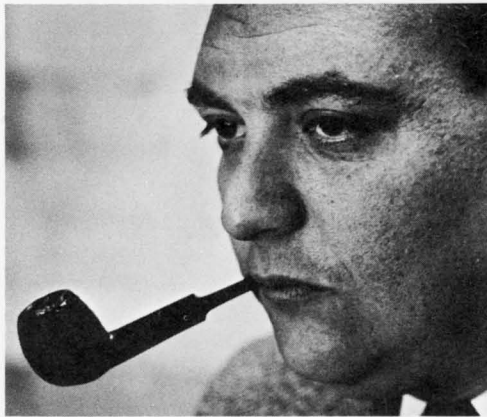
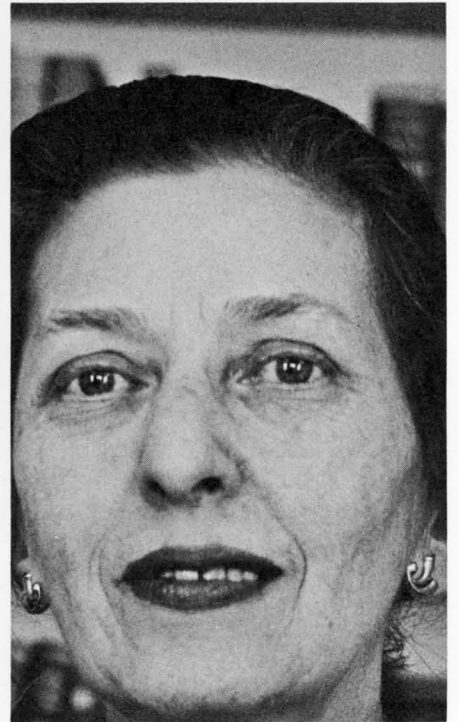




ROBERT S. FISK
Dean



ROBERT H. ROSSBERG
Associate Professor



ADELLE H. LAND
Professor

Plato and Aristotle described Education as

The School Of Education

*Lives of great men all remind us
We can make our lives sublime,
And, departing, leave behind us
Footprints on the sands of time.
—Longfellow*

BEGINNINGS

ALTHOUGH its full story has not yet been written, a fledgling "School of Pedagogy" apparently called a Teachers College, was established at this University during the late-1890's with Frank M. McMurray in charge. Counted among its faculty were men who had studied in German Universities under students of Johann Friedrich Herbart and who went on to become nationally known. This development on this Campus was probably part of the general demand for college and university training particularly for high school teachers evident in this country largely after 1865, when the influence of German Universities was strongly felt. While this division of the University of Buffalo lasted only a few years, closing for lack of funds, during its short life it did recommend students for degrees at the bachelors', masters', and doctoral levels.

Professional education courses did not again appear at the University until 1916, at which time such courses were offered by part-time instructors, usually practicing teachers in neighboring school systems, as part of the offerings of the College of Arts and Sciences. The first permanent full-time staff member in the field, Daniel Bell Leary, was appointed as professor of psychology and education in 1919; the two areas remained together under one chairman until 1930, when a separate department of education was authorized. One year later this department was established as a school under the leadership of L. O. Cummings as dean.

The earliest courses were offered basically as service courses to assist teachers with two and three year normal school diplomas to achieve bachelors' degrees, or if they already held these to work toward masters' degrees. When the first full-time professor was appointed and the full-time regular student body increased in size, education courses continued to be offered, again as service courses, but this time as pre-service as well as in-service offerings, leading to state certification for teaching largely at the secondary school level. The course offerings increased in number as the student demand grew; the faculty increased in size but more slowly never quite at the pace of the demand, except in the sense of added loads for faculty.

The curricular pattern was a typical one — separate courses in the more "respectable" subject-matter areas of professional education — philosophy of education, history of education, and educational psychology; later were added separate courses in methods of teaching, both general and related to specific subject matter fields. A course in "practice teaching" was introduced in the 1920's starting with observation in secondary schools and including a minimum of "sample" teaching lessons. This latter experience was gradually increased, but remained academically among the less acceptable areas as was true in most other liberal arts colleges at the time.

an element in the realization of a perfect society

The focus on service, both pre- and in-service activities, remained characteristic of the education offerings within the College of Arts and Sciences until recognition of education as a field of specialization separate from psychology.

