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ONE HUNDRED YEARS OF TEACHER EDUCATION AT BLOOMSBURG -- 1869 - 1969

The Beginning

The basis for teacher education at Bloomsburg was laid by chance in the autumn of 1867 when the then Superintendent of Public Instruction, J. P. Wickersham, passed through the town by train and saw the newly erected Carver Hall on the hill "ablaze with light." At that time the location of a new Normal School in the Sixth District was under consideration; soon Wickersham returned to Bloomsburg, addressed a meeting of the citizens, and said that the Literary Institute location would be ideal for a State Normal School. The Institute's Board of Trustees concurred, and on March 9, 1868, the following resolution was adopted: "Resolved that the Trustees of the . . . Institute agree to establish in connection with the same 'A State Normal School' . . ."

Establishing the Normal School required the erection of a dormitory, and on April 15, 1868, plans were submitted by Principal Carver for a building which called for an estimated cost of \$36,000. The laying of the cornerstone on June 25, 1868, was a memorable occasion. Prayer was offered by D. J. Waller, Sr.; Governor John W. Geary laid the cornerstone and made an appropriate address. Other participants included Superintendent Wickersham, Principal Carver, and the Honorable William Elwell, President Judge of the County Courts.

Early in February of 1869 the trustees requested that a committee be appointed under the Act of 1857 to consider chartering the Literary Institute as a State Normal School. On February 18, the committee examined facilities and proposed curriculum and the next day submitted a favorable report and recommendation. *Thus February 19, 1869 can be considered the birthdate of Teacher Education at Bloomsburg*, although the proclamation of the State Superintendent was signed and sealed three days later, and the first prospective teachers were not enrolled until September.

Elementary Education

For its first half century, in all practicality, only teachers for the "Common Schools," embracing the

first eight grades, were trained at Bloomsburg, although from the very beginning four-year Scientific and Classical programs were offered which apparently prepared students for teaching in the widely scattered high schools of the day. Graduates of these curriculums were very few in number, and catalogs of the time indicate that most of those who finished these programs went on to advanced standing in colleges and universities. At first the curriculum was merely a continuation of the traditional subjects of the time: orthography, reading, evolution, arithmetic, English grammar, political geography, higher arith-proval as a State Normal School required only that students be given instruction in "Theory and practice of teaching." The year before, the school had had a teacher preparation department which offered a course titled *Methods of Instruction*, so the actual transition was a minor one. The offerings for some time remained static and were quite arbitrary, consisting from year to year of those courses which the administration and faculty thought best. In general, the curriculums continued to run parallel to the curriculums of the high schools. In order to implement the directive to instruct in theory and practice of teaching, a Model School was established in the dormitory building. Later, Hemlock Hall, a small building north of the main building, was constructed to serve specifically as a Model School.

The next Model School was housed in a building (the former Noetling Hall) directly behind Carver Hall and served until the opening of the Benjamin Franklin Training School in 1930. The catalog of 1900 claims:

A well graded and properly conducted Model School is the most important adjunct to a Normal School. It is here that the members of the graduating class do their practice teaching. This school, therefore, is intended to be a model in grading, in discipline, and in results. It is claimed that the work done in this department is unsurpassed, and in strict accord with pedagogical principles.

As late as 1877 the school year was of forty-two weeks duration, but in order to graduate with a Normal School Diploma only twenty-one weeks of attendance were required. With some state subsidy available, the tuition in the Normal Department was fifty cents per week per student.

During these formative years in teacher education the two newspapers in the town of Bloomsburg, both editorially and through their letters columns, carried on a rather heated controversy over the types of teaching methods being offered at the Normal School. The feud seemed to end when the "opposition" paper printed a letter from Principal D. J. Waller defending the position of the school and citing the testimony of many school districts which praised the success in teaching enjoyed by recent graduates of the school.

