Arrangements were made to place seniors in the Berwick schools to do their student teaching.

During Dr. Riemer's administration, the status of the institution was changed from that of a Normal School to a Teachers College, although no mention of the event or change of name is found in the Trustees' minutes of that period.

Dr. Riemer later became President of Clarion State Teachers College.

A meeting of the Trustees was held on April 11, 1927. After the routine business of the meeting was completed the following resolution appears:

Resolved, "That Francis B. Haas be and hereby is elected Principal of the Bloomsburg (Pennsylvania) State Normal School for the term of three years beginning July 1, 1927, etc."

On May 9, 1927, another meeting was held at the close of which the following resolution was adopted:

> "Resolved that the Principal-elect, Francis B. Haas, be authorized and directed to contract with the teachers for the summer session of 1927 and for the regular sessions of 1927-28 and at the request of the Principal-elect the necessary routine concerning such employment will locally be cleared through the Dean of Instruction until July 1, 1927."
>
> "The beginning is the most important part of the work."

CAMPUS AND BUILDINGS

NEVIN T. ENGLEHART

THE COLLEGE CAMPUS

The campus of the college had a small beginning — only the portion upon which Carver Hall and certain other older buildings are erected existed originally. Later there were land purchases, the most recent being that of fifteen acres from the Dillon Estate. The campus now consists of about 56 acres, nearly all of it in active college use.

The acquisition of land from time to time changed the uses of the campus. For instance, the first athletic field was on what is now known as Science Hall Campus. The baseball infield, the entire surface of which was made of clay, was exactly where Science Hall is now located. There was a wooden grandstand near Light Street Road and wooden bleachers were built along the edge of the present grove. A high board fence almost entirely enclosed the field, and even at that early date, there was a "Knot-Hole Club" in Bloomsburg.

In 1905-1906, the erection of Science Hall made necessary the building of Mount Olympus Field, a name supplied by Professor J. H. Dennis, then head of the Department of Latin and Greek Languages. The building of the field was very difficult and costly due to the presence of hard rock and red shale. Much dynamite was used.

Then came the days of the Works Progress Administration when the college was given an opportunity to extend its campus area in a number of places. First, a new and larger Mount Olympus was laid out on ground formerly used for farming. Work for men numbering as high as 112, was furnished for a long time during those days of depression. In due time a fence around the area was erected and a grass infield for baseball was built. It has continued to be considered one of the finest and best-kept baseball fields in college ranks. Major leagues have conducted tryout schools on it each year for some time past. Automatically, the former field came to be known as Lower Field. It is in active use whenever outdoor sport is in order.

The same improvement program resulted in the erection of five new clay tennis courts and the reconditioning of some older ones near Waller Hall.

At the present time in a large section of the new Mount Olympus the surplus shale and earth is being removed, bringing closer and closer the time when the college will be able to have separate fields for each major activity and space for an improved running track and all field events.

Since 1930, six new buildings have been erected which created a need for thousands of feet of campus roadways, street curbs and endless amounts of grading for lawns, terraces, planting of trees and shrubbery.

There were days in past years when students living outside of Bloomsburg were few and usually limited to those coming from nearby points by street-car systems or horse-drawn vehicles. Now many commute daily by automobile. Although there are three parking areas within the campus, all parking space on or near the campus is in full demand.

A point of interest on the campus is the steel flag-pole, surrounded by a group of pine trees, located west of Carver Hall. The pole and trees, together with the bronze tablet are a class gift in memory of seven of our students who made the supreme sacrifice in World War I. One of them, Miss Merle Phillips, was a nurse.

On the north side of the campus, along Light Street Road, there is a grove, principally of oak and other hard wood trees. This is the only piece of virgin timber within the corporate limits of Bloomsburg. In this grove there is a pergola given by one of the classes which provides an open-air stage sometimes used by college and Training School groups.

The natural location of the campus at the head of Bloomsburg's principal street, its trees and wellkept lawns, make an attractive setting for the college.

THE COLLEGE BUILDINGS

Generally, all buildings on the campus are of red brick wall construction, most of them with slate roof. The older buildings were, of necessity, made of wood interior framework. With the advent of fire-proof construction, the new units have been constructed with steel joists and fire resistant walls.

