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FOREWORD

The beginning of each school year is a time filled with renewed hopes and aspirations along with a determination to fulfill these hopes and aspirations. As we consider this, we cannot help but refer to the State University Motto which is, "Let Each Become All He is Capable of Being".

This is indeed our goal for each of our pupils. Help us to help your child achieve this by:

1. Assisting the teachers to know him better.
2. Following through with suggestions and plans offered by teachers.
3. Making him realize the need for using his time and effort profitably.
SECTION I

HISTORY

When did our Campus School begin?

How long has Brockport had a Campus School?

What were the beginnings of our school?
I. HISTORY OF THE CAMPUS SCHOOL

A. When did our present Campus School begin?

In 1938, when Dr. Ernest Hartwell was President of the Normal School the present main college edifice was begun. The Campus School was part of that building program. Upon completion of the new building in 1940, the old Norman style Medina sandstone Normal School and its Practice School wing were completely razed. By this time, the Normal School had become a Teacher's College offering a four-year baccalaureate degree and a master's degree. The northwest wing, which presently houses grades one through four, was started in the Spring of 1950 during the presidency of Dr. Donald Tower, and was occupied in January, 1953.

Today, with the addition of a liberal arts curriculum, the college has acquired a new official title, The State University College at Brockport.

B. How long has Brockport had a Campus School?

There has been a practice school for the training of teachers at Brockport since 1867.

With the end of the Civil War, the individual states again found time to re-focus their attention upon their own problems. In 1866, the legislature, recognizing the educational need of New York State, authorized the establishment of four normal schools throughout the state. Brockport applied and was accepted as one of the four. Fortuitously, one might add, for although the Brockport Collegiate Institute, as it was then called, had been extremely successful in every other respect, financially, it had fallen upon hard times.

By raising the sum of $50,000 through village taxation, the financial encumbrance was lifted, the buildings were enlarged by the
addition of two new wings, and the Board of Trustees relinquished all titles and materials and transferred the college to the state. Thereafter, until the 1940's, the school was known as the Brockport Normal and Training School.

In the beginning, the Training School occupied the basement and the first floor of the north wing.

In 1888, a new assembly room and training school adjoining the north wing was begun. It was completed and occupied in 1889. The Practice School occupied the first floor of this north wing which was connected to the main building by corridors. It included two large assembly rooms and fifteen rooms for the practice teaching of nine grades. The grades were divided into two departments, Primary (first five grades) and Intermediate (next four).

By 1900 the cornerstone was laid for the east building. When completed in 1902, it housed the new Practice School comprising eighteen classrooms and an assembly hall large enough to accommodate 1,500 people. At this time, the Practice School had ten grades and an enrollment of about 400 pupils. According to the Bulletin of 1902, the courses were designed to equal those of the best city schools, and the management and conditions of the school approximated as nearly as possible that of the public schools. Senior students were required to spend one hour each day for ten weeks observing critic teachers. Following this period these students became involved in a student-teaching experience under the supervision of a critic teacher.

By comparison today's student teachers are not given the opportunity to take over a class until they have been thoroughly trained in methods and techniques through observation, participation, and academic study.
This Practice School was used until it was demolished in 1939 after the completion of the present Campus School.

By the Fall of 1965 a new era will have begun with the expected occupation of the new and enlarged Demonstration School.

C. Has the college always educated teachers?

The site now occupied by the present college and Campus School building was given by Heil Brockway to the Baptist Association of Western New York in 1833. This group erected a four-story stone building to house an academy. Although it did function for a short while in this capacity, the building was never fully completed by them, and by 1836 it was closed.

In 1841, a group of Brockport citizens bought the property, repaired and completed the buildings, and opened a school. It was incorporated by the Regents of the University of the State of New York in 1842. The first bulletin issued by this newly-created Brockport Collegiate Institute in 1842 announced:

A Teacher's Class will be formed at the commencement of each term, which will receive particular attention. The Principal will give familiar lectures upon teaching during the Fall Term.

The Bulletin of 1845 was more specific in designating these lectures as instruction in "the art of teaching and managing a school".

Somewhat later, but long before the Institute became a normal school, provision was made whereby twenty selected students who desired to be teachers would receive gratuitous instruction, provided they pledged to engage in teaching in district schools for a reasonable length of time.