The catalog of 1878-79 describes the professional department thus:

This department aims to give not only a thorough knowledge of the principles that underlie and govern all correct teaching, but also skill in the practical application of them. During both years of this course daily instruction is given either in the science or the art of teaching. . . The seniors, besides studying the philosophy of instruction, or methods, teach half the school year in the Model School under the supervision of the Professor of the Professional Department and the Principal of the Model School, and under inspection of Committees of observation of their own members. Two meetings a week are held for criticizing and discussing the teaching. . .

It was not until 1920, four years after the purchase of the Normal School by the state, that the teacher training programs became distinctive and differentiated from those of the secondary school. The admission requirements were increased to graduation from a four-year high school or its equivalent. These changes not only marked the institution's emergence from the preparatory school category, but marked a significant step toward true college status.

In the early twenties the two-year curriculum consisted largely of professional and educational methods courses. However, more academic respectability was given to the program in 1923 with the introduction of a three-year curriculum which placed increasing emphasis on the content of academic subjects. A further important curriculum development at this time was the differentiation of courses of study into primary, intermediate, and junior high school preparation, the latter emphasis being the beginning of the education of secondary school teachers. In 1922, in conformity with the national enthusiasm for the testing of ability and achievement, there was organized at Bloomsburg a Bureau of Educational Research. By 1924 all curriculums included a three-hour course in education measurements, and methods

courses carried topics pertaining to the construction and use of objective tests.

A change in name, the privilege to grant degrees, and the mandate to educate high school teachers was dramatically announced by Principal Riemer at a faculty-student party on May 13, 1927. Although all new programs were not immediately implemented, from that date the name of the institution was Bloomsburg State Teachers College.

Following the change in name, the curriculum was revised to give an increased amount of attention to methods and the professional aspects of teaching. This represented something of a repudiation of the strengthening of the academic side in the early twenties. Programs continued thus until the next major curriculum revision which took place in 1937 with a reduction in the number of methods courses and the introduction of so-called professionalized subject matter courses. January first of this year also marked the termination of the two-year curriculum. From this time on until 1950 there was continuous revision of the curriculum, especially from the standpoint of increasing numbers of general education courses, adding elective courses, establishing an audio-visual aid center, and the revision of existing course syllabi.

The successful launching of the Russian Sputnik on October 4, 1957, really jolted the American people. The fear that they might be behind in something very crucial in the power structure of the world forced them to take a long, hard look at their schools and colleges. Elementary schools did not escape this scrutiny, and harsh articles appeared in newspapers and magazines throughout the country. The demand for improvement in children's reading skills and for a great increase in their confrontation with science and mathematics was almost immediately reflected in the college curriculum for the preparation of teachers.

Coincident with the advent of space exploration, 1957 was a landmark year in the development of the team teaching approach in elementary schools. Bloomsburg was among the first colleges to require elementary education students to achieve an area of concentration in one academic field. This would equip them to be team leaders or resource persons in their subject specialities.



Bloomsburg State Normal School Faculty — 1889

Because of the influences mentioned above, in the years since 1957 the required course credits in methodology have been reduced from thirty-five to twenty-one. The requirements in mathematics and science have increased from nine to eighteen. The curriculum was further strengthened by the addition of courses in sociology, anthropology, economics, and world cultural geography.

The latest major revision of the elementary education curriculum was in 1966. This was accomplished through extensive discussions with the several departmental chairman and resulted in a program which gives the students a rich and versatile academic background, thorough professional training,

and an area of concentration in one of the following subject fields: Art, Biology, English, French, General Speech, Geography, German, Health and Physical Education, History, Mathematics, Music, Psychology, Social Studies, and Spanish.

Another force which is generating much ferment in elementary education is the research efforts of some giant foundations. Recognizing the need for new materials and teaching styles to implement the individualization of instruction, they have invested heavily in programmed, and computerized materials. Their experimentation and products will certainly affect elementary education in the decade ahead.

The curriculum for the preparation of elementary teachers at Bloomsburg State College is sensitive to the new trends and flexible enough to change continuously as new ideas may demand.