Carver Hall, the first building erected, was made possible by funds collected by Professor Henry Carver. In fact, he supervised and did some of the actual work in erecting the building. It was originally a two-story building with three porches. At that time it was heated by a furnace in the basement, and there was a tall brick chimney at the rear of the building. The existing balcony and the clock tower were later additions. In the course of time, outside fire escapes were required by law and these, too, were replaced a number of years later, by three modern inside fire towers or stairways. The stage also was rebuilt two or three times.

Waller and North Halls are the living or home headquarters of the boarding students. Also, in Waller Hall are the administration offices, bookstore, postoffice, etc.

Many years ago (1874) Waller Hall was destroyed by fire. North Hall, too, was damaged in a fire in 1904. Alterations to both of these buildings have been frequently made to provide for changing uses of the buildings and also to meet safety requirements.

The soft old-style plaster and wall-papered walls have been replaced with hard-finish plaster. All wall and ceiling surfaces are painted and there is a constant trend towards the use of such color schemes as lend themselves best to the use of the buildings or rooms in question.

For some decades, the general policy has been toward the elimination of fire hazards in older buildings. All "open" stairways have been taken away and numerous sets of "cut-off" doors and fire-walls have been erected. There are thirteen enclosed fire-

towers or stairways in the so-called "older buildings" on campus.

Some time ago, the floors and corridors in dormitory buildings were covered with linoleum. This practice has been continued from time to time as finance permitted and now in nearly all buildings the floors in auditoriums, social rooms, and many classrooms have been so furnished.

The first bath tubs in the dormitories (more than 60 years ago) were zinc, encased with wood. Strange as it may now seem, as late as 1907 students rented earthenware wash bowls and water pitchers from the school for use in their rooms. There were no lavatories or basins in the bath rooms. Now all bath installations are modern showers, enclosed in marble or tile stalls. The floors are of ceramic tile and the other plumbing fixtures are of white enamel or vitreous china.

It may be taken for granted that a well-organized housekeeping department is on hand to furnish good service in the care of buildings and furnishings.

Electric service, formerly distributed to various parts of the Campus by means of overhead wire on poles is now conducted by underground conductor cables from a main transformer vault to transformer vaults at various buildings. In each building or group of buildings, there is a main entrance switch and numerous branch circuit panel boards, each separately controlled. This all contributes to safety and prompt location of possible electric trouble.

Down through the years the problem of safe food storage was always present. From the good old ice-house, filled with hand-sawed cakes of ice from the nearby creek or pond, we have, like others, arrived at electric refrigeration and the deep-freeze. This convenience has contributed much to the efficiency of the kitchen department.

The provision of heat has involved long series of changes since the time when coal-fired boilers were located in or under various buildings and coal-burning cookstoves were in use in the kitchen. For some time past there has been a central heating plant distributing both high and low pressure steam through an underground system to every building on the Campus. This includes high pressure steam for kitchen and laundry as well as for hot water generators in every building. The heating plant, now with four hand-fired boilers (30 years old) and one travelling grate stoker-fired unit, is being replaced with more modern equipment which is expected to provide for about 75 to 100 per cent increase in horsepower capacity.

The kitchen and dining room department is one of the most important adjuncts of the college. Over a long period of time, the service in the dining room has varied from seated table service to complete cafeteria service and now back to a combination of the two types of service. During World War II, when the college successfully handled a series of war programs, it was necessary to serve different menus for the civilian population and for Navy personnel, hence the necessity for cafeteria service.

Some replacement of equipment has been made including a modern dishwashing machine. In the bakery an electrically operated oven has taken the place of the coal-fired oven of bygone days.

The dining hall has been re-decorated, a linoleum floor covering laid, and some improvements made to the cafeteria counter. New lighting fixtures were also installed.

The first elevator was operated by steam and hydraulic power. It was both unsafe and uncertain in performance. Elevator service now includes a passenger car to the four floors of Waller Hall. A separate elevator is provided for freight service in Waller Hall and there is another located at the Receiving Room for moving freight from stock rooms and freight platform to the kitchen.

The college laundry has operated in three locations. Many years ago it was located in what is now the college receiving room. Later, it was moved to the basement of North Hall where a single high pressure boiler was used to make steam for the laundry, to furnish 50 pounds steam pressure line to the present kitchen, and to furnish heating for North Hall. This boiler was operated about 12 hours per day and was entirely separate from the heating plant service. The new and modern laundry building erected about 1933 eliminated the hazard of a high pressure boiler under a dormitory building; added a new boiler to the heating plant; and brought high-pressure steam directly from the central plant to the kitchen and the laundry building — all distinct improvements in service and economy of operation.

