or of any institution or society created under any law of the State may transfer to the Regents records, books, pamphlets, manuscripts, archives, maps, papers and other documents which are not in general use, and it shall be the duty of the Regents to receive the same and to provide for their custody and preservation.

Notwithstanding these responsibilities, in the intervening years the State has not made adequate provision for the preservation of the public records of the State. This fact was recognized by the Governor of New York in 1930 when he made the following statement:

The Office of the State Historian also needs more space and better facilities for work in taking proper care of and publishing the valuable public records of the State and supervising the activities of local town, city and county historians and historical associations. The historical records are worth preserving for the use of the present and future generations, as many who will remember the fire in the State Capitol in 1911 can well testify.

The public records, archives and maps of the State are now widely scattered among the 18 departments of the State Government. Many of them are unorganized and neglected, lack adequate protection and supervision and are not easily accessible in case of need. In many departments valuable working space is occupied by the storage under unsanitary and impossible conditions, of department records which should not be destroyed; yet there is no central place in which they can be kept.

The Board of Regents now recommends, as a part of the postwar building program, the erection of a State Archives Building. It is believed that the expenditure will be justified, if the State is to discharge its responsibility for protecting historical records and passing them on to posterity.

The work of the historian, the supervisor of public records and the archivist is not
simply one of storing valuable materials. These men must help to determine what is valuable, what is historical, what is worth saving and studying. What lessons can be learned from the past? In the midst of a world war, our historic records properly assume great importance. Future generations will want to know about this war, whether stirred by family or local pride, or by the intense desire to discover its causes and its influence upon subsequent events.

The development of intensive work in history and archives on a state-wide basis, with a new center in Albany, is in part a war measure, and it is, in addition, a reflection of the urge to select, preserve and understand the march of events as revealed in the public record.

The New York State Library

With the State Museum and the Archives located in separate buildings, we should have an opportunity adequately to develop the resources of the State Library. The library is now overcrowded and understaffed. The State Library at Albany is recognized as primarily a stimulating and organizing force within a great movement which is designed to bring further reading opportunities to the people of the State.

Some of the special sections of the Library need more support, as in education, science, technology and the fine and applied arts. A long and distinguished service has been rendered by the Legislative Reference Library. This principle of expert, technical assistance to other departments of government should be extended.

For the State as a whole, the library service is above the average for the Nation. It is estimated, for example, that about 80 per cent of all New Yorkers read one or several books each year and that public libraries lend about 50,000,000 books to about 10,000,000 persons in the State.

The relatively unserved areas of the State fall in the following groups, upon which it is proposed to concentrate:

1. The farm population
2. The residents of unincorporated places, and
3. The large suburban populations which are usually allowed city privileges only on a fee basis

In the future it may be necessary to recommend a regionalization of state library service, perhaps in conjunction with new plans for the intermediate supervisory school districts. Such a program would consider the relation of bookmobile service, existing local libraries, school libraries and other factors to the central problem of improving reading facilities over the State.

The Return to Peace: Educational Services

From military and other sources there is indicated a need for a type of secondary education not provided in our present facilities. Many persons returning from the armed services will have the time and incentive to continue with their education with a view to: (1) becoming increasingly competent vocationally; (2) completing a high school education interrupted by military service; (3) continuing their educational activities for cultural and general values. These persons will have matured in thought and behavior since last in a classroom. Their attitudes may be such that absorption in our usual secondary schools will be difficult and detrimental both to the younger pupils and to those returning for instruction. Also there will be a number of adults released from production on the home front who will have time and need for continued instruction. Some of these adults will wish to complete the basic training essential to further preparation for pursuits in a peacetime economy.

There is reason to believe that there will be a general awakening of public interest in economic and social problems, stimulated by the events of war and peace. This interest may create further demands upon education.

Estimates from available data indicate that the number of persons in New York State who will be in need of the educational services mentioned above may reach 25,000 by 1944 and that a peak of 75,000 may be expected in the height of the readjustment period. These estimates are based upon: the present rate of discharge from the armed services, a surmise as to the time of the armistice, the discharge first of married persons and older persons from the armed services, and the numbers of persons now engaged in production who wish to avail themselves of educational opportunities.

Many young men had their high school courses interrupted by war service. These men will have definite deficiencies to satisfy in order to earn a high school diploma or to satisfy entrance requirements of higher institutions. These deficiencies will frequently be satisfied by commonly accepted high school courses modified as to presentation or as to the time required for completion. The courses will be comparable in part to those now offered in secondary schools.

The redirection of industrial production will create a demand for the retraining of many persons for new types of jobs. The experience of training many hundreds of thousands of productive workers for war industries will be useful in organizing training programs suited to the new kinds of work required for peacetime production. These courses should be designed to develop employability. An aroused interest in world affairs will make necessary the offering of courses in history, government and geography, in the light of current developments. Ample facilities must be provided to satisfy needs in physical fitness through recreation activities.

All persons to be served should have available the help of competent counsel on educational problems. Evaluation of work already completed, selection of courses and programming, information about training opportunities, selection of vocational objective, advice concerning facilities for veterans, placement and many other problems will demand expert attention.

War Service Schools may be conducted in school buildings, club rooms and public or...
private buildings where space can be found. The character of the instruction to be offered will dictate the minimum essentials of physical facilities. Programs should be arranged at times convenient to those wishing instruction. Persons who wish to combine work and study should have class meetings arranged at hours and in places convenient to employment.

It is assumed that the Federal Government will pay the costs of instruction, equipment, heat, light and service for returning veterans. Students should assume the cost of books and supplies for personal use, although the government allowances may take care of expenses.

In the report of the Armed Forces Committee on Postwar Educational Opportunities for Service Personnel (General Frederick H. Osborn, chairman) dated July 30, 1943, to the President of the United States, it is estimated that a million men and women now in the armed services will want to continue their education when their military service is terminated. New York State should probably prepare to serve about one-tenth of this number, inasmuch as that is the ratio of the State’s population to the total population of the country. All these hundred thousand veterans in New York State would be provided with at least one year of education at the expense of the Federal Government under the terms of the Thomas Bill; smaller numbers would be given two, three and four years of higher education. The number of workers discharged from war industries who would seek further education may be larger than the number of returning veterans.

Throughout the Regents Report, reference has been made to the manner in which the various projects proposed will be able to serve the needs of returning veterans and those leaving war industries. It is the purpose of this section to recapitulate the proposals with particular reference to the manner in which they serve the needs of these two adult groups.

The plan involves five distinct arrangements.

1 Colleges and Universities
For many veterans college education is the normal expectancy, and the colleges and universities are already at work on plans to care for this group. The State Education Department is now completing an inquiry concerning the plans of the higher institutions in this respect. A complete inventory of the facilities for higher education in New York State is also being taken. The returns from this study will permit a listing of all the resources available for higher education in New York. Because of the reduced number of regular students and the rapid elimination of training programs for the armed forces after the armistice, it seems probable that the colleges and universities of the State will have facilities for practically all returning veterans who qualify.

2 New Institutes of Applied Arts and Sciences
Many men and women will not want the usual degree programs in colleges and universities. They will need terminal courses at the postsecondary level leading to occupations of a technical or subprofessional nature. The new institutes which are proposed in this report, as well as the Agricultural and Technical Institutes now in existence, will serve the needs of this group of students. Much of the equipment needed for instruction in the new institutes is already available. Institutes can be started in temporary quarters before permanent buildings are completed. Probably the new institutes could be set up in a short time so as to accommodate from 20,000 to 30,000 students.

3 War Service Schools
The war service schools would be a part of the public school system in communities, serving the needs of a region. Probably arrangements could be made for taking over a city school building and for the employment of a staff under the direction of the public school system. Most of the cost of such institutions could be met from the funds supplied by the Federal Government in the form of tuition payments. Any additional expense should be met by special state appropriations.

4 Vocational Schools
Many men returning from military service have never had training for any nonmilitary occupation, and many of the workers in war industries will lack skills useful in peacetime production. What is needed for these groups is a program of training like the present ESMWT (Engineering, Science, Management, War Training) courses, but in reverse gear, as it were. Retraining for peacetime industry would be the goal.

New York State is extremely fortunate in the wide range of vocational courses now provided by state and locally supported vocational schools. These schools, since July 1940, have enrolled nearly 800,000 men and women for war training courses. The same facilities, with some retooling, could be utilized on a double or triple shift basis after the armistice for training in a wide variety of occupations. It is estimated that these schools could accommodate as many as 200,000 pre-employment students a year.

5 Counseling Services
Adequate counseling is one of the most important services to be provided the men and women returning from the armed forces and from war industries. It is believed that the State or the Federal Government, or both jointly, should provide support on a generous basis to encourage the development of the needed counseling services. The preparation of the personnel for this service should be started without delay. Education for the returning veteran is not an issue that can be postponed until the armistice, for even now, tens of thousands of men are being discharged from the armed forces. The experience gained with this relatively small group, for whom facilities are needed already, can be applied to large-scale demands following a general demobilization.
The Economic Factor

It may be asked why an extended system of special and higher education is considered essential in a war-impoverished world.

The answer lies in the economic necessity fully to utilize human power and material resources, and the need to offer to young persons, particularly those who have been held back by the war, proper vocational and cultural outlets. Having won the war, we shall fight to protect youth against that particular hopelessness which comes when the channels of employment or education are blocked.

The economic value to the State of appropriate education for its people, young and old, lies in the mastery of techics through which goods and services are produced and distributed, and in the new wants and expectations which appear in an advancing culture. The great technologies devoted to manufacture, transportation, communication and the arts of living, depend upon the ability of persons to enjoy new benefits. For example, the production of a newspaper, like the desire for it, is a by-product of literacy.

In the long run, a state, like the country as a whole, serves its interest best when it affords youth an opportunity to develop, irrespective of the particular financial resources of their parents. The final solution must involve a relationship between opportunity and financial support on the one hand, and talent, energy and achievement on the other. Education in New York State, however complex its machinery, should keep to this straight path.

PART II

POSTWAR BUILDING PROJECTS
Part II of the Regents Report consists of a somewhat detailed analysis of the costs of construction needed for the program already outlined. The total appropriation needed to provide postsecondary facilities is approximately $65,000,000. A substantial portion of this sum is devoted to the reconstruction and extension of institutions already existing, the plans for which are being developed by architects working with the State Commission for Postwar Public Works Planning.