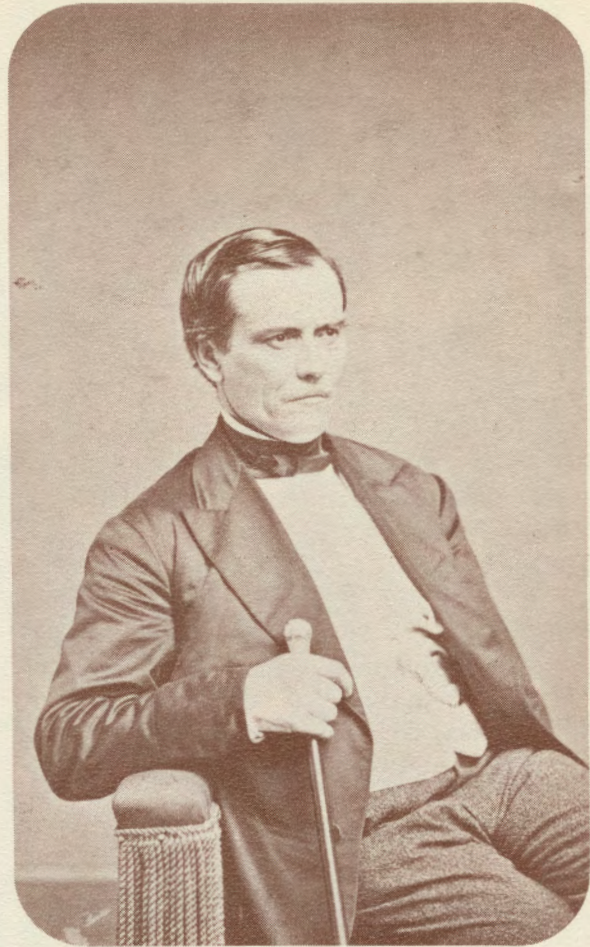
Secondary Education

Inside the title page of the Bloomsburg Catalog of 1927 appears the following statement:

The State Council of Education at its meeting June 4, 1926 authorized the State Normal School at Bloomsburg to confer the degree of Bachelor of Science in Education on graduates of courses in Elementary Education and in Junior High School. On May 13, 1927, the Council changed the name of the Normal School to the State Teachers College at Bloomsburg. The College will continue to offer the regular two-year courses.

Although, as indicated earlier, some graduates of the early Normal School did leave to teach in the mediocre and scattered high schools of their day, the above announcement really ushers in the era of the education of teachers for junior, and eventually, senior high schools. Required courses included such titles as *Educational Biology, English, Oral Expression, Introduction to Teaching, Everyday Science, American Government, Education, Guidance, Educational Measurements, and Student Teaching*. This is not an exhaustive list of required courses, of course, but conveys the thinking of the day in regard to basics in Secondary Teacher Preparation. In addition, the 136-credit Curriculum provided opportunity for enough electives to meet certification requirements in two fields to be chosen from among English, Science, Social Studies, Mathematics, Geography, French, Latin, or German. The awarding of the degree entitled the holder to "teach in any public school any subject in which he has earned 18 or more semester hours of credit." It was even recommended that a third field, in which less preparation was required, be added if the student expected to teach in Junior High School.

The first student teachers in Secondary Education began their work in the fall of 1928, when eighteen students were assigned in the newly opened Bloomsburg Junior-Senior High School under the supervision of a Director of Secondary Education. The Director also taught the theory courses as well as a course, coordinated with Student Teaching, called



Henry Carver: Principal 1869-71

Techniques of Teaching. During the first few years practice teaching was done in the junior high school fields of English, social studies, mathematics, and geography. As time went on and enrollment increased, the student teaching program moved into the senior high school and embraced the additional fields of biology, chemistry, physics, Latin, and French.

