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College Catalog, 1918-1919, Evening Courses

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NEW YORK STATE NORMAL
AND
TRAINING SCHOOL

1918-1919

EVENING COURSES

FOR THE TRAINING OF TEACHERS FOR
INDUSTRIAL SCHOOLS

REGULAR TWO-YEAR COURSE

Regular two-year course for qualified
persons from the trades leading to a
permanent licence to teach some
specific trade or industrial occu-
pation in a day or evening
Vocational School

GENERAL INFORMATION
REGARDING
THE TRAINING OF TEACHERS
FOR
INDUSTRIAL SCHOOLS

Recent events of tremendous import have served to emphasize the need for vocational education. When, in February, 1917, the United States Congress passed, and the President approved, the Smith-Hughes Act, for the promotion of vocational education, this nation placed itself clearly on record as favoring the introduction of industrial training into the school system of every state. The present period, and the period after the war, will witness a significant development in the field of trade education. Generous grants of State and Federal moneys are already available, and plans aiming at the training of young persons to serve as skilled mechanics are being organized.

The demand for competent teachers is very great, as a resultant of the rapid development of new schools. To meet this need the State has organized teacher-training courses for the preparation, chiefly at night, of properly qualified men and women drawn from the trades and from the industrial occupations. Only persons with good preliminary training, broad practical experience and excellent personality can hope to achieve success as teachers. To such the State offers without charge a two year evening teacher-training course leading to a diploma and license to teach a specific trade

or industrial subject in the schools of the commonwealth.

Every application for admission will be scrutinized with the greatest care. Applicants are required to present themselves for interview before being admitted and to submit proof of trade and educational qualification. Regular attendance, satisfactory attainment and a proper professional attitude are expected.

On application candidates for admission will be supplied with a blank form which must be made out in duplicate, signed by the candidate, and returned not less than two weeks in advance of the opening of the night school. Applicants may be asked to appear for a personal interview.

ADMISSION, ATTENDANCE AND LICENSE.

1. Length of Course.

This evening course will be two years in length, sixty nights a year.

2. Requirements for Admission.

No person will be admitted to this course who does not satisfy the State authorities that he, or she, possesses the following qualifications:

Age—Men, preferably not less than twenty-three or more than thirty-eight years of age. Women, preferably not less than twenty-one or more than thirty-five years of age.

Education—Applicants must present evidence of graduation from grammar school, or the equivalent.

Experience—For men the minimum trade experience required at entrance is six years' practical contact with the trade for which a license to teach is desired, of which not more than three years shall have been as an apprentice or in work less than journeyman's grade. For women four years of trade experience is required as a minimum, of which not more than one shall have been as an apprentice or learner. It is supposed that students will continue to work at the trade which they are preparing to teach the entire time they are taking this eached-training course.

Health—Applicants must present evidence of good health and satisfactory physical condition.

Personal Qualifications—Candidates for admission to this course must appear for interview before they can be accepted, and show evidence of personal qualification necessary to success in this type of teaching.

3. Diploma and License.

The graduates of this course will be granted a State diploma, and license, which will allow them to teach the trade for which the license is granted in the day or evening industrial schools of the State of New York.

COURSE OF STUDY.

FIRST YEAR.

1. Theory, Principles and Problems of Vocational Education.
25 single periods—40 minutes each. 21

2. Methods and Mechanics of Teaching Industrial Subjects. *n*
25 single periods—40 minutes each.
3. Study and Analysis of Trades. Organization of Courses of Study. *n*
50 double periods—80 minutes each.
4. Observation of Classes. *n/70h*
10 double periods—80 minutes each.

SECOND YEAR.

5. Psychology and Education. *1*
20 single periods—40 minutes each.
6. Materials, Equipment and Shop Records. *1*
20 single periods—40 minutes each.
7. Practice Teaching. *#*
30 double periods—80 minutes each.
8. History of Industrial Education. *1*
20 single periods—40 minutes each.
9. Individual and General Criticism of Practice Teaching. *2*
10 double periods—80 minutes each.

SUPPLEMENTARY WORK.

Supplementary shop courses, or courses in general education may be required in the case of any student whose previous trade experience or general education seems to be inadequate.

DESCRIPTION OF SUBJECTS.