The estimated annual operating cost of the complete state system of higher education, as recommended, is $33,000,000, of which sum one-half is assigned to scholarships.

With the coming of peace, the demand for education beyond the secondary school will rise. Thousands of young persons whose education was interrupted by the war will return to school, institute or college; adults will seek new learning. But in the future, as in the past, the chief demand for further education will come from the 120,000 students graduated each year from high schools and academies. All the proposals presented in this report, taken together, will provide tuition-free education to about one-third of these graduates.

Foreword

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Estimated Number of Students to be Served by the Regents Plan

<table>
<thead>
<tr>
<th>I</th>
<th>By State Scholarships (four-year curriculum)</th>
<th>48,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>II</td>
<td>New York State Colleges — Agriculture, Ceramics, Forestry, Home Economics, Veterinary Medicine — enrolments (all students)</td>
<td>3,500</td>
</tr>
<tr>
<td>III</td>
<td>State Teachers Colleges</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recent maximum enrolment</td>
<td>8,000</td>
</tr>
<tr>
<td></td>
<td>Enrolment, new curriculums</td>
<td>1,200</td>
</tr>
<tr>
<td></td>
<td>Enrolment, new Teachers College on Long Island</td>
<td>1,000</td>
</tr>
<tr>
<td>IV</td>
<td>Agricultural and Technical Institutes and Maritime Academy — maximum enrolments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Alfred</td>
<td>800</td>
</tr>
<tr>
<td></td>
<td>Cobleskill</td>
<td>400</td>
</tr>
<tr>
<td></td>
<td>Delhi</td>
<td>400</td>
</tr>
<tr>
<td></td>
<td>Farmingdale</td>
<td>2,000</td>
</tr>
<tr>
<td></td>
<td>Morrisville</td>
<td>800</td>
</tr>
<tr>
<td></td>
<td>St Lawrence (Canton)</td>
<td>700</td>
</tr>
<tr>
<td></td>
<td>Maritime Academy</td>
<td>500</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5,600</td>
</tr>
<tr>
<td>V</td>
<td>New Institutes of Applied Arts and Sciences—upstate (two-year curriculum)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Binghamton</td>
<td>1,400</td>
</tr>
<tr>
<td></td>
<td>Buffalo</td>
<td>2,400</td>
</tr>
<tr>
<td></td>
<td>Capital District</td>
<td>2,400</td>
</tr>
<tr>
<td></td>
<td>Elmira</td>
<td>600</td>
</tr>
<tr>
<td></td>
<td>Plattsburg</td>
<td>500</td>
</tr>
<tr>
<td></td>
<td>Rochester</td>
<td>2,000</td>
</tr>
<tr>
<td></td>
<td>Syracuse (aeronautics)</td>
<td>1,200</td>
</tr>
<tr>
<td></td>
<td>Utica (business)</td>
<td>1,000</td>
</tr>
<tr>
<td></td>
<td>Westchester area</td>
<td>2,400</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13,900</td>
</tr>
</tbody>
</table>

* An additional sum of $5,200,000 is recommended for residence halls, on a self-liquidating basis.
VI New Institutes of Applied Arts and Sciences — New York City (two-year curriculum)

1 Under the Board of Education

<table>
<thead>
<tr>
<th>Program</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aviation</td>
<td>1,500</td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>1,000</td>
</tr>
<tr>
<td>Industrial Arts</td>
<td>1,500</td>
</tr>
<tr>
<td>Automotive Science</td>
<td>1,000</td>
</tr>
<tr>
<td>Food Occupations</td>
<td>500</td>
</tr>
<tr>
<td>Machines and Metals</td>
<td>1,000</td>
</tr>
<tr>
<td>Communications</td>
<td>1,500</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>8,000</td>
</tr>
</tbody>
</table>

2 Under the Board of Higher Education

<table>
<thead>
<tr>
<th>Program</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brooklyn</td>
<td>2,000</td>
</tr>
<tr>
<td>City College</td>
<td>2,000</td>
</tr>
<tr>
<td>Hunter</td>
<td>2,000</td>
</tr>
<tr>
<td>Queens</td>
<td>2,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>8,000</td>
</tr>
</tbody>
</table>

Total students served — four-year college and two-year post-secondary curriculums — maximum enrolments 97,200*

The Regents Plan would provide tuition-free postsecondary facilities for about one-third the graduates of the high schools and academies of the State. This is indicated in the tabulation below:

1 Total annual number of graduates from high schools and academies (This number is expected to increase) 120,000

2 Estimated number of new graduates of secondary schools to be served each year (first-year students in colleges and institutes)

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Scholarship holders</td>
<td>12,000</td>
</tr>
<tr>
<td>b State Colleges</td>
<td>1,000</td>
</tr>
<tr>
<td>c Teachers Colleges</td>
<td>3,000</td>
</tr>
<tr>
<td>d Agricultural and Technical Institutes, and Maritime Academy</td>
<td>3,300</td>
</tr>
<tr>
<td>e New Institutes of Applied Arts and Sciences</td>
<td>18,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>37,300</td>
</tr>
</tbody>
</table>

*In addition to the full-time students, it is expected that a large number of part-time, short-term students will be enrolled in the institutes.

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Detailed Summary of Projects

OFFICE BUILDING, STATE MUSEUM BUILDING AND STATE ARCHIVES BUILDING

1 Addition to State Education Building (detached building) $1,200,000
   Site for building $250,000
   The State Architect has recommended the erection of a modern office building on a site immediately adjacent to the Education Building to house certain administrative offices and other services of the Department. The Education Building is seriously overcrowded. In 1912 when the building was occupied, the Department had 300 employees. At the present time the number of employees exceeds 700, not counting the large number of workers employed in wartime training programs and related activities.
   It has been necessary to use for offices a great deal of space formerly assigned to the State Library and the State Museum; in addition, all available space in the basement has been utilized for offices and other services. The Department rents space to house museum collections; it rents offices for the Bureau of Rehabilitation, the Bureau of Adult Education and the Bureau of Industrial Education. All the rooms in the Department formerly used for conferences and committee meetings, with the exception of the Regents room, are now used for offices. The building recommended will provide facilities for offices, conference rooms, storerooms, workshops, the Department printing plant and the bindery for the library.

2 State Museum Building $5,000,000
   Adequate quarters for a museum organization include not only the building proper, but also the equipment. The preservation and use of museum collections require a variety of equipment, many items of which are expensive. It is possible that the cost of the equipment will equal the cost of the building. In the notes which follow, the space and equipment needed for various museum activities are considered together.
   The use of museum collections may be divided into three major categories: exhibits, research and extramural services. In addition, a museum building needs public rooms, administrative offices and some machinery. Each of these subjects will be discussed in turn.
   From the point of view of the public, the most important apparent activity of the museum is the group of exhibit halls. Regardless of the detailed arrangements of the several exhibits, a great deal of floor space will be required. The present exhibits of the New York State Museum are reasonably extensive, but an adequate display will require at least twice as much floor space. It is customary in transferring exhibits from one building to another to install, in so far as possible, up-to-date, air-tight and dust-proof exhibit cases. Equally important in the exhibit halls are the facilities for adequate lighting. Associated with the exhibits must be a series of rooms in which the exhibits can be prepared and renovated. These should be sufficiently large to accommodate several large exhibit cases at a time and also tables and filing units for preparing specimens for exhibition. The floor space required for proper study and research will be about...
equal to the floor space used for exhibits. This seems strange to the outside person, because most people do not have occasion to visit the research and filing rooms of museums. Each department of the Museum requires large rooms filled with carefully constructed units for the filing of its specimens. Closely associated with these stacks, which are analogous to the stacks in a library, other rooms equipped with tables and research facilities are needed for the use of staff members and others in examining and studying the collections. Each of these laboratories should be equipped with outlets for gas, water, electricity and compressed air. Special electrical outlets will be required for use in lighting and supplying power for various research equipment. Divisions of the Museum should also possess a series of offices for the use of the staff members and scholars coming to the Museum to study the collections. Certain types of collections require special care. Fumigating rooms, vaults, temperature control rooms and humidity rooms will be needed for animal skins, textiles, insects and similar perishable materials. A state museum renders a variety of extramural services to schools and various other organizations throughout the State. These services require special facilities in a museum building. The most obvious of these are a shipping platform and adequate shipping rooms for the sorting and receipt of materials. There will also be needed a registrar's room for inventorying and recording collections being sent out or received. The nature of extramural services is such that they can not be rendered adequately by departments of the Museum which have other primary functions. Therefore a series of laboratories and offices and repair rooms will be needed to care for the handling of loans going out from and being returned to the Museum. These should be on a lower floor, easily accessible to the shipping and registrar's rooms.

A number of public rooms will be required in a museum building, in addition to the rooms set aside for exhibits. One of these is an adequate auditorium seating several hundred or possibly a thousand persons. This auditorium must be equipped with facilities for the use of visual materials, such as lantern slides, motion pictures and television. At the front of the auditorium facilities will permit the display of museum materials when needed. A public address system should also be installed.

If the State Museum is to render complete service, it must also possess club rooms for the use of many organizations closely related to the activities of the Museum, such as natural history clubs, historical societies and conservation groups. The Museum may be in a position to offer instruction to classes in the fields in which the collections are gathered and possibly in the technical aspects of museum work. Facilities for handling such classes, including classroom equipment, should be available. Finally, there are the usual requirements for rest rooms and other convenience rooms for the public visiting the exhibits.

Under the general heading of administration would be included a series of quarters for various kinds of activities which keep the building functioning, such as rooms for the machinery controlling the heating and air-conditioning of the building, and for maintaining the various services of electricity, water and compressed air. Special consideration needs to be given to the problem of elevators. In addition to ordinary passenger elevators in the building, it is necessary to have freight elevators to permit the transfer

easily from one floor to another of entire exhibit cases and large specimens or crates of specimens. Associated with this problem of transportation within the building are trucks of various kinds, some of which might be power trucks.

Finally, rooms are needed for the general offices of museum administration. There should be adequate space for a technical library available to the staff of the Museum and to visiting scientists.

In short, the building is envisaged as a complete scientific and cultural unit designed to bring the full resources of the Museum into close touch with the needs of students, teachers, scientists and the general public. It is conceived in terms of wide and permanent functions of high value to the State.

