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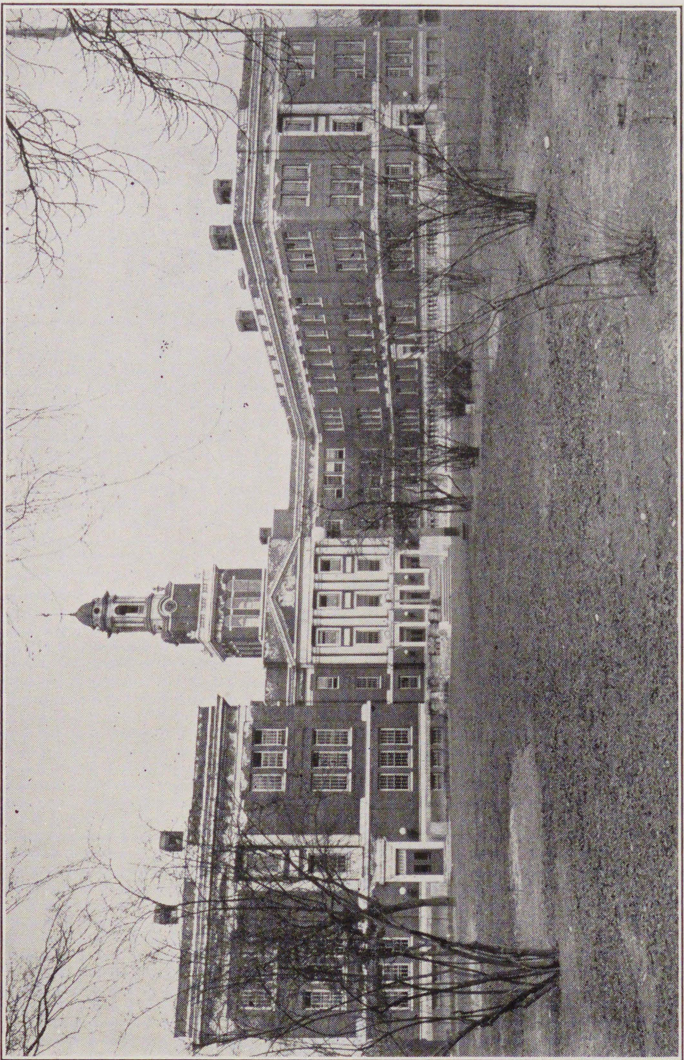
State Normal and Training
School

Buffalo, New York



Teacher Training
Vocational Homemaking
Department

1921-1922



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1921-1922

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 Emeritus....	Palmyra
1927	Albert Vander Veer, M.D., M.A., Ph.D., LL.D., Chancellor.....	Albany
1922	Chester S. Lord, M.A., LL.D., Vice-Chancellor.....	Brooklyn
1921	William J. Wallin, M.A.....	Yonkers
1923	William Bondy, M.A., LL.B., Ph.D.....	New York
1924	Adelbert Moot, LL.D.....	Buffalo
1925	Charles B. Alexander, M.A., LL.B., LL.D., Litt.D.....	Tuxedo
1928	Walter Guest Kellogg, B.A., LL.D.....	Ogdensburg
1929	Herbert L. Bridgman, M.A.....	Brooklyn
1930	William P. Baker, A.M.....	Syracuse
1931	Thomas J. Mangan, M.A.....	Binghamton
1932	James Byrne, B.A., LL.B., LL.D.....	New York

President of the University and Commissioner of Education

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Deputy Commissioner of Education

Frank B. Gilbert, B.A., LL.D.

Assistant Commissioner and Director of Professional Education

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Assistant Commissioner for Secondary Education

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

Assistant Commissioner for Elementary Education

George M. Wiley, M.A., Pd.D., LL.D.