School of Education Develops

With its change in status, education began to take on additional responsibilities beyond the service aspects alone. Separate degrees at the masters' and doctoral levels were authorized; the first candidates for the degree of Master of Education were recommended in February, 1933; the first candidate for the degree of Doctor of Education was recommended in February, 1934. Candidates for the degree of Bachelor of Science in Education, formerly recommended by the faculty of the College of Arts and Sciences were first recommended by the faculty of the School of Education in June, 1931. The new undergraduate degree, Bachelor of Education was not established until the spring of 1939.

The School of Education quickly became and has remained primarily a graduate school. The most recent development at the graduate level has been the authorization in 1962 of the Ph.D. in Education offered through the Graduate School.

2 New and expanding goals ensued notably in the fields of service, teaching and research. The service goal now assumed a different emphasis and a different definition: service to the community, to school systems, to other educational agencies. The function of teaching in the sense of preparation of teachers, both beginning and those in service, expanded and developed. For full-time students this development resulted in a coordinated program of professional activity centering on student teaching in its broadest sense — including all activities that make up the work of teachers. This development included a unique program of study of professional problems growing out of the student teaching experiences. This type of program only in recent years has been appearing on other campuses, usually financed with the aid of various grants. It included from the beginnings in 1932, the involvement of faculty members from other departments and divisions, thus foreshadowing the current concept of all-university concern with teacher education. The third area of interest was in research in the field of Education fostered by the development of the Doctor of Education degree and the consequent expansion of the faculty.

The Basic Philosophy

Since the establishment of the School, its philosophy has focused on the recognition of differences among individuals, on the need for understandings in breadth as well as depth, on the study of Education as a professional area as a many-faceted field. The opening statements in the descriptions of the Ed.M. and the Ed.D. degrees express this quite succinctly and are here reproduced :



“The degree of Master of Education, (Ed.M.), is distinctly professional. Without suggesting any hard and fast differences between academic, research, or professional degrees, it assumes an organization of a student's thinking and an arrangement of his program in terms of effective service in some field or fields of educational work. This selection of a form of educational service does not necessarily narrow a student's

interest, but it should provide direction and meaning to his efforts. In view of the facts of individual differences and the varieties of forms which educational service may take, an effort is made in these statements concerning the degree, to avoid machinery which would result in restrictive uniformity or standardization. The intention is to offer opportunities for persons with qualities of leadership — intellectual vigor, initiative, and judgement — to plan, under sympathetic and understanding guidance, programs of study which will insure such a combination of knowing and doing as should characterize effective leaders in Education.”

“The Degree of Doctor of Education, (Ed.D.), is awarded by the University of Buffalo on the recommendation of the faculty of the School of Education, on the basis of high scholarship in the field of Education as evidenced in several ways. It is recognized that in such a broad and rapidly expanding field of study no one type of scholarly performance can reasonably be set up as a model. Consequently, the procedures are designed to encourage and assist in their study, students who by their previous study and experience in Education give promise of making a contribution to the underlying knowledges or practices of Education, or to both. No hard and fast distinctions regulate these two aspects. However, both elements are included in every student's program, and the degree of emphasis differs considerably with different students.”

The School of Education as it developed evidenced acceptance of differences in points of its faculty. Its

*Franklin saw the necessity for education
in economic and practical terms*

basic orientation might be termed "pluralistic" rather than representative of a single frame of reference.

With the expansion and development of the School of Education and the changing position of the University as a unit within the State University of New York have come some changes in focus if not in basic philosophy. Gradually there has been less emphasis for the majority of the faculty members on the service and more on the teaching and research aspects of the study of Education. It would be impossible at this point to indicate one philosophy of Education which prevails in this school. Indeed, there has actually been a concerted effort to bring to the faculty new members with varying points of view and varying backgrounds. Perhaps the following statement might be interpreted somewhat differently within the Faculty, but would be fairly widely accepted: that this Faculty is concerned with a broad understanding of the social structure, recognizes differences in individuals, and has deep concern with democratic processes as they apply in learning situations.—*Adelle H. Land*

SPECIAL PROJECTS

ONE of the most effective means of portraying the vital spirit which characterizes the current concerns of the School of Education is to examine some of the recent program developments and activities in the area of special projects in the School. In an effort to chronicle these developments an attempt will be made to identify briefly some of the activities within the school which reflect new directions of interest by an expanding and energetic staff as well as to examine redirection of more well-established programs. These developments will be examined in the various divisions of the school, namely, Curriculum and Instruction, Higher Education and Foundations, Educational Psychology-Counselor Education-Research, and Educational Administration.