When the Institute became Brockport Normal and Training School in 1867, the training of all teachers was tuition free.
SECTION II

PHILOSOPHY

What is our goal?
Purpose and Philosophy

The chief function of the Campus School of the State University College at Brockport is to serve the teacher education program of the college. It provides college students in teacher education with opportunities to observe, participate with, and gain experience in teaching elementary and junior high pupils. However, we recognize the fact that each child progresses at his own rate of growth. This allows the child to progress as an individual emotionally, scholastically, physically, and socially.
SECTION III
ROLE OF COLLEGE

What is the relationship between the Campus School and the College?

What is the relationship between the Department of Education, the Director of Elementary and Secondary Education and the Campus School?

Is the college concerned with experimentation in the Campus School?
III. ROLE OF COLLEGE

The Campus Demonstration School has been an essential part of the teacher education program of Brockport for almost one hundred years. One of Brockport's great strengths is the closely coordinated relationship between professional theory developed in college classes and practices used in the Campus School classroom.

The location of the Demonstration School on campus provides the necessary conditions for college students to have early and continuing contact with children. This contact in a situation designed and controlled by the college enables prospective teachers to acquire those knowledges and skills required by the state for licensure.

The Demonstration School provides pre-service laboratory experiences in the following areas:

A. Observation

College students in Human Growth and Development courses and Adolescent Psychology are able to observe directly and over closed-circuit television the growth, development and behavior of children age four through adolescence.

B. Demonstration of modern teaching techniques

The Campus School staff demonstrate for the college students various teaching techniques, the elements of classroom control, lesson planning, unit planning, new instructional media; etc. by way of closed-circuit television, video tape or lessons viewed directly.

C. Participation

In this area of pre-service experience, the college students work with individual children, small groups of children or in some instances an entire class. The college student is given an opportunity to help
prepare teaching materials, to supervise work periods, to plan and carry out an activity with a committee of children and in some cases, to teach a full class. The purpose of participation is to gradually prepare the college student for student teaching.

D. Student Teaching

Today only a small fraction of the total group of student teachers serve in the Campus School. A re-evaluation of our pre-service preparation coupled with increased college enrollment led to the placement of a greater percentage of student teachers in the area public schools. However, the Campus School still provides student teaching experiences for a core of the most promising college students.

E. Research and Experimentation

The rapid rate of cultural change in general and the rapidly growing volume of information in the sciences of human growth and development, human learning and methodology, point to a need for systematic, sustained and directed experimentation and research in the Campus School. To date, plant and personnel deficiencies have limited Brockport's contribution. However, a sizeable effort here has produced professionally valid and helpful techniques in the use of closed-circuit television, contemporary mathematics, and in new approaches to science and spelling.

The new Campus School building and the projected additional staff to be hired will enable Brockport to become a recognized leader in cooperatively planned experimentation and research.

A basic point of philosophy accepted by all members of the staff is that in all aspects of the Campus School program - **The Child Comes First.** No part of the program designed for the pre-service preparation of teachers or the on-going research and experimentation will
adversely affect the personal or educational development of the school children. In fact, the proven competence of the Campus School Supervisors, the resources of both the College and the Campus School, the individual help for the slow, average or gifted pupil contributed by the participating or student teaching college students all make it more possible for each child "to become all he is capable of being". The post-elementary school records of hundreds of Campus School graduates attest to this fact.

The Elementary and Secondary Education Division is comprised of the Campus School, the Educational Department and the Off-Campus Supervisors. The Division is administered by the Director of Elementary and Secondary Education. The Director coordinates all facets of the pre-service professional education program.

The Campus Demonstration School plays a signal part in Brockport's preparation of teachers.
SECTION IV
ORGANIZATION

How is our school organized?
IV. ORGANIZATION

A. Grade Organization

Our Campus School consists of two sections of each grade from Pre-Kindergarten through eighth grade. The elementary school section includes Pre-Kindergarten through grade six. The junior high section consists of grades seven and eight. (Upon the completion of the new building a ninth grade will be added.)
B. Campus School Staff (1964-1965)