The principal gain, however, was the improved service made possible by the installation of new machinery at a cost of $11,000. A "two-lay" shirt finishing machine adds much to present efficiency in this department.

When the institution became a Normal School, and began to be State-aided, its principal objective turned to training teachers for the public schools of Pennsylvania. Noetling Hall, then known only as "Model School" was the clinic or school for practice teaching. The Benjamin Franklin Training School, erected about 1930, met the objective in a real manner and that school now has its principal and a full staff of instructors for all grades from Kindergarten to Grade Six, inclusive.

Science Hall was erected in 1906. It was a modern building at that time and contained laboratories, class rooms, and lecture rooms for chemistry, physics, and the natural sciences. The art studies and the department of music were also located there. Several years ago, it was considerably changed to meet state safety requirements. The open center well was removed and two fireproof stairways were erected. More recently, it has been completely rewired and new lighting fixtures installed. Much laboratory equipment has been added.

Navy Hall, built under a General State Authority program in 1938, got its unofficial name from the fact that during World War II this building was official headquarters for the several war programs at the College. Navy officers used nearly all of first floor for offices and storage of material such as clothing, books, and files of records. Second floor was used for class room instruction of trainees. Although planned and erected for a junior high school, it was never used as such except during two short summer sessions. At the close of the War, enrollment in all departments increased rapidly and the Business Education Department moved in. Two compete floors of class rooms and offices and an auditorium on the ground floor make this a fine home for this new and specialized department.

Opportunities for recreation are not mentioned last because they are of least importance. On the contrary, they have been increased and emphasized in recent years.

To summarize them briefly, the college has, in addition to two athletic fields and tennis courts, a large general recreation room made possible by certain alterations in the Waller gymnasium. There is a fine social room on first floor of Waller Hall and separate social rooms with lockers for day men and women in Noetling Hall. The Science Hall social rooms provide facilities for serving refreshments. North Hall has its lobby and Waller Hall also has lobbies on each of its four floors.

The Centennial Gymnasium, one of our finest buildings, covers almost an acre of ground, has a playing floor space of 84 x 48 feet, and seats 1,000 people. Two auxiliary gymnasiums, with equipment, are provided for men and women. The swimming pool, of black and white tile, is 35 feet wide and 75 feet long, with a depth ranging from 4 to 10 feet. Ample bleacher space for spectators is provided on the north side of the pool.

The latest building improvement to benefit the college and all who visit it, is the replacement of old "Long Porch" with an entirely new structure of brick colonnade design with red quarry tile floor, slate roof, and wrought iron railings. Steel sash and clear glass enclose the inner side, making the porch usable for a longer period each year. An electrically operated color-changing fountain, partly a gift of the Class of 1949, has been constructed in Inner Court.

As the college campus has expanded and the number of buildings increased, so also the amount of maintenance necessary has steadily increased. Recently erected was a shop and storage building devoted entirely to matters of maintenance and storage of material. With the years has come the use of power tools, includ-

ing a band saw, drill presses, lathes, electric drills, grinding machine, trucks, tractor, power roller, many power-lawn mowers, and numerous smaller electrically operated tools. Thus it has been possible to meet the natural growth of the college with about the same number of employees and at the same time give quicker and more efficient service. The college is proud of its maintenance personnel, ready to take care of daily duties in stride or to step in when emergency situations arise.

THE CURRICULUMS

THE DEVELOPMENT OF CURRICULUMS

THOMAS P. NORTH

In the history of the development of the curriculums of the State Teachers College at Bloomsburg, we must begin with the Bloomsburg Literary Institute and its preparatory and classical departments. These departments expanded so that in the year 1868-69, the Bloomsburg Literary Institute had a common school department followed by a two-year curriculum for the preparation of elementary teachers. It also had scientific, classical and commercial curriculums. The subjects offered in the Junior year of the course included orthography, reading, evolution, mental and written arithmetic, English-grammar, political geography, higher arithmetic, analysis of the English language, physical geography, elementary algebra, drawing, followed by classical music and theory of teaching. During the latter part of this year, students were scheduled for a course in methods of instruction, analysis of words and technical terms, botany or geology, physiology, bookkeeping, history of the United States and Constitution.

