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OFFICE OF THE REGISTRAR
STATE TEACHERS COLLEGE
AT
BUFFALO,
BUFFALO 9, NEW YORK

State Normal and Training School



BUFFALO, NEW YORK



CATALOGUE 1920-1921



The Buffalo State Normal and Training School

STATE NORMAL
AND TRAINING
SCHOOL



BUFFALO, NEW YORK



CATALOGUE 1920-1921

*"Education is the most sacred concern of a nation
and its only hope."*

—Galsworthy.

CALENDAR OF DAY SCHOOL

1920

Monday, July 5th, Summer Session opens.
Saturday, August 7th, Summer Session closes.
Tuesday, September 7th, School of Practice (not Normal Department) opens.
Wednesday, September 15th, Normal Department opens.
Tuesday, October 12th, Columbus Day.
Tuesday, November 2nd, Election Day.
Thursday, November 18th, examinations for first quarter begin.
Monday, November 22nd, second quarter begins.
Wednesday, November 24th, at close of school session Thanksgiving recess begins.
Monday, November 29th, work resumed.
Thursday, December 23rd, at close of school session Christmas recess begins.

1921

Monday, January 3rd, work resumed.
Wednesday, January 26th, term examinations begin.
Monday, January 31st, second semester begins.
Tuesday, February 22nd, Washington's Birthday.
Thursday, March 24th, at close of school session, Easter recess begins.
Monday, April 4th, work resumed.
Thursday, April 14th, examinations for third quarter begin.
Monday, April 18th, fourth quarter begins.
Monday, May 30th, Memorial Day.
Wednesday, June 15th, term examinations begin.
Sunday, June 19th, Baccalaureate Sunday.
Monday, June 20th, Class Day.
Tuesday, June 21st, Commencement.

CALENDAR OF THE EVENING INDUSTRIAL
TEACHER TRAINING CLASSES

1920

Thursday, September 23rd, at 7.30 P. M., final date for registration.
Monday, October 4th, at 7.30 P. M., class work begins.
Wednesday, November 24th, at close of session, Thanksgiving recess begins.
Monday, November 29th, at 7.30 P. M., work resumed.
Thursday, December 23rd, at close of session, Christmas recess begins.

1921

Monday, January 3rd, work resumed.
Friday, March 18th, evening sessions close.
Sunday, June 19th, Baccalaureate Sunday.
Monday, June 20th, Class Day.
Tuesday, June 21st, Commencement.

THE UNIVERSITY OF THE STATE OF NEW YORK

REGENTS OF THE UNIVERSITY WITH YEARS WHEN TERMS EXPIRE

1926 Pliny T. Sexton, LL.B., LL.D., Chancellor.....Palmyra
1927 Albert Vander Veer, M.D., M.A., Ph.D., LL.D.,
Vice-Chancellor.....Albany

1922 Chester S. Lord, M.A., LL.D.....Brooklyn

1930 William Nottingham, M.A., Ph.D., LL.D.....Syracuse

1921 William J. Wallin.....Yonkers

1923 William Bondy.....New York

1924 Adelbert Moot, LL.D.....Buffalo

1925 Charles B. Alexander, M.A., LL.B., LL.D., Litt.D.....Tuxedo

1931 Thomas J. Mangan, M.A.....Binghamton

1928 Walter Guest Kellogg, B.A., LL.D.....Ogdensburg

1932 James Byrne, B.A., LL.B., LL.D.....New York

1929 Herbert L. Bridgman, M.A.....Brooklyn

PRESIDENT OF THE UNIVERSITY AND COMMISSIONER OF EDUCATION

John H. Finley, M.A., LL.D., L.H.D.

DEPUTY COMMISSIONER AND COUNSEL

Frank B. Gilbert, B.A.

ASSISTANT COMMISSIONER AND DIRECTOR OF PROFESSIONAL
EDUCATION

Augustus S. Downing, M.A., L.H.D., LL.D., Pd.D.

ASSISTANT COMMISSIONER FOR SECONDARY EDUCATION

Charles F. Wheelock, B.S., LL.D.

ASSISTANT COMMISSIONER FOR ELEMENTARY EDUCATION

George M. Wiley, M.A.

LOCAL BOARD OF MANAGERS

Mr. Edward H. Butler, President.....Buffalo

Hon. Henry W. Hill, Secretary and Treasurer.....Buffalo

Mr. Robert W. Pomeroy.....Buffalo

Mr. John M. Satterfield.....Buffalo

Mr. Walter Platt Cooke.....Buffalo

Mrs. Caroline Tripp Clement.....Buffalo

Mrs. Mary Gowans Kiepe.....Buffalo

Mr. Thomas B. Lockwood.....Buffalo

OFFICERS OF THE ALUMNI ASSOCIATION OF THE
BUFFALO STATE NORMAL SCHOOL

John W. Greenwood.....President

Mrs. Glenn Bothwell (L. Luella Tefft).....Vice-President

Drusilla H. Stengel.....Secretary

Irene M. Lanning.....Treasurer

DIRECTORS

Mrs. Eli A. Rhodes (Edna A. Lapp).....1 year

Mrs. A. S. Cadwallader (Laura Bachman).....1 year

Loretta M. Greenough.....2 years

William A. Fuhrman.....3 years

Mrs. Viktor B. Dold (Theo. Caudell).....3 years

THE FACULTY

Harry W. Rockwell.....Principal
Brown, B.A.; Columbia, M.A.; New York University.

NORMAL DEPARTMENT

(Names arranged alphabetically)

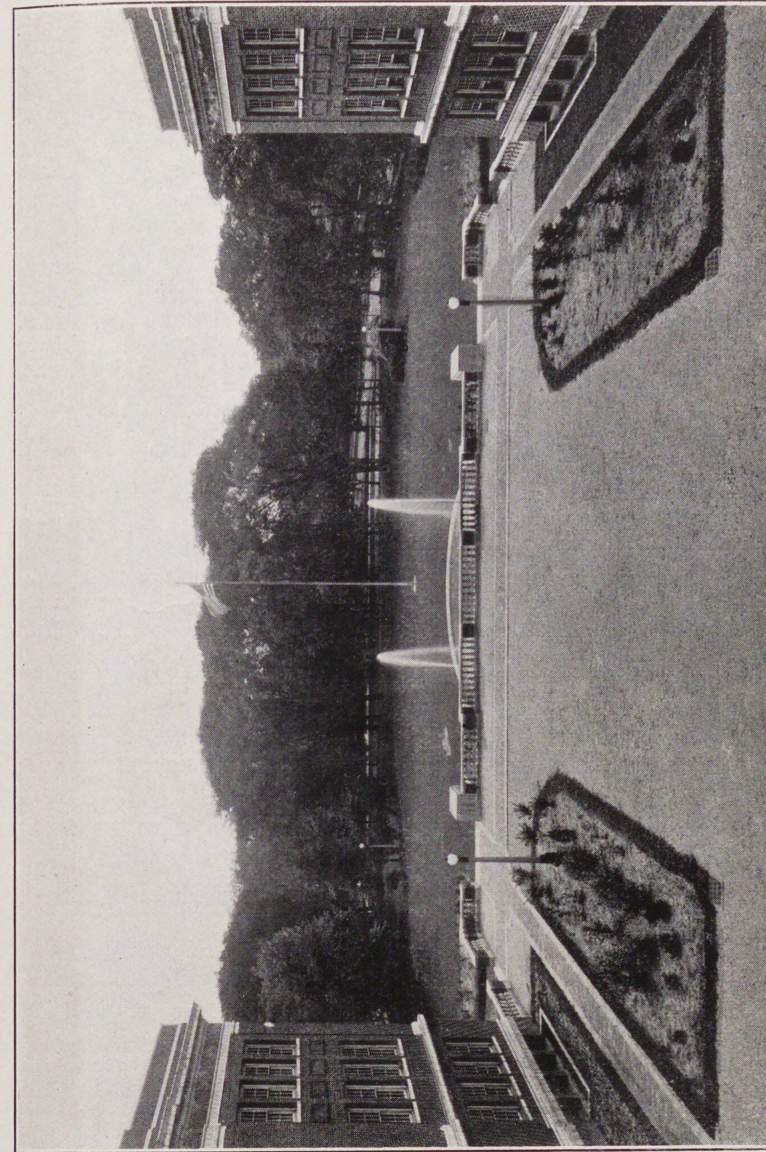
Arthur J. Abbott.....Music
Supervisor of Music Buffalo Public Schools; Graduate of
American Institute Normal Methods.Gertrude M. Bacon.....Superintendent of Practice Teaching
Graduate Buffalo State Normal; Columbia Summer
School (seven sessions); University of Buffalo (exten-
sion work).Elizabeth L. Bishop.....Science
Graduate Buffalo State Normal; Teachers' College,
Columbia University, B.S.Charles B. Bradley.....Head of Art Department
Graduate Pratt Institute; Extension work in College of
Fine Arts, Syracuse University; Cornell University;
Teachers' College, Columbia University.Alice A. Brigham.....Domestic Art
Graduate Buffalo State Normal; Columbia Summer
School (two sessions).Carl H. Burkhardt.....Physical Education
Supervisor of Physical Education, City Department of
Education; Graduate Normal College of the American
Gymnastic Union. Summer sessions at Harvard Uni-
versity, Chautauqua and Indianapolis.Louise M. Cassety.....Principal of Kindergarten Department
Graduate Buffalo State Normal; Teachers' College 1904-5.Myrtle V. Caudell.....Director of Vocational Homemaking Dept.
Graduate Buffalo Training School; Graduate Drexel Insti-
tute; Teachers' College, B.S. and three summer sessions.Georgina E. Chamot.....Domestic Art
Graduate Buffalo State Normal; Columbia Summer
School (two sessions); Cornell Summer School (two
sessions).Susan F. Chase.....Psychology
Graduate Quincy, Mass., Training School; University of
Wisconsin, B.L.; Milton College, M.A.; University of
Buffalo, Pd.D.; Extension work, Chicago, Cornell,
Columbia and City College, New York.Emily W. Dixon.....Kindergarten
Graduate Buffalo State Normal; Summer session Colum-
bia University.