Curriculum and Instruction

Perhaps the most outstanding project in this area is the three-year-old Ford Foundation project in teacher education. This Four University Project (Buffalo, Cornell, Rochester and Syracuse) was made possible by a \$2,000,000 grant which encourages experimentation in new approaches to teacher selection and teacher education in the four institutions. Under the direction of Dr. Robert S. Harnack and with the participation of Drs. Adelle H. Land, Charles R. Fall and Mr. Charles



Wright, this project has developed specially selected teaching centers, pioneered in the use of intensive supervision in student teaching and utilized newly developed group methods in the education of a highly selected group of students. Close cooperative activities between the University and the selected teaching centers has been one of the strengths of this program.

Other new developments in the area of Curriculum and Instruction include the establishment of a Reading Center under the direction of Dr. William P. Eller. The long-range goal of the center is to provide help for teachers in the process of teaching, reading more effectively, as well as to educate specialists in the area of remedial reading.

New innovations in the area of education of secondary school teachers in the subject matter fields include the development of National Science Foundation Institutes and in-service education workshops for teachers of science at several levels under the leadership of Dr. Stephen Winter. Developments in the education of Social Science Teachers and English Teachers under Drs. Jack L. Nelson and Bruce Miller are also noteworthy.

Research activities in the area of teacher education include a series of studies on the Characteristics of the Student Teacher under the direction of Dr. Warren Button and a study of anxiety in student teachers by Dr. Button and Dr. Eugene L. Gaier.

In addition, The U. S. Office of Education has just awarded Dr. Robert S. Harnack a grant of \$50,000 for the purpose of exploring the possibility of programming instructional units.

3

Higher Education and Foundations

The program in Higher Education, under the direction of Dr. Adelle H. Land has been in existence since 1935. Among recent developments are the rapid expansion of this program in the area of the preparation of subject matter teachers on the college level and specialists in the area of teacher education.

The program has moved in new directions with its more recent emphasis in the preparation of administrators and teachers for the expanding field of community colleges.

In addition, the increased emphasis on the quality of college teaching in general has led to the development of an interdivisional seminar in college teaching open to doctoral candidates in any department of the University.

Jefferson thought there could be "no liberty without enlightenment"

The addition to the staff of Dr. Pauline Hunter from the Center for the Study of Higher Education at Berkeley and the contemplated addition of other faculty members in this area attests to its vigorous development.

Expansion is also contemplated in the area of the Social, Philosophical and Historical Foundations.

*Educational Psychology-Counselor
Education-Educational Research*

New developments in this area include the establishment of a doctoral program in educational psychology for the purpose of preparing college teachers and research workers in this area. Dr. Eugene L. Gaier and Dr. Howard Kight are the faculty members primarily involved in this activity at the present time.

The program in counselor education is continuing its relationship with the U. S. Office of Education through the National Defense Act Institutes in Guidance. More than 150 secondary school counselors have already benefitted from the specialized programs since 1960. Dr. Gilbert D. Moore is the current Institute director aided by new staff members Dr. Edwin Herr and Dr. James Hansen.

The program in Rehabilitation Counseling is in its tenth year of operation under continuing grants from the Vocational Rehabilitation Administration. Under the leadership of Dr. Marceline Jaques the expansion of the program into new areas of specialization such as the rehabilitation of the mentally retarded is currently underway. New staff members in this program are Dr. James E. Woods and Dr. Milton E. Wilson.

The program in Educational Research under the leadership of Dr. David Farr has expanded rapidly. Recent additions to the staff include Dr. Paul Lohnes and Dr. Allen H. Kuntz.

Research projects currently underway in this area include a project for the evaluation of teacher performance under a grant from American Association of Colleges of Teacher Education, and a study in large group instruction under the sponsorship of the New York State Department of Education.

Educational Administration

The program in Educational Administration is also involved in the Four University Ford Foundation Project. Under the direction of Dr. George E. Holloway, a program of administrative interns has been developed which has led to new innovations in the education of school administrators. Other faculty members partici-

pating in this project include Drs. Oliver Gibson, Samuel Moore and David Tronsgard.

