

AERONAUTICS AND THE DEVELOPMENT OF AVIATION

JOHN C. KOCH

The development of aviation education at the State Teachers College at Bloomsburg is probably unique in the history of American colleges. The program started on a small scale in the fall of 1940, with ten trainees, under the Civilian Pilot Training project. Several of the training groups included a girl. One of these ferried planes and performed the other flying duties of a WASP during the war.

After Pearl Harbor the program was stepped up and over 100 civilian college students were given preliminary military flight training. Some of our country's first air defenders were men trained at Bloomsburg.

In conjunction with the Army Air Force program, the Navy asked Bloomsburg to train V-5 cadets, and North Hall at one time housed both Army and Navy pilots. Over 550 Army and Navy aviation cadets received training at Bloomsburg.

In 1942 the Navy asked that Bloomsburg do an exclusive Navy training job, and the Army program was discontinued.

In 1943 the Navy selected Bloomsburg, along with only four other colleges in the United States — Georgia, Chicago, Purdue, and Texas — to do a specialized training program for Navy flight instructors. This program, concluded in 1944, resulted in the training of 250 Naval flight instructors.

To meet the exigencies of war, faculty members at Bloomsburg adapted their talents. An art teacher taught aircraft recognition; a geography professor became a meteorology instructor; and a history professor taught civil air regulations. As a result of this new aviation instruction on the part of the civilian faculty, and the obvious adaptations needed in educational material to meet the needs of the air-age, a curriculum for the training of teachers in aviation education was devised. It was accredited by the Civil Aeronautics Administration as being the first of its kind in the country.

To test out the new curriculum, opportunities were made available in the summer of 1944 and 1945 for high school students above the age of fourteen and high school teachers to take aviation courses together, including flight instruction. This, again, was the first opportunity of its kind available in the United States, and the program received national recognition in metropolitan newspapers and national publications.

Pilots, students and teachers who received aviation training at Bloomsburg are scattered all over the world, and their influence in educational and aviation circles reflects credit on the thorough introduction to aviation which they first received at Bloomsburg.

ART

GEORGE J. KELLER

The development of visual art at Bloomsburg State Teachers College is a story of progress in educational objectives. Its growth may be divided into three distinct periods. The first, or imitative phase, started with the beginning of the Normal School, and had to do with the development of the pupil's ability to copy reproductions of the masters, as well as photographs and natural objects. Skill in drawing was the criterion by which the student's progress was measured. The Normal instructor was interested only in teaching accuracy in draftsmanship; and in turn insisted upon a repetition of this technique being carried out by students in the "model school." Skill in drawing was thus an end in itself.

The second, or creative period, began about 1921. The general tendency in the fine arts then was the encouragement of creative expression. Skill in drawing was now considered only a means to an end. The development of the individual and a respect for personality were becoming of paramount importance. The Teachers College instructor emphasized the value of self-expression and the omission of imitative procedures. College students met in conference with their teachers and were encouraged to suggest individual ways of motivating lessons in the training school.

Creative activity became a joint affair between the teacher and the pupils.

The third phase in college art, from about 1932 to the present time, is a combination of the creative attitude and a tendency toward practicability. Today, all over the world, there is a movement in the direction of art in industry. Americans everywhere are demanding that their clothes, their homes, and whatever comes into their lives shall be beautiful. The best concepts of art are being applied to objects of daily use and environment. The Teachers College classes are not only taught the principles of beauty for the purpose of conveying this information to their pupils, but they are also encouraged to use these principles in their own lives. The college instructor, in conference hours, discusses the creative art teaching procedure, and arouses in the student teacher a consciousness of the importance of good taste in the child's social life, as well as in his future business life.

Appreciation of Art has been a part of the requirement for all Elementary and Secondary students since the institution became a college. In 1951, Introduction of Art became a part of all curriculums including special fields such as business.

AUDIO-VISUAL EDUCATION

H. HARRISON RUSSELL

The college course in Visual Education was taught first in 1932. At that time the equipment consisted of three glass-slide lanterns, one 16mm silent projector, one 35mm silent portable projector, one portable screen and the Auditorium 35mm sound projector. Prior to the acquisition of the motion picture equipment, hundreds of stereographs and glass slides had been available for use especially in the departments of science and geography and in the Training School. The museum equipment obtained from the Philadelphia Commercial Museum also was available.

From the beginning, the objective of the course has been to learn means by which pupils can have experiences which will enable them to acquire correct concepts of the universe, the earth and its inhabitants, and their interrelationship. These in turn will enable them to reason intelligently. In other words they should recognize that abstractions represented by verbal symbols are

fundamentally based on sensory experiences, without which comprehension cannot be obtained.

Since radio and recordings are now used in the learning experiences, the course is now labelled Audio-Visual Education. Perhaps a still better name would be Sensory Aids in Education.

Through the past years, the college has given attention to keeping abreast of the times with reference to sensory aids. Evidence of this is found in the facilities for direct, purposeful experiences, contrived experiences, dramatic participation, demonstrations, field studies, exhibits, still pictures and motion pictures.

In recent years, emphasis has been placed on sound pictures, radio and recordings. This does not mean that sensory aids of long standing have been abandoned. Each has its place. However, the learning process has been promoted by the opportunities given