1. Theory, Principles and Problems of Vocational Education.

Social reasons for vocational education; vocational education in a democracy; relation to community needs; rela-

tion to industry; relation to general education. Types of schools and terms related to the subject defined: (a) state-aided schools and classes—evening vocational schools, general continuation schools, continuation schools of the trade extension type, general industrial schools, trade schools, trade preparatory schools, co-operative courses, junior high schools, short unit courses. (b) Nonaided schools and classes—manual training, domestic science, industrial arts, household arts, practical arts, manual training high schools, technical high schools, corporation schools, evening trade preparatory classes, prevocational schools.

New York State Vocational Education Law; Smith-Hughes Act; jurisdiction and work of Federal, State and local agencies of organization and direction; general requirements governing state-aided vocational schools.

Trade unions; employers' associations, trade agreements; advisory boards; advisory committees.

Vocational education surveys; placement and follow-up work; cost of vocational education; product work.

2. Methods and Mechanics of Teaching Industrial Subjects.

The lesson; steps in the lesson; lesson planning; methods of instruction; theory and practice; training for deferred and immediate values.

The shop talk; demonstrations; questioning; project work and interest; showing and telling; individual and group instruction; teaching pupils to be self-helpful; habit formation; develop-

ment of industrial intelligence.

Class management; discipline; fire drills; attendance; routine work, such as care of shop, oiling of machinery, care of oil and waste, care of belting and motors, getting out and putting away materials; grading student accomplishment.

Lighting; ventilation; student posture; shop hygiene; first aid; health and habits of students; student recreation.

Professional attitude of the teacher to his work; health and habits of the teacher; trade magazines; literature of vocational education; shop inspection trips.

3. Study and Analysis of Trades, Organization of Courses of Study.

Students divided into groups according to trades: units, separate or related, which make up a trade; study of fundamental processes involved in a trade including hand and machine operations: determination of sequence of difficulty of fundamental operations; charting results of study and analysis to show (1) relation of fundamental operations to each other, (2) skill required in processes involving fundamental operations, and (3) special industrial intelligence, or information, needed by the trained worker including related problems in mathematics, science and drawing.

Study of types of commercial work, or projects involving use of fundamental processes, routing of work to develop skill and industrial intelligence.

Charting results of study of types of commercial work, or projects, to show

a complete sequence required for the development of skill and industrial intelligence.

Formulation of courses of study through making of shop sketches and complete working drawings of the commercial products or projects (type jobs) selected for the course.

The study and analysis of the various trades is made from the standpoint of the discovery and obviation of instructional difficulties.

4. Observation of Classes.

Observation for as many periods as is found practicable of the work of day trade preparatory or evening trade extension classes; observation to be made under the direction and with the conduct of a supervisor; written reports and round table discussions of work of classes observed; observation required for at least the time equivalent of ten double periods of eighty minutes each.

5. Psychology and Education.

Meaning and value of education; aims of education; general facts and laws relating to the individual; methods and results of education; physical and mental characteristics of importance in trade education.

6. Materials, Equipment and Shop Records.

Study of equipment of shops in local schools and schools publishing reports; catalogues and literature relating to equipment; essentials of good shop organization; shop layouts; motive power; tool rooms; supply rooms; provision for storing finished and unfinished product;

equipment inventory; care of equipment; safety devices.

Study of catalogues and literature relating to purchase of materials; economic methods of purchasing materials; checking of supplies; supply records and inventories; estimating materials needed for the year; requisitions.

Class attendance and statistics; stock cards; time cards; job cards; follow-up records.

7. Practice Teaching.

Every candidate for a diploma must do practice teaching for at least thirty double periods in day or evening schools. It is required that lesson plans be prepared in advance and submitted to the supervisor of practice teaching for criticism and suggestion. Special conferences and round table discussions will be held at regular intervals. No license to teach can be granted to any student who fails to attain the high standard of proficiency in this work which is demanded by the State Education Department.

8. History of Industrial Education.

Guild and mediaeval education; relation of the industrial revolution to need for industrial education; industrial education in Western Europe during last fifty years.

Development of industrial education in the United States: evening schools, technical schools, manual training, trade schools, trade preparatory schools, part time and co-operative plan, apprenticeship and corporation schools, secondary technical schools, technical high schools.

9. Individual and General Criticism of Practice Teaching.

The practice teaching will be controlled and improved by means of individual and general criticism; problems of method, development, lesson content and discipline, as they arise in connection with the practice teaching, will be discussed; lesson plans will be criticised and individual attainment will be measured.

FIRST YEAR

Theory, Principles and Problems of Vocational Education 25 single periods	Methods & Mechanics of Teaching Industrial Subjects 25 single periods	Observation of Classes 10 double periods
Study and Analysis of Trades Organization of Courses of Study 50 double periods		

SECOND YEAR

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