

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