- Rosamond M. Dodge.....Music
Elmira College, B.S.; Cornell Summer School (three sessions).
- Ruby Donaldson.....Laboratory Assistant
Graduate of Buffalo State Normal.
- Helen G. Englebreck.....Head of History Department
and Registrar
Elmira College, A.B.; Columbia Summer School.
- Minnie Groves.....Penmanship
Graduate Palmer Methods School of Penmanship; Summer session at Eastern Kentucky Normal School and University of Florida.
- Elsa K. Hein.....Physical Training
Graduate Normal College American Gymnastic Union.
- Lewis B. Hendershot.....Science
Cornell University, B.S.; Graduate work and two summer sessions Cornell University.
- Ruth Elliott Houston.....Physical Education
Western College, B.A.; Graduate Oberlin College, Department of Physical Education; Graduate Harvard Summer School of Physical Education.
- William C. Johnson.....Machine Shop
Graduate Buffalo State Normal (Vocational Department); Bethlehem Shipbuilding Company; Pierce-Arrow Motor Car Company; Curtis Motor Company; Buffalo Smelting Works.
- Michael J. Kane.....Head of Industrial Department
Ten years practical industrial experience; Staff Instructor, Emergency Fleet Corporation; Federal Board for Vocational Training.
- Ida L. Kempke.....Head of English Department
Graduate Buffalo State Normal; University of Buffalo, Pd.B.; Extension work at Teachers' College (two sessions); City College, New York; Cornell; Harvard four summers), and Chicago University.
- Carl Krans.....Manual Training
Graduate Buffalo State Normal School (Vocational Department); Pierce-Arrow Motor Car Company; Acme Steel Company.
- Lilian Mary Lane.....English
University of Chicago, Ph.B.; Graduate work at Chicago and Columbia University.
- Irene M. Lanning.....English
Graduate Buffalo State Normal; Teachers' College; Columbia University, B.S. and M.A.

- Joseph Lendway.....Mechanical Drawing
Cornell University.
- J. F. Phillippi.....Head of Mathematics Department
Graduate Fredonia Normal; Extension work at University of Buffalo.
- Jennie Robson.....Arithmetic
Albany Normal College, Pd.B.
- Charles C. Root.....Head of Education Department
Michigan State Normal College, B.Pd.; University of Michigan, B.A.; University of Chicago, M.A.
- Sipp, Mildred L.....Methods in Vocational Homemaking
Graduate Buffalo State Normal; Teachers' College, Columbia University, B.S., and summer session.
- Gerald R. Skinner.....Printing
Graduate Oswego State Normal School; Summer session at Oswego Normal School.
- Amelia Brown Sprague.....Drawing and Design
Cincinnati Art Academy; Pratt Institute; Summer sessions at New York University, University of Tennessee, Chicago University.
- Elizabeth B. Small.....Reading and Phonetics
Graduate Buffalo Training School; Columbia Summer School.
- Elizabeth P. Taylor.....Vocational Dressmaking
Graduate Buffalo State Normal (Vocational Department), Head of Dressmaking Department, McCurdy & Co., Rochester.
- Grace Viele.....Librarian
Smith College, B.L.; Graduate Buffalo State Normal; Columbia Summer School.
- Lillian W. Walker.....Geography
Graduate Buffalo State Normal; Harvard Summer School and Columbia University Summer Session.
- Frances Vinton Ward.....Vocational Homemaking
Boston University, B.A.; Extension work at M. I. T. and Wesleyan University; Summer session at Harvard Teachers' College and Cornell; Graduate work at Cornell.
- Fredric P. Woellner.....Head of Part Time Schools
Teacher Training Department
University of Cincinnati, B.A.; Teachers' College, Cincinnati; Graduate work at University of Cincinnati and Teachers' College, Columbia University.

THE FACULTY OF THE SCHOOL OF PRACTICE

- Minnie Groves.....Critic Teacher Ninth Grade
Graduate Palmer Methods School of Penmanship; Summer session at Eastern Kentucky Normal School and University of Florida.
- Mary H. Fowler.....Critic Teacher Eighth Grade
Graduate Buffalo State Normal; Columbia Summer School.
- Annie E. Davies.....Critic Teacher Seventh Grade
Graduate Buffalo State Normal; Extension work University of Buffalo; Columbia Summer School.
- Helen Weis.....Critic Teacher Sixth Grade
Graduate Buffalo State Normal; Cornell Summer School.
- Stella O'Reilly.....Critic Teacher Fifth Grade
Graduate Buffalo State Normal; Harvard Summer School; Extension work D'Youville College.
- Carrie Benson.....Assistant Principal and Critic
Teacher Fourth Grade
Graduate Oswego State Normal; Extension work University of Buffalo, Columbia University, Columbia University Summer School.
- Ella M. Smith.....Critic Teacher Third Grade
Graduate Buffalo State Normal; Columbia Summer School.
- Theresa A. Roehsler.....Critic Teacher Second Grade
Graduate Buffalo State Normal; Extension work University of Buffalo, Columbia Summer School.
- Ernina S. Smith.....Critic Teacher First Grade and
Assistant in Kindergarten Methods
Graduate Buffalo State Normal; Colorado College Summer School; Columbia Summer School (three sessions); Extension work University of Buffalo.
- Lydie A. Chamot.....Teacher of French
Graduate Buffalo State Normal.
PRACTICE SCHOOL AT PUBLIC SCHOOL NO. 38
- Fanny A. Garvin.....Critic Teacher Sixth Grade
Graduate Potsdam State Normal; Cornell Summer School (three sessions); Harris Teachers' College, St. Louis.
- Grace F. White.....Critic Teacher Sixth Grade
Graduate Buffalo State Normal; Music Supervisor's Course, New York University.
- Edna R. Gardner.....Critic Teacher Fifth Grade
Graduate Buffalo State Normal; Columbia Summer School; Cornell Summer School.



View of Front Campus from the Tower.



The Kindergarten Department

- May Thirza Churchill.....Critic Teacher Fourth Grade
Graduate Buffalo State Normal; Cornell Summer School;
Columbia Summer School; Extension work University
of Buffalo.
- Lina Gielow.....Critic Teacher Fourth Grade
Graduate Buffalo Training School; Columbia Summer
School.
- Jennie Moss.....Critic Teacher Third Grade
Extension work University of Buffalo; Columbia Summer
School (two sessions).
- Jane L. Ellis.....Critic Teacher Second Grade
Graduate Buffalo State Normal; Elmira College (one
semester); Cornell Summer School; Harvard Summer
School.
- Minnie B. Laird.....Critic Teacher Second Grade
Graduate Buffalo State Normal; Columbia Summer
School.
- Alice McKay.....Critic Teacher First Grade
Graduate Buffalo State Normal; Extension work Uni-
versity of Buffalo, Cornell Summer School.
- Frances M. Rudell.....Critic Teacher First Grade
Graduate Buffalo Training School; Extension work Uni-
versity of Buffalo.
- Clara A. Kreinheder.....Critic Teacher Kindergarten
Graduate Buffalo Training School; Columbia Summer
School; Extension work University of Buffalo.

“Education is the eternal debt which maturity owes to youth.”—Finley.

THE FACULTY OF THE EVENING INDUSTRIAL TEACHER
TRAINING CLASSES

M. J. Kane.....	Director
Joseph F. Phillippi.....	Trade Analysis
Fredric P. Woellner, A.B.....	Psychology and Methods
Charles C. Root, B.Pd., A.B., M.A.....	Practice Teaching
Charles B. Bradley—	Theory and History of Industrial Education
Laura M. Weisner—	Trade Analysis
Mildred Sipp.....	Methods
G. Eloise Neil.....	Methods

EXTENSION CLASSES AT ROCHESTER

Verne A. Bird, A.B.....	Methods and Practice Teaching
George M. Quackenbush.....	Trade Analysis
Arthur H. N. Rogers.....	Psychology and Methods
Cecelia R. Carey.....	Practice Teaching

OFFICE STAFF

Nellie P. Howland.....	Secretary to the Principal
Margaret C. Gorman.....	Stenographer

CAFETERIA

Mabel B. Gilbert.....	Manager
Franklin H. Smith.....	Superintendent of Grounds and Buildings

"Unless you do your work well our Republic cannot last beyond the span of a single generation."—Theodore Roosevelt addressing a Teachers' Association.