3 State Archives Building 

Provision for suitable headquarters for the archival system of the State is a responsibility directly incumbent on the Regents under the provisions of the Education Law and by virtue of the inclusion of the Division of Archives and History in the State Education Department.

The building recommended will be located in Albany. It will house the archives and records accumulated from the various state departments, thus eliminating the danger of loss. It will provide suitable space for transfers originating from regional subdivisions.

The regional plan decreases the total outlay for a building which would otherwise have to provide for the centralization of records. It calls for a regional depository in each of the large municipalities, expenses and initial cost to be borne by the particular city in the care of its own records. Initial steps have been taken already by the City of New York in the purchase of a building at a cost of $530,000, and arrangements to bring that municipality into the scope of the state-wide plan are now in progress.

It is estimated that the total quantity of state departmental records available for immediate transfer in the capital area amounts to approximately 3,500,000 linear feet, and in the subdivisions of the State 8,500,000 linear feet. Thus, even with a possible reduction through microfilming, substantial quarters are needed, with considerable room for expansion as the records become available.

The provision of an archival building and staff would effect substantial savings, according to the estimate of the State Comptroller, as indicated in his annual report for the year 1941. A State Archives Building will place the State of New York in a favorable position in regard to its public records and historical materials. It is a wise investment in terms of security, historical scholarship and economy.
STATE TEACHERS COLLEGES

RESIDENCE HALLS

In teachers colleges over the country, as in most colleges of liberal arts, the development of residence halls has been steady. Practically all the states, except New York, have provided dormitories in their teacher-preparing institutions.

Since the values listed previously are realized, as a rule, only if the dormitory is kept full, recommendations are based on a conservative estimate of student need. Students who live in town or within commuting distance may prefer to remain at home; some students hold jobs which are inconsistent with living in a dormitory.

The present plans call for the housing of 2600 students (in addition to the present Albany facilities) in an estimated student body of 10,200, the total building program to cost approximately $5,200,000, as indicated in the tabulation below:

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>NUMBER OF STUDENTS IN NEW RESIDENCE HALLS</th>
<th>ESTIMATED COST OF CONSTRUCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albany</td>
<td>300</td>
<td>$600,000</td>
</tr>
<tr>
<td>Buffalo</td>
<td>250</td>
<td>500,000</td>
</tr>
<tr>
<td>Brockport</td>
<td>200</td>
<td>400,000</td>
</tr>
<tr>
<td>Cortland</td>
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<td>300,000</td>
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<td>Fredonia</td>
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<td>Geneseo</td>
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<td>New Paltz</td>
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<tr>
<td>Oneonta</td>
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<tr>
<td>Oswego</td>
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<td>Plattsburg</td>
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<td>Potsdam</td>
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<td>Long Island</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>2600</strong></td>
<td><strong>$5,200,000</strong></td>
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These dormitories, to be financed on a self-liquidating basis, should greatly enhance the value of our teacher-preparing services. Better living arrangements will serve to develop the personal and social life of young persons who are themselves to serve as the guides and instructors of youth.

Enabling legislation is being prepared.

[38]

R ECOMMENDATIONS FOR EACH COLLEGE

1 New York State College for Teachers at Albany

The State College for Teachers at Albany, the oldest of the teacher-preparing institutions in the State, was established by an act of the Legislature in 1844. It is the only state college which prepares general secondary school teachers. It also prepares teachers of commercial subjects and of library science. The one-year library course is open to graduates of the academic curriculum. The proposed program for this college includes a department for the preparation of teachers and supervisors of music, and an extension of the graduate department.

The recommended building program follows:

**Commercial Education Building** ...... $400,000

The department of commercial education is housed on the third floor of Draper Hall. It was transferred from the State Normal School at Plattsburg immediately following the destruction of the Plattsburg building by fire in 1929. In normal times the enrolment varies between 225 and 300 students, the college graduating each year about 60 students prepared to teach commerce in the public schools. The present facilities are antiquated. The proposed commerce building will provide space for a commerce department of 400 students, together with classrooms for other departments of the college.

**Administration Building** ........ $100,000

The administration offices of the college are housed in Draper Hall. These rooms are not suitable for office purposes; they should be remodeled to supply additional classrooms. At present, property may be purchased which would make an excellent site for a new administration building.

Gymnasium and Recreation Building. . . $300,000

The college has a small gymnasium under the present auditorium. It can not be made to serve the needs of students in physical fitness and recreation. The new building should be erected on a site large enough to provide suitable playing fields.

Addition to Library .................... $150,000

The present library was created by remodeling the chapel building. It consists of a large reading room with stack rooms in the basement. The proposed library addition will be an extension of the present building. It should house classrooms for a library school of 200 students, together with reading and study rooms and stack rooms for the student body of the college as a whole. The total book capacity of the library and its extension should not be less than 100,000 volumes.

Purchase of Additional Property ....... $250,000

2 State Teachers College at Buffalo

The college offers four curriculums for the preparation of teachers: general elementary, home economics, industrial arts and art education (in cooperation with the Albright Art Institute). The postwar program calls for an extension of its industrial arts and home economics departments and a graduate department for elementary teachers who wish to become principals or supervisors. Advanced courses will also be offered in industrial arts. The recommended building program includes:

**College of Industrial Arts** .......... $600,000

The present building is used by the departments of industrial arts and home economics. Both departments have outgrown
the available facilities. The building should be remodeled for home economics alone. The new Industrial Arts Building will provide shop facilities in general woodworking, electricity, metal work, printing and bookbinding, automotive work, textiles, ceramics and aviation, and science laboratories, testing laboratories and drafting rooms. In addition it will provide facilities for a year of graduate study and training for teachers of industrial arts who wish to become supervisors and directors. The State College at Buffalo is in close proximity to the great industrial plants located on the Niagara Frontier. Students preparing to become industrial arts teachers or supervisors will have an opportunity to keep in close touch with the principal industries in this area.

Library Building ................... $300,000

The present library of the college is housed in one large room on the second floor of the classroom and administration building. It is clearly inadequate for the library needs of the college. The proposed building will provide stack facilities for 75,000 volumes, suitable reading and study rooms and the necessary special rooms for the college.

Practice House for Home Economics Department .......................... $50,000

Since the establishment of the home economics department in Buffalo, the State has rented a private home as a practice house for the home economics department. This plan is unsatisfactory. The State should erect a practice house on the campus in the vicinity of the Home Economics Building.

3 State Teachers College at Brockport

Estimated Cost of Acquiring Additional Property .................. $100,000

At the time the Legislature appropriated funds for the new buildings at the State Normal School at Brockport, the thought was that the State would acquire the houses which are located on the same four-block site as the new State Teachers College. This property should now be acquired in order properly to complete the campus.

4 State Teachers College at Cortland

The State Teachers College at Cortland was established by an act of the Legislature in 1866 and was opened in 1869. The present site of 31 acres includes playing fields and tennis courts. The buildings were destroyed by fire in 1919. They were replaced by the present structure which houses a campus school of practice, offices, classrooms, laboratories, the library, the auditorium, the gymnasium and special rooms for student activities. In the early 1920's the Board of Regents authorized the establishment of a physical education department at Cortland. It is anticipated that, after the war, this college will have a substantial enrolment both in the general elementary department and in the field of health and physical education.

The recommended building program follows:

Special Building for the Department of Health and Physical Education .......................... $350,000

The gymnasium used by the department of health and physical education is located under the auditorium and well below the ground level. Because of its level there has been seepage. The gymnasium is too small for the use of both the general elementary department and the health and physical education department. It is unsuited for the special instructional program in health and physical education. The proposed building will provide classrooms and laboratory facilities for 250 special students, a major gymnasium and an auxiliary gymnasium, play and correctional rooms, clinics, offices, physical inspection rooms and a swimming pool. Space is available on the present site in close proximity to the main building.

Library Building .......................... $200,000

The present library on the second floor of the main building has always been inadequate and badly placed. The college eventually should have a library of 75,000 volumes. The library should be separately housed. It should have suitable reading rooms and special seminar and study rooms.

Central Heating Plant .......................... $150,000

The heating plant of this college is 25 years old; it is beginning to require large outlays annually for maintenance. With added units to be heated, it will be necessary to use high-pressure boilers. The boilers should be located in a separate building. The proposed building will include housing facilities for motorized equipment. The erection of this unit will eliminate the need for a special field house for storing equipment.

5 State Teachers College at Fredonia

The State Teachers College at Fredonia was established by an act of the Legislature in 1867 and opened in 1871. The original structure, sections of which are still used, was condemned as unsafe for student use in 1935. Supports were erected for holding up the floors and ceilings until the new plant could be constructed. The college still uses the auditorium, gymnasium, library and certain other rooms of the old buildings. The college has three departments: elementary, the library school and the special class. The special class program is conducted in cooperation with the Craig Colony School, a state institution for epileptics. In 1936 the Legislature appropriated $475,000 for the erection of an administration and classroom unit. This was completed in 1938. The college has a site of approximately 60 acres, 50 acres of
which were donated to the State by the village. The recommended building program follows:

**Library Building** ................. $200,000
**Auditorium, Music and Classroom Buildings** .......... 100,000
**Physical Education Building** ....... $80,000
**Heating Plant** ....................... 380,000

The library building will include reading and study rooms, classrooms and special rooms for 150 library students, and stack room for 75,000 volumes. The auditorium and music building should include an auditorium to seat 1000 persons, special music rooms and practice rooms. The physical education and health unit should include a main gymnasium and an auxiliary gymnasium (with rooms for correctional work, medical and physical examinations), offices, a swimming pool and locker rooms. In addition there will be a central heating plant and, if possible, a garage, a repair shop and a small greenhouse for the use of the biology class. The present site is adequate for the new units.

7 State Teachers College at New Paltz
The State Teachers College at New Paltz was established by the Legislature of 1885 and opened in 1886. Thus far this college has offered only a curriculum for the preparation of elementary school teachers. To this will be added a program to train teachers of health and physical education. The recommended building program follows:

**Gymnasium and Health Education Building** .......... $300,000

The present gymnasium is located in a wing of the main building. It is much too small. Upon the erection of a building for health and physical education, it is proposed to establish the new curriculum. This building should provide classroom facilities for 250 special students, a major gymnasium and an auxiliary gymnasium, recreational rooms, clinics, offices, physical inspection rooms and a swimming pool. The wing of the present main building can be remodeled to house laboratories to be used by both departments of the college. There is ample room on the present site for the new construction.