Closely associated with the program in Educational Administration are the activities of the Western New York School Study Council under the leadership of Dr. Robert Owens. This organization has been particularly effective in conducting studies helpful to the development of state aid programs. Dr. Austin Swanson has been the faculty member with particular responsibility for this activity.

Summary

The foregoing represents a sample of some of the activities of the school. The presentation has dealt almost exclusively with special projects of rather recent vintage and, perhaps, by so doing does an injustice to regular programs in pre-service teacher education, in-service education and graduate programs in the School of Education in general.

Perhaps in closing it might be noted that the activities described above represent special areas of activities for most of the professors mentioned and involves a small but significant part of the current activities of the school. — Robert H. Rossberg

EDUCATION EXPERIMENT—THE INDONESIAN PROJECT

A pilot program designed to give Indonesian educators a sampling of the strengths and weaknesses of American education has completed its first year on campus. Although the Ford Foundation has had an Indonesian Project in operation since 1953, the operation has only been headed by SUNY since 1958. This Project has encompassed a variety of activities including the organization of technical and higher level educational institutions in Indonesia, the training of Indonesians here in the United States to teach in these institutions and the sending to Indonesia of American educators to participate in the operation of these institutions. Until this present school year, however, no Indonesian educators on such senior levels as are the four gentlemen now on campus were ever brought to the United States for such a prolonged stay. In the past, as is presently the case with 24 other Indonesians on campuses throughout New York State, persons who were brought here from Indonesia receive training which would permit them to go back and teach on higher education levels in Indonesia. The thinking behind the decision to bring these four senior members over is readily apparent. Their experiences here during this past year presumably will have a greater effect on Indonesian education in their



*Dewey's school exemplified his social philosophy—
"learning, certainly, but living primarily"*

respective provinces by the process of filtering on down. In the case of educators on lower levels of the educational superstructure who have been exposed to experiences abroad (here in America or elsewhere) their influence would presumably be less widespread. Although Ford Foundation has encouraged through the Indonesian Project a considerable number of American educators to spend a year or two in Indonesia, the Foundation recognizes that in terms of long range gains, whatever the Indonesians do, they are going to have to do primarily for themselves. Consequently, a prime focus of the Program is in providing the Indonesians with the "know how" necessary for them to come to grips with and solve their own problems.

Group here now

The four men here now are responsible for the education of approximately three million youngsters. *Soemadi Soemodiwirjo* is the head of Basic Education and Culture for Central Java. *Moeljono Dwidjoloekito* is the head inspectorate for Elementary Education — also in Central Java. Together these two men look after the needs of over one million eight hundred thousand K — 6th grade students. *Izaak O. Nanulaitta* and *Semuel N. Turangan* have the same position as Soemadi but in the Moluccas (a collection of 900 islands more popularly known as the Spice Islands) and Southeast Sulawesi (formerly known as the Celebes). The four men, all married, collectively have 23 children. Being absent from their families for an entire year has been a burden in more ways than one since they have been performing for the past eight months the unaccustomed chore of housekeeping. The Director of the State University of New York — Indonesian Project, Dr. John Slocum and advisers on campus for the Project, Dr. George E. Holloway, director of the program in educational administration, and Dr. Robert S. Fisk, dean of the School of Education, decided last summer that the men's stay in the Buffalo area would probably be more comfortable and result in better morale if they had an entire house to themselves. In this decision the events of the past seven or eight months have proved them to be correct. A fully furnished modern home was leased in the Lincoln Park area of Kenmore, and between visitations to educational systems throughout the country, the Indonesians live, study, housekeep and do their own cooking a la Indonesian style — i.e. lots of hot steaming rice accompanied by many strong spices. Their residency in Kenmore has



proved to be of value in several other ways, also — the most important of which being the opportunity they had of observing the American way of life among their neighbors first-hand. Warmly accepted by their neighbors, the four gentlemen have had ample opportunity to exchange viewpoints over week-end dinners or evening coffee hours. They and their neighbors like to think that it was mutually profitable — for not only have the Indonesians learned much about America, but their neighbors have come to appreciate the Indonesian way of life and the young republic's problems and aspirations.