1. Faculty

Andrew D. Virgilio                     Principal of Campus School 109
Donald F. Nasca                       Curriculum Coordinator & Assn't 106A
                                      to the Principal (Opp. C. S. Lib.)
Evelyn A. Alexander                   Grade Three 268A
Esther A. Black                       Grade Two 253B
Walter Drautigan                      Supervisor of Science (Lab. C. S.)
Roy Bubb                              Grade Five 116A
Bertha D. Campbell                    Pre-Kindergarten B-6
Beatrice Conrad                       School Nurse B-4
Jeannette D'Agostino                  Grade One 255A
Bernice Friedo                        Grade Four 262A
Charles Geer                          Grade Six 113A
Barbara Kewin                         Grade Five 115A
Elizabeth Kuehne                      Grade Two 251A
Mary I. Luskey                        Grade One 257A
Marion Nestle                         Seven, Eight, English 206A
Sona Nocera                           Music (Vocal) 205
Anne E. O'Toole                       Librarian (Lib. C. S.)
John Paris                            Grade Six 112A
Joseph Pentick                        Art Supervisor 205
Frances Pogroszewski                  Kindergarten B-3A
Lila Robinson                         Grade Three 266A
Ralph R. Sisson                       Speech B-16
Judy Tuscher                          Grade Four 262A
Robert Walsh                          Boys P. E. 205
John E. Warthman                      Seven, Eight, Social Studies 208A
Donna Wemple                          Girls P. E. 205
Thomas Wiley                          Seven, Eight, Mathematics 209A
Phyllis Yoho                          Four through eight, Spanish 207A

2. Secretarial

Mrs. Marie Jarvis                    Main Office
Mrs. Marilyn Fahrner                  Main Office
Miss Linda Zarpentine                Library Office

3. Cafeteria

Mrs. Lillian Bird, Cafeteria Manager
Mrs. Doris Bergan                    Mrs. Julia Cook

4. Custodial

Mr. Morrie Kroft                     Day Shift
Mr. Fred VanOrden                    Day Shift
Mr. James Hoy                        Night Shift
C. Criteria for Admission to the Campus School

No evaluative criteria relating to color, creed or national descent are applied. Candidates for the Kindergarten classes are selected on a "first come" basis. Application forms are available to parents upon request. Children must be four years nine months of age by September 1 to be eligible for Kindergarten, and three years nine months of age by September 1 to be eligible for Pre-Kindergarten.

The eligible candidates are selected on the basis of the date of application. By following this policy we enroll a cross section of the community's children.

Children are admitted to classes in the Campus School throughout the year. These children usually are those who have moved into Brockport. Some cases of transfer take place from the public school and the parochial school. These are arranged by mutual agreement between the school officials and the parents. No effort is made to recruit children for the Campus School after children have started in another school. We depend on replacements for vacancies from those who move into town.

Class size for the Pre-Kindergarten is limited to fifteen children for each section. Class size for Kindergarten is twenty and for all other classes twenty-five children.

No admission fees are charged and all instructional materials are supplied free of charge.

Admissions policy to be followed as of September 1965. State University Policy of Admission to Campus School.

No applicant to a Campus School of a State University College shall be given priority in admission because of race, color, creed, national origin, socio-economic status, political affiliation, sibling status, alumni affiliation, parental affiliation with the college.
or university, or recommendations from persons within or outside of the State University.

The following shall be the procedure for implementing the above policy:

1. The establishment annually by each campus school of a definite, and well publicized, time period during which applicants for admission to the campus school at each grade level where vacancies are anticipated for the coming academic year will be accepted. (Applications will not be carried over from one year to the next. Thus, any candidate for admission who is not successful could compete again the following year on the basis of filing another application. It is to be assumed, however, that once a student is admitted to the campus school, the admission carries with it the privilege of continuous registration in subsequent years, so long as the student remains eligible.)

2. From the number of applications so received, the campus school will establish a pool of eligible applicants. Applicants eligible to attend the public schools of the State of New York, as defined in Section 3208 of the Education Law, shall be considered as eligible to attend the campus school, provided they meet the age requirement specified by the campus school administration for the class in question.

3. After the establishment of a pool of eligible applicants, the applicants to be admitted to a particular grade or class in the campus school, if the number of eligible applicants exceeds the number of vacancies, will be determined either by:
a. Public drawing by lot, or
b. As local conditions may require, public drawing by lot combined with performance on such standardized tests as may be prescribed by the individual campus school.
D. Transportation

By order of the Board of Education of the Brockport Central School District the following pupils will be transported to and from school.

1. All pupils living outside the village limits.
2. Village pupils according to grade who live outside these boundaries.
   a. Kindergarten through grade four
      1) North of Barge Canal
      2) East of Park Avenue on South Main Street
   b. Grades five through eight
      1) North of East Avenue and West Avenue
      2) West of Smith Street
      3) East of Locust

Bus youngsters are usually picked up between 7:40 and 8:00 A.M. and arrive at the Campus School at approximately 8:00 A.M.