STATE DEPARTMENT OF EDUCATION

Division of Vocational and Extension Education

Director of the Division of Vocational and Extension Education

Lewis A. Wilson

State Supervisors of the Home Economics Department

Marian S. Van Liew

Treva E. Kauffman

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Georgina E. Chamot.....	Textiles and Clothing Graduate Buffalo State Normal; Summer Sessions Teachers' College and Cornell University
Susan B. Chase.....	Psychology B.L., University of Wisconsin; M.A., Milton College; Pd.D., University of Buffalo
Rubie Donaldson.....	Foods Summer Session Teachers' College, Columbia University; B.S., Buffalo State Normal School
Anna E. Gemmill.....	Science Graduate Buffalo State Normal; Extension work, University of Buffalo; Summer Sessions, Teachers' College, Columbia University
Jane Keeler.....	Oral English Graduate of the Emerson Dramatic School
Charles C. Root.....	History of Education B.Pd., Michigan State Normal College; B.A., University of Michigan; M.A., University of Chicago
Bertha E. Ryan.....	English B.A., Wellesley College; M.A., Syracuse University
Mildred L. Sipp.....	Teacher Training B.S., Teachers' College, Columbia University Graduate Work Summer Session, Teachers' College
Helen C. Smith.....	Foods and Practice House Graduate New York State College for Teachers; Summer Session, Teachers' College, Columbia University
Amelia B. Sprague.....	Design Cincinnati Art Academy; Pratt Institute; Summer Sessions at New York University; University of Tennessee; Chicago University

- Elizabeth P. Taylor.....Vocational Dressmaking
Graduate Buffalo State Normal Evening Vocational Dept.;
Summer Session Teachers' College, Columbia University
- Frances Vinton Ward.....Foods and Nutrition
B.A., Boston University; Extension Work at M. I. T., and
Wesleyan University; Summer Sessions at Harvard,
Teachers' College and Cornell;
Graduate work at Cornell
- Fredric P. Woellner.....Economics and Sociology
B.A., University of Cincinnati; Teachers' College, Cincinnati;
Graduate work at University of Cincinnati and
Teachers' College, Columbia University

GENERAL INFORMATION

The State Normal and Training School at Buffalo is under the control of the University of the State of New York and the State Department of Education. The school offers teacher-training in five distinct departments as follows:

General Normal, Kindergarten, Industrial Day Courses, Industrial Evening Courses and Vocational Homemaking.

The new school building was completed recently and is, therefore, thoroughly modern in structure and equipment. The floor plan is in the general form of a "U", one wing of which houses the Teacher-training Departments and the other the Practice School Department. The center is devoted to the general offices, the gymnasium, auditorium and science department.

The Vocational Homemaking Department, located in the west wing, has well equipped kitchens, sewing rooms, laundry, practice dining room, science laboratories, design studios and lecture rooms. The school library which provides a large number of professional volumes for reference is on the second floor of the same wing. Its attractive reading room is open daily for the students' use.

The school is located on the block bounded by Jersey, Fourteenth and York Streets and Normal Avenue. The Campus is unusually beautiful and provides a fitting setting to the colonial building. To the rear of the building is located the school tennis court and play grounds. The school may be reached by the Hoyt, Grant and Connecticut car lines.

EXPENSES AND BOARDING PLACES

Tuition is free to all New York State residents. The school has no dormitory life, but comfortable homes in the vicinity offer rooms to non-resident students. It is not advisable for students to commute long distances.

Board and room, (two occupying room) including light and heat, may be had at \$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 of their expenses by assisting in homes.

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.

STUDENT ACTIVITIES

The Faculty is in favor of all forms of desirable student activities and will encourage a well-balanced and many-sided student life in the school. Several organizations contribute to the musical, literary and social welfare of the student. Among these are the Y. W. C. A., the sororities, the Dramatic Club, the Glee Club, the Art Club, the Tennis Club, the Orchestral Club, and the Faculty-Student Council.

The Household Arts Club is the recognized organization of the Vocational Homemaking Department. It boasts a 100 per cent. membership. The monthly programs vary in character, but the club serves as a wholesome unit for the fostering of departmental interests.

BUFFALO AS AN EDUCATIONAL CENTER

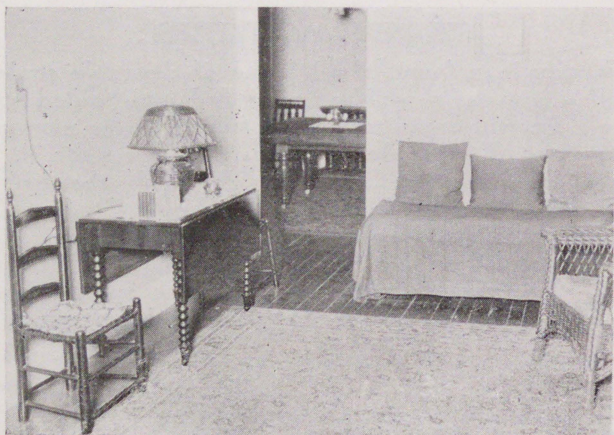
Buffalo enjoys certain conspicuous advantages which offer the privilege of self-improvement. In the educational field the Normal School, the University of Buffalo, Canisius College and the City Department of Education offer frequent lectures which have a very important bearing on modern educational development and so are of vital importance to the teacher in training. In addition to these lectures, the Society of Natural Sciences, the Historical Society 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 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. Besides the permanent exhibits, there are annually brought to the gallery exhibitions of the best contemporaneous work in painting and allied fields of art.

