

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, book-keeping, 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 under-emphasis 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, strength-

ened 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."