the prospective teachers for experiences in the educational techniques associated with the modern equipment.

During 1949 and 1950, an audio-visual room was equipped with permanent 16mm projectors and screen with an experienced operator available during all hours of the college day. Two other buildings on the campus are equipped with portable sound projectors, silent film projectors, filmstrip and glass-slide projectors. Film servicing is done in a room adjoining the audio-visual room.

Other equipment includes opaque projectors, overhead projectors, disc and filmstrip combination, recorder and public address system.

The college film library has 132 silent films and 303 sound films, many of which are in color. Also, several hundred filmstrips and 2-inch slides are available. It is equipped as a lending library for vocational education in the high schools in our college service area.

EDUCATION AND PSYCHOLOGY

JOHN J. FISHER

During the eighty years in which Bloomsburg has been engaged in the education of teachers, the professional portion of the curricula has been greatly increased in amount and changed in content.

The Bloomsburg Literary Institute, qualifying under the Normal School Act of 1857, was recognized in 1869 as the State Normal School of the Sixth District. The act required that "a Model School with accommodations for one hundred pupils" be established, and that the course of study "include the theory and practice of teaching." These two requirements are the only features of the law that refer to the introduction of professional material into the course of study.

Mental Philosophy, the forerunner of psychology, was taught before the Literary Institute became a Normal School. Mental Philosophy was described in the 1879-1880 catalog as "including the intellect, the sensibilities and the will." The same description was used for Psychology when the title appeared in the catalog for 1885-1886.

In the year in which the Institute was given this status, the Model School was in operation. In the same year *Theory of Teaching* and *Methods of Instruction applied to practice in the Model School* were added to the course of study. Although the records are not entirely clear on this point, it is probable that these "professional" subjects composed from 8% to 12% of the course of study.

Trends in professional thinking in the Bloomsburg State Normal School are indicated by the change of the name of the Model School to Training School in 1918 and by the appearance of new titles of subjects in the catalogs as shown by the table:

History of Education	1869-1870
Science of Teaching	1873-1874
Psychology	1885-1886
Philosophy of Education	1885-1886
School Management	1885-1886
School Apparatus and Appliances	1902-1903
Practice Teaching	1905-1906
School Sanitation	1910-1911

As a point of view and content changed, new names were given to old subjects and new subjects were added. Although many new titles appeared, the percentage of professional subjects did not increase greatly for forty years. This percentage was increased to about 17% by a revision of the course of study in 1910. In 1920, after the State had purchased the State Normal School and it truly became a state institution, the professional material in the several curricula varied from 41% to 49%. In 1926 the professional content in these same curricula ranged from 29% to 34%. These percentages have remained quite constant to the present time. The minimum amounts of professional material in the curricula for elementary, secondary, and commercial teachers are 30% 28% and 27% respectively.

Enthusiasm for the objective measurement of capacity and achievement, which had been rapidly mounting in the universities, struck Bloomsburg State Normal School in the early 1920's. The 1920-1921 faculty included a "lecturer on educational measurements." In 1922 there was organized a Bureau of Educational Research which offered courses in "educational measurements, measurement of intelligence, statistical methods in education, and supervision of measurement." By 1924 all curricula, both two-year and three-year, included a three-hour course in educational measurements. Courses in methods carried topics pertaining to the construction and use of objective tests. Both standardized and objective teacher-made tests were widely used.

The new enthusiasm, however, was short lived. By 1932, although all curricula had been lengthened to four years, courses in educational measurements had been reduced to two hours and fewer objective tests were being given.

Two plausible explanations for this rise and fall of objective measurement in education present themselves. First, the measurement movement in its enthusiasm overreached itself. The instruments developed proved to be neither as valid nor as reliable as they at first were thought to be. Second, and this seems to be the more important explanation, there came to be a realization that there are extremely worthwhile outcomes of education which to date have not yielded to objective measurement. Among these "intangibles" are attitudes, interests, and appreciations. The question may be raised whether the conviction that these outcomes cannot at present be measured objectively may not lead to a neglect of instruments and techniques in areas in which they have proved to be appropriate and useful.

During the late 1920's and the early 1930's there was a great deal of discussion of and considerable effort to "professionalize" the academic subjects of the curriculum at Bloomsburg. In the "professionalizing" of subject matter the treatment of each topic includes considerations such as the educational value of the topic, the mental processes of children learning it, the best methods of teaching it, and appropriate techniques for determining the degree of its mastery. In brief, the professional treatment of subject matter calls for an integration of its logical and psychological development in every part of the same course. The synthesis never seemed to be complete. The double purpose of teaching college students the academic content of a subject and at the same time teaching them how elementary and secondary pupils learn that content probably proved to be incompatible. To pursue them simultaneously was distracting to both instructor and student.

One of the main features of the so-called "enriched program" set up in 1937 was to make the first two years a period of general education and to concentrate the technical and professional work into the third and fourth years. In this revision of the curricula the abandonment of the theory of the "professionalization" of subject matter became quite complete.

A study of the graduation requirements of the institution down through the years discloses interesting trends with reference to the differentiation of the professional content of the several curricula. Prior to 1920 the Normal School trained only elementary school teachers and apparently no attempt was made to divide grades one to eight into groups as a basis for differentiation of the professional portion of the course of study.

Even though the elementary curriculum has been lengthened and curricula on the secondary level have been added, a core of professional constants for all curricula has been maintained. This core usually was made up of courses in Introduction to Teaching or Place and Purpose of Education in the Social Order, and the first and second courses in Psychology.