Since their arrival in the United States last July, the Indonesians have seen most of the United States (geographically speaking) and part of Canada. During July and August they participated in an orientation program at State University College of New York at Oswego, both for the Indonesians arriving in the United States for the first time, and for the American educators who were going to Indonesia. Prior to settling down at 302 Faraday Road in Kenmore in early September, they visited New York City and Washington, D.C. for a week or ten days. On September 6th they began their full-time studies which they have continued during the 1963-64 school year except for periodic visitations throughout the country. Some highlights of these trips included traveling through the New England area, a visit to Harvard, viewing team teaching in Lexington and in Wayland, Massachusetts and observing the activities of such organizations as the Educational

Services Incorporated in Watertown, Massachusetts. In addition to visiting the Rocky Mountain area and a variety of schools in the San Francisco area they had conferences at the University of California at Berkeley and at Stanford University with such recognized authorities on the American educational scene as Edward Begle, Pat Suppes, Harvey White and Francis Hurd. In Oregon their host was the State Department of Education, and they made visitations to schools in Eugene, Salem and Portland. They visited Higher Horizons schools in New York City and explored programs for the disad-

vantaged child while finding themselves accidental witness to a protest march of 15,000 white parents who were objecting to the New York City Board of Education's plan for bussing children to meet the problems of integration.

Scheduled to depart for home from New York City via Amsterdam, Paris and Bangkok June 28th, the

*Mann gave us the democratic school system—
universal education and freedom of the mind*

Indonesians will be reunited with their families in Djakarta, on July 8th. At this time they will exchange the role of well-travelled students for their role of their former occupations as "Commissioners of Education". What they have seen during their extensive travels, what they have learned from their equally extensive readings, and what they have discussed with their University of Buffalo professors and fellow students, they know they cannot transplant en masse back to Indonesia. Indeed, it is questionable whether this would be good since so much of American education is unique and peculiar to the American life style and culture. Yet on the other hand they must find a compromise which will permit them to keep the best of what they have (part of which is a cultural tradition traceable back to a highly evolved civilization in the 6th Century, A.D.) and at the same time meet the demands of one hundred million people who suddenly find themselves thrust into a scientific, technological world where only the most highly industrialized nations can provide for a life style rich in material rewards similar to our own.



Benefits of Program

The selection of the University for the Indonesian Project served several purposes:

It did honor and gave recognition to the Department of Educational Administration in the School of Education and the Western New York Study Council program which operates out of this division. The Ford Foundation, and the State University of New York in Albany, and professional representatives who have been to Indonesia as part of the exchange aspect of the project, recognized the value of the University's close liaison with Western New York school districts in matters educational. This close relationship between higher education and public education in the field they felt was worthy of emulation back in Indonesia.

In their association with students on campus and in classes, the Indonesians provided an opportunity for "cross pollination", an exchange of viewpoints on education. In their presentations to members of the Asian Cultures classes and the special guidance program (in both of which programs the Indonesians were guest lecturers), the Indonesians disseminated a significant amount of information to university students about education in particular and problems in general in the southeast Asian area.

Nation-wide, the Indonesians gave recognition to the

university during their appearances on various campuses and in school districts — in conferences with leaders of education including N. A. S. S. P.'s Lloyd Trump — Harvard's Ted Sizer — Berkeley's Harvey White — Stanford's Paul Hurd, Pat Suppes and Ed Begle, — our own Commissioner Allen and State University of New York Provost Harry Porter. Wherever they went throughout the state and in the Boston area; Denver, Colorado; San Francisco; northwest area of the country including Oregon; Chicago; as far south as eastern Kentucky and Washington, D. C.; the Indonesians carried the banner of the State University of Buffalo.

By virtue of the successfulness of the program, the University has been selected to host a second group which will arrive later this summer. Members of this group are: Jaman Sudjana Prawira, education head, Training and Cultural Service in West Java (Bandung); Idris, agency head, Dept. of Education in Djakarta; Sutjipto, agency head, Dept. of Education in Jogjakarta; Sule, head regional inspectorate, head, Elementary School and Kindergarten in North Sumatra (Medan). As did the present group, the new group will also participate in the field studies of the 1964-65 Phase I group in the Dept. of Educational Administration. With minor exceptions to fit their own unique requirements, the program for the new group will be essentially the same as that of the present group. Among the changes, however, will be one which will provide the opportunity for a more prolonged "view from the top" at Albany. From about Feb. 1, 1965 and until they leave in June the new group will operate out of the State Education Department offices in Albany.

