

# DOWNLOAD PDF GENESEO STATE TEACHERS COLLEGE : THE DEPRESSION AND WAR YEARS (1934-1946)

## Chapter 1 : What Is Genre and How Is It Determined? – Exploring Movie Construction and Production

*Wadsworth Normal and Training School: establishing the tradition () --Geneseo Normal and Training School: a firm foundation () --Geneseo Normal School: the "old main" tradition () --State Normal School, Geneseo, New York: the expanding curriculum () --Geneseo State Teachers College: the depression and.*

Library Presidents of St. An easy guide to the men and women who have served as St. Cloud State president since Since , many individuals have served St. Cloud State as its president. These have included alumni, ministers, educators, and women. Those on campus probably are familiar with many of the names, but not with the people behind the name. Created by University Archives with material held at Archives, this gallery is a simple introduction to past board-appointed St. Cloud State presidents, celebrating each in a small way. Ira Moore, - Was the first person to lead the new St. Cloud State Before coming to St. Cloud State, graduating in In , was appointed to teach mathematics and natural science at St. Cloud State In , appointed the first president of the St. Cloud Alumni Association After leaving St. Cloud State student newspaper, Normalia, was published At St. Cloud State, taught courses in psychology and the science of education After leaving St. Cloud State, taught courses in psychology and the science of education Athletics flourished at the school, including the introduction of college baseball and hockey teams Waite Shoemaker, - Second alum to serve as president of St. Cloud State, graduating in Right after graduation from St. Cloud State, was appointed to its faculty where he would teach mathematics In , was granted a leave of absence to attend New York University, where he earned the degree of doctor Oversaw the construction of Lawrence Hall , the now demolished Model School , and Riverview The dormitory Shoemaker Hall was named in his honor, dedicated shortly after his death in Isabel Lawrence acting , - First woman to serve as president, acting or permanent, at St. Cloud State as director of the training school for over 40 years Joseph Brown, - Before coming to St. Cloud State in , worked in education in Indiana and Illinois, including as a high school teacher and superintendent of schools, as well as a stint in the mathematics department at University of Illinois In , received an undergraduate degree from Hanover College in Hanover, Indiana The Chronicle newspaper and Talahi yearbook were established during his tenure as president. In , the name of the school changed from the State Normal School at St. Brown Athletic Field and J. Cloud State, graduating in Before returning as president at St. Cloud State, worked in education in the states of Minnesota and North Dakota as a teacher, superintendent of schools, and as a faculty member at the University of Minnesota For the first time, St. Cloud State offered a four year program to train teachers During his tenure as president, Eastman Hall was built, and the Beaver Islands on the Mississippi and Carol Hall were purchased Selke Field was named in his honor In , went on leave to serve country during World War II, and returned in , serving less than a month as president Dudley Brainard acting , - Came to St. Cloud State to become president of South Dakota State University, where he served until when he died from an accidental gunshot wound while hunting. Cloud State Teachers College to St. Cloud State Arrived in at St. Cloud State The building boom, which started under Budd, continued under Wick: Cloud State In , the school name was changed from St. Cloud State College to St. Cloud State, graduating in Before becoming president at St. McDonald Ice Rink" in honor of his service to St. Cloud State, but stayed an additional year to give more time to conduct a presidential search The internationalization of St. Cloud State continued when, in , nearly international students from more than 50 countries were in attendance, more than double from two years earlier Bruce Grube, - Received degrees from University of California-Berkeley, California State University-Los Angeles, and University of Texas-Austin Before being appointed as president at St. Cloud State president in July Before coming to St. Coast Guard Served in the U. Coast Guard from to , retiring with the rank of captain The new ISELF building and Coborn Plaza were constructed, as well as a major renovation of Riverview and addition to the National Hockey Center Strengthened relationships with the local community, state, and around the world Died in a car accident in Brooklyn Center, Minnesota, on June 13, Ashish Vaidya interim , - Appointed to a two year term as interim president 10 days after the untimely death

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of St. Cloud State in the summer of as provost and vice-president of academic affairs Before coming to St.

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### Chapter 2 : ASU Library: The New ASU Story - Academic Programs

*The school achieved full collegiate status in , leading to yet another name change, this time to "Geneseo State Teachers College" (Mahood ). This monumental victory occurred on the brink of World War II, and a number of faculty and students enlisted, with around eleven lost in the war.*

Her only sibling, Joan Lee Harlan, was born three years later. Kay received an excellent education in the Marshalltown Public Schools. She had planned to attend Iowa State University, but, because money was scarce, her parents wanted her to attend the local junior college instead. In , Kay graduated with honors with a two-year Elementary Teaching Certificate. She modestly attributes the ease with which she obtained her first job to the fact that it was near the end of World War II and most of the G. It was a sign of the times that her salary was reduced because she was married. She taught two more years in Grundy Center, Iowa. At that time Jim and Kay moved to farm outside the Grundy Center School district, an action that forced her to quit her job. Besides raising children and contributing on the farm, Kay was also active in the Reinbeck community. She was hired to teach Special Education for Area 7 in Grundy Center, a job for which she was qualified based on her two-year teaching certification and her years of experience. However, four-year degrees had become a common requirement, and Kay was given a limited amount of time to obtain a four-year degree. Her graduation from the University of Northern Iowa with a four-year degree in Special Education was celebrated with an enormous party given and attended by many of her loving family members and friends. Kay went on to teach Special Education for Area 7, first in Grundy Center and then in Dysart-Geneseo, for a total of eleven years before she retired in . Her earlier return to the work force and attainment of her college degree were very important to Kay and her family. It allowed her to support her family and to help send her children to college. Bill before returning home to farm. Sandra graduated from ISU with a degree in education. Tami attended ISU for two years before transferring to Warburg and completing her business degree there. Kay moved from the farm outside the town of Reinbeck to a home within Reinbeck where she still lives. She continues to be involved in community affairs and is known to become very active in politics when she feels educational priorities are being jeopardized. Her hip replacement operation may have slowed her down a little bit, but only a little. She still holds season tickets for the Iowa State football games and loves to take her grandchildren whenever it is possible. ISU- Kathryn Rickert is one of your biggest fans. You have inspired us with your love, courage, strength, commitment, and intelligence. You are most deserving of being included in The Plaza of Heroines.