**Library Building** ................. $200,000

The present library of the college is located on the second floor of the main building above the auditorium. It has been inadequate from the beginning. The college should have a library of at least 75,000 volumes. To obtain efficiency of operation, availability for student use and fire protection, it should be separately housed. In addition to stack space for 75,000 volumes, the building should provide suitable reading and study rooms.

8 State Teachers College at Oneonta
The State Teachers College at Oneonta was established by the Legislature in 1863 and was opened in the fall of that year. It is the second oldest teachers college in the State. The Oneonta plant consists of an administration and classroom building and an industrial arts building. The site, on the shore of Lake Ontario, is large enough to care for future developments. The State offers two curriculums at Oneonta, one for elementary school teaching and one for industrial arts. The recommended building program follows:

**Physical and Health Education Building including Heating Plant** .......... $363,000

The present gymnasium is located underneat the auditorium. It has been impossible to develop proper programs in health and physical fitness for students because the plant does not possess the essential facilities. The proposed Health and Physical Education Building has already been approved by the Postwar Planning Commission. It will provide a major gymnasium and an auxiliary gymnasium, special recreation rooms, offices, locker rooms, shower rooms and a swimming pool.

**Campus School of Practice** .......... $400,000

The present practice school is located in one wing of the main building. The rooms used for practice teaching are inadequate for the purposes of observation and demonstration. The new building has already been approved by the Postwar Planning Commission. It will have enough classrooms to permit demonstration, experiment and student practice teaching. In addition the building will have appropriate assembly, play rooms and special rooms to house the instructional program of the elementary school.

**Extension of Industrial Arts Building** $200,000

The present Industrial Arts Building was authorized in 1930. The Legislature allotted $300,000 from bond moneys for this purpose. The Legislature of 1931 appropriated $40,000 for equipping the building, including a comprehensive general shop, and shops in electricity, metal work, printing and book-binding, woodworking and automotive work. It has suitable laboratories, classrooms and special rooms. Since the building was opened, the work has expanded to include aviation, textiles and ceramics. The plastic arts should now be added. There is no room at present for shops and laboratories in these important areas. They should be placed in a new wing.

9 State Teachers College at Oswego
The State Teachers College at Oswego was established by the Legislature in 1863 and was opened in the fall of that year. It is the second oldest teachers college in the State. The Oswego plant consists of an administration and classroom building and an industrial arts building. The site, on the shore of Lake Ontario, is large enough to care for future developments. The State offers two curriculums at Oswego, one for elementary school teaching and one for industrial arts. The recommended building program follows:

**Auditorium, Music and Classroom Buildings** .......... 100,000

The  Legislature  of  1931  appropriated $65,000 from bond moneys for this purpose. The Legislature of 1931 appropriated $40,000 for equipping the building, including a comprehensive general shop, and shops in electricity, metal work, printing and book-binding, woodworking and automotive work. It has suitable laboratories, classrooms and special rooms. Since the building was opened, the work has expanded to include aviation, textiles and ceramics. The plastic arts should now be added. There is no room at present for shops and laboratories in these important areas. They should be placed in a new wing.

10 State Teachers College at Plattsburg
The State Teachers College at Plattsburg was established by an act of the Legislature
in 1889 and was opened in 1890. It serves the graduates interested in preparing for teaching in the area from Schenectady northward. Prior to the destruction of the building by fire in 1929, it had two curriculums, one for elementary and one for commercial teachers. At that time the commerce department was transferred to the State College for Teachers at Albany. A curriculum for teachers of home economics was authorized in 1937. During the past year a curriculum for the preparation of nurses was established, in cooperation with the Federal Government. It is proposed that this curriculum be retained, in order that an adequate supply of school nurse-teachers may be trained for the smaller communities of the State. The recommended building program follows:

Home Economics Building .......................... $250,000

The present structure was built to house a campus school of practice and a college department devoted exclusively to the preparation of general elementary school teachers. In 1937 it was necessary to remodel classrooms and special rooms in one wing of the building for the work in home economics; these rooms are inadequate for an enrolment of 200 to 250. The proposed Home Economics Building will include classrooms, laboratories, homemaking suites and special rooms. It is to be erected on the present site.

Practice House for the Home Economics Department .......................... $50,000

The preparation of home economics teachers includes an opportunity to manage a home and to have practice in homemaking under the supervision of the college staff. At present a house in town is rented for this purpose, but the arrangement is unsatisfactory.

Purchase of additional land .......................... $20,000

11 State Teachers College at Potsdam

The State Teachers College at Potsdam was established by the Legislature in 1866 and was opened in 1869. In 1884 the first department of music teacher training was established. The main building, which is in good condition, was opened in 1919. The campus school of practice was built in 1931. In 1926 the State purchased the Crane Normal Institute of Music, organizing it as the Crane Department of Music of the normal school. As a three-year normal school, Potsdam had an enrolment of more than 600 students. The recommended building program follows:

Gymnasium and Health Education Building ........................................ $350,000

The main building has a small playroom in the basement. The campus school of practice has a gymnasium that is large enough only to serve its elementary pupils. The proposed building will provide a major gymnasium and an auxiliary gymnasium, recreation rooms, clinics, offices, physical inspection rooms and a swimming pool.

Music Building ....................................... $250,000

The music department of the college is badly housed on the upper floor of the main building. The new building will provide the necessary rehearsal rooms, studios and practice rooms, together with an auditorium for public performances.

Purchase of additional land ................................ $50,000

12 State Teachers College on Long Island (New)

State Teachers College on Long Island ...................................... $2,500,000

The State has established the policy of locating teacher-preparing institutions on a regional basis, so that they might be easily accessible to high school graduates. Prior to the turn of the century the State maintained the Jamaica Normal School to serve the Long Island region. When New York City extended its boundaries to include Jamaica, the school became a city normal school, with admission restricted to graduates of the city high schools. This left Long Island without a teachers college.

In 1905 the population of Suffolk and Nassau counties was approximately 15,000; in 1915 it had increased to 220,000. More than 600,000 persons now reside in these two counties.

The proposed teachers college on Long Island is to prepare elementary school teachers and teachers of business subjects. There was a shortage of teachers of business subjects prior to the war, and it is anticipated that they will have a larger place in the secondary school of the postwar period. The new teachers college should be designed to accommodate 1000 students in the two curriculums.

STATE COLLEGES OF AGRICULTURE, HOME ECONOMICS, VETERINARY MEDICINE AND THE GENEVA EXPERIMENT STATION AT CORNELL UNIVERSITY

Cornell University at Ithaca is the State's land-grant university. The State Colleges of Agriculture, Home Economics and Veterinary Medicine, as well as the Experiment Stations at Geneva and Ithaca, all share the educational reputation of a great university which has been well supported from private funds. The State of New York has already sensed the disparity which would exist if the state institutions located at Cornell were not generously supported. Over the years relatively large sums of money have been appropriated to maintain their comparable standing and, more particularly, to serve the youth of the State. The building program of Cornell University is unfinished, however, and the long-range needs of the state colleges have not been met.

1 The College of Agriculture

More than 20 years ago a legislative committee and the College of Agriculture approved a building program for the institution. This program has been subjected to critical analysis within the past six months by the board of trustees and officers of the college and by the Board of Regents. Agreement has been reached by all concerned that nine building projects should be included in the postwar building program of the State. These buildings are listed below in order of their priority, together with the estimated cost of construction and equipment.

Agricultural Library and Classroom Building ................................ $1,500,000

Agricultural Engineering Building ............................................. 900,000

Animal Husbandry Building .................................................... 510,000

Poultry Research Farm and Plant ............................................ 174,000

Agronomy Building .................................................................. 765,000

Biological Science Building ....................................................... 1,400,000

New Greenhouses and Headhouse ............................................. 320,000

Turkey and Duck Research Farm .............................................. 50,000

ROTC Drill Hall ........................................................................ 200,000

$5,819,000

Agricultural Library and Classroom Building

The library of the New York State College of Agriculture, containing one of the best
collections of agricultural literature in the world, is housed in the basement of Stone Hall, a building of nonfireproof construction. If the library were destroyed, many volumes could not be replaced at any price. Because of the fire hazard and the crowded conditions, some valuable books are stored in other buildings not readily accessible to the staff and students.

The proposed new library and classroom building will provide a safe repository for the collection and will make the books available. It will include reading-room facilities and additional classroom space.

The proposed wing between the new Library Building and Warren Hall will supply additional office, laboratory and storage space for the departments of rural sociology and agricultural economics.

Agricultural Engineering Building
The work in agricultural engineering has been hampered for many years by the lack of adequate housing facilities. At present the department has offices in the crowded Dairy Industry Building and Laboratory space in a one-story wooden shed at the rear of Wing Hall. Classes in agricultural engineering are being taught in the corridors of the laboratory space. Research is seriously limited through lack of equipment and space. Teaching in farm mechanics, farm machinery and the like is of great importance to the welfare of the State. Until satisfactory housing is provided for such work, the college can not develop an adequate program in this field.

Animal Husbandry Building
To relieve the congestion in the animal husbandry department, it was originally proposed that two wings be constructed as additions to Wing Hall. Recent study has revealed that the new wings would create a complication in the general area of the Dairy Industry Building, the Judging Pavilion and the proposed new Agricultural Engineering Building. The revised plans call for an Animal Husbandry Building to be located due east of the Dairy Industry Building. In recent years the auditorium in Wing Hall has been too small to accommodate the large classes in animal husbandry. The new building is also needed in order that the animal nutrition laboratories may be transferred from the Dairy Industry Building. This transfer, with that of the agricultural engineering offices indicated above, will relieve the present crowded condition in the department of dairy industry. The new building will also provide fireproof quarters for the work in animal nutrition now carried on in the second story of the north wing of the horse barn, the only part of the barn saved during the recent fire.

Poultry Research Farm and Plant
Many of the buildings on the poultry research farm are obsolete; some of them should be entirely rebuilt. The present farm site has been surrounded by private homes and other suburban developments which prevent expansion and interfere with efficient work. It is desirable to move the poultry farm to a new location with adequate acreage, and to provide modern, well-constructed buildings, fences, roads and the like for the maintenance of research in poultry husbandry. Such facilities will aid an industry that produces approximately 20 per cent of the State’s total farm income.