No transportation is provided for morning Pre-Kindergarten and Kindergarten children. Afternoon Kindergarten and Pre-Kindergarten must be transported to school by parents, but may go home by bus.

If you have questions as to details, you may call Mr. Daly's Office at the High School (NE 7-5303).

E. Special Services

1. Health Center

   The Campus School Health Center is run on an "open door" policy for students, teachers and parents who wish to stop in for any reason.

   The entire Campus School staff works cooperatively to provide adequate supervision of the children. In this way preventative health services can be provided and positive health promoted.
Specific procedures and services carried out by the health center staff for the Campus School pupils are as follows:

a. Health appraisal of individual pupils as need arises
   1) exclusion for illness
   2) readmission after lengthy illness
   3) emergency first aid
   4) communicable disease control

b. Health appraisal annually by family doctor or school physician (when available)

c. Annual dental hygiene inspection by hygienist with referrals and follow-up as necessary

d. Annual screening for vision and hearing acuity with subsequent referrals and follow-up as necessary

e. Immunization clinics as necessary

f. Consultant in health teaching

g. Recording on cumulative health records for each pupil

h. Promotion of school sanitation

i. Individual or group health education for school personnel or parents as part of a coordinated effort toward maintaining healthy children.

The philosophy of the Campus School Health Service is to work toward the end that every Campus School child will be in the best condition of well-being possible for him as an individual.

2. Speech Therapy

The Campus School has a staff member who devotes half of his time to speech therapy work with Campus School pupils. This staff member devotes the other half of his time to duties as a member of the Speech Department in the college.
Early in the year this specialist will screen all children for any visible speech defects. Classroom teachers assist him in alerting attention to any such cases. After screening he decides which children are in need of and will profit from speech therapy work. Parents are then notified and therapy is begun. Children may be seen by the therapist alone or in small groups on a scheduled basis. Parents are kept in close touch with progress, etc. Children may be excused from such therapy at any time during the year, depending on the individual case.

3. Campus School Library

The Campus School Library with a collection of over 10,000 volumes is primarily a children's school library although college students also borrow materials needed for various class presentations and assignments. A large picture file contains mounted pictures for classroom use. There is a vocational file geared to the junior high level. A record collection has been started.

Pre-Kindergarten and kindergarten children visit the library in small groups during the year and often help in selecting books for classroom collections.

Children from the first grade are permitted to borrow books for a one week loan period. They have a weekly scheduled library time.

Grades one through three have a thirty minute library period during which the children return books, listen to and discuss a story, select books to be borrowed, and begin to learn use of the library.

Formalized library instruction begins in the fourth grade and is carried on during the fifth and sixth grades. These children are scheduled for a forty minute period which is divided into four
parts: returning books, a library lesson or story, book selection, and an opportunity to begin reading the books selected.

Seventh and eighth grades are scheduled for a book selection period during their reading classes.

In addition to scheduled times the children are free to visit the library before and after school and during the school day. Extra-scheduled class periods are arranged with the classroom supervisor when special projects requiring reference sources are being developed. Each classroom maintains a changing collection of books concerned with units being taught and special interests of the children.

Parents may cooperate with the library program by encouraging their children to select suitable books and to read them; by providing a safe place for them to keep their books away from smaller brothers and sisters; and knowing the day their children are scheduled and checking to see that books are returned on time.

F. School Day

<table>
<thead>
<tr>
<th>Grades</th>
<th>Times</th>
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<tbody>
<tr>
<td>Pre-Kindergarten &amp; Kindergarten</td>
<td>AM 9:00 - 11:30</td>
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<tr>
<td></td>
<td>PM 12:30 - 3:00</td>
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<tr>
<td>1 - 2 - 3</td>
<td>AM 8:30 - 11:00</td>
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<tr>
<td></td>
<td>PM 11:45 - 2:00</td>
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<tr>
<td>4</td>
<td>AM 8:00 - 11:05</td>
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<tr>
<td></td>
<td>PM 11:45 - 2:00</td>
</tr>
<tr>
<td>5 - 6</td>
<td>AM 8:00 - 11:50</td>
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<tr>
<td></td>
<td>PM 12:30 - 2:00</td>
</tr>
<tr>
<td>7 - 8</td>
<td>AM 8:00 - 11:45</td>
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<td></td>
<td>PM 12:30 - 2:00</td>
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G. Activity Period