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### Chapter 3 : Marching Southerners - Wikipedia

*Henderson State University (HSU) is a public liberal arts university in Arkadelphia, Arkansas. Founded in as Arkadelphia Methodist College, it is Arkansas's only member of the Council of Public Liberal Arts Colleges.*

The character of Hoss was conceived as a stereotype: Personal accounts of Blocker testify to the fact that the man was gregarious and friendly to everyone. He brought that upbeat personality to the character of Hoss. A native of West Texas, he reportedly was discovered while making a call in a phone booth while outfitted in Western garb, including a straw cowboy hat, his standard dress being a native son of Texas, soon after arriving in California. He reportedly was the biggest baby ever born in Bowie County. Towards the end of "Bonanza", he reportedly had ballooned past his stated weight of to as much as lbs. A "TV Guide" story after his death reported that back in Texas, the young Dan once lifted a car off of a man after it slid off a jack and pinned him under the auto. His "no good" son went to the Texas Military Institute, and in started his undergraduate work at Hardin-Simmons University Abilene, Texas , where he played football. It was there he fell in love with acting when he was recruited by a girlfriend to play a role in campus production of Arsenic and Old Lace as they needed a strong man to lift the bodies that the spinster aunts had dispatched up from the cellar. After graduating in with a degree in English, Blocker went east where he did repertory work in Boston. The draft soon ended his apprenticeship, and he served in the Army in the Korean War, making sergeant. He taught English and drama at a Sonora, Texas high school before moving to Carlsbad, New Mexico, where he taught sixth grade. He then moved his family to California, where he again taught school while preparing for his PhD studies. Blocker picked up bit parts in television, making his debut as a bartender in The Sheriff of Cochise. He claimed his turn as Hognose Hughes on "Maverick", the comic Western starring James Garner , was the seminal role of his career. As Hoss, Blocker would often star in light-hearted episodes on "Bonanza". The new Western was shot in color, and R. The company sponsored the first two seasons of the show, and the sponsorship and R. It was the first of nine straight seasons in the top 5. The series continues to be re-run in syndication 40 years after Hoss exited the stage. Father of producer David Blocker and actor Dirk Blocker. Father of identical twin daughters, Danna and Debra. Started and owned the Ponderosa Steakhouse and Bonanza Steakhouse restaurant chains. The Long Goodbye is dedicated to him. Robert Altman , who had directed many early episodes of Bonanza , and had become friends with him, had originally cast him in the role of Roger Wade. However, Blocker died before filming commenced, so the role was subsequently filled by Sterling Hayden. All of his children studied karate under Chuck Norris. Best remembered by the public for his role as Hoss on Bonanza Taught high school in West Texas before becoming an actor. With some repertory theater experience at the time, the Korean War interrupted his fledgling career. He instead returned to teaching school after his military discharge and went to work on his Ph. D at the University of California in Los Angeles. Finances were a problem at the time and it was then that he fell back into acting and found TV work. Hardly the romancer, one touching and acclaimed Bonanza episode had his Hoss character fall in love with a beautiful girl, played by Inger Stevens. Once was considered for a lead role in the movie MASH Served in the Korean War, a first sergeant with the 45th Oklahoma Division. Attended Hardin-Simmons University in Abilene and played football. After that he entered Sul-Ross State College on a football scholarship, and was an amateur boxer. Was enrolled at the Texas Military Institute in San Antonio when he was 13 years old and weighed lbs. Father was a poor Texas farmer who lost the farm after the Depression. His father later went into the grocery business. His weight was 14 lbs, at birth, on Monday, December 10th, He was an activist liberal Democrat and a staunch opponent of the Vietnam War. Sonora is located in west Texas with a population of about Took his family on a summer vacation by car from Sonora, TX, to Hollywood and was discovered while making phone calls in a sidewalk phone booth and dressed in western garb, wearing heeled cowboy boots with spurs, a gaudy western shirt and a big straw cowboy hat. His wife and kids were sitting in the station wagon parked at the curb when he was noticed by an agent. At the time, Bonanza was coming off its

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first season as the 1 show in America, a title it would hold for the next two years as part of a then-unprecedented nine straight years in the Top 5. Since there were 34 episodes in the sixth season , there would have been little time to pursue his studies. Weighing in at 14 lbs. The Blocker family lived in the Tuscaloosa, AL area at the time. Until his death, he was friends with Robert Conrad. If you use your size and strength properly it can be a wonderful thing for you. But it has its disadvantages, too. I used to wreck a couple of chairs a week in the studio. Weight is a problem with me. I remember breakfast when I ate a dozen eggs, two loaves of bread and drank two quarts of milk. I feel like I have a tiger by the tail. I need money, like anyone else, because I want to give to my wife and kids a good home and a good life. My daddy used to say that I was too big to ride and too little to hitch a wagon - no good for a damn thing. I can lose five pounds by walking to the corner store.