GENERAL INFORMATION

The Buffalo State Normal School building was completed six years ago and at that time was the last word in architectural design, general arrangement and completeness of equipment. The cost of the building was approximately one-half million dollars but at the present building prices, it would cost nearly three times this sum to duplicate the structure. Architecturally the building is a faithful reproduction in its center tower motif, of the Independence Hall, Philadelphia, and is considered by experts as one of the most successful architectural achievements in the City of Buffalo. The grounds have been laid out in an artistic symmetry with a spacious plaza in front of the building and a broad expanse of lawn beyond bordered by a beautiful row of stately elms. A pool, with fountains, the gift of the Alumni Association, will soon be put in commission to add to the general effect of substantial beauty which the building presents.

The building floor plan is in the general form of a large U, one wing of which houses the Normal Methods Department and the other the Practice School Department, with administration and offices, together with additional class rooms in the center. A rear projection accommodates the Gymnasium, Assembly Hall and Science Laboratories. Included in the Practice School Department is a Kindergarten Department and an Assembly Hall for the use of practice grades. On the ground floor the Vocational Teacher Training shops are located. These will be greatly supplemented during the coming summer by the addition of about fifty thousand dollars' worth of excellent equipment, most of which will be transferred from the State College for Teachers at Albany. The Gymnasium is large and well-lighted, providing an admirable space for social affairs for which it is frequently used. An Auditorium which seats one thousand is provided with a stage of ample proportions for dramatic presentations, stereopticon equipment, moving picture machine and a pipe organ.

The Vocational Homemaking Department has an equipment surpassed by few similar departments in the country. It includes kitchens, sewing and millinery rooms, laundry, model dining room, bed room and bath, as well as offices and needed store rooms. In the rear of the building which occupies an entire city block the residence of the Principal is located, together with a tennis court which is available for use by the students.

ACCESSIBILITY OF THE SCHOOL

The school is located on the block bounded by Jersey, Fourteenth and York Streets and Normal Avenue, and is reached by Hoyt, Grant and Connecticut Street car lines. The numerous suburban electric and steam car lines which connect Buffalo with the surrounding country render it possible for many students

who live at considerable distances from Buffalo to attend the school and reside at home. All railroads provide reduced rates for students.

A splendidly equipped Cafeteria in which well-cooked and a varied selection of foods is served at prices only sufficient to cover actual cost, plus service, is at the disposal of students who desire lunching facilities at the noon hour.

STUDENT COMMITTEE

All questions relating to the welfare of students away from home are referred to the Student Committee, which is composed of members of the school faculty. All rooms offered to the students, through the school, are inspected and certified or rejected by this committee, whose desire it is to surround students who are away from home with every helpful influence. Prospective students desiring assistance in obtaining rooms or board should address the Chairman of the Student Committee, State Normal School, Buffalo, N. Y.

EXPENSES AND BOARDING PLACES

The school is located in the midst of comfortable homes, many of which offer rooms to students from outside the city. Board and room, (two occupying room) including light and heat, may ordinarily be had at from \$7 and upward per week, and in some cases the use of the laundry is included. Rooms (two occupying a room), with privilege of using the kitchen, may be secured at from \$3 to \$5 a week by those who wish to board themselves.

There are numerous opportunities for students to meet a part or all their boarding expenses by assisting in the homes where they are stopping.

Applicants who wish to take advantage of such opportunities for self-help would do well to write to the Student Committee *a full statement as to their ability in different lines of house or other work.* It also would be well to send references and a small photograph.

THE ALUMNI ASSOCIATION

This association numbers about 3,500. It co-operates with the school authorities in all matters tending to the welfare of the school. It also holds an annual meeting and banquet at the close of each school year and tenders a reception to the Senior Class during the spring semester.

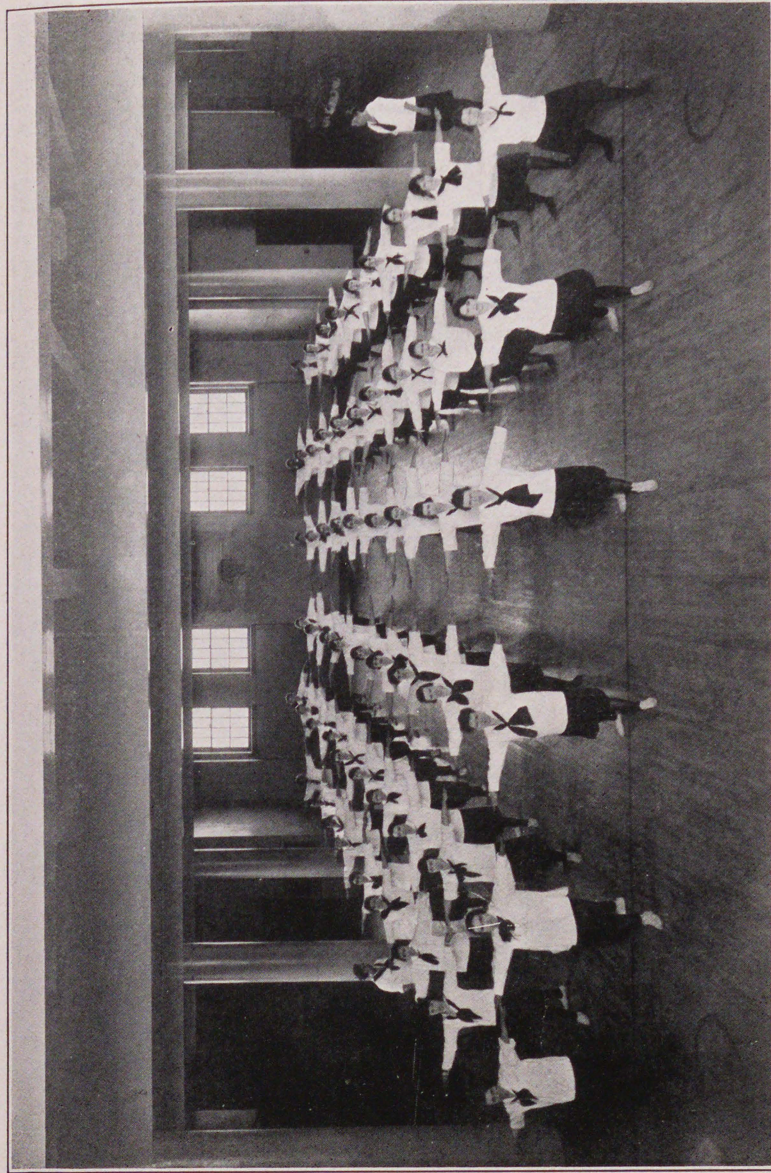
ALUMNI AID TO STUDENTS

For the purpose of aiding worthy students who, for financial reasons, are unable, without assistance, to continue their work and graduate, a Students' Loan Fund has been formed by the Alumni



Reading Room of the Edward H. Butler Library

THE UNIVERSITY OF CHICAGO



The Gymnasium

Association and is available under conditions which provide for its safety and its equable distribution.

VISITORS

The Buffalo State Normal School is always open to the public. School officials seeking teachers are invited to come and observe students at their work. An invitation is also extended to parents and friends of students to visit the school and see the method of its daily operation.

BUFFALO AS AN EDUCATIONAL CENTER

Buffalo enjoys certain conspicuous advantages which offer the privilege of self-improvement. In the educational field the Normal School, the University of Buffalo, Canisius College and the City Department of Education offer frequent lectures which have a very important bearing on modern educational development and so are of vital importance to the teacher in training. In addition to these lectures, the Society of Natural Sciences, the Historical Association and other civic educational bodies, provide frequent lectures. The Libraries of the city, particularly the Buffalo Public Library and Grosvenor Library, contain thousands of volumes which are free to all students of the school and offer the best of facilities for research and study.

In the Fine Arts, Buffalo has shown a commendable interest. There exists in this city an unusual appreciation of Music. Numerous musical organizations, among which may be named the Chromatic Club, the Philharmonic Society, the Clef Club and others, help to sustain and encourage a wholesome musical interest in the city. Practically all the leading metropolitan artists are brought here for concert work and appear at the Elmwood Music Hall or the Auditorium. During winter months, the best organists of our country and Canada give free recitals on Sunday afternoons at these halls. These recitals are frequently varied by the appearance of excellent orchestras. The expense of these presentations is provided for by special appropriation of the city government. A large and successful Community Chorus is maintained under the expert direction of Mr. Harry Barnhardt.