Agronomy Building
The department of agronomy is responsible for the work in soils and field crops. At present it is housed in Caldwell Hall, a building constructed in 1913 and planned to house only the soils work of the college. The present building is wholly inadequate. Space for additional offices, laboratories and classrooms can not be obtained by the construction of wings, for it is surrounded by other buildings.

It is recommended that a new building, with greenhouses attached, be constructed for the work in agronomy. The building should provide space for instruction in soils and field crops. Special attention should be given to facilities for research. The present buildings will release space for the needs of other departments.

Biological Science Building
The construction and equipment of the Plant Science Building at the college was a landmark in the advancement of plant science research and teaching in the State. Since rapid advances are being made in the biological sciences, a similar opportunity exists in the proposed Biological Science Building which would house the department of entomology and limnology, the department of zoology, much of the work in biochemistry and some of the work in the school of nutrition.

New Greenhouses and Headhouse
Greenhouses are an indispensable adjunct to a teaching and research program in the plant sciences and agriculture. For example, they make it possible to conduct two sets of experiments during any given year, in the field during the summer and in the greenhouse during the winter. The teaching and research activities of several college departments have been hampered for years by a lack of greenhouse space.

Turkey and Duck Research Farm
For a number of years, a duck industry of considerable size has existed in the State, centered largely on Long Island. In recent years, there has also been a marked expansion in the production of turkeys. These agricultural industries are faced with problems of nutrition, management and breeding. For this type of work the college should develop a separate, modest, but well-planned turkey and duck research farm.

Drill Hall for ROTC
Under the Morrill Act, land-grant institutions are all required to maintain instruction in military science and tactics. Cornell University, the land-grant institution for New York State, anticipates serving some 2400 or 2500 students in its ROTC after the war. The postwar program at Cornell will require full mechanization of its training in field artillery. Additional equipment will be needed and adequate provision for housing and servicing this equipment will be necessary. It is proposed, therefore, to excavate a full basement floor beneath the present Drill Hall.

2 The New York State College of Home Economics
Recommended building: Homemaking Practice Building $60,000
This building will provide needed additional facilities for the college.

3 The New York State Veterinary College
Recommended building program:
Addition to James Law Hall $250,000
Remodeling Small Animal Clinic 17,000
Remodeling Farriery Building $7,000
Total $274,000
The first item involves raising the front portion of James Law Hall and its replacement by a new structure. James Law Hall is the oldest state building on the Cornell campus, having been completed in 1896. The floors have sagged badly and the whole structure is vulnerable to fire. Vibration is so great that microscopic work on the second and third floors is difficult.

Two minor alteration projects are recommended to modernize the Small Animal Building and the Farriery Building.

4 The New York State Agricultural Experiment Station

The Experiment Station at Geneva is a strong arm of the State College of Agriculture; it is an outstanding plant, soil and nutrition laboratory. Through this station, New York should lead the country in its understanding of food production and utilization, giving farmers maximum returns and consumers economical and adequate nutrition. To reach these objectives the station requires the following new buildings:

- Food Processing Building $913,000
- Entomological and Plant Pathology Laboratory Building 400,000
- Additional Greenhouse Unit 30,000
- Additions to Hedrick Hall 35,000
- Central Heating Plant 400,000

$1,778,000

From the standpoint of climatic and soil conditions, as well as location, the Geneva Station is admirably situated for research in the production and utilization of vegetables and fruits. In any large-scale attack on the State's nutritional problems, the logical development is to utilize the station for research in the processing of fruits and vegetables. The building projects listed above should be considered as a unit, for they are all needed to round out the necessary equipment.

There should also be continued at the station the control services supplied to the New York State Department of Agriculture and Markets in its policing of the feed, fertilizer, seed, insecticide and fungicide supplies of the State.

An administrative organization has been established which provides a close coordination of the research program at Geneva and Ithaca. This avoids duplication. To this end, all research in animal products will be transferred to the Cornell Station.

With the development of new methods of processing and preserving foods, like quick freezing and storage at low temperature, it is certain that fresh vegetables and fruits will be preserved increasingly for home and community use. Research workers on breeding, culture and harvesting must consider nutritional and table qualities: the average consumer has become nutrition-conscious.

To equip the Geneva Experiment Station for the indicated research, certain new facilities are required. Chief of these is a food processing building of modern design and construction, permitting the utmost flexibility in the installation and operation of experimental or pilot food processing operations. This building is designed to house chemistry (control and research), bacteriology and food processing divisions, and cold storage units for pomology, vegetable crops, entomology and plant pathology.

The additional greenhouse unit will include a headhouse for soil treating and sterilizing equipment; the addition to Hedrick Hall will provide research rooms for horticulture and seed control.

The need for a central heating plant is recognized by all concerned.

THE NEW YORK STATE COLLEGE OF CERAMICS AT ALFRED UNIVERSITY

The College of Ceramics is a highly specialized institution. Its work in ceramic engineering and glass technology has won national recognition. Recently it has been accredited as an engineering college. More than $30,000 in research fellowships has been contributed to the college by industry.

Recommended building program:
- Classroom-Laboratory Building $200,000
- Industrial Building 75,000
- $275,000

THE NEW YORK STATE COLLEGE OF FORESTRY AT SYRACUSE UNIVERSITY

Recommended building program:
- Industrial Laboratory and New Sawmill Building $202,000
- General Forestry Building 569,000
- $771,000

The Industrial Laboratory and Sawmill Building is needed to concentrate chemical courses in one place and to provide facilities for work in cellulose plastics, plywood and veneers, and woodworking. The woodworking machinery is now dangerously crowded, and recent progress in these industries emphasizes the need for a new building.

It is proposed that the Sawmill Building be erected east and parallel to the Pulp and Paper Laboratory Building. The plan also calls for the erection of a structure to connect the Pulp and Paper Building and the present Woodworking and Preservation Laboratory, removing small intervening structures. These improvements would serve to make compact the whole industrial unit. The present organic chemistry laboratory, small chemical laboratories and the plastic and X-ray laboratories now located in the basement of Bray Hall will be housed in the industrial building.

Original plans made over 25 years ago contemplated three main buildings on the campus of the College of Forestry. Of these three buildings, two were constructed—Bray Hall and the Marshall Memorial Building. The proposed new Forestry Building will house the work in silviculture, landscape and recreational management, forestry management, soils and other activities in the field of general forestry. This building should be erected opposite the Marshall Memorial Building.

THE NEW YORK STATE RANGER SCHOOL

The Ranger School was established at Wanakena 31 years ago, as a branch of the State College of Forestry. The College of Forestry at Syracuse provides facilities for education through four years, and in some cases five or more years. This program is supplemented by the one-year course at the Ranger School, designed primarily to train young men to fill subprofessional positions in public or private employment. Many of its
The New York State Agricultural and Technical Institute at Alfred University

Recommended building program:

- Industrial Building ........................................... $325,000
- Practical Arts Building, including Site .................. 300,000
- Gymnasium-Auditorium ...................................... 180,000
- Farm Machinery Building .................................. 40,000

The proposed building program provides for a minimum of 600 and a maximum of 800 students, including an estimated enrollment of 300 students in industrial and technical courses, 150 students in agriculture and 150 students in home economics and practical arts. Cooperative arrangements with Alfred University will permit students enrolled in the institute to take courses offered by the university. The trustees of Alfred University have agreed to deed to the State a site for the proposed Industrial Building. The State will need to purchase additional property for the site of the Practical Arts Building.

The recommended Gymnasium and Auditorium will provide facilities for the students enrolled in the College of Ceramics and the Agricultural and Technical Institute. The combined enrollment of these institutions will be approximately 1000 students.

The New wing on the main building is needed properly to house students at the Ranger School. There is also need for an infirmary, a small apartment for a staff member and an instrument room. To insure the efficient operation of the school, a new residence for the director, a residence for the mechanic and a garage-workshop should be constructed.

The region served by the institute at Alfred University has a population in excess of 300,000, with a high school enrolment of 22,000 and a senior class, including special students, of 5300. The proposed expansion of the school will permit students enrolled in the College of Agriculture and Technical Institute at Alfred University to take courses offered by the Cornell University.

AGRICULTURAL AND TECHNICAL INSTITUTES; THE MARITIME ACADEMY

1 The New York State Agricultural and Technical Institute at Alfred University

Recommended building program:

- Farm Shop Building ........................................... $100,000
- Residence for Director ...................................... 13,000
- Residence for Mechanic ..................................... 7,000
- Garage and Workshop ....................................... 5,000

The proposed building program provides for a minimum of 300 and a maximum of 400 students, about evenly divided between agriculture and home economics.

The institute will offer agricultural courses for persons from Westchester, Dutchess and Putnam counties. It will also attract some students from Westchester, Dutchess and Putnam counties.

2 The New York State Institute of Agriculture and Home Economics at Cobleskill

Recommended building program:

- Home Economics and Practical Arts Building for Girls $175,000
- Farm Mechanics Shop ........................................ 30,000
- Central Heating Plant ....................................... 75,000

The proposed building program provides for a minimum of 300 and a maximum of 400 students, about evenly divided between agriculture and home economics.

The institute will offer agricultural courses in a region with a population of 650,000. The high school enrolment is in excess of 30,000 students, with approximately 5000 graduates each year. Cobleskill will serve young people in Schoharie, Albany, Schenectady, Montgomery, Rensselaer, Saratoga and Fulton counties who desire special training in agriculture.

3 The New York State Agricultural and Technical Institute at Delhi

Recommended building program:

- Farm Shop Building ........................................... $50,000
- Purchase and Remodeling of Old High School Building at Delhi ........................................... 30,000
- Combination Gymnasium-Auditorium ...................... 100,000

The proposed building program provides for a minimum of 300 and a maximum of 400 students, including 150 students in agriculture and 150 students in home economics and practical arts for girls. It will offer curriculums in agriculture and home economics for persons from Delaware, Chenango, Broome, Sullivan, Ulster and Greene counties. It will also attract some students from Westchester, Dutchess and Putnam counties.

4 The New York State Agricultural and Technical Institute at Morrisville

Recommended building program:

- Industrial and Technical Building ......................... $250,000
- Home Economics and Practical Arts Building .......... 200,000
- Central Heating Plant ....................................... 75,000
- Combination Gymnasium-Auditorium ...................... 150,000
- Administration-Classroom Building ....................... 250,000

The proposed building program provides for a minimum of 600 and a maximum of 800 students, including 300 students in industrial and technical courses, 150 students in agriculture and 150 students in home economics and practical arts. This institute will serve a region having a population of approximately 650,000 inhabitants, with an estimated high school enrolment of 42,000 boys and girls and a graduating class of 9000. In addition to work in agriculture and home economics, which is similar to the courses in other institutes, Morrisville will specialize in technical courses related to the watch and clock industry, office machines and automobiles.