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### Chapter 4 : History of DK - Delta Kappa Beta

*Beta Chapter, located at Cortland State Teacher's College, founded , Gamma Chapter, located at Oswego State Teacher's College, installed , and in the Delta Chapter at Plattsburg State Teacher's College was added.*

Former Chancellors and Presidents Richard Telfer, - Telfer first arrived on campus in as an assistant professor of curriculum and education and has served the University in many roles since that time. He has put great effort into student retention initiatives, the development of learning communities, and improved academic advising programs. His congeniality, collegiality and common sense are valued by faculty, staff, students and the community. Martha Dunagin Saunders, - The first female chancellor, Dr. Saunders brought a varied background to her duties. Her philosophy followed three guiding principles: Miller, - A distinguished scholar and native midwesterner, Miller continued the tradition of educators at the helm of Whitewater. He headed a highly successful campaign to raise money for a new College of Business and Economics building, as well as oversaw the building of Kachel Fieldhouse, major renovations of Upham Hall and the Williams Center. Miller was the recipient of numerous teaching awards, and taught in several places around the country, as well as Costa Rica, England and South Africa. Gaylon Greenhill, - Dr. Greenhill came to campus in to teach political science and stayed, serving in many capacities over the span of his 37 year career. He succeeded - the school was named as one of the best in the Midwest by U. News and World Report during his tenure. The Greenhill Center of the Arts is named in his honor. Connor, - James R. Connor is best remembered on campus for his warmth and ability to work productively with the people around him. He pushed for an internationally diverse faculty and student body, opening doors for minorities and women on campus. Connor University Center , the major hub of student life on campus, is named in his honor. Carter served the campus during a time of turmoil. The university was merged into the University of Wisconsin system and took on its present name, the country was dealing with the Vietnam War, and the demands of women and minorities in society were changing. Carter made the campus and buildings one of the most accessible in the nation for disabled students, receiving a distinguished service award. Wells, interim Walker D. Wyman, - Wyman converted Wisconsin State College into Whitewater State University with three separate college and eighteen academic departments. He also founded the UW-Whitewater Foundation, making the first contribution himself, and during his tenure oversaw the construction of 22 campus buildings. The Wyman Mall is named in his honor. Williams, - Enrollment tripled to over during Robert C. Williams increased the number of liberal arts programs on campus, upgraded the academic side of teacher education, and oversaw the construction of Andersen Library and the first dormitories. Under his tenure the University changed its name to Wisconsin State College - Whitewater, began offering graduate classes, and doubled the size of the faculty. Williams Athletic and Physical Education Center is named in his honor. He continued operation of the college during the war years only 20 male students were enrolled at the low point by increasing summer classes to accelerate students toward graduation. After sixteen years as president, he retired in having seen the business program grow, and gained the University national accreditation. Hyer, - Hyer oversaw construction of the East Wing of Old Main now Hyer Hall , growing the school from the smallest to the second largest Normal School in the state. The name changed to Whitewater State Teachers College, during his tenure, and the school become the first college in the state to grant four-year college degrees. Fraternities and sororities first appeared on campus during his tenure. Hamilton Gymnasium, the first academic building other than Old Main, was constructed during his tenure. Shutts, Interim - While at Whitewater, Shutts taught mathematics, history and served as Conductor of Institutes from to He was instrumental in setting up the Normal School athletic conference and strongly supported campus athletics. He left Whitewater in to take up farming in Montana. Albert Salisbury, - Born five miles from College Hill, Albert Salisbury was the first Wisconsin-born person to serve as president of the school. As president, beautified the campus with landscaping, developed four-year programs in the humanities and increased offerings in many other areas, and also opened a kindergarten on campus to allow for lifelong

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education. Under his tenure, sports teams gained popularity, The Royal Purple student newspaper was established, and the first telephone was installed on campus. Pray, Interim Pray taught mathematics, civil government, and political economy at Whitewater from to , and served as Conductor of Institutes from to In , he was chosen as the first president of Stevens Point Normal School where he served until After leaving Whitewater, he taught pedagogy for 19 years at UW-Madison and wrote extensively on education in Wisconsin. Phelps, - William Phelps was a noted educator when he took the reins of Whitewater Normal School, and held strong views about the way the campus should be managed. Among them, he believed contact between the Whitewater community and the college should be minimized, much to the chagrin of the faculty who considered themselves part of the local community. His insistence on his own way led to his departure within two years. He believed students should complete two years of general academic study along with their teaching curriculum. Arey and his wife took a paternal interest in every Whitewater students after the untimely death of their own daughters.

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### Chapter 5 : English Course Offerings | SUNY Geneseo

*Before becoming president at St. Cloud State, taught in South Dakota public schools, as well as president of the State Teachers College in Mayville, North Dakota, from to Joseph Carhart, SCSU president from , also served as president at the State Teachers College in Mayville, North Dakota.*

John McLaughlin was a veteran of the Confederate States Army. After the Civil War, Rev. McLaughlin and his family settled in Arkadelphia and founded the Arkadelphia Methodist College in . The state convention decided to close the institution down after thirty nine years of Methodist control and combine it with Hendrix College in Conway. The student body, administration, and local population strongly disagreed with the idea and after negotiations with state lawmakers, Henderson-Brown was turned over to the state to prevent the merger. Then in , the institution became known as Henderson State Teachers College. Hendrix was renamed Hendrix-Henderson College, and remained so for about two years before returning to Hendrix College. After becoming a public institution, Henderson State Teachers College began to expand at a rate never envisioned while it was under Methodist control. Six major buildings were built during the Great Depression alone. After World War II, the enrollment nearly doubled to about students. Graduate classes were first offered in through the University of Arkansas. To reflect the change, the name was changed to Henderson State College in and again in to Henderson State University. Henderson has an excellent academic record. It has produced numerous Rhodes, Fulbright, and Rotary International scholars. Henderson has its own degree program in nursing, and it also provides the academic program for the Baptist School of Nursing. The enrollment in the fall of was 3, The University newspaper is the Oracle, which has been published since Please help improve this article by adding citations to reliable sources. Unsourced material may be challenged and removed. January Learn how and when to remove this template message Henderson State University has an urban campus. Some of the buildings include the Donald W. Sturgis Hall is a three story building that provides classrooms, laboratories, offices, and student housing for the Honors College. McBrien Hall provides classrooms, offices, labs, and conference rooms for the English, social sciences, philosophy, psychology, sociology, and foreign languages programs. It also holds the administrative offices for Ellis College of Arts and Sciences. The library holds over , books, databases, and 60 student computers. It was created in through a reorganization of the existing Fine Arts, Liberal Arts, and Natural Sciences schools. The School of Business offers the only university level aviation program in the state of [Arkansas]. The aviation program acts under the direction and rules of Federal Aviation Administration and is in the process of obtaining their own collegiate accreditation. Teachers College, Henderson, offers a comprehensive selection of undergraduate and graduate degrees including the Educational Specialist EdS degree and several certifications offered completely online. Honors students participate in different activities on campus and Arkadelphia community events as well.

