

SCIENCE

K. C. KUSTER

The story of teaching science at Bloomsburg closely parallels the life work of two men — Professor J. G. Cope, M.E., and Professor D. S. Hartline, A.B. Professor Cope came to Bloomsburg Normal about 1885 and taught Natural Philosophy and Chemistry in various rooms of Noetling Hall. His mental storehouse supplied facts and genius to supplement the meager scientific equipment of his laboratory. A lesson on sound included a personal exhibition of playing two Jews Harps simultaneously in the midst of a handle-bar mustache and sending Morse Code signals across the room by wireless.

Professor D. S. Hartline joined the staff as a teacher of Manual Training. Following a leave of absence he returned to teach Nature Study and Hygiene to students in the academic field and Anatomy, Physiology, Histology, and Bacteriology to pre-medical students in the College Preparatory course. Professor Hartline's motto was taken from Agassiz, "Study Nature, Not Books." Very often he did not use a text book. He taught by lecture, class demonstration, field trips and library assignments. The complete out-of-doors was his laboratory. Nature Study included 'nebular hypothesis' and 'where does life go when it leaves the cat?'

The dynamic personalities of these men and the general trend

of the times were responsible for a great demand for competent teachers trained in the elements of Science. The crowded quarters in Noetling Hall were not adequate. Plans for a special building were drawn according to the ideas and vision of Professors Cope and Hartline. When Science Hall was completed the facilities for Biological Science exceeded those for Physical Science. Miss Mary Good was added to the permanent staff to teach Chemistry while three teaching assistants were employed as assistants in Biological Science. In this way Biology became a department with Professor Hartline as its head. Geology, Astronomy, Agriculture, Entomology, Botany, etc., were added to the curriculum. More rooms and equipment were needed. Students were required to pay laboratory fees which were administered by directors of the departments. Equipment, supplies, and special books were obtained with these fees. Some of the basic equipment purchased with these fees is still in daily use.

With the passing years Bloomsburg has become a college for the training of teachers only, and in Science emphasis has shifted from subject matter and methods to methods primarily. In recent years the Science equipment has been replaced and greatly supplemented, especially in Physical Science.

SOCIAL STUDIES

E. A. REAMS

Perhaps no part of the course of study since the establishment of the Bloomsburg Literary Institute and its conversion to a State Normal School and finally to the Teachers College has undergone such a change as that which is today designated as the Social Studies. In fact, it might be said that in the early history of this institution no such course of study existed.

Social Studies seem to be about the last field set up, although now found in every curriculum whether it be elementary, secondary, or college. Even after some subjects of the Social Studies were introduced, they were in reality adjuncts of other subjects. For example, a certain amount of Latin and Greek History was taught as a background of the teaching of Latin and Greek languages.

History and Government were not taught by pedagogues trained as such, but "farmed out" to teachers in other departments. Not until 1891 when W. H. Derwiler, A.B., was listed as a teacher of History and Political Economy were the social studies taught by one specializing in this field.

Up until 1880 the subjects taught were confined to the History of the United States and the Constitution and to General History. In view of the text book used, these would seem to be about the

equivalent of our present High School courses in these subjects.

In the catalog of 1880-81 and in subsequent catalogs for a couple of decades there appears the following explanation of method: "History is taught topically—the old catechetical method is avoided and the student required to give a connected view of the subject in his own language."

In 1891-92, under Professor Derwiler, the courses in the Social Studies broadened somewhat, but it is not until 1910 that courses widened sufficiently to include separate courses in Ancient, Mediaeval, Modern, and English History as well as United States History and Civics. The first methods course in History and Geography is listed in 1913-14. The first use of the term Social Studies is in 1921-22 when the catalog lists William Brill as the teacher of Social Studies. Up to this time the catalogs never indicated there was more than one teacher of these Subjects. In the four curriculums in the catalog for 1921-22, economics and sociology were included for the first time.

The courses for the Social Studies now in use were adopted in 1932 and with additions since made, provide a much broader list of subjects especially in the elective fields.

SPEECH AND SPEECH CORRECTION

ALICE JOHNSTON

In the present Speech program at Bloomsburg, a three-hour course in Speech Fundamentals is required of all Freshmen. The ancestor of this course, according to college catalogues, seems to have been a two-hour course in "Reading and Public Speaking," inaugurated in 1916. Later, in 1922, the catalogue title is "Oral Expression," two hours. This was changed in 1930 to its present title, with three hours credit.

Speech Correction at Bloomsburg had its beginnings in 1932, when a two-hour course called "Speech Problems" was first offered in all the Pennsylvania State Teachers Colleges. Shortly afterwards a little work in Speech Correction was begun in our own Training School. In 1938 additional courses in Speech Correction were offered in connection with the Special Education Department of the college, and the Speech Clinic was established. In 1943 the State Department granted our college the privilege of offering courses leading to state certification in the field of Speech Correc-

tion. Now students in the secondary field may elect Speech Correction as their area of concentration, and students pursuing the elementary curriculum may also specialize in Speech Correction.

