

FOREIGN LANGUAGES

HOWARD F. FENSTEMAKER

Foreign languages, both ancient and modern, have been a part of the curriculum at Bloomsburg almost continuously since the beginning of the institution. The catalogue of 1873-74 shows that Latin, Greek, German, and French were offered. The courses that were given followed the pattern of those included in the curricula of the Academies that flourished during the nineteenth century.

With the turn of the century, Greek and French were gradually eliminated, but Latin continued as a required subject for all students, and included one year of elementary work, followed by the traditional Caesar, Cicero, and Vergil. German remained in the curriculum until the twenties, when it was replaced by French.

Among the outstanding names associated with the teaching of foreign languages at Bloomsburg were H. A. Curran, J. H. Dennis, Virginia Dickerson, G. Edward Elwell, and Marian Frisbie. G. E. Wilbur, remembered as Professor of Mathematics, also taught for a time in the Languages Department. H. G. Teel, who later became District Attorney of Columbia County, taught Latin and Greek at Bloomsburg for several years before taking up the study of Law.

When the course of study was revised in the twenties, foreign languages ceased to be required subjects, but French and Spanish were offered as electives.

In 1926, Latin and French, with courses on the college level, were offered as elective fields, leading to certification, to those who were preparing to teach in the Junior High School. Shortly afterward, the Bloomsburg State Normal School became the Bloomsburg State Teachers College, and the courses were expanded to meet the additional requirements. To meet the state standards for certification, eighteen semester hours of work were offered in each field.

Prior to 1926, the two-year preparation for elementary teaching included only one course in geography; viz., The Teaching of Geography. In the preparation for teaching in the junior high school two courses were scheduled in the three-year curriculum. Economic Geography of the United States was required and World Problems in Geography was an elective, to be taken by those expecting to be certified for geography teaching.

In the first year after the change from Normal School to Teachers College, the geography work was organized as a field in preparation for teaching in the secondary school. For this first year, six courses were offered, amounting to eighteen hours of credit at the end of three years. The eighteen semester-hour credits entitled the student to be certified to teach geography in the secondary school, but he was not entitled to rank as high as the four-year student with twenty-four semester hours.

Realizing that an elementary teacher cannot use geography as a medium in education, without an understanding and comprehension of geography, the administration, in 1927, added Physiography and Principles of Human Geography to the four-year elementary curriculum.

In the early 1930's, the course in Teaching of Geography was

As a prerequisite, the courses in Latin required three years of work on the secondary level. The following courses were offered: Ovid's *Metamorphoses*, Cicero's *Essays*, the *Odes* and *Epodes* of Horace, selections from Livy, selected comedies of Terence and Plautus, and a survey course in Roman Literature and Civilization.

Latin continued to be offered until 1943, when, because of decreased demand, it was dropped. It was offered again at the close of World War II, but the enrollment did not justify its continuance.

The courses in French include the following: Elementary French, Intermediate French, Seventeenth Century French Drama, Eighteenth Century French Literature, Literature of the Romantic Period, Realism in French Literature, and French Lyric Poetry. Other courses included in the catalog are taught from time to time, chiefly during the Summer Session.

In the college year 1941-42, Spanish was added as an elective field. Courses included in the catalog are the following: Elementary Spanish, Intermediate Spanish, Survey Course in Spanish Literature, Survey Course in Spanish-American Literature, and Advanced Composition and Conversation.

Courses in French and Spanish are taught in such a manner as to maintain a balanced and progressive advancement in the four basic skills involved in the learning of a foreign language. These are (1) the ability to understand the language when spoken; (2) the ability to speak the language; (3) the ability to read the language, and (4) the ability to write the language.

Students selecting either or both of these fields are given adequate opportunity, through student teaching, to be trained in the proper methods of teaching the subjects of their choice.

GEOGRAPHY

H. HARRISON RUSSELL

deleted and so-called professionalized subject-matter courses added to the elementary curriculum. In 1932, *Principles of Human Geography* and a choice of *Geography of the New World* (Western Hemisphere) or *Geography of the Old World* (Eastern Hemisphere) constituted the geography in the elementary curriculum.

In the late 1930's another change was made for the elementaries. The required courses became *Principles of Human Geography* and *Economic Geography*.

In revision of the curriculums during the years 1948-1950, recognition has been given to the need for geographic knowledge for all citizens. All students, no matter what the curriculum, take a three-hour course in *World Geography*. In the elementary curriculum, a three-hour course in *Geography of United States and Pennsylvania* is included. Since some special guidance in teaching technique is needed, *Teaching of Geography* is included in a nine-hour course entitled *Social Living in the Elementary School* comprising arithmetic, science, social studies, and geography.

In the geography field of the secondary curriculum there are fourteen courses listed, from which one may select at least six courses for certification in the field of geography.

HEALTH AND PHYSICAL EDUCATION

E. H. NELSON

The school catalogue of 1873-1874 carried the information that "within the past year a department of physical culture has been organized under the direction of the principal, himself a physician, aided by an experienced teacher of gymnastics." Ten years later a member of the faculty taught "physical culture and elocution," a combination that was in vogue for over a quarter of a century in many schools.