The newer curricula, however, always included professional subjects peculiar to those curricula. When the secondary curriculum was extended to the senior high school, new professional

courses dealing with the adolescent pupils were added. When the commercial curriculum, with its specialized subject-matter, was organized, specialized professional courses were included. The special curricula for teachers of the mentally retarded and children with defective speech was made up largely of specialized and professional materials.

All these added professional specializations are, in the main, incidental to the extension of the education of teachers into new areas. The differentiation and specialization in the elementary field, however, present a different picture.

The reorganization of the Normal School in 1920 marked a radical change in the differentiation in the curriculum for the preparation of teachers in elementary education. The 1920-1921 catalog states that the curricula which are offered have been "organized on the principle that teaching in the elementary schools can be classified into sufficiently definite types to require specialization. Each curriculum prepares for a specific type of teaching position." At the end of the first semester, students select one of the curricula "for the purpose of specialization in a specific field of teaching."

Similar statements are found in the catalogs down to 1938. Although the curricula were revised in that year, the theory of specialization in the elementary field was reaffirmed. The 1938-1939 catalog stated: "If the elementary curriculum is chosen a student must specialize in the Kindergarten-Primary, Intermediate, Rural, or Special Education Group." This statement was repeated in the catalogs down to 1943. In the catalog for 1943-1944 the change of one word — *must* to *may* — removed specialization from the elementary area as a requirement and made it optional with the student. There has been no change on this point to the present time.

The college began as an institution training elementary teachers with a single undifferentiated curruculum. Thirty years ago the institution organized sharply differentiated curricula in the elementary area on the principle that teaching in the elementary schools requires specialization. This theory was maintained for twenty-three years. Since then specialized subjects on the elementary level are available to the student but the choosing of them is optional.

This partial abandonment of the principles of specialization can be interpreted as a change in attitude toward the theory of transfer of learning. In 1920 the differentiation of professional courses for elementary teachers seemed to derive from the theory that the teacher in training must learn many specific things. The 1950 practice of preparing teachers for the elementary field without reference to particular grades reflects the view that the professional education of teachers is mainly a matter of learning principles which have application in a variety of situations.

These have been important changes in the professional portion of the curricula developed at Bloomsburg. Sometimes these changes have been slight; at other times they have been quite radical. They represent changes in professional thinking and willingness to abandon practices that have proved to be unsound. In so far as they have been based on intelligent experimentation they give teaching a better claim to the status of a profession.

ENGLISH

S. L. Wilson

While the curriculum in English over the past thirty years has remained fundamentally the same, there has been change by way of a shift of emphasis away from a highly professional approach and by way of enrichment in the number of elective courses offered. Thirty years ago we prepared teachers primarily for the elementary and the junior high school grades.

At that time there was a junior high school on the campus with training school teachers in charge of each subject in the seventh, eighth and ninth grades, and with college teachers supervising the work in their fields. We then required all prospective teachers of English to take three semesters of the teaching of English, — one for the teaching of English in grade seven, one for grade eight and one for grade nine. Later this was reduced to two semesters, one for the teaching of literature in the three grades and one for the teaching of composition. Still later this was made a one semester course required of all, as it still is in the elementary curriculum. Finally the course was discontinued. There has since been offered from time to time, largely to teachers-in-service and during summer sessions, a course in the teaching of English in the secondary school.

Throughout these years all students have been required to take two semesters of composition, one of oral English and one each of English and American literature. Students in the Business Education Curriculum also have one semester of business correspondence. In addition to these courses all English majors and minors must take courses in English philology and advanced composition, plus a number of elective courses, open not only to them but to all students who wish to broaden their cultural background. Among such courses are Shakespeare, World Literature, Modern Novel, Short Story, Contemporary Poetry, The Victorian Period, The Romantic Period, Biography and Autobiography, Children's Literature and Journalism.

The guiding principle in the selection and arrangement of courses has been that prospective teachers of reading and literature, of writing, speaking, and listening must have adequate training in each. In literature we feel that a teacher should have a knowledge of English, American and World literature and of the various literary types. An elementary teacher certainly should be at home in the field of books for children, and a secondary teacher in the field of books for adolescents. Only with such familiarity will he be able to cope with the problem of selecting materials suitable for the stage of maturity and individual needs of his pupils at these various levels of instruction. Even more important today, we feel, is the ability to take authors and selections out of their old, scholarly categories and adapt them to purposes of instruction in preparing pupils for better living and a better understanding of the world in which they are living.

We feel that teachers of the language arts should understand the control of the voice and how to use their own voices effectively in presenting material to the class. The ability to spell correctly, to punctuate properly, to capitalize and to use acceptable English would seem as important today as ever. In fact, the current emphasis on the communication of ideas should give these skills added usefulness. The emphasis here is, more than ever, to avoid setting these things aside as ends in themselves, and to look on them more and more as aids to effective expression. The approach should be to determine the weaknesses and needs of any given group and then select and present material accordingly.

In writing, prospective teachers should learn the principles and practice of selecting and organizing ideas for presentation to others. They should be able to evaluate writing and should hold themselves and later their pupils to generally accepted standards of usage. The more experience in creative writing the teacher himself can have, the better will he be able to guide young people in their attempts at self-expression.

It is the better to strengthen these new concepts that we are now moving toward a more integrated program, especially in the communication arts linking more closely written and spoken English, and in general culture, linking world literature with the history of civilization and with appreciation of art and appreciation of music. This step is being taken to make our program fit in more closely with the new curriculums for the elementary and secondary schools of the state. Our chief purpose, after all, is to prepare our students for the teaching situation in which they will find themselves.