The course requirements are the usual undergraduate ones in this field. The last of these courses is the two semester course in Clinical Practice. This is carried on in the College Clinic. The Clinic is organized in three divisions: Clinic in our Training School; Clinic for college students with marked difficulties in speech; Saturday morning Clinic for children from towns in our service area, who are referred by teachers, school nurses, and physicians. This provides a study of all types of speech difficulties. There are at present 55 speech cases enrolled in the Clinic. The student clinician, working under direct supervision of the college instructor, has practice in administering speech tests, observing diagnostic procedure, taking case histories, and working out detailed plans for both group and individual therapy. Aside from this

clinical practice, some limited opportunity in practice teaching in speech correction classes in a public school is provided.

The equipment for the clinic is housed in three offices. This includes wire and disc recorders, and pure tone and group audiometers. The speech majors must become proficient in the use of these speech recorders, helping the speech cases to recognize errors and note improvement. They must give tests with both types of audiometers so they are prepared to test school children for hear-

ing losses. Since all members of the required Freshman speech classes have to make recordings, there is opportunity for comparative study of these by clinicians.

The need for speech correction is great and there is a corresponding interest in training for that need.

A chapter of the National Speech Correction Fraternity, Sigma Alpha Eta, has been established on the campus.

STUDENT TEACHING AND PLACEMENT SERVICE

EARL N. RHODES

STUDENT TEACHING

The capstone of the professional preparation of teachers is student teaching. If the techniques and principles for the selection and retention of students able to profit by professional education have been effectively employed, the student in his fourth year should be qualified for the final test, namely, teaching.

The facilities for student teaching have made remarkable advancement for the better since the first "Model School" of 1867-1868 to the present Benjamin Franklin School, a modern building in every respect built particularly for student teaching purposes and the education of children. This building was first occupied in 1930-1931.

During the early nineteen twenties, student teaching was largely done in the campus Elementary and Junior High School. At this time, there were as high as fourteen student teachers assigned to a single elementary classroom, a most unfortunate condition, not only for student teachers but for children. A program of expansion was immediately adopted resulting in the use of elementary classrooms first in Bloomsburg and later in Berwick. There was a time in the early nineteen thirties when the College used fourteen classrooms in Berwick, eight to ten in Bloomsburg, in addition to the campus school and rural schools of Columbia County.

The Campus Junior High School was discontinued in 1927. Since then, all student teaching on the secondary level has been done in public high schools, at various times in Bloomsburg, Williamsport, Berwick, Danville, Catawissa, and Scott Township Consolidated School at Espy.

The aim now is to assign not more than four student teachers to a classroom on the campus, and a smaller number to public school classrooms, often only one or two.

A student teacher learns to teach by having his work analyzed and his errors and successes pointed out. He may then practice his successes and try to eliminate his errors. Thus, he learns to teach.

An instrument for such an analysis as noted above was developed through the cooperation of teachers colleges, schools of education, and public school supervisory officers. The traits of teaching admitting of improvement by practice were checked for frequency, assembled and organized. This "Analysis of Student Teaching" is of great value to student teachers and classroom teachers working with young men and women learning to teach.

PLACEMENT SERVICE

The immediate responsibility annually of the Placement Service is to place its graduates in teaching positions in the public schools of the state. Scarcely less important is its follow-up program as represented in three studies made during the last ten years by members of the faculty. These studies demonstrate clearly that the college is performing its primary functions of placing its graduates in teaching positions, 77.27 per cent, 1931 to 1940; 83.40 per cent, 1941-1945; 88.73 per cent 1946-1948.

Beginning salaries for teachers in other states are so attractive (when comparisons of costs of living are not made) that the Class of 1950 went to other states in large numbers as: Elementary 56 per cent; Secondary 30 per cent; Business 40 per cent of those placed in teaching positions.

During the last twenty-five years the practice of public school supervisory officers in coming to Bloomsburg for teachers has had

a healthy growth from practically none in 1923 or 1924 to the present time, when such practice is most commendable.

A factor in promoting this growth was the development of adequate credentials of prospective teachers. These credentials have often been commended by supervisory officers. The Placement Service is, therefore, performing one of its important functions, namely, establishing a point of contact between the college and public school supervisory officers.

The follow-up studies demonstrate an interest on the part of the College in its graduates as teachers-in-service, and offer the Placement Service an opportunity to improve the professional status of such teachers as are open to promotion.

These contacts with public school supervisory officers and teachers-in-service open the way for suggestions for the improvement of the pre-service professional preparation of teachers.

SUMMER SESSIONS AND CLASSES FOR TEACHERS IN SERVICE

THOMAS P. NORTH

SUMMER SESSIONS

Summer sessions at Bloomsburg began with a six weeks session in 1919. Credit was given on the basis of work done, rather than by the number of weeks attended. The catalogue stated "if intensive work is done in any one line, more credit may be earned than would be possible in six weeks of regular work." The Commonwealth of Pennsylvania paid tuition for all students pursuing the regular Normal School course. Tuition was not paid for teachers

taking courses to make their certificates permanent or for the purpose of adding subjects to their certificates.

In 1921 the summer school was placed on a nine weeks basis and was regarded as a part of the regular year's work with the regular year divided into two semesters of eighteen weeks each.

In the light of the crisis preceding World War II, the Board of Presidents of the State Teachers Colleges approved on January 16,