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

SOCIAL LIFE OF SCHOOL

For the study of the Drama the school offers its own Dramatic Club to those students who show certain capacities which are considered necessary for membership. Certain of the local

theatres also present practically all the metropolitan successes in the dramatic field.

In every way consistent with the main purpose of the school the Faculty encourages the social life of students. Numerous receptions are held during the year under proper chaperonage. There are several organizations also which contribute to the literary and social welfare of student life. Among these are the Y. W. C. A., three sororities, the Arethusa, the Sigma, Sigma, and the Clonian, the Dramatic Club and the Faculty-Student Council. Neighboring churches are most cordial in their attention to out-of-town students and in several of them Bible classes are formed for Normal School students.

Recently an artistically furnished room off the main corridor of the building known as the Social Center Room has been placed at the disposal of the sororities and other School organizations for general use and special meetings.

PRESENT DAY CONDITIONS AND DEMANDS IN THE TEACHING PROFESSION

It is a noteworthy fact that the radical economic changes incident to the War, have had a very marked effect on conditions in the teaching profession. Abnormally inflated commercial wages have attracted away from the work of teaching, many young people who would otherwise be in the educational ranks. As a result, there is now a very sharp demand for trained teachers which cannot be supplied. The operation of the fundamental law of supply and demand is forcing salaries in the teaching profession to rise to a point where the rewards of teaching will more adequately compensate for the period of preparation and kind of service required. A State Salary Law passed a year ago went far toward ameliorating the material status of the teacher and legislation recently passed promises a still further step in the direction of a more ample economic recognition which the great profession of teaching truly deserves. Students graduating from State Normal Schools at the present time without previous experience may look forward to a compensation ranging from \$800 to \$1,200 and this figure will be materially advanced by the operation of the Lockwood-Donohue Law.

ESSENTIAL QUALIFICATIONS OF PROSPECTIVE TEACHERS

We believe that young people who desire to render this important form of public service should decide to enter upon this preparation only after deliberation and thorough self-examination. Unless they are physically and temperamentally fitted for this work they will not only find themselves unhappy in it, but also through their incompetence, they will work disaster in the lives of the children confided to their care. A real love for teaching

based on a genuine love of children, reasonable intellectual ability and good health, are the minimum essentials in the way of preliminary qualifications. To these should be added adaptability and tact, some degree of executive ability and the saving grace of common sense. Candidates lacking these qualifications can hardly hope to make such a success of teaching as will give that life satisfaction which professional service should bring. A Normal School cannot really create these natural qualifications any more than it can create personality. It can, however, hope to inspire and more efficiently train candidates who have reasonable qualifications and it can also by careful discrimination adapt students to the type of work in the educational field for which they seem to be best fitted. To perform this important function efficiently is the earnest hope of all who are associated in the work of the Buffalo State Normal School, and we cordially welcome all properly qualified candidates who seek to share in its life and advantages.

A TIMELY SLOGAN.

"A trained teacher for every boy and girl in the United States."—*Waldo*.

REQUIREMENTS FOR ADMISSION

At a meeting of the Board of Regents held on March 28, 1918, the following requirements for admission to State Normal Schools were adopted: "A candidate for admission to the elementary teacher's course, kindergarten-primary course, kindergarten course, rural school course, domestic science and domestic arts courses, manual arts course, commercial course, teacher-librarian course, special drawing course or special music course in a State Normal School must present either a Regents academic diploma (of 72 or more counts) or evidence of graduation from a four-year high school course approved by the President of the University. A candidate for admission to any other special course in a State Normal School must present such evidence of education and experience as shall satisfy the President of the University that such candidate is competent to enter upon the work of such course."

Candidates must be at least sixteen years of age.

While the Regents Academic diploma or graduation from an approved four-year high school course are sufficient to admit to a State Normal School in accordance with the rule noted above as passed by the Regents, we strongly urge all students entering the Buffalo Normal to include in the subjects offered Intermediate Algebra, three years of one foreign language or two years of any two languages together with at least one course in Drawing. Students who present the Regents Academic diploma, provided it includes the subjects named above, may on graduation from the Buffalo Normal School receive credit at the University of Buffalo for the college work of the Freshman and Sophomore years. They may then pursue the work of the Junior and Senior years at the University and obtain the Bachelor of Science degree.

Thus, the Buffalo State Normal School and the University of Buffalo in combination will offer the equivalent of a four-year teacher's college course, the first two years being given at the Normal School and the last two years at the University of Buffalo. Canisius College also has under consideration a similar plan of affiliation.

A very important arrangement has been entered into with the City Department of Education and the University of Buffalo whereby students may, after graduating from the Buffalo State Normal School, teach in the city system and at the same time take extension work at the University of Buffalo and thus, after a somewhat longer period, complete the college course and obtain the degree of Bachelor of Science. This plan is fully described on page 26 of this catalog.

Candidates for admission to the Vocational Homemaking Department (Domestic Science and Domestic Arts Teacher Training Courses) must present substantial evidence of home-

making experience satisfactory to the Director of the Vocational Homemaking Department.

APPOINTMENT TO BUFFALO STATE NORMAL SCHOOL.

On application to the Principal of the Buffalo State Normal School, candidates will be supplied with a blank form which must be made out in duplicate, signed by the candidate and verified by the Principal of the High School or other Secondary institution from which the candidate graduated. The application should then be returned to the Principal of the Buffalo State Normal School. When countersigned by him and approved by the Commissioner of Education, which constitutes an appointment to the Normal School, candidates will be duly notified of the acceptance of their applications.

Candidates for admission to the Vocational Course should apply in person to the Principal of the school on the date specified in the calendar. All students are requested to be present on the opening day of school. Those not present when the school opens will be admitted only by special arrangements.

Tuition and use of textbooks in all courses are free to residents of the State of New York but residents of other states are admitted by special appointment of the Commissioner of Education and are required to pay in advance a tuition fee of \$20 a semester, which fee covers tuition and use of text books.

CURRICULA

I.

ELEMENTARY TEACHERS' (GENERAL NORMAL)
COURSE

(Two Years)

	<i>Periods</i>
*Psychology	100
*History of education and principles of teaching.....	100
School economy	40
*Methods of primary reading, spelling and phonics.....	100
*Methods of language, grammar and composition.....	100
*Methods of literature.....	100
*Methods of vocal music.....	120
*Methods of arithmetic and algebra.....	120
*Methods of American history.....	80
*Methods of drawing and elementary handwork.....	160
*Methods of geography.....	100
*Methods of nature study and elementary science.....	100
†Methods of manual training or household arts.....	160
*Methods of penmanship.....	40
*Methods of physical training.....	120
Observation and practice.....	600

†In cooking classes all students are required to wear plain white tailored waists and large white aprons. In manual training classes heavy work aprons of suitable material are required.

*Indicates courses offered in Summer School for which Normal credit is given.

II.

KINDERGARTEN-PRIMARY COURSE

(Two and one-half years)

	<i>Periods</i>
Psychology	100
History of education and principles of teaching.....	100
Methods of vocal music.....	60
Methods of arithmetic.....	80
Methods of United States history.....	40
Methods of drawing and handwork.....	160
Methods of geography.....	100
Methods of reading, spelling, phonics, language.....	100
Methods of nature study and elementary science.....	100
Methods of penmanship.....	40
Methods of physical training.....	120
English, voice training, children's literature, story-telling	100
Songs and games.....	100
Mother play, gifts, occupations.....	160
Program of kindergarten procedure.....	40
Observation and practice.....	580

NOTE—The two foregoing courses are in effect during the present school year but they are in process of radical revision and the new courses will doubtless be introduced in September, 1920.

III.

KINDERGARTEN

(Two years)

	<i>Periods</i>
English—reading, spelling, phonics and voice training....	80
Elementary science and nature study.....	200
Drawing	140
Methods of Penmanship.....	40
Physical training.....	120
Music	40
Psychology	100
History of education and principles of teaching.....	100
English—voice training, children's literature, story-telling	120
Songs and games.....	120
Mother play, gifts and occupations.....	180
Principles of education, with special reference to kindergarten	60
Program of kindergarten procedure.....	60
Observation and practice.....	560

IV.
 VOCATIONAL HOMEMAKING COURSE
 Four-year College Course. Degree granted: Bachelor of
 Science (in Household Arts)

FRESHMAN

<i>First Semester</i>		<i>Second Semester</i>	
	<i>Credits</i>		<i>Credits</i>
Chemistry I.....	4	Chemistry II.....	4
Biology	2	Biology	2
English I.....	3	English II.....	3
Industrial History.....	3	Industrial History.....	3
Clothing I.....	3	Foods I.....	4
Design I.....	1		
	<hr/>		<hr/>
	16		16

SOPHOMORE

<i>First Semester</i>		<i>Second Semester</i>	
Foods II.....	4	Clothing II.....	4
English III.....	3	Educational Psychology	3
Physics	6	Chemistry III.....	6
Economics	3	Economics	3
	<hr/>		<hr/>
	16		16

JUNIOR

<i>Major in Foods</i>		<i>Major in Clothing</i>	
Foods III.....	10	Clothing III.....	10
Education I.....	3	Education I.....	3
Education II.....	3	Education II.....	3
Sociology	4	Sociology	4
Vocations for Women..	2	Vocations for Women..	2
Household Science I.....	3	Electives	4
Household Science II....	2	Household Science II....	2
Electives	4	Household Science I.....	3
	<hr/>		<hr/>
	31		31

SENIOR

Home Administration..	6
Nutrition	4
Design IV.....	4
Education III.....	10
Study of Motherhood (Elective)	3
Electives	3
	<hr/>

30

Physical Training required—No Academic Credit.
 Freshmen Round Table, one meeting per week—No Academic
 Credit.