Buffalo attracts many of the best artists in music and drama during the winter season and students are encouraged to take advantage of the fine concerts and the best plays as a part of their broader education.

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.



LIVING ROOM—PRACTICE HOUSE

VOCATIONAL HOMEMAKING DEPARTMENT

Teacher Training in Household Arts has been a notable and successful feature of the Buffalo State Normal School since 1910. In May, 1919, the Board of Regents voted to extend the curriculum of this department and provide a college course 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.

The curriculum of this department has been planned to meet the needs of New York State high schools for teachers in state-aided homemaking departments. The graduates of this department are also eligible to teach in elementary schools, elective high school courses, part-time and evening school classes.

Facilities have been provided in connection with the department to give ample opportunity for a well-rounded homemaking training as well as teacher-training. A practice house is maintained for this purpose and all students are required to live in it for several months. Through co-operation with various city social welfare organizations, students visit families regularly in connection with home administration and nutrition courses and in so doing become familiar with the problems of homemaking with very limited means.

The cafeteria and "Ye Garment Shoppe," a commercial clothing establishment maintained by the department, offer opportunities for increasing technique and skill in management.

Teacher-training facilities are provided in connection with classes from the School of Practice, nearby high schools and extension classes.

ENTRANCE REQUIREMENTS

Candidates for admission to the Vocational Homemaking Course must meet the requirements prescribed by the Board of Regents, March 28, 1918.

"A candidate for admission to the elementary teacher's course kindergarten-primary 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 Regent's 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 for admission to the Vocational Homemaking Department must furthermore present substantial evidence of homemaking experience satisfactory to the director of the Vocational Homemaking Department.

Students permitted to enter under eighteen years of age will be retained only on condition of good work.

EXPERIENCE DURING TRAINING

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 homemaking 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 and management 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 and the state will provide a license to teach in community centers, in vocational schools of homemaking and in higher institutions offering vocational homemaking courses.



DOUBLE BEDROOM—PRACTICE HOUSE

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.

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.

ADVANCED CREDIT

All former students or graduates of this department (two-year or three-year course) or students from other institutions holding advanced credit may apply to the department in writing, submitting credentials, and request a statement regarding their further requirements in college credits and subjects for the degree.

VOCATIONAL HOMEMAKING CURRICULUM

FRESHMAN

First Semester		Second Semester	
	Credits		Credits
Chemistry 10.....	4	Chemistry 20.....	4
Biology 10.....	4	Biology 20.....	3
English 10.....	3	English 20.....	3
Design 10—Elementary.....	3	History—Modern	3
Clothing 10.....	3	Foods 10.....	3
	—		—
	16		16

SOPHOMORE

Foods 20.....	4	Clothing 20.....	4
English 30.....	2	Design 20 (costume design).....	2
Physics—Household	4	Education 10.....	3
Economics	3	Economics	3
Household Science 10.....	3	Education 20.....	2
	—	English 40.....	2
	16		—
			16

JUNIOR

Major in Foods		Major in Clothing	
Foods 30.....	10	Clothing 30.....	10
Education 30.....	3	Education 30.....	3
Education 40.....	2	Education 40.....	2
Sociology	4	Sociology	4
Child Training and Home Nursing	3	Child Training and Home Nursing	3
Chemistry 30.....	4	Textiles	4
Electives	4	Electives	4
	—		—
	30		30

SENIOR

Home Administration.....	6	Home Administration.....	6
Foods 50—Dietetics.....	3	Clothing 50—Field work in Textiles	3
Design 40.....	4	Design 40.....	4
Education 50.....	2	Education 50.....	2
Education 60.....	6	Education 60.....	6
Education 70.....	2	Education 70.....	2
History—Industrial	3	History—Industrial	3
Electives	4	Electives	4
	—		—
	30		30

Physical Training required—no academic credit.

Freshman Round Table, one meeting per week—no academic credit.

