

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,