Class in Dressmaking



Types of Clothing in Household Arts Department



The Practice Dining-room



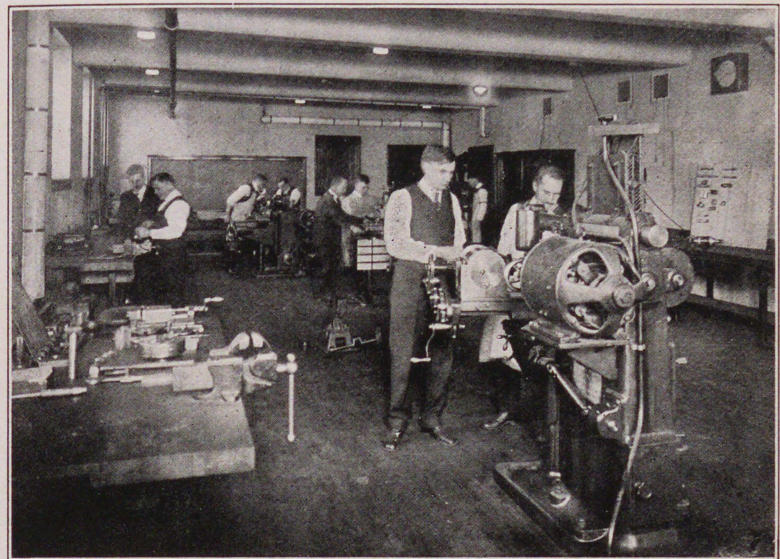
The Cafeteria

EDWARD H. BENTLEY PHOTOGRAPHER

FORWARD BY UNITED FRANCHISE



The Woodworking Shop



The Machine Shop

UNIVERSITY OF MICHIGAN LIBRARY



Household Chemistry Laboratory



Laundry Laboratory

V.

INDUSTRIAL TEACHER TRAINING COURSE

Course for Shop Teachers in Unit Trade Schools and Teachers in
Unit Technical Courses

ONE-YEAR DAY COURSE

Methods of Teaching Industrial Subjects.....	100 periods
Study and Analysis of Trades and Organization of Courses of Study.....	200 periods
Theory and Principles and Problems of Vocational Education	50 periods
Materials and Equipment and Shop Records.....	50 periods
Practice Teaching and Observation.....	300 periods
Mechanical Drawing or Shop Work.....	200 periods
Related Mathematics.....	100 periods
Related Science.....	100 periods
English and Public Speaking.....	200 periods
Industrial History and Civics.....	100 periods

(The periods indicated are 45 minutes in length.)

TWO-YEAR EVENING COURSE

First Year—

Theory and Principles and Problems of Voca- tional Education.....	25 single periods
Methods of Teaching Industrial Subjects.....	25 single periods
Study and Analysis of Trades and Organi- zation of Courses of Study.....	50 double periods
Observation of Classes.....	10 double periods

Second Year—

Psychology and Education.....	20 single periods
Materials and Equipment and Shop Records....	20 single periods
Practice Teaching.....	30 double periods
History of Industrial Education.....	20 single periods
Individual General Criticism of Practice Teaching	10 double periods

(Single periods indicated are 40 minutes in length.)

COURSE FOR TEACHERS IN GENERAL INDUSTRIAL
SCHOOLS OR CLASSES

First Year—

Applied Psychology.....	100 periods
Theory and Principles and Problems of Vocational Education	50 periods
English and Public Speaking.....	200 periods
Hygiene and Accident Prevention.....	50 periods
Mechanical Drawing.....	200 periods
Shop Mathematics.....	200 periods
Woodworking	200 periods
Machine Shop.....	200 periods
Electrical Work.....	200 periods
Summer Work.....	10 weeks in an approved occupation

Second Year—

Methods of Teaching Industrial Subjects.....	100 periods
Study and Analysis of Trades and Organization of Courses of Study.....	200 periods
Observation and Practice Teaching.....	200 periods
Mechanical Drawing.....	200 periods
Related Science.....	200 periods
Industrial History and Civics.....	100 periods
Shop Work (elective).....	400 periods
Summer Work.....	10 weeks in an approved occupation

VI.

PART TIME SCHOOLS TEACHER TRAINING COURSE

Organization of Compulsory Part Time Schools.....	10 periods
American and Foreign Part Time Schools.....	5 periods
Courses of Study and Methods of Teaching.....	45 periods

Special instruction in the above courses will be offered at Buffalo, Niagara Falls and Rochester.

For information regarding time schedules or outlines of work address Fredric P. Woellner, Head of Part Time Schools Department, Buffalo State Normal School.

VII.

SUMMER SESSION

The greatly increased registration at the last session of the Buffalo State Normal School indicated that there is a growing demand for summer courses which will supply the needs of four classes of teachers:

1. Teachers in service who desire summer instruction for professional growth.
2. Normal School students who desire credit for the summer session toward the regular Normal School course.
3. Graduates of high schools who are seeking to earn or renew Rural School Certificates.
4. Teachers of six or more years of experience who by attendance on four summer sessions may secure a Special Normal (Life) Certificate.

COURSES TO BE OFFERED DURING THE SUMMER SESSION,
JULY 5 TO AUGUST 7, 1920

All subjects marked (*) under I Elementary Teachers or General Normal Course will be given during the summer session.

In addition to these subjects a special course of lectures on "Vocational Guidance," "Arithmetic and Study," "Essentials of Geography," and "Administration" will be offered. Problems and courses of study adapted to Intermediate Schools will be emphasized. A Special Music Department for the improvement and training of music teachers and supervisors will be conducted.

An Institute in Americanization will attract large numbers of teachers for the study of this timely subject.

Anything like an adequate statement of summer school courses cannot be set forth in this catalog. A special summer school catalog will be mailed on request.

An indication of the range of subjects and of the personnel of the faculty is given herewith:

FACULTY

Harry W. Rockwell.....	Principal
Principal Buffalo State Normal School.	
Ernest C. Hartwell.....	Special Advisor on Extension Curriculum
City Superintendent of Schools, Buffalo.	

SPECIAL COURSE OF LECTURES

Dr. John M. Leavitt.....	Vocational Guidance
Assistant Superintendent of Schools, Pittsburg, Pa.	
J. C. Brown.....	Arithmetic and Study
President of St. Cloud Normal School, St. Cloud, Minn.	
Author of "Teaching of Arithmetic".	

- Dr. Charles T. McFarlane.....Geography
Director Teachers' College and Co-author of "Essentials of Geography."
Dr. Lotus D. Coffman.....Administration
Dean of School of Education, University of Minnesota.

INSTRUCTORS

- Arthur J. Abbott.....Music
City Supervisor of Music.
Gertrude M. Bacon.....Rural School Management and
Principles of Education
Superintendent of Teaching, Buffalo State Normal School.
Verne A. Bird....Methods of Teaching Shop and Related Subjects
Director Vocational Education, Utica.
Emma M. Bolenius.....Oral English
Author of "Teaching or Oral English" and "Every Day English Composition."
Charles B. Bradley.....Drawing
Head of Art Department, Buffalo State Normal School.
Carl H. Burkhardt.....Physical Education
Director of Physical Education, City Department of Education.
George M. Eisler.....Americanization
Field Secretary American Fellowship, Inc.
Margaret O. Flagler.....Physical Training
State Department of Education.
Minnie Groves.....Penmanship
Instructor, Buffalo State Normal School.
Ernest C. Hartwell.....School Administration
City Superintendent of Schools, Buffalo.
Frederick Houghton.....Americanization and "Buffalology"
Principal Public School No. 7, Buffalo.
Harry W. Jacobs.....Drawing
Supervisor of Drawing, City Department of Education.
Ida L. Kempke.....Primary and Grammar Grade Literature
Head of English Department, Buffalo State Normal School.
Andrew D. Sloan.....Geography
Newark, (N. J.) Normal School.
Irene M. Lanning.....Composition and Grammar
Instructor, Buffalo State Normal School.
Daniel Bell Leary.....Educational Psychology
Professor of Psychology, University of Buffalo.
Paul Nichols.....Music
Instructor in Music Hutchinson High School.

