

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

courses were introduced. No further changes were made in the curriculum until 1930 when the present Department of Business Education was organized.

In 1930, the Department of Public Instruction designated the State Teachers College at Bloomsburg, Pennsylvania, as one of the institutions where commercial teachers for high schools of the State would be trained. Mr. Harvey A. Andruss was chosen Director of Business Education to organize the new department. Miss Margaret Hoke was the first teacher elected to teach in the newly organized department. The curriculum was a one-way curriculum known as the Commercial Teachers Training Course. All students were required to take the same subjects.

On September 15, 1930, the students of the Department of Business Education organized the Junior Chamber of Commerce which became known as the Business Education Club in 1939. All students in the Department of Business Education are eligible for membership in the Business Education Club.

On May 15, 1931, the Department of Business Education sponsored the first Commercial Contest. It was such an outstanding success that it has become an annual event sponsored by the Business Education Department. This is a contest in which students in high schools throughout the state meet in competitive examinations in business subjects. Examinations are administered in: Gregg Shorthand, Bookkeeping, Typewriting, Business Law, and Business Arithmetic. Gold, silver, and bronze medals are given to the contestants winning first, second, and third places respectively in the various examinations. While the examinations are being held, the teachers who accompany the contestants are provided with a variety of activities.

In the fall of 1934, the Junior Chamber of Commerce petitioned for membership in the National Professional Business Education Fraternity, Pi Omega Pi. The Alpha Delta Chapter of Pi Omega Pi was installed at Bloomsburg on May 28, 1935, for the purpose of recognizing superior scholarship in the business subjects and professional promise of prospective commercial teachers. Students who have been members of the Business Education Club for two years and have attained a high scholastic standing are eligible for membership.

The next few years were a period of great expansion. In 1937 Mr. William C. Forney was appointed Director of Business Education and served in that capacity until 1946 when, due to ill

health, he was forced to relinquish the position. In July 1946, Dr. J. Frank Dame was appointed to succeed Mr. Forney as Director of the Department. Dr. Dame came to Bloomsburg from Temple University where he was director of graduate work in business education. He left Bloomsburg in 1947 to accept the position of educational director of the National Office Management Association. Mr. Richard G. Hallisy was appointed Director of Business Education to succeed Dr. Dame. Mr. Hallisy came to Bloomsburg from Washington, D. C., where he was Educationist with the Veterans Administration, Division of Business and Sales.

The first Retail Sales Training Conference was held in February 1947. The conference proved so worthwhile that it is now an annual affair. The program has been expanded to include an afternoon as well as an evening session. It is the purpose of the conference to provide a highly practical and profitable program for business, to foster better relationships between business and the school, and give students an opportunity to secure practice in organizing and administering community activities.

The present curriculum is divided into four sequences to provide students with an opportunity to select an area of study which is compatible with their interests and abilities. Upon satisfactory completion of the basic first year of Business Curriculum, students are expected to choose one of the sequences, General Business, Accounting, Secretarial, or Retail Selling.

Students completing the General Business Sequence are certified in Bookkeeping and Accounting, Business English, Commercial or Economic Geography, Business Law, Business Mathematics, Economics, Junior Business Training, Office Practice, Salesmanship, Shorthand, and Typewriting. Those completing the Accounting Sequence are certified in all the subjects named above except Shorthand and Typewriting. Students completing the Secretarial Sequence are certified in all the subjects mentioned under the General Business Sequence except Bookkeeping and Accounting. Students completing the Retail Selling Sequence are certified in Salesmanship, Retail Selling, Business English, Commercial or Economic Geography, Business Law, Business Mathematics, Economics, and Junior Business Training.

The electives in the Accounting, Secretarial, and Retail Selling sequences may be used to meet minimum certification requirements in other areas of Business Education or in English, Social Studies or Mathematics.

SECONDARY EDUCATION

JOHN C. KOCH

In 1927 the Bloomsburg State Normal School became the Bloomsburg State Teachers College, which signalled its right to confer the degree of Bachelor of Science in Education, as approved by the Pennsylvania State Council of Education. These first B.S. degrees in Education were granted in the field of secondary education until 1934, when all graduates of State Teachers College, including the elementary education field, were required to obtain degrees.

The work in secondary education at Bloomsburg began in the fall of 1928 at the junior high school level, when about eighteen students were assigned to do student teaching in the Bloomsburg High School under the supervision of a Director of Secondary Education. The Director also taught the theory courses which correlated their college work with practice teaching.

In the first few years practice teaching was done in the fields of English, social studies, mathematics and geography. As time progressed and work was done in practice teaching in the senior high school, additional areas of practice teaching were added. These included biology, chemistry, physics, Latin and French.

The program of practice teaching in the Bloomsburg secondary

schools was initiated on a contractual basis with individual teachers, who received additional salary paid by the college in proportion to the number of student teachers assigned to them.

As the program grew, facilities beyond those available in the town of Bloomsburg were required, and secondary students from the Bloomsburg State Teachers College eventually did practice teaching in Berwick, Espy, Orangeville and Danville.

Frequent professional meetings of the regular teachers engaged in practice teaching conducted by the Director of Secondary Education integrated the work of the group and kept them abreast of new developments in education. Lesson plan procedures, work units and class projects were developed by the group as they proceeded with the program.

The placement of secondary teachers trained in this program was always maintained at a high level through the efforts of the Placement Bureau of the Bloomsburg State Teachers College. Bloomsburg graduates of the Secondary Department are to be found all over the state of Pennsylvania, as well as many neighboring states.