The proposed building program provides for a minimum of 1500 and a maximum of 2000 students, including 400 students in agriculture, 700 students in industrial and technical courses and 400 students in home economics and practical arts courses. This institute will serve one of the most rapidly growing populations in the State. The two counties, Nassau and Suffolk, have a population of more than 600,000 and a high school enrolment of 30,000 boys and girls, with approximately 6000 graduates a year. The property now owned by the State will be ample for the new construction. The proposed curriculums will cover a wide range of technical, agricultural and
The New York State School for the Blind was erected in 1868. The walls of the building are brick, but the interior is of wood construction. There are two fireproof dormitories, one for boys and one for girls. The State Architect's Office and the Education Department have recommended previously that the main administration and classroom building be replaced with a fireproof structure. The old building is a hazard in every respect; it can not provide the classroom, administrative and dining facilities needed for this school.

The technical courses include industrial chemistry, electricity, papermaking and machine shop; the agricultural courses include dairy cattle, livestock, poultry, vegetable gardening and field crops, together with related work in processing and marketing.

Other State Institutions

1 New York State School for the Blind at Batavia

Recommended building program:
Main Building, including administrative offices, classrooms, laboratories, shops, dining room and kitchen facilities, library and auditorium... $650,000
Superintendent's Residence .......................... 18,000

The present main building at the New York State School for the Blind was erected in 1868. The walls of the building are brick, but the interior is of wood construction. There are two fireproof dormitories, one for boys and one for girls. The State Architect's Office and the Education Department have recommended previously that the main administration and classroom building be replaced with a fireproof structure. The old building is a hazard in every respect; it can not provide the classroom, administrative and dining facilities needed for this school.

The proposed building program provides for a minimum of 400 and a maximum of 500 students. At present this school is training young men as deck and engineer officers in the American Merchant Marine. It is proposed to offer additional curricula for young men who wish to become junior executives or technicians in shipping, export and allied enterprises. With expanded facilities, the academy will be able to train young men for positions of responsibility in the merchant marine and in the many varieties of foreign trade.

2 Indian Schools

Tuscarora Reservation

Recommended building program:
New building, to accommodate a minimum of 100 and a maximum of 150 pupils, including six classrooms, industrial arts shop, homemaking room, combination gymnasium and auditorium....... $110,000

 Allegany Reservation

New building, to accommodate a minimum of 100 and a maximum of 150 pupils, including six classrooms, industrial arts shop, homemaking room, combination gymnasium and auditorium....... $110,000

2 Institute of Aeronautics (Syracuse)

Recommended building program:
Hangar ..........................  $2,000,000
Aeronautics is one of our rapidly growing industries. Millions of dollars have been expended by industry, the Federal Government and local communities for manufacturing plants, airports and necessary servicing facilities. Surveys made by the State Education Department indicate that there is need for well-organized training programs leading to employment in highly skilled positions in the manufacturing, operation and servicing of aircraft equipment.

The type of training provided by this institute makes it necessary to have the hangar, shops and laboratories housed in buildings immediately adjacent to a Class A airport. Young men preparing for positions in airport management, traffic control and meteorology, and in the servicing of commercial planes, will secure first-hand experience. The city of Syracuse has agreed to convey to the State of New York a site of approximately 25 acres adjacent to the airport.

The proposed building program will provide facilities for a minimum of 750 and a maximum of 1200 students. The school will be used also for short intensive training for men already employed in aviation. Since it is not desirable to multiply facilities and equipment for highly specialized work, this institute will serve all the upstate area.

2 Institute of Business (Utica)

Recommended building program:
Buildings to house classrooms, laboratories, classrooms, gymnasium and auditorium ................ $1,000,000

The facilities recommended will provide for a minimum of 600 and a maximum of 1000 students.
The purpose of this institute is to provide basic business training for young people who expect to enter the field of retail distribution, either as ultimate owners or as managers. The State has 190,000 retail establishments, but in the past special training has not been provided. Retail distribution is increasingly competitive; the independent retailer of the future will need better training for his vocation.

The general plan provides for a two-year course, to include basic work in finance, economics, buying, advertising, salesmanship, government regulation and management, together with further work in general subjects. Students will be allowed to specialize the second year in a field of their major interest, such as foods, general stores, hardware, or automotive concerns.

3 Institute of Public Service Training
(Albany)

Recommended building program:
Buildings to house conference rooms, laboratories, administrative offices, shops, a fire tower, a cafeteria and a dormitory to accommodate 200 persons $750,000

The importance of training for public officials and employees has long been recognized. The New York State Conference of Mayors, the Association of Towns of the State of New York, the State Education Department and other agencies have provided training for large numbers of state and municipal officials.

The training of these employees is one problem which all state departments and municipalities have in common. In the interests of economy, both of money and effort, the training of personnel should be undertaken by a well-equipped and well-staffed agency. A single Institute of Public Service Training through which state and local employees may receive instruction is desirable. The willingness of public employees and officials to take advantage of courses is evidenced by the fact that over 60,000 state and municipal employees were enrolled during the year ending June 30, 1943.

The recommended building program will provide for 500 students. Laboratory facilities will be maintained for the training of food inspectors, milk inspectors, sanitation workers, water superintendents and other groups of public employees who need specialized laboratory training. The shops will provide adequate space for the housing of fire equipment, highway and street construction and repair equipment, and other types of equipment used by state and municipal governments. The facilities will also include lecture and conference rooms, a library, cafeteria and a dormitory to accommodate 200 students.

The facilities will make it possible to provide a wide range of courses for firemen, policemen, assessors, justices of the peace, food inspectors, sanitation officials and clerks. The staff of the institute will also offer extension courses in various sections of the State. It is estimated that the institute could serve 75,000 public officials and employees each year.

4 Institute of Industrial and Labor Relations

(It is believed that the Institute of Industrial and Labor Relations, indorsed in Part I of this report, could be established with an initial appropriation of $100,000. It is assumed that the institute would be attached to an existing college or university; the immediate outlay would be for operating expenses. At some future date, when the question of location has been decided, it will be proper to submit a request for building construction.)

5 Institute of Applied Arts and Sciences
(Capital District)

Recommended building program:
Buildings to include classrooms, administration building, shops, laboratory, heating plant and gymnasium-auditorium $2,000,000

The recommended facilities will provide for a minimum of 1600 and a maximum of 2400 students, including 1000 students in industrial and technical courses and 600 students in home economics and applied arts.

This institute will serve an area with a population of approximately 750,000, having a high school enrollment of 41,000 boys and girls, with an annual graduating class of approximately 8000 students.

Agriculture will not be offered, but a wide range of industrial and technical courses will be developed, with emphasis on the electrical, electronic, radio and metallurgical industries.

6 Institute of Applied Arts and Sciences
(Binghamton)

Recommended building program:
Buildings to include classrooms, shops, laboratories, administration building, gymnasium-auditorium and heating plant $1,500,000

The recommended facilities will provide for a minimum of 1000 and a maximum of 1400 students, with an estimated enrollment of 600 young people in industrial and technical courses and 400 students in home economics and applied arts courses for women. This institute will serve an area having a population of 350,000, a high school enrollment of 21,000 students and an annual graduating class of approximately 4000. Among other curriculums, there will be offered work in metal products, chemistry, photography, shoe manufacturing and the civil technologies.

7 Institute of Applied Arts and Sciences
(Buffalo)

Recommended building program:
Buildings to include classrooms, shops, laboratories, administration building, gymnasium-auditorium and heating plant $2,500,000

The recommended building program will provide facilities for a minimum of 1800 and a maximum of 2400 full-time students, together with an equal number of adults on a part-time basis. This institution will serve an area having a population in excess of 1,000,000, and a high school enrollment of 65,000 boys and girls, with an annual graduating class of approximately 11,000 students.

It will provide terminal courses for a wide range of industrial and technical occupations and basic courses in home economics and other specialized fields for young women. It will train young people for the highly diversified industries in western New York and for agricultural vocations.

The proposed curriculums include metal products manufacturing, industrial chemistry, airplane construction, plastics, flour milling, architecture and building construction, baking, power plant operation and maintenance, hotel management, laundry and dry cleaning management, refrigeration and air conditioning, together with agricultural and home economics courses similar to those at Farmingdale on Long Island.
and 50 students in agriculture. This institute
mum of 500 students, including 125 students
students in home economics and practical arts
class of approximately 700 students. The
population of 100,000 with a high school
Purchase of property, including farm
Classrooms and administration build-

The proposed curriculums include mining,
hotel management, automobile me-

The proposed building program will pro-
for a minimum of 400 and a maximum
of 600 students, including 250 students in
industrial and technical courses and 150 stu-
dents in home economics and practical arts.
This institute will serve an area having a
population of approximately 150,000 people. The
high schools in the area graduate approxi-
ately 1300 students each year. The
industries in this area employ large numbers of
technical and highly skilled workers. The
curriculum will be related to the technical
demands of the region, exclusive of agricul-
ture.

9 Institute of Applied Arts and Sciences
at Plattsburg (affiliated with the
State Teachers College)

Recommended building program:
Classrooms and administration build-
ing, shops and laboratories, heat-
ing plant ........................................ $350,000
Purchase of property, including farm
for agricultural courses ...................... 30,000  $380,000

This institute will serve an area having a
population of 100,000 with a high school
enrollment of 5000, and an annual graduating
class of approximately 700 students. The
recommended building program will provide
facilities for a minimum of 300 and a maxi-
mum of 500 students, including 125 students
in industrial and technical subjects, 125
students in home economics and practical arts
and 50 students in agriculture. This institute
will be affiliated with the State Teachers
College; the auditorium, gymnasium and
other facilities of the college will be used by
the institute.

The proposed curriculums include mining,
hotel management, automobile me-

The recommended building program will pro-
provide for a minimum of 400 and a maximum
of 600 students, including 250 students in
industrial and technical courses and 150 stu-
dents in home economics and practical arts.
This institute will serve an area having a
population of approximately 150,000 people. The
high schools in the area graduate approxi-
ately 1300 students each year. The
industries in this area employ large numbers of
technical and highly skilled workers. The
curriculum will be related to the technical
demands of the region, exclusive of agricul-
ture.