The first thoroughly organized program of Health and Physical Education at the State Normal School took form when A. K. Aldinger came to Bloomsburg as director of the new gymnasium, which was opened for use January 15, 1894. On February 22 of that year appropriate dedicatory exercises were held, in connection with a program to celebrate the 25th anniversary of the founding of the school. At that time the gymnasium was described as "no

better anywhere, and few so good." For nearly 50 years it served its purpose well, giving way eventually to the present Centennial Gymnasium. It still serves as a fine recreation center for the student body.

The early days were characterized by exercises of a formal nature and much apparatus work, in keeping with the times. Gymnasium exhibitions were a "must," and each year saw a fine demonstration of the skills gained in the physical education courses. Much interest was evidenced in this new field of instruction by the town people, and standing room was at a premium on exhibition night.

When Dr. Thomas E. Finnegan came to Pennsylvania as Superintendent of Public Instruction, considerable change was brought about in the requirements in this field. Health instruction was required as well as a broadened activities program. Prospective teachers were given courses in Personal Hygiene and School Hygiene. Training in game skills appropriate for the grades they

were preparing to teach assumed more importance. Health from the child level was given attention as well as the personal needs of the individual student. During this transitional period it became necessary for the College to go into the field with extension courses in order that teachers in service might qualify under the new requirements.

E. H. Nelson came to the school in 1924 as Director of Health Education and remained in that capacity until 1945 when he was appointed State Director of Health and Physical Education in the Department of Public Instruction for Pennsylvania.

Bloomsburg now provides the best in the way of health and recreational facilities for its student body. A registered, graduate nurse is a full-time member of the Staff. As well as keeping a constant check on student health, she gives courses in Health and Hygiene. Ample play areas, playground equipment, the best in gymnasium and pool facilities make for a background of physical assets designed to give every advantage to prospective teachers.

MATHEMATICS

ETHEL A. RANSON

Mathematics, the subject which like poetry "says the most in the fewest words" changes little with the years, but its applications may change greatly.

As long as this was a Normal School, training only elementary teachers, we taught only courses in arithmetic subject matter or courses in teaching or supervising of arithmetic.

Then came the time (1922) when a junior high school was established on this campus with two sections of seventh grade, two of eighth grade and one of ninth grade. It was located in Carver Hall with rooms then known as A, B, C, D, and E as "home-rooms." There was an Industrial Arts Department in the basement of Noetling Hall and Domestic Science in Science Hall. The students also took music and art instruction in Science Hall. This accompanied the introduction of the three year course. True to the junior high school spirit, the mathematics taught was always in cooperation with any project undertaken in other subject matter fields, particularly industrial arts, Domestic Science and Social Studies. There were as many as six student-teachers in one class. The student teachers took turns in handling the class, but all

helped with the planning of the work and with supervised study and individual instruction. This led to courses in algebra and trigonometry being given in the college. After six years of successful operation, the new Junior-Senior High School in Bloomsburg was ready for use and it took over the pupils from our campus Junior High School.

The Normal School then became a Teachers College, the three-year course changed into a four-year course, and the training was extended into senior high school work. Hence, college courses in analytic geometry, calculus, History of Mathematics, Teaching of Mathematics in Secondary Schools, and Statistics were added to the curriculum.

With World War II and the arrival of Navy Flight Instruction, V-5's and V-12's on our campus, much emphasis was placed on mathematics. It was necessary to teach navigation and spherical trigonometry as well as the regular mathematics subjects to everyone in the war training program. Those were difficult but interesting days for both students and instructors of mathematics.

MUSIC

HARRIET M. MOORE

Many generations of students at this institution have found an interesting variety of music activities available. The Department of Music met the music needs in the early days, and has continued to serve the school and community. Music courses for prospective school teachers, music offerings for children in the Model School, and many other music activities have long been a part of our College history.

The Music Department, or private school of music connected with the College, offered lessons in piano and organ as early as 1873. Gradually instruction in theory, harmony, composition, voice, mandolin, guitar, clarinet, and violin was added. From 1916 to 1921 a course preparing students to supervise music in the public schools was conducted. Today the music Department offers instruction in piano, voice, theory, harmony, and composition.

Vocal music has been in the curriculum of this institution since 1873. In 1884 it was a required course for one-third of a year in the teacher-preparation curriculum. More extensive courses were gradually introduced, and in 1921 observation and practice teaching of vocal music and music appreciation were added as requirements. Today all students majoring in Elementary Education have four semester-hours of Music for the Elementary Grades, and a

two-hour course in Music Appreciation. They observe demonstration lessons in Music in the Training School, and they have the opportunity to teach Music for several weeks during their Practice Teaching. Students following the Secondary Education curriculum have a two-semester hour course in Music Appreciation.

In the Model School, Vocal Music was a required subject once a week as early as 1873. Music Appreciation was introduced there in 1916. Music has continued to play an increasingly important part in the experience of the children as the activity program in the Training School has expanded. Today the music in the Training School is closely associated with the current unit of study in the classroom.

Music group activities have made a rich contribution to our college life. There were the Glee Club and Orchestra in 1894. Since then additional activities have included Chorus, Women's Chorus, A Capella Choir, Women's Trio, Men's Quartet and Double Quartet, Duo-piano Team, Band, Dance Band, Athenaeum Club and Assembly Chorus. In 1922 a Music Artists Course of evening entertainments was launched by the college and has continued to the present day. For the past three years the college has also collaborated with the local community in bringing a series of superior concerts to Bloomsburg.