

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,

1942, a summer session of twelve weeks; three weeks pre-session, six weeks regular session, and three weeks post-session. This constituted a permissive program of acceleration for students desiring to graduate within three calendar years. At Bloomsburg, freshmen were admitted during the pre-session and the regular session. The result of this program was that the summer sessions were largely for regular students instead of for teachers-in-service. This was especially true after the war, with the entry into college of many veterans. Many of these veterans were mature men and women with families. To them, acceleration was a necessity.

The history of summer sessions at Bloomsburg shows that they were closely related to emergency situations. The rise of the summer school came about with the appointment of Dr. Thomas Finnegan as Superintendent of Public Instruction in 1919 and his reorganization of the Department of Public Instruction in Pennsylvania. This reorganization required a complete new set of standards for beginning teachers and for certification in general.

## CLASSES FOR TEACHERS-IN-SERVICE

Stimulated by a new state salary schedule for teachers and more rigid requirements for certification, extension classes for in-service teachers were organized in September, 1921. The classes met in late afternoons, in the evenings, and on Saturdays. Most of the classes met two hours each week for fifteen weeks. During the initial year, twenty-five classes were organized for approximately seven hundred teachers. Classes were held at Hazleton, Freeland, McAdoo, Williamsport, Plains, Edwardsville, Hanover Township, Nanticoke, Dalmatia, Wilkes-Barre, Pittston, Norwegian Township, Lost Creek, Locust Gap, Milton, Duryea, Danville and Bloomsburg.

The Extension Department in 1921 also provided for correspondence courses, a "follow-up" of graduates, and a central bureau for the distribution of institute work. A list of available speakers, together with their subjects, was kept on file for the benefit of superintendents and others desiring the services of the Normal School. It can readily be seen that *service* was a very important feature of the Bloomsburg Normal School schedule in the early twenties.

In the course of the next few years, extension work flourished.

These standards called for specified amounts of preparation within certain time limits with graduation from an approved four year teacher education college or university as a goal.

With the issue of the State Standard Limited Certificate for completion of a two-year period of preparation replacing the Normal Certificate in 1934, teachers-in-service had to complete additional college work in specified amounts each three years, gradually reaching the requirements for the B.S. degree in Education. These teachers were the backbone of the summer sessions until the accelerated (year round) programs for G. I. students after World War II provided four years of college education in three calendar years.

The latest demand for summer sessions stems from a shortage of elementary teachers. This factor, along with the threat of World War III, points in late 1950, to another crisis for Bloomsburg and the profession of teaching.

It was used in a few instances in lieu of the required institute. It was also limited to the holders of standard certificates or old normal school diplomas. Extension courses created many problems, especially with respect to teaching load and salaries for the members of the Normal School faculty. Abuses hard to control crept into the program and led to the discontinuance of extension work during the late years of Bloomsburg State Normal School.

Classes for teachers-in-service have been held on Saturdays for many years. These classes flourished after the passage of the Edmunds Act of 1921 and up until World War II.

World War II, with shortage in automobiles, tires, and gasoline, made it necessary for the college to again establish extension classes. So in 1945 the college extended its services to meet the needs of in-service teachers by establishing off-campus centers. The two centers established in 1945 were expanded to include centers at Hazleton, Kingston, Wilkes-Barre, Mt. Carmel, Sunbury, and Danville. Many of the teachers who began this program in 1945 and 1946 have been graduated with a degree of Bachelor of Science in Education.

## THE COLLEGE LIBRARY

PEARL L. MASON AND CATHERINE L. ZEALBERG

The present Bloomsburg State Teachers College library, with its special facilities and its stream of students and faculty pouring in and out every library hour of the day, now presents a decided contrast to the school library of earlier days which had its beginnings in the merged libraries of the Calliepan and the Philologist Literary Societies, and which was situated on the first floor of Waller Hall in a room adjacent to the business office, where for several years, the school bursar served as librarian, teacher and registrar.

Later the library was moved to the room which is now the Alumni Room and was fitted up for a library, and served the double purpose of library and study hall. On the shelves of this early library were the school library, the libraries of the two literary societies, and the library of the school Y.M.C.A. For a number of years two members of the faculty acted in the capacity of librarian, together with their regular class work, until 1905-1906, when the first trained librarian was engaged.

For many years the library has been in its present location on the second floor of Waller Hall. It has been equipped with books, shelves, tables, chairs, a fine large charging desk which was the gift of the Class of 1923, and all the other things which were required and necessary to make a good reference and professional library for teachers and teachers-in-training. It has afforded a quiet, convenient, and comfortable place for study, reference and research work. A well qualified librarian has been on duty at all

times to give every possible assistance to students and faculty and to improve and expand the library and to broaden its services.

In order to provide training to enable students to become intelligent users of the library, a course of instruction in the use of library resources and library tools has been taught for many years by the librarian or a member of the library staff to all entering students.

During the period of 1940-1945 while the Navy war programs were in operation on the college campus, many new problems were presented to the college library. Adjustments had to be made, and library space was quickly converted to house hundreds of Navy books and many other materials of instruction which were cared for and circulated from the library. All the usual privileges and services of the library were made available to these students and were used extensively by them.

With the close of the war, the Library, like the rest of the college, turned its attention to a post-war expansion program. The number of returning veterans entering college swelled the student enrollment, and the increased demand for library services necessitated extensive remodeling of the library. Renovation consisted of extending the west wing to include what had been the Noetting Hall corridor. This provided an additional 2500 square feet of floor space, and furnished the librarian with a more workable office. The enlarged library was completely repainted and re-decorated; new fluorescent lighting fixtures were installed; and