10 Institute of Applied Arts and Sciences
(Rochester)

Recommended building program:
Buildings to include shops, labora-
tories, classrooms, administrative
building, gymnasium-auditorium $2,000,000

The Board of Regents has under consider-
ation a suggested plan whereby the work of
the institute at Rochester may be integrated
or coordinated with the excellent work in the
field of technical education which has been
carried on for over a century by the Roch-
ester Athenaeum and Mechanics Institute, to
the end that duplication may be avoided.
The new institute will provide facilities for
an estimated enrollment of a minimum of
1500 and a maximum of 2000 students,
including 1000 students in industrial and

12 Institutes of Applied Arts and
Sciences in New York City

The Board of Education of the City of
New York has requested that the Board of
Regents give favorable consideration to the
establishment of New York State Institutes
of Applied Arts and Sciences in the city. At
the same time, the Board of Higher Edu-
cation has expressed its approval of New
York State institutes in connection with the
four city colleges under its jurisdiction. The
purposes are similar to those in the upstate
institutes, namely, to educate and train
students in technical, industrial and other
occupations in conjunction with a program of
general education comprising instruction in
English, social science and such other
subjects as may contribute to personal
growth and citizenship.

The main work will be carried in two-
year terminal courses. Shorter terms and
special offerings will meet the educational
needs of students with varying objectives and
time opportunities. Attention will be paid to
the health needs of young persons. In-
structional methods will be adapted to the
social maturity of the students and to voca-
tional and community needs.

It is understood that the Board of Higher
Education, through institutes under its juris-
diction, will establish two-year curriculums
in subprofessional areas such as the follow-
ing: social service, laboratory technologies,
legal stenography and architectural drafting.
It may develop junior divisions to sponsor the
new programs. New buildings will be
needed.

The Board of Education will establish
institutes offering courses in occupational
areas similar to the following: aviation,
machine and metal industries, industrial arts,
food, and graphic arts, as indicated in the
recapitulation which follows. The institutes
under the Board of Education will be com-
posed of units developed either in buildings
to be erected or in facilities already available.
The administration and supervision of the
program will be a general function of the
Board of Education; it is to provide suitable
courses of study and appoint the teaching
staff, under regulations to be formulated by
the Regents. Advisory commissions for each
major unit of the institutes, when formed,
will operate through the advisory board for
vocational education.
Appropriate measures will be taken by the two boards in New York City to prevent duplication in offerings and to insure a sound guidance program.

The Board of Education and the Board of Higher Education of New York have proposed plans for administering the program of the institutes under the general authority of the Board of Regents. These plans are considered feasible and desirable.

Summary of Institutes of Applied Arts and Sciences in the City of New York

A Board of Education

1 Institute of Aviation (mechanical, experimental, construction, radio, communication, maintenance, management)

It is proposed that the State construct the Wilbur Wright School of Aviation, now being planned by the Board of Education, New York City, as an advanced school in aviation. If additional facilities are required, it is feasible to purchase the Aviation Institute, a privately owned school, located adjacent to the proposed Wilbur Wright School.

Cost of site of Wilbur Wright School (city-owned)

Estimate cost of building and equipment ........ $2,150,000

2 Institute of Graphic Arts (printing, photography, lithography, design)

(The Board of Education is planning the construction of a graphic arts building for 2000 students at an estimated cost for building and equipment of $2,500,000, plus a site cost of $1,500,000.)

It is proposed, for the purposes of the institute, to construct an independent building, corridor-connected, to accommodate 1000 students, on a site adjacent to the proposed Board of Education building.

Cost of site .................................. $600,000

Cost of building and equipment ........... $1,000,000

3 Institute for Industrial Arts (fashions, textiles, design, metals, plastics)

(The Board of Education is planning the construction of a School of Industrial Arts at a cost for site of $1,250,000, and a building and equipment cost of $1,850,000, to accommodate 2000 students.)

It is proposed, for the purposes of the institute, to plan a building for 1500 students. A relation will be developed between the institute and the Fashion Center proposed by the City of New York.

Estimated cost of site for institute ........ $500,000

Cost of building and equipment .......... $740,000

4 Institute for Automotive Occupations (ground transportation, engines, testing, maintenance)

It is proposed, for the purposes of the institute, to construct an independent building, adjacent to the present building of the Automotive High School, to house 1000 students. The city owns the site.

Cost of building and equipment ........ $835,000

5 Institute for Food Occupations (nutrition, diet, management, cost accounting)

(The Board of Education is planning the construction of a Food Trades High School for 2000 students at a site cost of $600,000 and a building and equipment cost of $1,500,000.)

It is proposed, for the purposes of the institute, to construct an independent building, to accommodate 500 students, on a site adjacent to the proposed Board of Education school.

Cost of site .................................. $240,000

Cost of building and equipment ........ $600,000

6 Institute for Machine and Metal Occupations (metallurgy, machine design, drafting, physical science, reboilding machinery, power, electric motors, communications)

It is proposed to construct a building adjacent to the present Machine and Metals Trades School of the Board of Education to accommodate 1000 students. No expenditure for a site will be necessary.

Cost of building and equipment .......... $689,000

7 Institute for Communications (electronics, telephone, television, radio)

It is proposed, for the purposes of the institute, to make alterations in a building presently owned by the Board of Education. This building, together with space in the Brooklyn Technical High School, the Gompers High School for Electrical Trades and the East New York Vocational High School, will afford ample facilities.

Cost of alterations ......................... $730,000

The total cost for the seven institutes outlined above is $8,104,000.

It is estimated that these seven institutes will accommodate 8000 men and women, distributed as follows:

- Aviation .................. 1500
- Graphic Arts ............ 1000
- Industrial Arts .......... 1500
- Automotive ............... 1000

Food .................. 500
Machine and Metal .... 1000
Communications ....... 1500

(It is estimated that the total annual budget for the seven institutes in New York City, including teachers, building operation, overhead, supplies, guidance services and curriculum development, will be $2,500,000.)

B Board of Higher Education

The construction estimate for the four institutes under the general supervision of the Board of Higher Education is as follows:

Cost of construction, exclusive of sites (some of which may be made available by transfer from the city), four institutes at an estimated cost of $2,000,000 each .... $8,000,000

It is proposed to establish one institute in connection with each of the following colleges: Brooklyn, City College, Hunter and Queens.

Each of the four institutes is planned for about 2000 students, with arrangements for expansion, should this be justified by the subsequent educational demand. The estimate of size is regarded as conservative. In New York City 32,000 boys and girls are graduated annually from academic, general and commercial high school courses. From 7000 to 9000 students enter the city colleges each year. It is estimated that the required capital outlay per student in the New York City area will be $1000. (Annual operating costs per student are expected to run from $325 to $400.)

These institutes, like the others, will be primarily terminal in character; they are designed to offer definite units of work, with approximately one-half the time devoted to
liberal arts and one-half to subprofessional and vocational curriculums. It is assumed that a small number of the students will desire to undertake a regular college program at the end of two years.

A proposed division of labor, as between institutes under the Board of Education and those under the Board of Higher Education, will lie in the emphasis of the latter on curriculums that require less extensive shops, fixtures and laboratories. For example, institutes under the Board of Higher Education may offer work in distributive trades, public service occupations, business specialties in the legal and medical professions, institutional management and transportation.

Recapitulation of Postwar Educational Projects for New York State

(Boldface figures are totals for group)

<table>
<thead>
<tr>
<th>Project Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Addition to State Education Building (detached building)</td>
<td>$1,200,000</td>
</tr>
<tr>
<td>Site for building</td>
<td>$250,000</td>
</tr>
<tr>
<td>2 State Museum Building</td>
<td>$5,000,000</td>
</tr>
<tr>
<td>3 State Archives Building</td>
<td>$1,000,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$7,450,000</strong></td>
</tr>
</tbody>
</table>

**State Teachers Colleges**

<table>
<thead>
<tr>
<th>College</th>
<th>Project</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 State College for Teachers at Albany</td>
<td>Building to house commercial department</td>
<td>$400,000</td>
</tr>
<tr>
<td></td>
<td>Gymnasium and recreation center</td>
<td>$300,000</td>
</tr>
<tr>
<td></td>
<td>Addition to library</td>
<td>$150,000</td>
</tr>
<tr>
<td></td>
<td>Administration building</td>
<td>$100,000</td>
</tr>
<tr>
<td></td>
<td>Purchase of additional property</td>
<td>$250,000</td>
</tr>
<tr>
<td>2 State Teachers College at Buffalo</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>College of Industrial Arts</td>
<td>$500,000</td>
</tr>
<tr>
<td></td>
<td>Library</td>
<td>$300,000</td>
</tr>
<tr>
<td></td>
<td>Practice house for home economics department</td>
<td>$50,000</td>
</tr>
<tr>
<td>3 State Teachers College at Brockport</td>
<td>Estimated cost of acquiring additional property</td>
<td>$100,000</td>
</tr>
<tr>
<td>4 State Teachers College at Cortland</td>
<td>Special building for department of health and physical education</td>
<td>$350,000</td>
</tr>
<tr>
<td></td>
<td>Library</td>
<td>$200,000</td>
</tr>
<tr>
<td></td>
<td>Central heating plant</td>
<td>$150,000</td>
</tr>
<tr>
<td>5 State Teachers College at Fredonia</td>
<td>Administration and classroom building including library</td>
<td>$450,000</td>
</tr>
<tr>
<td></td>
<td>Auditorium and gymnasium</td>
<td>$300,000</td>
</tr>
<tr>
<td></td>
<td>School of practice</td>
<td>$375,000</td>
</tr>
<tr>
<td>6 State Teachers College at Genesee</td>
<td>Library building</td>
<td>$680,000</td>
</tr>
<tr>
<td></td>
<td>Auditorium, music and classroom buildings</td>
<td>$100,000</td>
</tr>
<tr>
<td></td>
<td>Physical education building, including heating plant</td>
<td>$380,000</td>
</tr>
<tr>
<td>7 State Teachers College at New Paltz</td>
<td>Gymnasium and health education building</td>
<td>$500,000</td>
</tr>
<tr>
<td></td>
<td>Library building</td>
<td>$200,000</td>
</tr>
<tr>
<td>College</td>
<td>Amount</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>8 State Teachers College at Oneonta</td>
<td>$1,500,000</td>
<td></td>
</tr>
<tr>
<td>Erection of complete new unit with exception of practice school</td>
<td>$1,500,000</td>
<td></td>
</tr>
<tr>
<td>9 State Teachers College at Oswego</td>
<td>$963,000</td>
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</tr>
<tr>
<td>Physical and health education, including heating plant</td>
<td>$363,000</td>
<td></td>
</tr>
<tr>
<td>Practice school</td>
<td>$400,000</td>
<td></td>
</tr>
<tr>
<td>Industrial arts building</td>
<td>$200,000</td>
<td></td>
</tr>
<tr>
<td>10 State Teachers College at Plattsburg</td>
<td>$320,000</td>
<td></td>
</tr>
<tr>
<td>Home economics building</td>
<td>$250,000</td>
<td></td>
</tr>
<tr>
<td>Practice house for home economics department</td>
<td>$50,000</td>
<td></td>
</tr>
<tr>
<td>Purchase of additional land</td>
<td>$20,000</td>
<td></td>
</tr>
<tr>
<td>11 State Teachers College at Potsdam</td>
<td>$650,000</td>
<td></td>
</tr>
<tr>
<td>Gymnasium and health education building, including heating plant</td>
<td>$350,000</td>
<td></td>
</tr>
<tr>
<td>Music building</td>
<td>$250,000</td>
<td></td>
</tr>
<tr>
<td>Purchase of additional land</td>
<td>$50,000</td>
<td></td>
</tr>
<tr>
<td>12 State Teachers College (Long Island)</td>
<td>$2,500,000</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>$11,188,000</td>
<td></td>
</tr>
</tbody>
</table>