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## Chapter 6 : GENseng Geneseo, Geneseo, NY

*English Course Offerings ENGL College Writing A course designed to provide students who have completed INTD the opportunity to develop proficiency in specific types of writing, such as descriptive, expository, persuasive, and critical writing.*

The faculty of thirteen instructors was led by Principal William J. Milne, and three hundred and fifty-four students were enrolled in the school in its first year Fisher The school was divided into two main departments, Normal and Academic. The Normal Department was intended only to develop teachers for elementary grades and the Academic Department, comparable to high school Mahood Three programs were offered in the Normal Department in , and these remained largely unchanged through Classes included geography, astronomy, book-keeping, declamation, school economy, and moral philosophy Mau 8. Sturges was named the new Principal of the renamed State Normal School at Geneseo or State Normal School, Geneseo; the names were seemingly used interchangeably in , and almost immediately dealt with curriculum reforms. Due to changes of high school curriculum at the state level, Geneseo was forced to do away with the Academic Department and form a separate public high school in the village Mahood Further state reforms led to the requirement of a four-year high school diploma for admission Mau Principal Sturges reorganized the Training Department and created the Kindergarten Program, resulting in a number of new hires. The following years saw further campus and building renovations Mahood In , the first summer school session was held, a longtime pursuit of Sturges. The last major curriculum change under Sturges came in , when the special education program, required by the state in , was first taught Mahood Winfield Holcomb then took over as principal of Geneseo, facing the challenge of the extension of all academic programs to three years, beginning in The first-year coursework was generally the same for all students, and then specializations were chosen in the second year, with options including Kindergarten-Primary, Intermediate, and the new and much-acclaimed Teacher-Librarian program. The special education program also became noted for its success around this time Mahood Holcomb retired in , and his predecessor, James B. Welles, son of one of the first ten graduates of Geneseo, faced financial difficulties brought about by the Great Depression. Additionally, the campus was badly in need of refurbishments and new buildings altogether. Despite nearly non-existent state funding, Geneseo obtained the funds to begin the construction of what eventually became the Sturges building. Admissions standards were raised in , and in an extensive exam became a state requirement for graduation Mahood By , all programs were extended from three to four years, with the first baccalaureate degrees being earned by members of the Class of Mau This monumental victory occurred on the brink of World War II, and a number of faculty and students enlisted, with around eleven lost in the war. Enrollment declined and a Prison of War camp was placed near campus Mahood Despite these struggles, in the state-appointed Post-War Planning Commission was already organizing a campus expansion that included the delayed library and auditorium Fisher Plans for on-campus residence halls, a first for Geneseo, were also made Mahood Principal Welles retired in , shortly after legislation to create a state university was first discussed. He was replaced by Dr. Dewey, in part to allow for the increased enrollment nation-wide following the end of World War II and the veterans pursuing college under the G. It was initially unclear how Geneseo would benefit from the new institution of SUNY, as teachers colleges were somewhat neglected and in , Geneseo was still waiting on the desperately needed buildings approved in the early s. Despite these continuing complaints, Geneseo had academic victories: A transformation of the campus began in late November of saw the opening of the College Center and residence halls now known as Blake Hall, and in the following May the demolition of Old Main began Mahood The Geneseo faculty also grew, with distinguished members including Dr. Walter Harding and Dr. Martin Fausold Mahood Further transformation occurred in , when Geneseo became a liberal arts college following a state mandate with a ten year grace period , and its name became State University of New York College of Education at Geneseo. MacVittie took these changes in stride, and a large number of

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esteemed new faculty were hired. The academic program began to resemble what it is today in , with students permitted to major in fields including biology, English, and mathematics. MacVittie also reorganized the academic subjects into divisions including natural sciences, humanities, and fine arts Mahood MacVittie also oversaw the construction of ten dormitories, an expanded library, and several academic buildings, including two science buildings. There was a desire to de-emphasize the teaching program, and make Geneseo more obviously liberal arts-oriented. Colahan began this by reorganizing the teaching program, and promising a School of Education, complete with a separate building. The secondary education program was also significantly restructured, requiring an academic degree with teaching certification. The establishment of a humanities sequence of two four-hour courses in was another major accomplishment for Colahan. Additionally, Colahan built up the faculty, and many of his hires became Distinguished Teaching Professors Mahood President Edward Jakubauskus faced continued budgetary troubles. Further faculty positions were terminated, and the entire School of Library Science was eliminated. The core liberal arts curriculum envisioned by Colahan was taking shape, courses in critical reasoning, the fine arts, social sciences, natural sciences, and of course the humanities courses required. In , an honors program was established, led by professors Bill and Stacey Edgar Mahood Beginning in the mids, Geneseo began to climb through the college rankings and garner national attention Mahood Jakubauskus left in , with MacVittie returning as interim president for two years. Carol Harter became the first woman to be appointed president at Geneseo Mahood President Harter faced further budget cuts, and frequently fought SUNY administrators and the state government for increased funding Mahood President Harter left Geneseo in , and then-Provost Christopher Dahl was appointed as interim president, and eventually full-time president Mahood SUNY created a core curriculum that included natural science, American history, and foreign language, causing Geneseo, where curricular upgrades were frequent, to incorporate these changes. The final outcome was forty-four-hour general education requirement that still stands Mahood Construction continued, with additional residence halls and the townhouses, meant to simulate off-campus housing, being built, as well the Integrated Science Center, completed in Mahood In , a chapter of Phi Beta Kappa was established at Geneseo, and further academic success ensued, despite the ever-present threat and reality of decreased funding from SUNY Mahood President Dahl retired in , and current President Denise Battle was inaugurated the following year. While the core curriculum has been a constant since the late s, the departments of visual art and computer sciences have been cut do to ever-present budget cuts. Geneseo currently offers forty undergraduate degree programs and two graduate programs, in accounting and education. New academic primarily for social sciences and administrative buildings have been constructed, opening in Works Cited Fisher, Rosalind. *The Stone Strength of the Past: Wm J Keller Inc. From Normal School to Public Ivy*, The Donning Company Publishers,