DESCRIPTION OF COURSES

GENERAL SUBJECTS

English 10—Composition

Study and practice in composition oral and written. Power to collect material, organize ideas and effectively express them. Frequent themes required with class criticism and personal conferences.

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

English 20—Literature

The purpose of this course is cultural. A maximum of appreciative reading of works chosen because of both literary excellence and importance in the history of literature.

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

English 30—Oral English

Cultivation of good reading and effective address. Exercises to develop good tone, enunciation and articulation and accurate pronunciation. Definite standards of spoken English required and correlation with school dramatics encouraged.

Lectures, 2 per week, 1 semester; credits 2.

English 40—Contemporary Literature

Directed study of modern English and American writers in various phases of literature.

Lectures, 2 per week, 1 semester; credits 2.

History—Modern

A study of the medieval types of life; and the effect of the Crusades and Renaissance, as a basis for the study of Modern European History. The modification of the Revolutionary principles in the expanding nationalism of Europe; the different political growths in the various nations after the Revolution; the commercial and industrial conflicts coincident with the political development; the problems which have arisen as a result of the racial, linguistic and geographical differences of the European peoples.

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

History—Industrial

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

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

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.

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.

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



PRACTICE DINING ROOM — SCHOOL BUILDING

TECHNICAL SUBJECTS

Foods 10—Elementary Nutrition and Meal Preparation

This course aims to teach food preparation; meal planning, preparation and service to meet the dietary needs of individuals and family groups in normal health.

Lectures and laboratory practice, 1 semester; credits 3.

Foods 20—Intensive Food Study

This course gives an intensive study of the general principles underlying food preparation. The course includes a study of nutri-

tive food values, manufacture, cost of and control of foods, also food service as an adjunct to social occasions.

Lectures and laboratory practice, 1 semester; credits 4.

Foods 30—Advanced Food Study

Required of students majoring in foods:

Practice in meal preparation; large quantity cookery: tea room and cafeteria management; demonstration and experimental cookery; marketing; storage and accounting; an intensive study of food problems.

Discussion and laboratory practice, 1 year; credits 10.

Foods 40—Advanced Food Study

Elective for students majoring in Clothing. Abridged and simplified from Foods 30.

1 semester; credits 4.

Foods 50—Dietetics

Required of students majoring in foods.

Elective for students majoring in clothing, who have taken Chemistry III.

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. A study of malnutrition and special diets in disease.

Lectures, reports and field work; credits 3.

Clothing 10—Clothing for the Family

This course will be based upon the family wardrobe and the repair and remaking of household articles. The economic and social aspect of this subject will be emphasized to give the student a broader understanding of the scope of clothing study.

Lectures and laboratory practice, 1 semester; credits 3.

Clothing 20—Dressmaking

This course given on the unit basis, is planned to add to the clothing experience of the students and to correlate with Design II. The shop will be used as a center. Advanced problems in the remaking and construction of silk and wool garments and household furnishings.

Millinery will be included to develop design, technique and appreciation.

Lectures and laboratory practice, 1 semester; credits 4.

Clothing 30—Advanced Clothing Study

Required of students majoring in clothing.

This course aims to develop independence and originality in designing and draping, speed in constructive processes and managerial ability through shop management. The work is carried on in the "Garment Shoppe" under the direction of an experienced dressmaker.

Discussion and laboratory practice, 1 year; credits 10.

Clothing 40—Advanced Clothing Study

Elective for students majoring in Foods. Abridged and simplified from Clothing 30.

1 semester; credits 4.

Clothing 50—Field Work in Textiles

Required of all students majoring in Clothing—elective for other students. This work will be done in conjunction with factory and store. A greater appreciation of textiles acquired by working with them under manufacture, purchase and sales conditions than can be gained in laboratory.

Lectures, reports and field work; credits 3.



LAUNDRY LABORATORY

RELATED SUBJECTS

Household Science—Laundry and Housewifery

This course deals with (a) the modern laundry problem as related to the home and community. It includes a study of movable and fixed laundry equipment for home and school. Observation of modern institutional equipment and processes.

(b) The modern methods of cleaning with proper equipment and materials; daily and weekly routine of cleaning and seasonal care of house furnishings; efficiency in placement and use of equipment.

Lectures, reports, laboratory practice and field work in practice house; credits 3.

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. The students will live in and operate a practice house for a definite period of time. During this period each student will pay a nominal sum per week sufficient to cover her living expenses.