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<tr>
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<th>Sponsor Teacher</th>
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<th>Days of Week</th>
<th>Time</th>
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<tr>
<td>Intra. (Boys)</td>
<td>Mr. Walsh</td>
<td>5-6</td>
<td>T</td>
<td>2:00-3:00</td>
</tr>
<tr>
<td>Intra. (Girls)</td>
<td>Mrs. Wemple</td>
<td>5-6</td>
<td>Th</td>
<td>2:00-3:00</td>
</tr>
<tr>
<td>Intra. (Boys)</td>
<td>Mr. Walsh</td>
<td>7-8</td>
<td>M</td>
<td>2:00-3:00</td>
</tr>
<tr>
<td>Intra. (Girls)</td>
<td>Mrs. Wemple</td>
<td>7-8</td>
<td>W</td>
<td>2:00-3:00</td>
</tr>
<tr>
<td>Chorus</td>
<td>Miss Nocera</td>
<td>4-5-6</td>
<td>M-W</td>
<td>2:00-3:00</td>
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<tr>
<td>Chorus</td>
<td>Miss Nocera</td>
<td>7-8</td>
<td>T-Th</td>
<td>2:00-3:00</td>
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<tr>
<td>Religious Ed.</td>
<td></td>
<td>1-8</td>
<td>F</td>
<td>2:00-3:00</td>
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H. Released Time For Religious Classes

At the present time only Catholic children are released for such instructions according to the following procedure:

Day of the Week..............Friday
Dismissal Time..................2 P.M.
Grades.........................One through eight
Permission Card..............No child is to be released unless he has turned in a permission card signed by the parent or guardian.

I. Special Fees and Costs

The September Newsletter will carry specific information concerning the following:

Kindergarten Juice and Milk
Lunch Money (Milk)
Locker Fee and Towel Fee
Student Insurance
Activity Fee
J. Report to Parents

1. Primary Grades

No formal report card is issued in the primary grades. It is felt that the individual parent-teacher conference is far more valuable at this level than the formal card. The conference method offers an opportunity for both parents and teachers to be mutually helpful in terms of assisting the child achieve his potential. These conferences are scheduled by the supervisor at the mutual convenience of parent and supervisor. A minimum of two conferences are held each year, usually one in January and one in May. Conferences other than the minimum number are held at any time during the year, and may be initiated by either teacher or parent.

2. Intermediate and Upper Grades

a. Grades four and five

Formal report cards are issued at the end of the first and second semester.

b. Grade six

Formal report cards are issued at the end of the first semester, at the end of the third quarter and at the end of the second semester.

c. Grades seven and eight

Formal report cards are issued quarterly.

These formal reports may be supplemented throughout the year by parent-teacher conferences and grade level meetings.
3. Junior High Honor Roll Requirements

a. General

1) Daily class work and quizzes will count toward $\frac{1}{3}$ of the average mark in each subject; unit tests will account for the other $\frac{2}{3}$.

2) At the eighth grade Commencement program in June, awards for High Honors and for Honors will be distributed to eighth grade pupils on the same basis; however, the year’s average mark will be used rather than a quarterly mark.

b. Specific

1) For "High Honors"
   a) In each of five of the seven subjects the average is 90% or above, and
   b) In no subject is the average below 85%.

2) For "Honors"
   a) In each of five of the seven subjects the average is 85% or above, and
   b) In no subject is the average below 80%.

c. Effort Requirements

1) In exhibiting "superior effort" a pupil, in terms of his ability:
   a) meets assignments and other responsibilities promptly;
   b) makes worthwhile contributions to class discussions and the class program;
   c) does extra work beyond requirements frequently;
   d) exhibits a positive attitude toward school classmates, and supervising teachers and student teachers;
   e) produces academic work in keeping with his ability.
K. Testing Program

The testing program has been under study for the past two years. The program below will be in effect this school year.

1. The SRA Achievement Test will be administered to all grades 1-8 in January (during the second and third week).

2. The SRA Intelligence Test will be administered to grades 1, 3, 6, sometime in October. This sequence will provide such testing every two or three years.
SECTION V

CURRICULUM

What is included in my child's learning?
V. CURRICULUM

A. Overview

In general the curriculum offered at the Campus School follows recommendations established by the New York State Education Department.