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## Chapter 7 : Directed Study | SUNY Geneseo

- In the post-war era, Alpha Sigma Phi expanded at the rate of one chapter per year - Great depression and WWII lost many chapters - , Alpha Kappa Pi merged with Alpha Sigma Phi.

Categorizing movies makes it easier for the viewer to discover what he or she likes and will want to see. Putting a movie into a particular genre or category does not diminish the quality of the movie by assuming that if it can be put into a genre, the movie is ordinary and lacks originality and creativity. Genre consists of four elements or parts: An equation for remembering the genre is: This becomes an easy way to remember the elements of a genre. The above elements of story, plot, setting, and character equal a specific category of movie. These elements are discussed regarding how their variations create a different category of movie. Some genres may be as general as comedy but do not have sub-genres like comedy. The sub-genres of comedy differ from one another based on the fluctuations of the characters and the story. Other genres are crime, war, Westerns, spy, adventure, science fiction, horror, fantasy, biography, and mystery. This is why this chapter is longer than the others because of the discussion of these variations. Drama can be considered a genre, even though some critics do not consider it a genre because it is too general. If the movie elements are serious and cannot fit into a more limited genre, then it can be considered a drama. Categorizing a movie indirectly assists in shaping the characters and the story of the movie. The shaping determines the plot and best setting to use. Movies often have genres that overlap, such as adventure in a spy movie, or crime in a science fiction movie. But one genre is predominant. Other movie labels cannot be considered genres. These labels reflect or accentuate the movie genre rather than defining the genre. You have to be very specific in the discussion of movie terminology, sticking within the particular definition of the terms. Some people will say that genres are labels that are given to stock movies, stating that these movies are routine. Being labeled in a genre is not a negative action. Movies have their own personalities. Each movie is different. Having a movie labeled in a genre assists people to find a particular movie that they may be interested in watching. Many people like a specific genre or two and will only watch movies in those genres. What People Like the Most about a Movie People will state that a particular movie had a good plot or an intriguing story. How many people do you know who like to go to the mall, plaza, or beach and state that they like to people watch? How many people are nosey neighbors because they like to watch what is going on with the people around them? People may like to watch crime movies or Westerns. They like characters within this particular type of story because of the amount of action or the time period setting. People may like Westerns because they wish they lived in the 19th century because it was considered a simpler time. Let the Genres Begin We will begin to discuss the different genres, and even the sub-genres, for certain genre types. I will give a hypothetical example of each so you will begin to see how different genres are formed. Keep in mind with movie genre, it is the characters that make the movie, and this term is obvious enough that no explanation is needed. The story is the situation that the characters are in and try to get out of, accomplish, conquer, or overcome. The story has a beginning, middle, and end. More discussion about those will be given in Chapter Three. The plot is the outline or how the story is told. Remember when people state that they did not like the plot? What they are referring to is that they did not like the story. I will be referring to this concept over and over again throughout the book. There are only a limited number of plots as the plot is a general outline for a story, like revenge. A particular plot describes how a story will begin, develop, and end. This type of story will have a different format than a plot such as man against nature or man versus the government. In addition, as we progress through genres, we want to examine how the genre elements change. You will be able to see that the background and actions of the characters change as the type of stories are different. The setting is dependent upon the story, but the plot remains the same. I want to stress that we are going through the different genres so character and story development can be seen for each of the genres rather than just giving a general overview of the term genre. I want you to see how only certain elements are contained in a genre, and other elements outside of character,