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

Child Training and Home Nursing

The care of infants and small children will be studied from a physiological, psychological and recreational standpoint; also problems of the sick and convalescent, involving the use of proper equipment and materials for preventive and first aid treatment.

Lectures and laboratory practice, 1 semester; credits 3.



CHEMISTRY LABORATORY

Chemistry 10—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 20—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 meals, 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 30—Physiological

Required of all students majoring in foods and elective for others.

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 4.

Physics—Household

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.

Lecture and laboratory practice, 1 semester; credits 4.

Biology 10—Microbiology

An introduction to fundamental biological principles through the medium of common microorganisms, such as bacteria, yeasts and molds and other simple biological material. Practical applications to such problems as soils, milk, water supply, sewage disposal, home and community hygiene.

Lectures and laboratory practice, 1 semester; credits 3.

Biology 20—Physiology and Hygiene

Application of biological principles to the activities and functions of the human body. A study of the human machine and how to run it.

Lectures and laboratory practice, 1 semester; credits 3.

Bacteriology—Elective

This course aims to give a survey of the field of micro-biology. The bacteriological problems of personal and public hygiene and sanitation are included.

Lectures and laboratory, 1 semester; credits 2.

Design 10—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.

Laboratory practice, 1 semester; credits 3.

Design 20—History of Costume applied to Costume Design

This course is planned to give the student knowledge of the history of costume and then to use this as a source of inspiration for much of the work in costume designing. The aim is to inculcate an appreciation of appropriateness as well as artistic design in clothing.

Laboratory practice, 1 semester; credits 2.

Design 30—Included in Clothing 30

Design 40—Home Planning

This course is intended to give a student 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 planning and remodeling.

Reports and laboratory practice, 1 semester; credits 2.

Design 50—Home Decoration

Theory and practice 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 furnishing of a simple home.

Reports and laboratory practice, 1 semester; credits 2.

Art Appreciation—Elective.

A brief summary of the history of architecture, sculpture and painting. The relation between the fine arts and their development with the advance of civilization.

Elements of beauty and aesthetic values. A course designed to assist in the development of an appreciation of the truth and beauty of art.

Illustrated lectures assigned readings, visits to the art gallery, discussions and themes, 1 semester; credits 2.



FOODS LABORATORY

PROFESSIONAL SUBJECTS

Education 10—Educational Psychology

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

Three definite problems will be presented from the dynamic standpoint: original nature as the inherited foundation of intellect, character, skill; laws of learning and conditioning of the learning process; individual differences as determined by mental and physical tests.

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

Education 20—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. 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.

Education 30—Introduction to Education and Principles of Teaching

Teaching as a profession—the teacher and her problem—the aims of education—the responsibility of community and school to each other—problems in vocational education and its place in the school system.

Teaching a settlement class recommended. Observations required.

Lectures 3 per week, 1 semester; credits 3.

Education 40—Analysis of Homemaking and Technique of Teaching

The material to be taught as "homemaking"—a study of the various occupations and jobs in which a good homemaker must be skilled. A study of types of lessons—assignments—socialized recitations—problem—project method—study, etc., and their application in the teaching of homemaking.

Teaching a settlement class required and some participation in other classes.

Lectures, 2 per week, 1 semester; credits 2.

Education 50—Special Homemaking Methods

Special problems in home economics education—content and methods of courses in grades, Junior high schools, state aided high schools, night schools and part-time schools. Study of community activities contributing to teaching of homemaking. Observations and student teaching required.

Lectures, 2 per week, 1 semester; credits 2.

Education 60—Student Teaching

Practice in class management and in teaching homemaking is provided at various centers.

Practice and conferences, observations, etc., 1 semester; 6 credits.

Education 70—History of American Education

European background and influences considered to assist understanding of American education as developed through colonial and early national periods; half century struggle to establish educational and industrial changes; major emphasis given to such current developments as Vocational Education, Education of Defectives, University Extension, Standard Tests, "Project" Idea, the Gary Plan, County Unit Consolidation and Others.

Lectures, 2 per week, 1 semester; credits 2.