Changes in the curriculum occur from one year to the next based on availability of new evidence about the ways in which children learn as well as changes in the organizations of subject matter content. Most notable of these changes in recent years are the major revisions in mathematics and science in an attempt to develop better understanding of basic principles and applications of these principles to a wider range of problems. It is expected that current work in the social studies curriculum will result in similar significant changes.

Methods used in the Campus School are based on the most recent theoretical and research evidence available. Some methods are widely used while others are just now becoming available to public schools. The Cuisenaire rods (a set of concrete materials used by pupils to help establish abstract mathematical concepts) constitute one newer method while the individualized reading program offered by Science Research Associates is a second example. Although new, these methods are designed to develop better skills and abilities similar to those produced through the traditional approach. As other methods become available they will be examined to determine their soundness and potential contribution to efficient development of children at the elementary level.

Variations in the standard program are provided to account for a variety of student abilities and interests. Advanced mathematics and science classes are available at the junior high level, while Spanish is offered beginning at the 4th grade level. Reading, the foundation of learning, is adapted to individual needs through all grades and
culminates in a unique and highly successful two year reading program at the junior high level. The availability of qualified college students provides an unusual opportunity for individualized instruction, usually of a remedial level, for students requiring such assistance.

Future developments will continue to be based on sound theory and practice, individualized instruction will predominate, and major changes in content will remain minimal. Consequently, the Campus Demonstration School will be able to demonstrate the latest elements of an efficient educational program as well as contributing to educational practices through research activities.

B. New Subjects

1. Spanish

Some years ago, the teaching of a foreign language in the elementary and junior high school was regarded as a novelty and was attempted by school systems on an experimental basis. Today, such a program is far beyond the experimental stages and has become an integral phase of elementary and junior high school curricula throughout the state and nation.

Research has shown that introduction of a foreign language at this level facilitates a child's ability to eventually grasp the language. The intent at this early level is gradual involvement with the language. Our specific program in the Campus School is described in the ensuing paragraphs.

Spanish is introduced at the fourth grade level. Experience has shown that either third or fourth grade is a practical level at which to begin such instruction. Two factors tend to bear out this reason:

a. children are more ready to adapt themselves to a foreign
language study at this age

2. by this time they have received a foundation in the reading, writing and speaking of their own native language.

We feel that fourth grade is more advantageous as a starting point in light of the latter point mentioned.

In these beginning classes all material is presented orally through drills, conversation, and Spanish games and songs.

Fourth grades attend three fifteen minute periods a week.

Following a similar time schedule, reading is begun at the fifth grade level with selections taken from a graded Spanish reader. Some practice in writing the language is presented later in the year.

Class time is increased to a half hour at the sixth grade level. In this grade we aim for mastery in reading and writing Spanish. However, oral drills and pronunciation practice are never abandoned entirely. Some elementary grammar points are also introduced at this level.

At the seventh and eighth grade level instruction is increased to three forty-five minute periods per week. In addition, we have added an electronic mobile learning center to facilitate our Spanish language program at this level. Electronic tapes based on textual materials are presented through the voices of native Spanish speakers. Pupils are asked to repeat phrases and sentences after the master voice and are instructed to approximate the pronunciation of the native speaker. Additional tapes presenting grammar points through pattern practices and other drills are also being prepared. Consequently, a fourth class period has been introduced at the seventh grade so that pupils may have more opportunity to work on pronunciation improvement within an organized structure.
At the eighth grade level oral practice is continued along with an intensification of grammar study. Readings become more advanced and cultural material is examined more closely.

Along with the regular eighth grade program, a special class for students with exceptional ability in Spanish is being offered on a voluntary basis. This class tries to provide additional insights into Spanish language and culture through the reading of short stories, discussion, and similar activities.

2. Modern Mathematics

The modern mathematics curriculum recently adopted by the staff for use in the Camnus School is based upon recommendations from several nationally recognized sources. The program meets basic standards established by the State Education Department, and emphasizes fundamental understandings of numbers, ways of using numbers and applications of numbers to a wide variety of situations.