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story, plot, and setting are not part of determining a genre. Comedy Genre We begin by discussing one of the most popular, general, and complicated genres—comedy. Everybody likes a comedy because everybody likes to laugh and feel good. People like to watch a comedy after a bad day, because once the movie has ended, you can deal with the negativity of the day easier. This is why even horrendous comedy movies can end up making a profit. The characters and story for a comedy hinge on three areas: These three areas will generally make people laugh. Generally, a comedy will have a happy ending. Even though some people will deny it, everybody likes a happy ending because it makes them feel good. This is why comedies are so popular. The complicated part of the comedy genre is that there are different types or sub-genres of comedy; depending upon how outrageous and impossible the characters and story are in the movie. Keep in mind that the plot is general, and the setting can be set in any time or any place. We will discuss the comedy genre in terms of the different sub-genres of comedies and how the characters and story vary per sub-genre. Comedies run a gamut, ranging from very physical to nonsensical to subtle to dark. The sub-genres of comedy are slapstick, farce, satire, and dark. Any other genres are a variation of these four types. Comedy is actually a variation of physical action and ridicule. The only exception is screwball comedy. Screwball comedy has many different traits that are outside of a genre. Screwball comedy, because it existed during the Great Depression, contains class conflict between the middle and lower classes and the upper class, along with other peculiarities that only existed during that time period. Slapstick Comedy The Merriam-Webster Dictionary defines slapstick as comedy that involves physical action such as falling down or hitting people. The plot is an inner conflict that builds and ends with these various comedic episodes. The setting can be any time or place that best exemplifies the comic antics that the characters go through. Jack is down on his luck. He helps a girl, Suzie, whose car broke down near where Jack works. He helps her, and then she leaves, but he cannot get her out of his mind. Then he sees her in one of his classes. He is afraid to talk to her though. Every time he tries to go up to her, he either stumbles and falls or gets involved with helping someone with disastrous consequences. The last time someone asked him to hold onto one of the ropes of the theatre rigging system where the backdrops were attached, too many stage weights attached to the rigging resulted in Jack flying into the air because he did not let go of the rope. As luck always has it in a slapstick comedy, Suzie is still driving the old broken down car. She breaks down again in almost the same locations as last time. Jack swallowed what little pride he had left, and went to help her. He got her car started, but she did not drive away immediately after getting it fixed but stayed to talk to Jack. They talk, kiss, and accidentally turn the outside sprinkler system on, getting soaking wet in the romantic conclusion. From this example, you can see that slapstick comedy is all about the characters and the episodic situations that they get into, resulting in physical comedy. The plot is inner conflict where Jack, the protagonist, wants to turn his life around. This then becomes the story. The story has a climax between Jack and Suzie. The setting is a college campus. In other words, the story concerns a topic that is ridiculed in an extreme way. We can adjust the last example quite easily to demonstrate this. Jack and Suzie are college students, and Alec is a well-known actor coming to the campus to play a role in the theatrical production at the college. This event has been arranged so the college theatre department can make money. Jack takes a dislike to Alec, but Suzie finds him fascinating. Alec finds himself fascinating. Slapstick is shown by the over-the-top acting that Alec does. Jack has a difficult time wondering why Alec is famous. Suzie soon finds disenchantment with Alec because he is only concerned about himself. Jack and Suzie and the other theatre majors decide to take the actions of the play to the extreme to humiliate and humble Alec.

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### Chapter 8 : Ten Names Later: SUNY Geneseo – Geneseo’s Educational Evolution

*Tempe State Teachers College The Alumni Association sponsored a move to raise the level of the Normal School to a teachers' college. In , the college admission requirements were raised to a high school diploma.*

**Foundations of Creative Writing** An intermediate-level writing workshop involving assignments in various literary forms. Class discussions will focus on student work as well as work by published authors. **Reading As A Writer:** A creative writing class designed to give students opportunities to practice and refine their writing skills in one or two genres. Students may take twice for credit under different subtitles. Topics may include point-of-view and perspective in short fiction, creating characters, the persona poem. There is an emphasis on close reading, critical thinking and revision. May be taken twice for credit under different subtitles. **An introduction to the discipline of English through the study of particular topics, issues, genres, or authors.** Subtitles of "Reader and Text" help students develop a working vocabulary for analyzing texts and relating texts to contexts; understand the theoretical questions that inform all critical conversations about textual meaning and value; and participate competently, as writers, in the ongoing conversation about texts and theory that constitutes English as a field of study. **Meth Tchg Eng-Sprks Other Lang** This course is designed as a combination of academic studies and service learning course. It will cover foundations of English Language phonology, articulation, syntax, and morphology and will analyze their differences from other languages linguistic systems. It will cover various interventions and modifications needed based on culture, ethnicity and native language. It will also cover fundamentals of working with ESOL students with speech and language disorders. As a service learning component of this course, students will work with three ESOL learners teaching them oral and written English communication skills on an individual basis and in groups. **Yeats Summer School in Ireland** A study abroad course that provides an introduction to the poetry and drama of Irish author W. The course will be taught in a four-week summer session, beginning with an online introduction, followed by three weeks in Ireland, most of that time spent at the Yeats International Summer School in Sligo, Students will attend lectures and seminars by leading Yeats scholars from throughout the world, along with poetry readings and dramatic presentations. **This Study Abroad course explores how writing is shaped by the land around us: Iceland, a country of extreme terrains that at times seems extraplanetary.** Students will hone core creative skills in response to the ecological world and complete field-based reading and writing assignments as well as working with geologists or other scientists to learn about their research, and use their terminology to devise new creative work. May be taken twice under different subtitles. The group will attend at least nine productions in small "fringe" theatres; the state-supported theatres like the Royal Court, Royal Shakespeare Company, and Royal National Theatre; and the commercial West End. Students are expected to attend all of the above. There will be two orientation sessions prior to leaving for London. Students will be responsible for projects in London museums, written reviews of shows, and class discussions, held every days. **A practical course in the writing of poetry, using student assignments in the genre as a central means in discussions both in class sessions and individual conferences with the instructor.** Admission is by permission of instructor following acceptance in the prior semester. Special registration procedures are handled by the department. **ENGL and permission of instructor.** **A fiction writing workshop using student writings in the genre as well as published stories, both in class sessions and individual conferences with the instructor.** **Advanced Poetry Workshop II** A practical course in the writing of poetry, using student assignments in the genre as a central means in discussions both in class sessions and individual conferences with the instructor. Students will further develop and continue to practice skills emphasized in **Advanced Poetry Workshop I.** **Advanced Fiction Workshop II** A fiction writing workshop using student writings in the genre as well as published stories, both in class sessions and individual conferences with the instructor. Students will further develop and continue to practice skills emphasized in **Advanced Fiction Workshop I.** Student assignments in the genre are the focus of discussions, both in class sessions and individual