- J. F. Phillippi.....Arithmetic
Head of Mathematics Department, Buffalo State Normal School.
W. Howard Pillsbury.....Intermediate School Problems
Secretary to the Superintendent of Schools, Buffalo.
Jennie Robson.....Arithmetic
Instructor, Buffalo State Normal School.
Harry W. Rockwell.....History of American Education
Principal, Buffalo State Normal School.
Charles C. Root.....Psychology and Standard Tests
and Measurements
Head of Education Department, Buffalo State Normal School.
Genevieve Silvester.....Special Reading Methods
Primary Supervisor, Washington, D. C.
Ruth E. Speir.....Music
Instructor, University of Buffalo.
P. Frederick Piper.....Science
Associate Professor, University of Buffalo.
.....History
Wm. E. Weafer.....Commercial Branches
Assistant Principal, Hutchinson High School.
Fredric P. Woellner.....Part Time Schools Teacher Training
Head of Part Time Schools Department, Buffalo State Normal.
Helen O'Connor.....Intermediate Grade
Special Demonstrator, City Department of Education.
Frances Vinton Ward.....Home Making Methods and Foods
Instructor, Buffalo State Normal.
Grace Viele.....Librarian
Librarian, Buffalo State Normal School.

VIII.

FOUR YEARS TEACHERS' COLLEGE COURSE

First two years given at Buffalo State Normal School; last two years given at the University of Buffalo or Canisius College. Bachelor of Science Degree earned on completion of the course.

A NEW TEACHER-TRAINING PROJECT

In December and January last the details of a far-reaching plan were perfected whereby all the existing institutions of the city for the training of teachers will be closely co-ordinated. The most striking feature of the new plan is that it permits an ambitious student not only to secure a university education at small expense but to earn the cost of the course at the same time that he gets the benefits of a college training.

That the plan will have immediate and impressive effect in improving the efficiency of every element of the teaching profession is the opinion of the co-operating institutions.

Under this scheme it is possible for the ambitious, adequately prepared student who desires a college education to secure one in five years (although many candidates will need six or seven), of which two will require no payment for tuition and the others will be under full pay as a regular teacher; and all this without leaving home. Such a project should especially attract young men, as well as young women, who are looking forward to teaching either in the intermediate school, the high school, or to administrative work in education, for a more thorough preparation for such work cannot be secured.

The three agencies,—the School Department, the State Normal School, and the University of Buffalo, are either wholly or in part working for the betterment of present and prospective teachers. Several months ago it occurred to the Superintendent of Schools that if the Normal School and the University would co-operate not only with each other but with the School Department, a teacher-training scheme might result which would use the resources of each for the common end. Graduates who entered the Normal with the University's entrance requirements for the Science Course may go to the University as Juniors, receiving credit for the Freshman and Sophomore years. In other words, normal graduates will be credited at the University with sixty-four hours of the necessary one hundred twenty-eight semester hours required for the B. S. Degree. They may complete the remaining sixty-four hours in two years of full time work at the University, or they may take advantage of the special teacher training project which is described herewith. On graduation from the Normal School the candidate will take the City Department of Education's Teachers' Examinations and if successful in these, the name of said candidate will appear on the

eligible list and be considered for appointment in due course. Having received an appointment the candidate will be assigned to one of five so-called Probationary centers. At the same time candidates may pursue extension courses at the University at hours conveniently arranged so as not to interfere with regular school work. By this plan the work of the Junior and Sophomore years may be completed, in from three to five years, depending on the ability and ambition of the student. A maximum of twelve semester hours for the parallel teaching experience will be credited so that the necessary sixty-four hours to be completed at the University may thus be reduced to fifty-two. The University considers these twelve hours in the same light as Laboratory work, it being practice work done under the supervision of a member of its faculty. The University will not confer the degree on the completion of the specified course until the student shall have also completed a satisfactory thesis which must show powers of concentration and research in the subject chosen. It should be added that teachers who pursue this plan having been appointed to Probationary Centers will at the end of one year's successful experience in these centers, be given a permanent appointment in the city school system.

The above proposal has met with the approval of the State Department of Education, the following letter having been received from Commissioner Finley:

January 13, 1920.

Dear MR. HARTWELL:

The general program outlined by you, with the co-operation of Principal Rockwell of the Buffalo Normal School and of Dean Park of the University of Buffalo, points the way to a general plan for the recognition of our reorganized Normal School courses of instruction on the part of colleges and higher institutions, which will make more attractive the opportunities of our teacher-training institutions. It is an illustration of splendid co-operation on the part of the institutions and the authorities of the city, to meet in part the teacher-training problem. Even though only a limited number may take advantage of the opportunity which will be open for a full college course, the very fact that the way is open for continued training in cultural and scientific courses beyond the Normal School will prove a vital factor in interesting young men as well as the young women of the city in the importance of the teaching profession.

Cordially yours,
(Signed) JOHN H. FINLEY.

PROPOSED CURRICULUM AT THE UNIVERSITY

Students desiring to complete the work of this four years teachers' college course, whether on a full time basis or as regular

teachers in the city department pursuing extension work at the University outside of school hours, will be offered in addition to the required subjects an attractive field of specially arranged groups as follows:

Required of all students—College Civics, Language (additional year), Psychology, Educational Psychology, English II.

GROUP I.—ADMINISTRATION

General Administration—Tests and Measurements, Intelligence Scales, Philosophy of Education, Educational Sociology, History of Education, Physiology and School Hygiene, Electives.

GROUP II.

Teachers of English—Shakespeare, 19th Century Poets, Principles of Literary Criticism, Teaching of English, Essay in 18th Century, Greek and Latin Classics, Bibliography, Comparative Literature, Chaucer, Milton, Appreciation of Music.

GROUP III.

Teachers of Ancient Languages—Latin II., Greek I., Greek II., Appreciation of Art. Electives.

GROUP IV.

Teachers of Modern Languages—Electives in French, Spanish, Italian, German, Russian. Teaching of Language.

GROUP V.

Teachers of Mathematics—Freshman Mathematics (Advanced Algebra, Trigonometry, Plane and Analytic Geometry), Solid Geometry, College Algebra, Calculus, Teaching of Algebra or Geometry.

GROUP VI.

Teachers of History—History I. (European to 1740), History II. (1740 to 1870), History III (1870 to 1918), Economics I., Government I., Teaching of History. Two courses in American History.

GROUP VII.

Teachers of Science—Chemistry, Biology, Physics, Geology, Physiology and School Hygiene, Teaching of Science.

For a more extended description of these courses together with related fields of electives showing time requirements and faculty assignments address Dean Julian Park, Townsend Hall, University of Buffalo.

OUTLINE OF COURSES.

Detailed outline of the General Normal Course, the Kindergarten Course, and the Kindergarten Primary Course will not be included in this catalogue because of the revision of these courses which is now pending and which will doubtless be put into effect in September, 1920. A detailed outline of the new courses will be issued in a supplementary pamphlet later in the school year.



The Senior Kitchen—Household Arts Department



Demonstration Lesson Before Evening Vocational Class in Demonstration Room

IV.

VOCATIONAL HOME MAKING DEPARTMENT

Myrtle Viola Caudell, Director
Elizabeth L. Bishop
Alice A. Brigham
Georgina E. Chamot
Mildred Sipp
Mrs. Elizabeth P. Taylor
Mrs. Frances Vinton Ward
Ruby Donaldson

Since 1910 a three years' course for Teaching Training in Household Arts has been a notable and successful feature of the Buffalo State Normal School. In May, 1919, the Board of Regents voted to extend the curriculum of this department and provide a four-year course of college grade at State and Federal expense. Teacher training for Vocational Education is emphasized in this new curriculum which became effective in September, 1919. New avenues of service for well-trained workers in Vocational fields are opening to women and more attention must, therefore, be given to the special training of teachers who are to prepare these workers in the various Vocational fields. Many of our New York High Schools are introducing state aided courses in Vocational Home Making, and this department has planned its curriculum with special reference to the preparation of teachers for these high schools. The number of teachers preparing to meet the needs of Elementary and High Schools desiring to offer either Household Arts or Vocational Home Making interests does not fill the present demand. These facts should attract any prospective student who possesses good health and has a distinct and natural inclination toward home interests, a willingness to increase her skill of manipulation and a real desire to pursue the sciences pertaining to home making and to the teaching of home making subjects.

REQUIREMENTS FOR ADMISSION

The Vocational Home Making Department makes the following provisions for entrance:

- (a) Students applying for entrance must not only be graduates of a four-year approved high school course but must also present substantial evidence of home making experience.
- (b) Students will be required to gain further experience approved by the Faculty as follows:
 1. During the summer at the close of the Freshman year a six weeks' period of home making experience.
 2. During the summer at the close of the Junior year experience in a commercial establishment such as hospital, club, tea

room, or dressmaking shop will be required for a minimum six weeks' period.