Every real situation, requiring the use of numbers, cannot be explored in the limited school time. It is this realization that has prompted emphasis on basic understandings and possible uses of numbers, and their names as a more adequate means of preparing students for their future mathematical needs. This emphasis has brought forth such basic concepts as properties of a number field, sets (groups) and operations with sets, linear equations and precise methods of using symbols to describe basic relationships in the world around us. The fundamental concepts are then applied in a variety of situations enabling students to gain the essential skills needed to use the basic principles. These applied procedures replace many of the situations requiring memorization so many of us remember from our own elementary school days.
3. **Enriched Science and Mathematics**

In cooperation with the High School, an advanced science class has been added to the Campus School program. This science class prepares students for an examination, normally given at the end of 9th grade. A grade of 80 or better on this test provides an opportunity for science oriented students to move immediately into earth science, a course not normally given until the sophomore year. By combining the content of the 8th and 9th grade general science courses, students are then able to take 4 years of more specialized science courses at the secondary level. Eighth grade students are selected for this class on the basis of past performance, apparent potential in this area, and general academic ability.

A similar advanced class will begin shortly in the area of mathematics. Eighth grade students with superior ability in mathematics will be given an opportunity to explore topics beyond those normally presented at this level. The basic plan calls for enrichment activities with emphasis on pure mathematics for enjoyment and exploration rather than the traditional practical applications of arithmetic. However, the main purpose of this course at present is merely for enrichment and holds no advanced high school credit.

Both of the above mentioned classes are taken in lieu of the regular eighth grade classes in science and mathematics.
C. Co-Curricular Activities

1. Chorus

There are two choruses which are organized early in the year as a part of the school's musical program. Participation in these singing groups is voluntary and based on the following factors:

a. singing ability

b. willingness to give extra time for rehearsing

One of these choruses consists of fourth, fifth and sixth graders and the other consists of seventh and eighth graders. The two main programs for which they prepare and perform are the annual Christmas program and the annual spring concert.

2. Band

At the present the Campus School has no staff member to supervise and conduct an instrumental music program. Such a person will be available in our new building along with the proper facilities.

However, the Campus School is most fortunate in having the very fine cooperation from the College Music Department and its Band Director. This person spends some time each week with a nucleus of students who take instrumental lessons privately. He has formed these people into an elementary band which performed at last year's annual spring concert.

Children from grades five through eight comprise this band.

3. Intramural Athletic Program

This program is presently in a state of flux due to the very limited indoor and outdoor facilities available and to the fact that both physical education teachers (a man and a woman) will be new to our school this year.
The program basically will continue as last year with possibly some additions according to the thinking of our physical education staff. This will consist of the following activities for pupils in grades six through eight.

Fall - soccer and/or football (boys)
field hockey (girls)

Winter - basketball (girls and boys)
outdoor sports (girls and boys)
volleyball (girls and boys)

Spring - baseball (girls and boys)
tennis (girls and boys)

Again, we wish to stress that the above is tentative and will depend largely on facilities. When we move into our new building such will not be the case, and undoubtedly we will offer a far more complete program.

4. Fancher Site

The college is in the process of developing a recreational site in the town of Fancher. Its main purpose is to provide for seasonal sports activities (i.e., hiking, skating, swimming, boating), outdoor education and camping. Although primarily intended to serve the college students, this site will also be available to Campus School Staff and pupils.

It is hoped that the Campus School will use Fancher in the following manner:

a. Instructional

The area of natural science lends itself to the use of a natural habitat such as the Fancher property, especially since it is so conveniently located. The Campus School pupils will be able to use this as another laboratory. This would be especially true for our 7th, 8th and 9th grades.
Outdoor education and camping more and more are being emphasized as integral parts of good school programs. These are areas that could be developed within the Campus School especially for grades 4 through 9. Therefore, the Fancher site available for such use the year round would be a tremendous asset.

b. Extra-Curricular

In the area of sports the Campus School through the Physical Education program will make great use of the Fancher facilities. Such a program will lend itself to the development of individual sports (i.e., Winter-skiing and skating; Fall-tennis and archery). This will supplement very nicely the regular physical education program.

The Campus School will make steady use of the Fancher property the year round and in so doing will benefit its pupils and set an example to future teachers of the kind of educational program that can be offered with the proper facilities.
SECTION VI
INSTRUCTIONAL RESOURCES

What are Instructional Resources?
VI. INSTRUCTIONAL RESOURCES PROGRAM OF THE CAMPUS SCHOOL

A. What are "instructional resources" and in what way do they facilitate learning?

It is scarcely necessary to inform you as parents, that your children are not learning by "words" alone, whether they be spoken or written. Every time a teacher utilizes a bulletin board, a map, or even a picture, she is employing materials which help to motivate your child to learn.