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conferences with the instructor. Students will further develop and continue to practice skills emphasized in Advanced Creative Nonfiction Workshp I. Modernity in West Africa This four-week summer course takes place in the port city of Dakar in Senegal, one of the more successful postcolonial democratic transitions in Africa. These components are fundamental in getting to know and appreciate contemporary west African cultures from the inside. The main aspects of past and modern lives institutions, society, way of life of Senegal in particular, and of other West African nations, will be studied through lectures in class, notes from field visits, literary texts, excursions, interview discussions, intensive use in class of authentic documents local newspaper articles and magazines and homestay experience. Cross-listed with FREN Medieval Literature Medieval Literature concentrates on literature from AD CE , with Old English literature in translation , Middle English Literature some in translation, most in original texts , and Medieval Literature in other languages in translation. The course presents specifically medieval genres, such as: These readings will closely consider aspects of Old English and Middle English grammar and also the intertextual and multilingual nature of Medieval Literature, especially when considered in a global or transnational frameworks, as well as the reception of literature in the modern period. These courses emphasize texts in relation to history, including the social and cultural dimensions of the Renaissance and its subsequent periods. Central issues include economy and desire, gender, nature and art, faith, Protestantism, and revolution. Central issues include economy and desire, gender, nature and art, faith, Puritanism, and revolution. Offered spring, odd years. A study of literature from the Restoration and Eighteenth century. A study of literature of the s with subtitles designating relevant subjects, including U. These courses emphasize texts in relation to history, including the social and cultural dimensions of the nineteenth century. A study of Anglophone literature of the s with subtitles designating relevant subject matter and focus. These courses emphasize texts in relation to history, including the social and cultural dimensions of the twentieth century. The course will cover a variety of genres, focusing theoretically on the development of Black British literature, and being framed through these initial questions: Black British Literature has historically coincided not only with the questioning of what constitutes a British identity but with critical articulations of the issues of full citizenship and belonging. Irish Literature A study of works, mainly from the s to the present, by representative Irish and Northern Irish authors writing in English. Works will be examined in their historical contexts. Authors may include W. A study of representative texts created and published in Britain, by British writers, largely for a cosmopolitan audience. The course explores how contemporary writers conceptualize their identity in relation to the national imaginary. Offered every other summer at Goldsmiths College, University of London. Offered not on a regular basis. A critical study of a theme, movement, or special subject matter of some consequence in the cultural tradition of the United States. Asian American Lit Survey A study of works by representative Asian American writers from a range of backgrounds might include but not exclusive to American writers of Chinese, Japanese, Korean, Filipino, South Asian, Vietnamese and Cambodian ancestry from the early 20th century onward in their cultural and social contexts. The course will cover a variety of genres. Native American Literature A study of works by representative Native AMERICAN writiers in their cultural and social contexts. ENGL or permission of instructor. African-American Literature A study of works by representative African-American writers from the midth century to the present in their cultural and social contexts. A study of representative important writers and trends during the late 20th and 21st centuries. Under the umbrella term "digital humanities," scholars are building electronic archives that put literary texts in historical, biographical, geographical, and other contexts; using computational tools to analyze and visualize the form and content of texts; creating new platforms for scholarly communication about texts; and trying to understand the larger cultural impact of the digital revolution. This course undertakes a close examination of all these developments while also introducing students to basic tools for digital communication, preservation, and textual analysis. World Literature The comparative study of significant literary works from cultural traditions across the world. According to Paul Gilroy, Black Atlantic themes and techniques in a way? ENGL or instructor permission. Offered at least once every four semesters. A study of works that have emerged out of different experiences of de colonization and

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asserted themselves by foregrounding their difference from the assumptions of an imperial center. The course will cover a variety of genres, and the works will be read in their cultural, social, and historical contexts.

**History of English Language** A historical survey of the English language, introducing the techniques of historical linguistic research and contrasting the phonology, grammar, and lexicon of Old and Middle English with that of Modern British and American English. The course also considers the growth and distribution of "World Englishes," including Canadian, Indian, Southern Hemisphere varieties as well as English creoles and pidgins. Students also contribute to an updated edition of the Dictionary of Geneseo English. A course charting the historical movement of pre literatures in the British Isles or globally or transnationally. The course emphasizes historical, political and cultural events through which this literature was produced; the development of genres and poetics over time; and changes in language, including for example the ways that English has changed from Old English to Early Modern. Offered at least once a year. A study of selected Anglophone literary texts written between and focusing on the dynamic relationship between individual works and the broader culture from which they emerge. The course emphasizes historical, political and social events through which this literature was produced; the development of genres and poetics over time; and important changes in language. A study of selected Anglophone literary texts written after focusing on the dynamic relationship between individual works and the broader culture from which they emerge.

**Classical Literature** Classical literature - the literature of ancient Greek and Roman civilization - is the origin of the idea of canonical literature, the idea of a "classic. The course grounds these writers in the context of history, and art, as well as representative literary scholarship and theory relevant to this period in literature. Along with historical and cultural backgrounds, emphasis will be placed on literary genres present in and sometimes unique to the Bible, aspects of biblical language and poetics, and the intratextuality of biblical texts.

**Contemporary Drama** A study of dramatic texts and selected readings in theatre history and dramatic theory from World War II to the present.

**Western Drama** A study of Continental, English, and American drama and selected readings in dramatic theory and criticism from The thesis may be a work of literary analysis or a collection of original creative writing. To be eligible to enroll in the first semester of research, students must have completed 75 semester hours, including 24 hours in English, with a grade point average of 3. The Departmental Honors Committee, which grants permission for English honors and approves thesis proposals, may make exceptions to the eligibility criteria for students of demonstrable talent. To receive "English Honors" recognition at graduation, the student must complete 6 hours of English with a grade of "A. Credits for English may not be applied to the hour English major. Engl or permission of instructor. Selected intensive studies of a focused topic in literature with a significant component of guided research. May be taken for credit twice under different subtitles. Three level courses or permission of instructor.