In the catalogue of 1867-68 the school made special mention of the ownership of a sewing machine and advertised, "That we are prepared to give lessons in plain and fancy sewing and to teach young ladies how to regulate and take care of a machine."

In 1869 the school was approved as a State Normal School with the only curriculum requirements being that the student must receive instruction in "theory and practice of teaching."

As the length of the common school year was increased and it became apparent that teachers needed preparation for their work, the curriculums of the Bloomsburg State Normal School were modified to meet the needs of teachers. Before 1920, the curriculums were quite arbitrary and Bloomsburg offered what the administration and faculty thought best. In general, the curriculums ran parallel to the curriculums of the high schools.

The present conception of professional education has been a process of evolution. This process became evident in 1920 when the Normal School curriculums became distinctive and differentiated from those of the secondary school. The admission requirements were increased to graduation from a four-year secondary school or its equivalent. Thus, the Bloomsburg Normal School not only emerged from the Preparatory School category but also made a significant step toward college status.

In the early twenties, the two-year curriculum included largely professional and educational method courses. However, more breadth was given to the program in 1923 with the introduction of a three-year curriculum with a considerable increase in the content of academic subjects. Probably the most important curriculum development at this time was the differentiation of courses between primary, intermediate and junior high school groups. It was at this time that special curriculums also were approved and organized in Pennsylvania for such fields as art, music, business, home economics and physical education.

With the change in the name of the State Normal School to the Bloomsburg State Teachers College on May 13, 1927, the curriculums were again revised so as to give more attention to methods and the professional aspects of teaching. This trend indicated the early attempts to make teaching a profession. It was during this period of growth that a curriculum in Business Education began with the college year 1930-31. This curriculum was soon given breadth with opportunities to elect one of the following sequences: General Commercial, Secretarial, Accounting, and Retail Selling.

The next major curriculum revision took place in 1937 with a reduction in the number of methods courses and the introduction of so-called professionalized subject matter courses. From this year on until 1950 there was continuous revision and refinement especially from the standpoint of adding new electives, evaluation of old syllabi and the writing of new ones. These changes were the result of cooperative effort on the part of the faculty and the administrative officers.

Among the most important additions during this period were courses for teachers of orthogenic classes in 1938. This development in special education was later extended to include the preparation of speech correctionists on both the elementary and secondary levels.

Another change worthy of note was the addition of an area of concentration in aeronautics. Growing out of the crisis of December 7, 1941, Bloomsburg became interested in aeronautics and entered into programs for the preparation of pilots for the Army and Navy. As a result of this experience, the College was approved in April, 1943, to offer aeronautics as an area of concentration on the secondary school level. As a first area of concentration, twenty-four semester hours of such prescribed courses as the following were required for graduation: Aviation Mathematics, Aircraft Communications, Aerial Navigation, Aerodynamics and Theory of Flight, Climatology, Flight Experience, etc.

Toward the end of the period from 1937 to 1950, it became evident that the balance of general and professional subject matter should be re-examined. As a result, the pendulum was found to be still swinging from the emphasis on methodology to an underemphasis on methods, especially during the latter part of the period from 1937 to 1950. In 1951, revised curriculums provide methods in every field and curriculum. These curriculums are distinctive in that they call for: (1) larger integrated units of educational materials; (2) a greater number of semester hours in courses of specialization in two areas of concentration for teachers of the secondary schools; and (3) the placing of student teaching on a full-day basis. This means a semester with thirty clock hours per week of student teaching including school activities.

ELEMENTARY EDUCATION

EDNA J. HAZEN

"The beginning is the most important part of the work."
(Plato: The Republic — Book II.)

What are the beginnings of elementary education in Pennsylvania? About 1830 the Lancastrian societies were flourishing in England. At the same time many persons in Pennsylvania were becoming aware of the need for schools for their children and teachers for the schools. This awareness in Pennsylvania, strengthened by similar interests in England and Massachusetts, led to the passage of the Free School Act of 1834. Not only was there to be an adequate number of schools but

> "it would extend its provisions so as to secure the education and instruction of a competent number of active, intelligent teachers, who will not only be prepared, but well qualified to take upon themselves the government of the schools and to communicate instruction to the scholars."