It is the intention of the Campus School to provide all that the best public and private schools in the state and nation offer, including the newer instructional media, techniques, and systems being researched currently. This means that the Campus School occupies a prominent position in curriculum teaching techniques, and the use of newer media in learning. For example, single-concept 8mm cartridge-loaded educational motion pictures have recently been introduced throughout the nation, but not widely distributed. The Campus School does have access to this newer resource, in addition to media already being used such as: books (textbooks, reference books, fiction and non-fiction), maps, bulletin boards, flat pictures, field trips, language labs, film-strips, recordings, transparencies of various sizes, radio and television, 16mm motion pictures, and programmed learning.

B. What is the relationship of the College Library, the Instructional Resources Center, and Television to the Campus School?

The college maintains instructional and educational facilities and provides materials to be used as instructional resources by both the staff and students of the Campus School.
C. The College Library (Drake Memorial)

The college library lends books to the Campus School Faculty, both new books on teaching methods and background books for subjects studied in class. The library also works with student teachers in lending them material from which to develop their teaching units.

The curriculum library, which is part of the college library, contains grade and high school textbooks commonly used in public schools. College students use these to become familiar with material which they will be teaching in their student teaching assignments. The curriculum library also has copies of the state courses of study which the students may borrow.

The Campus School Library is administratively separate from the college library, however, all librarians work together in planning service for faculty, college students, and campus school students. The cooperation works both ways, since the college literature classes use books from the Campus School Library for their reading and reports.

D. The Instructional Resources Center

Campus School instructors and student teachers make extensive use of the facilities of the college Instructional Resources Center.

One function performed by the IRC is that of housing films, and kinescopes, filmstrips, recordings, slides (both 2x2 and 3 3/4), transparencies for overhead projectors, pictures, learning programs, and well over three hundred pieces of electronic equipment which may be borrowed for use during presentations or study in the Campus School. A staff of two professional persons, a secretary, and twenty-five or thirty part-time student assistants provide this service for both the Campus School and the college.
Specific divisions of services are: office traffic, which includes projectionists, rental of films, borrowing of films, filmstrips, and other materials, listings of catalog sources and magazines and the like; photographic production of flat pictures and slides (both color and black and white); graphics production of posters and other specific teaching materials used for the classroom teaching and in the professional observation courses and on television; repair service for all kinds of equipment used in teaching; and consultant service for the purpose of procuring, producing, and utilizing appropriate means to learning.

The Instructional Resources Center also provides a student coordinator for the Campus School Audio-Visual Corps. The purpose of this corps is to help Campus School personnel improve teaching.

E. Television

The utilization of television in the instructional program of the Campus School began in 1956. Since then lessons in spelling, arithmetic, music, English and science taught by Campus School teachers have been televised to various grades. Although television lessons are only a small part of the total hours of instruction a child might receive in a week, it remains an effective instructional medium of proven value to the Campus School faculty.

Through the Instructional Television Center, teachers may make arrangements to view educational programs produced by the Rochester Area Educational Television Association and broadcast by Rochester's commercial stations.

Campus School teachers and students participate in the college's teacher education program through televised demonstration lessons seen by nearly six hundred college students each week.
The new Campus School building will contain a fully equipped television complex which includes a studio for instructional lessons and remotely operated television cameras for observation in the classrooms.

F. Field Trips

Field trips which can supplement, enrich, and coincide with the instructional program are greatly encouraged and desired by both staff and pupils.

Such trips that require transportation are handled in the following manner:
1. Notification of trip (date, time, destination) sent home to parents
2. Parents return to teacher a signed permission slip (without this a child cannot participate)
3. Children are driven in state owned vehicles. (No parent cars may be used for such trips since there is no insurance coverage by the state for such cases.)

G. Language Laboratory

An electronic language laboratory is a recent addition to our foreign language program. Equipped with individual earphones and microphones for the pupils, the teacher from her master panel is able to communicate individually and/or collectively with class members for recitations and/or readings.

H. Science Laboratory

A good laboratory is indispensable to a quality science program, especially for the Junior High school level. We have adapted a room for such use and through its use are able to complement our program with actual experimentation.
SECTION VII

EVALUATION OF HANDBOOK
VII. EVALUATION OF HANDBOOK

We are very interested in your reaction and would welcome your comments and/or additions to this handbook.

Your answers to these questions will be invaluable in revising this booklet into a printed form.

Have we answered your questions?

Is there anything else you would like to know?

Has this helped in your understanding of the Campus School?

Other Comments

PLEASE RETURN THIS TO THE CAMPUS SCHOOL OFFICE AT YOUR CONVENIENCE.