Uniform for Cookery Classes:

All students are required to appear in full uniform for classes in food preparation, food service and laundry. This consists of:

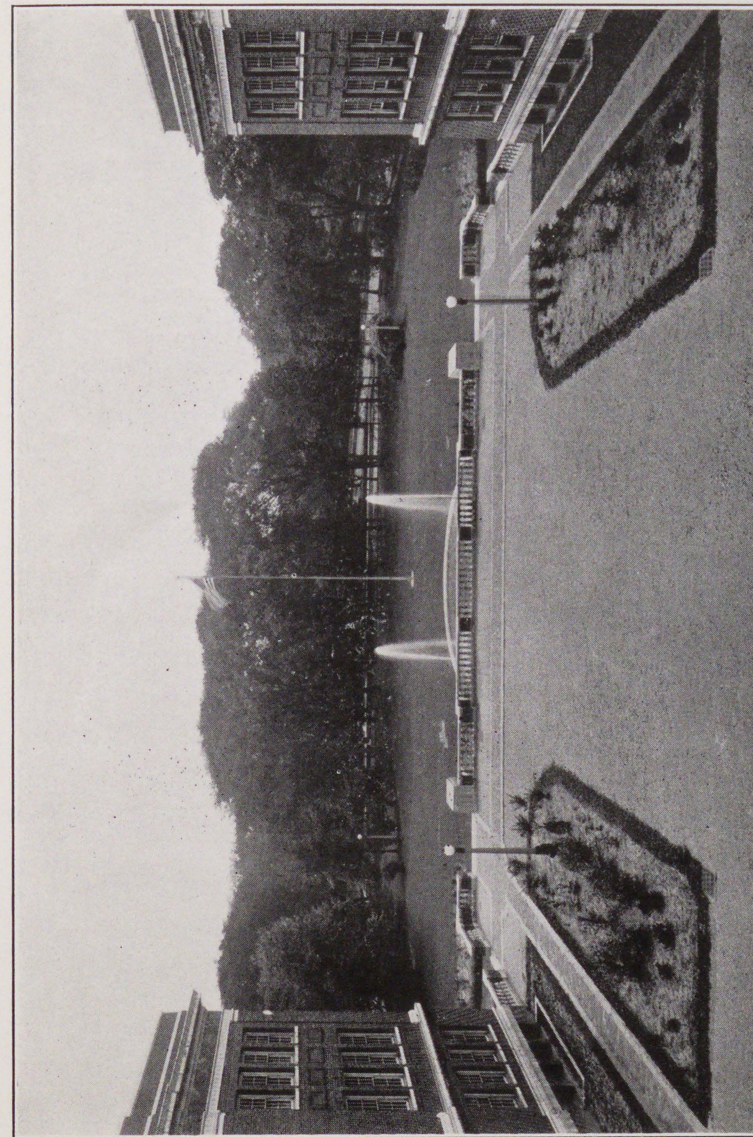
- (1) One plain white skirt and underskirt of washable material.
- (2) One tailored waist of cotton or linen with plain, flat collar.
- (3) One long white apron of uniform pattern (directions sent on request).
- (4) One eighteen-inch square of huck toweling with loop of tape at corner.
- (5) One white canton flannel holder, five inches square, attached to one-half yard of white tape.
- (6) Black or white shoes with rubber heels.
- (7) Absence of all jewelry, except wrist watches.

All parts of uniform must be labeled with full name. It will be necessary for students to provide a sufficient number of uniforms to appear immaculate at all laboratory sessions.

Hair nets are suggested.

Uniform for Chemistry Classes

A canvas coat that may be purchased after registration.



FRONT CAMPUS AS VIEWED FROM CENTRAL SECTION OF SCHOOL BUILDING

CALENDAR OF DAY SCHOOL

1921

Tuesday, July 5th, Summer Session opens.

Saturday, August 6th, Summer Session closes.

Tuesday, September 6th, School of Practice (not Normal Department) opens.

Wednesday, September 14th, Normal Department opens.

Wednesday, October 12th, Columbus Day.

Wednesday, November 23rd, at close of school session Thanksgiving recess begins.

Monday, November 28th, work resumed.

Thursday, December 22nd, at close of school session Christmas recess begins.

1922

Monday, January 2nd, work resumed.

Wednesday, January 25th, term examinations begin.

Monday, January 30th, second semester begins.

Wednesday, February 22nd, Washington's Birthday.

Thursday, April 13th, at close of school session, Easter recess begins.

Monday, April 24th, work resumed.

Tuesday, May 30th, Memorial Day.

Wednesday, June 21st, term examinations begin.

Sunday, June 25th, Baccalaureate Sunday.

Monday, June 26th, Class Day.

Tuesday, June 27th, Commencement.