

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."

This was only the beginning of a series of events, for by 1869 the *May Pennsylvania School Journal* reports that enterprising citizens of the Sixth District have a Normal School in progress of construction. Upon inspection it was found to be

"so Pennsylvanian, because so quietly yet effectively carried on — and it will compare most favorably with the best in this noble class of institutions."

As the record shows this was the year in which The Bloomsburg Literary Institute and State Normal School was recognized by the state. Leading citizens sacrificed time and money to found these institutions.

"to provide for the due training of teachers for the Common Schools of the State."

From these Common Schools, Pennsylvania moved through many stages until the ungraded schools under a County system were rated excellent by 1900.

The half century 1900-1950 has witnessed a revolutionary change of attitude regarding the education of young children. Around 1900, teachers with little education taught little learning to little children for little pay. Little wonder that the general public has slowly broken away from the traditional idea.

Today, in 1950, education of young children has attained a place of high importance. Certification requirements and salaries are equal to those of secondary education. More outstanding is the wiping out of the false notion that the education of young children is less important than when these same children are older.

Throughout the years this institution has contributed its share toward a better quality of teaching. A page in the 1900-1901 catalogue of the Bloomsburg State Normal School describes its "Professional Department" in part:

"It is the distinctive province of this Normal School to train teachers. No work in the other departments is allowed to influence this or interfere with it. Daily instruction in the science and art of teaching is given, works on teaching are read, and notes and written criticisms are made by all pupils preparing to teach."

It further states that

"practice teaching is done under the direct supervision of the Professor of Pedagogy and the Model School teachers and in the presence also of a committee of seniors, whose duty it is to take notes and prepare to discuss intelligently all work done. In a subsequent meeting of the whole senior class, called the Criticism meeting, the visiting committees report on the work done in their presence, pointing out failures and successes and discussing all."

The original Model School known as Hemlock Hall was a small white building located on the present site of the Memorial Pinery. It was torn down about 1890.

The Model School of 1900 was housed in the building that is now Noetling Hall. The high aims of that day are revealed in the catalogue description:

"A well graded and properly conducted Model School is the most important adjunct to a Normal School. It is here that the members of the graduating class do their practice teaching. This school, therefore, is intended to be a model in grading, in discipline, and in results. It is claimed that the work done in this department is unsurpassed, and in strict accord with pedagogical principles."

The State Normal School became the State Teachers College. Demonstration, participation and practice teaching demanded new and better facilities. Despite other building needs, the importance of elementary education and practice was realized by college administrators and we find the following in the 1931 B.S.T.C. catalogue:

"The new Benjamin Franklin Training School building was opened for use the first day of the 1930-31 school year. It is designed, planned and equipped in accordance with the best modern practice. It provides teacher training facilities from the kindergarten to the sixth grade. Among the features is a special room arranged for observation and demonstration work."

During the college year 1936-37, the Elementary Education Curriculum added Special Education for Mentally Retarded as a field for specialization. Practice teaching is provided in the campus laboratory school. This is a rapidly expanding field and the demand for teachers far exceeds the supply.

The Pennsylvania Program of Education for the Mentally Retarded aims to capitalize each child's special abilities and to minimize his defects so that he may live happily and effectively.

Today in 1950 the Laboratory School provides opportunity for creative educational experimentation and for the practical application of educational theory under normal public-school conditions. The amount and degrees of experimentation is limited to the extent that provision must be made for demonstration and practice teaching.

After students are grounded in subject matter and professional theory, each student is assigned to teaching under the direction of a training teacher. A program is arranged, modified from time to time in the light of the nature of the student's development, to give him within the time allotted the kinds of experiences that will make for the best development of teaching ability of which he is capable.

Young men, as well as young women, are preparing themselves for a lifetime career in elementary schools. The high aims in 1900, no doubt, laid the foundation for whatever we are doing well today.

The education of today's children is the nation's foremost responsibility. Elementary teachers must bear a large portion of this responsibility for it is in the elementary school that all the children are enrolled.

## BUSINESS EDUCATION

W. C. FORNEY

In 1869 the catalog was titled "Officers and Students of the Bloomsburg Literary and Commercial Institute and Pennsylvania State Normal School of the Sixth District" In the following year the reference to *Commercial Institute* was dropped from the catalog title. This is not to be taken to mean that instruction was not given in Bookkeeping, Shorthand, and Typewriting, but that the change from the status of an Academy to a Literary Institute considered the inclusion of Typewriting and Shorthand in the curriculum.

Business Education dates back to 1884 when bookkeeping and penmanship were part of the curriculum of the Bloomsburg State Normal School. In 1888 commercial law was added. The following statement is found in the catalog for that year:

"It is to be noted that candidates for the Senior Class, among other requirements, must have studied Bookkeeping at least seven weeks."

The Stenography and Typewriting department was opened in 1895. Shorthand, Typewriting and Business Arithmetic were added to the curriculum in that year. A description of the courses is as follows:

"An experienced teacher, a graduate of the Cincinnati College of Phonography, gives lessons in stenography and typewriting. The start-

ing of this department meets a growing demand, and many young people have availed themselves of this opportunity to get, at slight expense, a good business education. Bookkeeping and business arithmetic, with lessons in English, all of which may be had in the various departments of the school, make a valuable addition to stenography and typewriting and fit young men and women still better for responsible positions."

The author of the bookkeeping text was Lyte and a Manual of Phonography by Ben Pitman and Jerome Howard was used in the classes of stenography.

In 1904 the name was changed from the department of Stenography and Typewriting to The Commercial Department. The subjects offered were stenography, typewriting, bookkeeping, penmanship, commercial law, commercial geography and commercial arithmetic.

The curriculum provided for two courses of study. One was a three-year course, for Normal students preparing to teach. The second course was intended to meet the needs of special students who expected to devote their time almost exclusively to the commercial studies.

The above curriculum in business education was the general pattern until 1910 when business practice and office methods