— Patrick F. Toole

THE FUTURE — OBJECTIVES AND GOALS

THERE is fairly common agreement that the functions of a professional school are: To produce well-prepared professionals, to advance knowledge in fields of scholarship important to the profession, and to contribute to the improvement of professionals in service.

The School of Education has steadily improved in its efforts to serve these functions. Perhaps the most dramatic results are to be seen at the graduate level and in the research endeavors of the School. Of themselves these activities will undoubtedly influence most significantly the nature of things to come.

As with most professional schools, though, the School

Capen taught that "sane but courageous experimentation is the law of educational progress"

is most apt to be influenced by trends in the enterprises it serves. Our public schools have a growing need for teachers and others who can perform increasingly specialized tasks requiring advanced levels of preparation. They need staff members with the preparation which provides the capacity to adapt themselves to new trends and knowledge. They require faculty members with the competence to deal with such unique problems as those posed by inter-cultural demands.

In higher education the greatest needs will be simply for more and more personnel at all levels and in all fields. Of particular significance to the School will be the demand for administrative and research personnel who can be constructively imaginative in helping colleges and universities meet the problems society poses for all of higher education. Among these are the challenges of rapidly expanding enrollments, a severe shortage of academicians, the competition between research and instruction, and the organization and instructional problems posed by the explosion in knowledge. Of even greater significance is the need for leadership personnel competent to assist young people to prepare for the challenges of a stressful world.

Each of the preceding two paragraphs suggests areas for needed research and development on the problems of the schools and colleges themselves, and on the manner we in the School will go about aiding them most effectively. Thus the weight of the efforts of the School will be increasingly toward research, both applied and original or "pure".

Fortunately this is a role for the School which is a logical extrapolation of its endeavors over many years' time. Through the development of its graduate programs and through such agencies as the Educational Research Center the School has been able increasingly to encourage research activities on the part of both students and faculty.

Moving steadily toward a primary commitment to research endeavors leads to certain problems. We must contend with the expectations of a profession which is more practitioner-oriented than research-oriented. We must struggle with the many factors which tend to encourage a professional school to function in isolation from the basic disciplines including, all too often, a disinclination on the part of some of the disciplines to associate as strongly with professional education as the social needs require. Also, the traditions in teacher education have not always favored research. Fortunately, this is not the case here.

Research appears to be an endeavor to which one

must become committed early if he is to achieve eminence. Yet, most professors of education enter their profession relatively late in their careers because of the habit of first serving internships as teachers and because of the lack of availability of support for their graduate preparation. Further, many professors of education have strong primary commitments to excellence in teaching and to social service which compete with research for their time and energies.

However, we have made much progress. Now as we look toward the future I would propose that we proceed along the following directions:

- Continue our efforts to encourage existing faculty members and recruit new staff members whose commitments are *jointly* toward teaching and research.
- Add to the faculty a few scholars in the social and natural sciences and in the humanities to assist those areas of needed scholarship where liaison with the appropriate basic disciplines has not been established along the more normal approaches of dual appointments.
- Strive constantly to attract to the study of Education young scholars of exceptional talent, facilitate their formal preparation, and send them early in life into positions of leadership and/or productive scholarship at all levels of the educational enterprise.
- Broaden our communication with other disciplines so as to serve an integrating function for better service to all of Education.
- Broaden and deepen our communication with the profession we serve so as to be sensitive to the needs identified by the profession and able to interpret our findings to a receptive practitioner group.
- Attend constantly to our organization as a School — including our processes and our value commitments — so as to be efficient in reaching our goals and to serve as an example of the "best" to other areas of scholarship and instruction.

For these to be achieved the School will need the support of a strong University and its several disciplines, and the tolerance of an alumni and a profession which will permit it to move away radically from established patterns and well-traveled routes. But foremost will be a belief in the importance of its endeavors and a commitment to their emphasis by the School itself.

Second only to international peace and possibly public health, Education commands the attention and support of the modern world. Its potential is appreciated throughout society. Our professional schools must either fulfill the expectancies of society or be displaced by more effective instruments. — Robert S. Fisk



Cummings' focus was on recognition of differences among students in the way they showed scholarship