3. During the Senior year supervised home practice will be conducted as prescribed under "Home Administration."

On completion of this course the University of the State of New York will grant a college degree of Bachelor of Science (in Household Arts) and the state will provide a license to teach in community centers, in Vocational Schools of Home Making and in higher institutions offering Vocational Home Making Courses.

I. GENERAL SUBJECTS

English I—Composition

This course gives effective training in oral and written composition for better self expression.

Essentials of exposition, narration, argumentation and description will be studied as fundamental for these students in their technical courses.

Personal experiences; current events; non-technical demonstrations; reports of trips; school exhibits, etc., will be the bases for oral reports and written essays.

Lectures, 3 per week, 1 semester; credits 3.

English II—Literature

This course aims for a keener appreciation of literature stressing its value rather than its historical development.

The chief periods of English literature, together with the more important forms, illustrated by readings of typical works, will be a part of the content.

Only those principles of literary criticism will be discussed that give a broad basis for appreciation of great writings.

Required Readings, Reports, Discussions together with Group and Individual Projects will be required.

Lectures, 3 per week, 1 semester; credits 3.

English III—Oral English

The purpose of this course is to develop in the students the ability to give short, effective talks of vocational and community interest. The work will include such exercises as introducing speakers, extemporaneous speaking, and the giving of short prepared talks. Special emphasis is given to phonetics as a foundation for clear utterance and good pronunciation, and to voice training with a view to the development of a pleasing class room voice.

Lectures, 3 per week, 1 semester; credits 3.

Industrial History

This course aims to trace the evolution of industrial development from the earliest European efforts to the present day conditions. The phases of European development before and during the colonization period in America, and their influence upon early colonial life, are studied the first semester. During the second semester the many changes that have affected American industrial life are considered and their influence upon our social life and international relations.

Lectures and discussion, 3 per week, 1 year; credits 6.

Economics

The fundamental concepts of economic life are developed through an analysis of the more vital issues of the present industrial situation. A sufficient historical background is presented to indicate the significance of the major principles underlying man's struggle to produce, accumulate and distribute wealth. Text—Seligman, Principles of Economics.

Lectures 3 per week, 1 year; credits 6.

Educational Sociology

The school is studied in its relation to the other primary and intermediate groups treated in general sociology.

The course is vitalized through occasional trips to various institutions, readings and reports. Pending school legislation is especially analyzed.

Text—Smith, Educational Sociology.

Lectures, 2 per week, 1 year; credits 4.

Vocations for Women

This course is a survey of the history of women in industry in the United States, with special reference to the industries of New York State. The laws protecting women and children in industry and the working conditions existing are studied. Field trips and special reports are required. Through the foregoing study an attempt is made to develop an appreciation of the meaning and significance of Vocational Education for Women.

Lectures, field trips and reports, 1 year; credits 2.

Electives in general subjects will be provided through the reorganization of the General Normal curriculum, September, 1920.

II. HOME ECONOMICS SUBJECTS

Foods I—Elementary Food Study and Preparation

This course gives an intensive study of the general principles underlying food preparation. Laboratory technique is emphasized. The course includes a study of food manufacture, cost of food and food control.

Lectures and laboratory practice, 1 semester; credits 4.

Foods II—Elementary Nutrition and Meal Preparation

This course aims to teach meal planning, preparation and service to meet the dietary needs of individuals and other groups in normal health; also food service as an adjunct to social occasions.

Lectures and laboratory practice, 1 semester; credits 4.

Foods III.

Required of students majoring in foods:

Practice in meal preparation; large quantity cookery; cafeteria management; marketing; storage and accounting.

Opportunity is provided at intervals throughout the year for demonstration work. A brief survey of the history of cookery and food supply is given as part of this course.

Discussion and laboratory practice, 1 year; credits 10.

Nutrition

This course aims to apply the fundamental principles of human nutrition to the feeding of individuals and groups under varying physiological, economic and social conditions. Laboratory practice in preparation of balanced rations for use in the home, practice house and institutions. Attention is given to special diets for nutritional diseases.

Lectures, reports and laboratory practice, 1 semester; credits 4.

Clothing I.

The purpose of this course is to develop skill in hand and machine work. Technical processes are perfected by working on institutional garments, household linens, cotton wearing apparel, layettes and children's clothes.

Students are trained in the repair, general upkeep and remodeling of garments, thereby developing resourcefulness and initiative.

An elementary study of textile fibres is included in this course.

Laboratory practice, 1 semester; credits 3.

Clothing II—Clothing and Design

This course is planned to add to the clothing experience of the student and also to apply the principles gained in Design I.

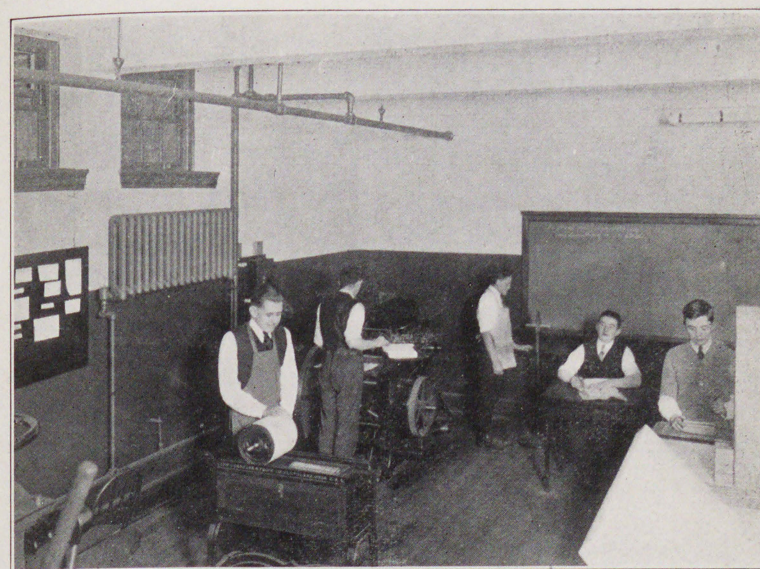
Students are required to design and make silk and wool garments, and their textile study is devoted to kinds of materials used. An accurate account is rendered of the time spent on the work and the cost of all dresses. This account prepares for a study of the wise expenditure of the portion of the family or personal income devoted to clothing.

Laboratory practice and reports, 1 semester; credits 4.

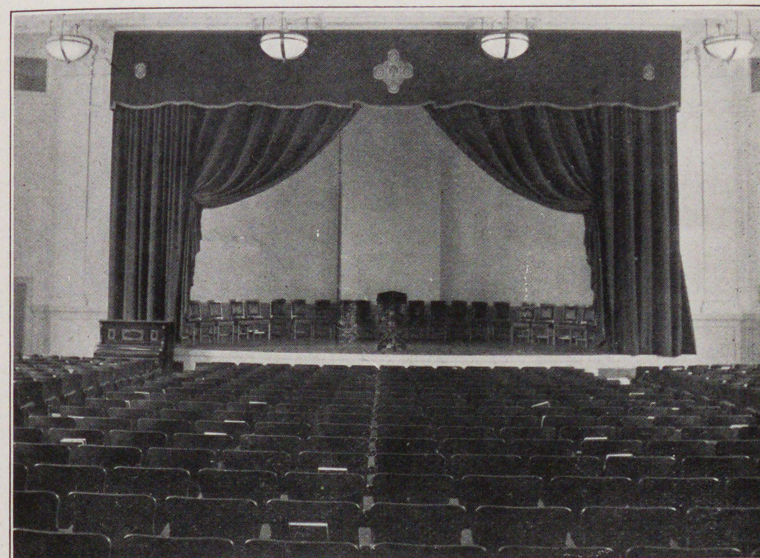
Clothing III.

Required of students majoring in Clothing.

This course offers further study in textiles and furnishes opportunity for millinery and advanced work in dressmaking. Design



The Printing Shop



A View of the Assembly Hall



Basket Ball Team 1919-1920



The Principal's Residence

FORWARD H. BENTLEY'S PHOTOGRAPHY

is applied to all the clothing and millinery problems. Trade and shop conditions are studied with emphasis upon careful planning of work and management of workers. A garment shop is conducted and orders for gowns are executed under the direction of an experienced dressmaker to provide a field of practice for this course.

Laboratory practice, 1 year; credits 10.

III. RELATED SUBJECTS

Design I—Elementary Design

Through the study of the fundamental principles which govern all design, this course aims to develop a taste for refined and harmonious design and color, make clear the relation between form and function, and develop some degree of skill in producing good design. Nature drawing, color study, principles of design, lettering and applied work.

Laboratory practice, 1 semester; credit 1.

Design II. and Design III—Clothing Design

These courses are incorporated in Clothing II. and Clothing III.

Design IV—Home Planning and Home Decoration

This course is intended to give students a knowledge of the guiding principles underlying the selection of a location, plan, and equipment of a modern home. A comparative study of homes is made as field work and some laboratory practice is given in home planning and remodeling. The work in this course also aims to develop an appreciation of what is right, appropriate and in good taste in interior decoration, with the power to apply this knowledge in the selection and arrangement of the furnishings of a simple home.