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### Chapter 9 : PAUL KESSY - Pro Basketball Encyclopedia

*Peruse this exhibit highlighting some people and events associated with the rich history of woman suffrage in Livingston County. marked the centennial of women's voting rights victory in New York State, and will commemorate one hundred years since the passage of the Federal amendment to the constitution recognizing women's suffrage rights.*

Print It may only be when they pass away that their achievements are lauded. In this first in a series of articles featuring residents of Mooers, you will be introduced to four remarkable individuals teeming with enthusiasm and a deep commitment to community. He attended grammar and high school there before going on to earn a bachelors degree in science and math from Houghton College in Houghton, N. He was recently elected to the Houghton Athletic Hall of Fame. Paul came to Mooers in to teach math and science at the high school there. In , he became vice principal. He went on to receive a masters degree in education from Syracuse University in Four years later, he became district principal of Mooers Central School. He retired in Betty was born on Nov. Like Paul, she also had two siblings a brother and a sister. She attended a one-room school house, then Geneva High School. She took library courses at Geneseo State Teachers College as well. Also athletic, Betty played basketball, softball, and field hockey. The Vogans married in June of They have five children Robert, John, Carolyn, James, and Pamela twelve grandchildren and twenty-six great-grandchildren. Retired from full-time teaching, Betty substitute-taught in area schools and was the librarian at Mooers Free Library from to She attended grammar and high school in Mooers where she played basketball, participated in plays and other school activities. She attended Houghton College where she majored in education. Mildred taught for a couple of years then substituted before taking a supervisory job at the Clinton County Department of Public Services, a position she held for 34 years before retiring in I loved every minute of it, she said. I worked with adoption. A great field, helping people and helping children. Mildred was married to Roland Waddell, her second husband, and has a son, Wayne, from her first marriage. She also has two grandchildren and five great-grandchildren. She spent her earliest years in a small school on North Star Road. When she was in the 8th grade, she went to school in Mooers, where she played basketball, at center, until her father found out and made her stop. She still supported the team, though. I remember Freddie Miller and I were the first cheerleaders in Mooers, she said. Mary attended Plattsburgh Normal School and received her certification in elementary education. She began her teaching career in in West Chazy. She remembers food rationing at the school. I had to do it for all the families there, she said. We had to declare all the sugar we had. You could only have so much stuff on hand. Mary also bought food, prepared it at home and brought it in the next day for the students, who were appreciative, she said. She went on to teach at Cannons Corners around , and retired in It was the time we had the first flu shot epidemic, she said. And I went down and encouraged people to get the shot. And that was when they had a bad batch. Some people ended up in wheelchairs. I was sorry that I had encouraged people. Linn passed away in Memories Betty remembers the many friends she made while working at the library and attending Mooers Wesleyan Church. Mary remembers walking to school. We didnt have any buses, Mary said. We never got a ride. There was nobody ever going to Mooers. Unless she could make it to Route 11 in time to catch a ride with a teacher, she walked. Some of those walks could be mighty cold, too. The first year I taught there, temperatures got as low as minus thirty degrees, Paul Vogan recalled. Snow above the telephone wires along the roads. There were fun times, too, growing up in Mooers. My father played violin so we used to dance a lot, Mary said. We had neighbors who would come in and dance. And wed skate and slide. She also enjoyed horseback riding whenever one of the work horses was available. Mary used her mothers horse to ride and sell cloverine salve for a quarter. Mildred was involved with the Epworth League, a Methodist youth group. They met weekly at the church and socialized, skating and playing cards. She also enjoyed making ice cream with her cousin who, she remembers, would pull out the ladle and lick it. People enjoyed living then more than they do now, I think, Mildred said. It was more easy and comfortable. But conflicts were inevitable and the people tucked in this small town felt the effects. I can remember when I

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was growing up during the First World War, I used to be scared to death that my father would be drafted, but he wasn't, Mildred said. Mary's husband, Linn, was drafted, though, in She stayed with her sister in West Chazy who took care of her son while Mary was working as a teacher at the school there. A short time later, Linn was sent home by a shot in the leg. The people of Mooers also felt the affects of the Depression differently. It was very bad, Mary said. During that time, my sister and I had Scarlet Fever. We were quarantined three weeks. But, her mother made quilts out of white milk strainers and had a garden. Mildred's family had a garden as well, and her father sold machinery. Paul's father had a grocery store in Pennsylvania, and Betty grew up on a dairy farm. So they had sufficient sources of food. People would come along, walking and begging for food, Mildred said. But me personally, it didn't affect very much, I don't think. Over the years, residents have witnessed significant changes in Mooers. Many years ago Mooers had trains, Betty said. There used to be a grocery store and meat market right in the village. When we moved here, about 20 years ago, there was one trailer that was it, Mary said. On Route 11, Mooers extends to the campground now. There used to be a lot of stores and the people changed, Mildred added. It used to be more conservative than it is now.

**Civic Involvement** The Vogans, Mildred and Mary have all contributed significantly to their communities. They were members of the Good Fellowship Club, and Paul played piano. Betty served as secretary-treasurer of Wesleyan Women for 40 years and taught Sunday School. This list could go on and on. The Vogans are quite wonderful people that have had a great impact upon this community over the years, said Pastor John Gillette of Mooers Wesleyan Church. He was always looking positive at things and looking at the future and seeing where we could improve things, said Steve Drown, Mooers Camp President. They were just pillars of the community and we lost a very nice couple when they moved. Mary Hogle has done her share for the community, as well. She collects money for the Red Cross, as well as cancer research, the American Heart Association and area food shelves. She originally attended the Methodist church in Perrys Mills, before it closed. She is credited with helping to get the three congregations Perrys Mills, Rouses Point and Champlain together to form Three Steeples Church in Champlain, of which she is an active member. Their ladies group also met weekly to make things to sell at bazaars and went out on money hunts to raise funds for the project. She's a very bright, strong woman, said John Southwick, M. She can hold her own in any situation.