**State-supported Colleges**

<table>
<thead>
<tr>
<th>College</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 New York College of Agriculture</td>
<td>$5,819,000</td>
</tr>
<tr>
<td>Agricultural library and classroom building</td>
<td>$1,500,000</td>
</tr>
<tr>
<td>Agricultural engineering building</td>
<td>$900,000</td>
</tr>
<tr>
<td>Animal husbandry building</td>
<td>$510,000</td>
</tr>
<tr>
<td>Poultry research farm and plant</td>
<td>$174,000</td>
</tr>
<tr>
<td>Agronomy building</td>
<td>$765,000</td>
</tr>
<tr>
<td>Biological science building</td>
<td>$1,400,000</td>
</tr>
<tr>
<td>New greenhouses and headhouse</td>
<td>$320,000</td>
</tr>
<tr>
<td>Turkey and duck research farm</td>
<td>$50,000</td>
</tr>
<tr>
<td>ROTC drill hall</td>
<td>$200,000</td>
</tr>
<tr>
<td>2 New York State Experiment Station at Geneva</td>
<td>$1,778,000</td>
</tr>
<tr>
<td>Food processing building</td>
<td>$913,000</td>
</tr>
<tr>
<td>Additional greenhouse unit</td>
<td>$400,000</td>
</tr>
<tr>
<td>Addition to Hedrick Hall</td>
<td>$30,000</td>
</tr>
<tr>
<td>Central heating plant</td>
<td>$35,000</td>
</tr>
<tr>
<td>3 New York State Veterinary College</td>
<td>$274,000</td>
</tr>
<tr>
<td>Addition to James Law Hall</td>
<td>$250,000</td>
</tr>
<tr>
<td>Remodeling small animal clinic</td>
<td>$17,000</td>
</tr>
<tr>
<td>Remodeling farriery building</td>
<td>$7,000</td>
</tr>
<tr>
<td>4 New York State College of Home Economics</td>
<td>$60,000</td>
</tr>
<tr>
<td>Homemaking practice building</td>
<td>$60,000</td>
</tr>
<tr>
<td>5 New York State College of Forestry</td>
<td>$771,000</td>
</tr>
<tr>
<td>Industrial laboratory and new sawmill building</td>
<td>$202,000</td>
</tr>
<tr>
<td>General forestry building</td>
<td>$569,000</td>
</tr>
<tr>
<td>6 New York State Ranger School buildings</td>
<td>$125,000</td>
</tr>
<tr>
<td>7 New York State College of Ceramics, Alfred University</td>
<td>$275,000</td>
</tr>
<tr>
<td>Classroom-laboratory building</td>
<td>$200,000</td>
</tr>
<tr>
<td>Industrial building</td>
<td>$75,000</td>
</tr>
<tr>
<td>Total</td>
<td>$9,102,000</td>
</tr>
</tbody>
</table>

**Other Institutions**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 New York State School for the Blind at Batavia</td>
<td>$668,000</td>
</tr>
<tr>
<td>Main building</td>
<td>$650,000</td>
</tr>
<tr>
<td>Superintendent’s residence</td>
<td>$18,000</td>
</tr>
</tbody>
</table>

**Indian Schools**

<table>
<thead>
<tr>
<th>Reservation</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Tuscarora</td>
<td>$110,000</td>
</tr>
<tr>
<td>2 Allegany</td>
<td>$110,000</td>
</tr>
<tr>
<td>3 Cattaraugus</td>
<td>$130,000</td>
</tr>
</tbody>
</table>

**Agricultural Institutes**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Alfred</td>
<td>$925,000</td>
</tr>
<tr>
<td>Industrial building</td>
<td>$325,000</td>
</tr>
<tr>
<td>Practical arts building</td>
<td>$300,000</td>
</tr>
<tr>
<td>Gymnasium-auditorium</td>
<td>$250,000</td>
</tr>
<tr>
<td>Farm mechanics building</td>
<td>$50,000</td>
</tr>
<tr>
<td>2 Cobleskill</td>
<td>$280,000</td>
</tr>
<tr>
<td>Home economics and practical arts building</td>
<td>$175,000</td>
</tr>
<tr>
<td>Farm mechanics shop</td>
<td>$30,000</td>
</tr>
<tr>
<td>Central heating plant</td>
<td>$75,000</td>
</tr>
<tr>
<td>3 Delhi</td>
<td>$180,000</td>
</tr>
<tr>
<td>Farm-shop building</td>
<td>$50,000</td>
</tr>
<tr>
<td>Purchase and remodeling of old high school at Delhi</td>
<td>$30,000</td>
</tr>
<tr>
<td>Gymnasium-auditorium</td>
<td>$100,000</td>
</tr>
<tr>
<td>4 Farmingdale</td>
<td>$1,819,000</td>
</tr>
<tr>
<td>Industrial and technical building</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>Home economics and practical arts building</td>
<td>$300,000</td>
</tr>
<tr>
<td>Gymnasium-auditorium</td>
<td>$300,000</td>
</tr>
<tr>
<td>Second story on wing of administration, classroom and laboratory building</td>
<td>$100,000</td>
</tr>
<tr>
<td>Central heating plant</td>
<td>$119,000</td>
</tr>
<tr>
<td>5 Morrisville</td>
<td>$925,000</td>
</tr>
<tr>
<td>Industrial and technical building</td>
<td>$250,000</td>
</tr>
<tr>
<td>Home economics-practical arts building</td>
<td>$200,000</td>
</tr>
<tr>
<td>Central heating plant</td>
<td>$75,000</td>
</tr>
<tr>
<td>Gymnasium-auditorium</td>
<td>$150,000</td>
</tr>
<tr>
<td>Administration-classroom</td>
<td>$250,000</td>
</tr>
</tbody>
</table>
6 Canton ................................................. $ 575,000
Industrial and technical building ................................ $ 225,000
Home economics building ...................................... 200,000
Central heating plant ....................................... 75,000
Barn, poultry house etc ................................... 35,000
Home economics practice house .......................... 40,000

7 New York State Maritime Academy ........................ $ 400,000
Drill hall, recreation center ................................ $ 250,000
Machinery building ..................................... 150,000

Total ...................................................... $ 6,122,000

New Institutes of Applied Arts and Sciences

<table>
<thead>
<tr>
<th>Building</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Aeronautics (Syracuse)</td>
<td>$2,000,000</td>
</tr>
<tr>
<td>2 Business (Utica)</td>
<td>1,000,000</td>
</tr>
<tr>
<td>3 Technical (Buffalo)</td>
<td>2,500,000</td>
</tr>
<tr>
<td>4 Technical (Westchester)</td>
<td>2,000,000</td>
</tr>
<tr>
<td>5 Technical (Capital District)</td>
<td>2,000,000</td>
</tr>
<tr>
<td>6 Applied Arts (Binghamton)</td>
<td>1,500,000</td>
</tr>
<tr>
<td>7 Applied Arts (Plattsburg)</td>
<td>380,000</td>
</tr>
<tr>
<td>Buildings $350,000</td>
<td></td>
</tr>
<tr>
<td>Site 30,000</td>
<td></td>
</tr>
<tr>
<td>8 Technical (Rochester)</td>
<td>2,000,000</td>
</tr>
<tr>
<td>9 Technical (Elmira)</td>
<td>750,000</td>
</tr>
<tr>
<td>10 Public Service Training (Albany)</td>
<td>750,000</td>
</tr>
<tr>
<td>Total $14,880,000</td>
<td></td>
</tr>
</tbody>
</table>

New York City Institutes

Under Board of Education

<table>
<thead>
<tr>
<th>Field</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aviation</td>
<td>$2,150,000</td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>1,600,000</td>
</tr>
<tr>
<td>Industrial Arts</td>
<td>1,240,000</td>
</tr>
<tr>
<td>Automotive Science</td>
<td>835,000</td>
</tr>
<tr>
<td>Food Occupations</td>
<td>840,000</td>
</tr>
<tr>
<td>Machines and Metals</td>
<td>689,000</td>
</tr>
<tr>
<td>Communications</td>
<td>750,000</td>
</tr>
<tr>
<td>Total</td>
<td>$8,104,000</td>
</tr>
</tbody>
</table>

Under Board of Higher Education

<table>
<thead>
<tr>
<th>City</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brooklyn</td>
<td>$2,000,000</td>
</tr>
<tr>
<td>City College</td>
<td>2,000,000</td>
</tr>
<tr>
<td>Hunter</td>
<td>2,000,000</td>
</tr>
<tr>
<td>Queens</td>
<td>2,000,000</td>
</tr>
<tr>
<td>Total</td>
<td>$8,000,000</td>
</tr>
</tbody>
</table>

Grand total $64,846,000