Reports and laboratory practice, 1 year; credits 4.

Household Science I—Laundry and Housewifery

This course deals with the modern laundry problem as related to the home and community. It includes a study of movable and fixed laundry equipment for home or school and a trip to a commercial laundry to observe modern institutional equipment and processes. Laundry chemistry is reviewed in considering the various cleansing agents, and their effects on silk, wool, cotton and linen. Practice in renovation processes and the laundering of household articles and clothing.

Lectures, reports and laboratory practice; credits 3.

Household Science II—Bacteriology

A brief survey of the more common microorganism, such as yeasts, molds and bacteria, including their relation to sanitation and the general welfare. Both useful and harmful aspects of

the microorganisms are studied, and applications are made to such problems as water and soils, milk, sewage disposal, home and community hygiene.

Lectures and laboratory practice, 1 semester; credits 2.

Home Administration

A study of household activities and their organization, applying scientific and economic principles to the problems of the modern homemaker. Also some consideration of the effect of outside activities such as church, school or civic interests on home life, ideals and child training. During this course the students will live in and operate a practice house for a definite period of time. Further opportunity for managerial experience will be provided in other homes throughout the year.

Lectures, discussions and laboratory practice, 1 year; credits 6.

Chemistry I—General Chemistry

A lecture and laboratory course in general chemistry covering the essentials of chemical theory and laboratory manipulation. Elements and compounds are selected, for study, which illustrate the primary facts and principles, with a view to furnishing a sound foundation for later courses in applied chemistry.

Lectures and laboratory practice, 1 semester; credits 4.

Chemistry II—Organic and Household

(a) Organic. A survey of such organic compounds as function in the courses in foods and nutrition. Hydrocarbons, alcohols, aldehydes, and acids; carbohydrate structure; esters and their relation to fat structure; amino acids; protein structure; nitrogen excretion compounds.

(b) Household. Application of chemistry to the everyday business of living. A study by means of laboratory, lecture and recitation of such matters as fuels, household metals, water, cleansing agents; chemical structure of foods. Special study is given to important foods such as milk, meats, cereals.

Lectures and laboratory practice, 1 semester; credits 4.

Chemistry III—Physiological

This course aims to give the student a working knowledge of the normal bio-chemical activities of the human body with direct reference to the subsequent study of nutrition. It is primarily a laboratory course supplemented by lectures, reference reading and discussions.

Lectures and laboratory practice, 1 semester; credits 6.

Biology

This course deals with the history of life processes of plant and animal organisms, with special consideration of the structure, activities and functions of the human body. The kinds of work done by the human mechanism and the machinery for each are studied.

Lectures and laboratory practice, 1 year; credits 4.

Household Physics

This course is designed to teach the principles of physics as applied to household problems such as plumbing, heating, lighting, ventilation. A special study is made of various kinds of household equipment including sewing machines, gas and electrical appliances, pressure cookers, heat radiators, etc.

Lectures and laboratory practice, 1 semester; credits 6.

PROFESSIONAL SUBJECTS

Educational Psychology

This course will treat of the principles of genetic psychology with practical application to the field of education.

Three definite problems will be presented from the dynamic standpoint.

1. Original nature as the inherited foundation of intellect, character, skill.

2. Laws of learning and conditions of the learning process.

3. Individual differences as determined by mental and physical tests.

Lectures, 3 per week, 1 semester; credits 3.

Education I—History and Principles of Education

This course presents the fundamental principles of educational theory and its relation to social conditions and modern school practices. The historical viewpoint will be taken in the consideration of these problems with special emphasis upon education in the United States, including the development of Industrial and Vocational Education.

Lectures and discussions, 3 per week, 1 semester; credits 3.

Education II—Methods of Teaching

This course will review the types of teaching with special application to the field of homemaking. Types of schools and distinctive features of various kinds of Home Economics courses will be studied. Organization of subject matter, planning of lessons and observations will be required.

Lectures, reports and discussions, 3 per week, 1 semester; credits 3.

Education III—Methods and Practice Teaching

Lectures and discussions on problem of content and method of high school homemaking courses; practice in class management and technique of teaching homemaking; observation and assistance in the city schools and settlement centers; visiting and advising families needing assistance in home problems under the supervision of the Associated Charities.

Lectures, reports, laboratory practice, 1 year; credits 10.

GENERAL INFORMATION REGARDING THE
TRAINING OF TEACHERS FOR
PART TIME SCHOOLS

FREDERIC P. WOELLNER, Head

Under the provisions of Section 601 of Chapter 531 of the 1919 Laws of the State of New York, part-time schools must be established in all cities and school districts of the State having a population of five thousand or more inhabitants. All children who are not high school graduates and who are not in attendance upon regular full-time schools are required to attend part-time schools for not less than four or more than eight hours each week on regular school days and between the hours of 8 o'clock in the morning and 5 o'clock in the afternoon.

The first part-time classes will be established in September, 1920. The complete plan will be in operation by September, 1925. The enforcement of the law will require the services of large numbers of competent teachers of general subjects, commercial subjects, industrial subjects and homemaking subjects. To help meet the need, the State has organized special teacher-training courses for the preparation of properly qualified men and women to serve as teachers in these new schools. These courses will be entirely free.

Upon application candidates for admission will be supplied with a blank which must be made out in duplicate and filed with the Superintendent of Schools of the city or district where the teacher-training course is to be maintained. Such blanks may be obtained from superintendents of schools in cities where courses are announced to be held, or from the Director of Agricultural and Industrial Education, State Education Department, Albany, N.Y. The Buffalo State Normal School has been selected as the center of such teacher-training courses for Western New York. The courses offered here will be duplicated in Rochester and later in Niagara Falls.

Lengths of Course—This course will require attendance upon sixty periods of recitation and lecture work.

Requirements for Admission—Persons who expect to teach in part time schools should be preferably not more than thirty-five years of age. Such persons must present evidence of satisfactory qualification to serve as a teacher of general subjects, teacher of homemaking subjects, teacher of industrial subjects, according to such requirements as will be established by the State Department of Education.

Certification—Persons who complete this course will be granted a *special certificate* which will *not* be a license to teach, but which *may be required* by local boards of education as evidence of proper preparation to teach in a part-time or continuation school.

COURSES OF STUDY

I. Organization of Compulsory Part-time Schools.

The social reasons for compulsory part-time schools; their relation to community needs, to commerce, industry and general education.

The occupational distribution of employed minors; constant and variable occupations; occupational distribution of workers in various communities.

The various types of part-time schools and classes, such as the special classes for defectives, sub-normals and normals in commercial, industrial, homemaking and general subjects are discussed. The courses for vocational guidance purposes are differentiated from those with trade extension or general improvement aims.

The Smith-Hughes act is analyzed in its provisions for part-time schools and the New York State Vocational Educational law relating to these schools is studied. State and Federal aid, advisory committees, surveys, placement, follow-up plans, the organization of part-time schools and classes and administrative details are discussed.

Ten single periods.

II. American and Foreign Part-time Schools.

The part-time schools of Boston, Milwaukee, Pennsylvania and Wisconsin are compared with those of England, France and Germany.

Five single periods.

III. Courses of Study and Methods of Teaching.

Each prospective teacher is given opportunity to work out in detail a course of study in the special department in which he expects to teach. A general method of teaching in this type of school will be developed.

Forty-five single periods.

The Director of Agricultural and Industrial Education, State Department of Education, Albany, New York, will furnish upon application complete information as to the time and place of such courses. Special instructors will be appointed as classes are formed.

REGISTRATION

General Normal

Number of students returning September, 1919.....	76
Number of students entering September, 1919.....	131
	207

Kindergarten

Number of students returning September, 1919.....	13
Number of students entering September, 1919.....	34
	47

Household Arts

Number of students returning September, 1919.....	31
Number of students entering September, 1919.....	31
	62

Total	316
Number of students entering January 1920.....	14
Present Total	330

Part Time Schools Teachers Training Enrollment in Buffalo, Rochester and Niagara Falls.....	230
Registration in Practice School.....	323
Registration in Practice Grades at No. 38.....	416
Total in Normal and Practice Dept.'s.....	1299



Buffalo State Normal and Training School

CURRICULA

- I GENERAL NORMAL COURSE.....2 years
- II KINDERGARTEN PRIMARY COURSE.....2½ years
- III KINDERGARTEN COURSE2 years
- IV VOCATIONAL HOME MAKING COURSE.....4 years
Degree; Bachelor of Science (in Household Arts).
- V INDUSTRIAL TEACHER TRAINING COURSE.
One and Two-year Day Courses.
Two-year Evening Course.
- VI PART TIME SCHOOLS TEACHER TRAINING
COURSE60 periods
In Buffalo, Niagara Falls and Rochester.
- VII SUMMER SESSION.
- VIII TEACHERS' COLLEGE COURSE.....4 years
Degree; Bachelor of Science.
First two years at Buffalo State Normal; last two years
at University of Buffalo or Canisius College.