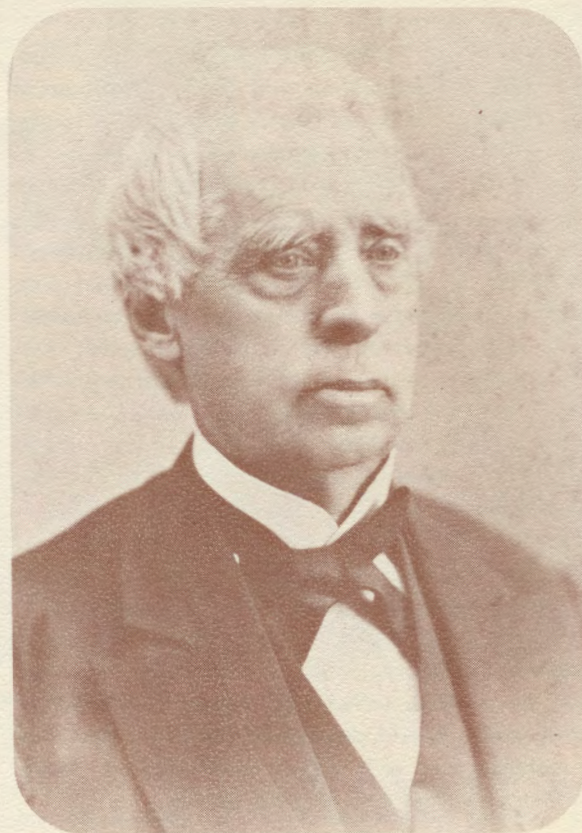
Until 1937 the curricular pattern in Secondary Education was built upon the base of the existing programs in Elementary Education, with an opportunity to gain subject matter depth substituted for the many methods courses in the Elementary field. The 1936 catalog indicates that by this time the number of credits required for graduation had been reduced to its present 128, and that they were distributed as

follows: Professional Education, 35 hours; Arts (including physical education), 7 hours; English, 18 hours; Science, 9 hours; Geography, 6 hours; Social Sciences, 11 hours; Electives, 18 hours in each of two fields and six in a third. By this time German did not appear as an elective field, although French and Latin were still in the curriculum as areas of specialization.

Effective September 7, 1937 an "Enriched Program of Studies" was adopted which in effect somewhat reduced the number of "Education" courses and made the first two years of the elementary and secondary curriculms basic to both areas and concentrated specialization in the last two years. Common courses in professional education began in the freshman year and were distributed throughout the four years, culminating with student teaching in the senior year. A student preparing to teach junior or senior high school was still able to obtain certification in two or more areas. Examples of some changes in curriculum content were replacing *Educational Biology* with separate courses in botany and zoology. *Introduction to Teaching* and *Educational Sociology* were replaced by *Place and Purpose of Education in the Social Order*. A course in measurements was added, as was one in the *History and Philosophy of Education*.

Driver education and general safety education programs were established in the summer of 1948 to prepare teachers who could give adequate instruction to senior high school students in this growing phase of modern life. The certification of driver and safety education teachers has since been discontinued.

The next curriculum development in Secondary Education was an outgrowth of World War II programs and the anticipation of an upsurge of interest in aviation. Pre-flight aeronautics courses for teachers-in-service were offered during the summers of 1942 and 1943, sponsored by the Civil Aeronautics Administration. A quota of twenty was assigned to Bloomsburg, which was the first institution in the nation to offer the course exclusively as teacher education for practicing teachers, rather than having the students mingled with Civilian Pilot Trainees. This individual treatment of the courses from a purely educational standpoint gave rise to the possibility



Judge William Elwell
President, Board of Trustees — 1879

of offering an area of certification in Aeronautics to Secondary Education students. Such a program was approved by the Department of Public Instruction in April 1943, and began operation in September of that year. A faculty of twelve offered courses in *Theory of Flight, Navigation, Meteorology, Civil Air Regulations, Aircraft Communications*, and related fields. By 1955 the program had disappeared from the offerings in Secondary Education.

During the period from 1950 to the present there have been many other changes in the curriculum in Secondary Education. Most notable is the shift from two major areas of study to a single area of emphasis in which both breadth and depth in specialization is required. At the beginning of this period the requirements in professional education included eight different courses in addition to student teaching. These courses included *Educational Measurement, Evolution of the American Public School,*

School Law, Problems of Secondary Education, Visual Education, Educational Psychology, Curriculum Materials and Adaptation, and Place and Purpose of Education in the Social Order. As a result of evaluation of the curriculum, these eight were reduced to five in 1958, at which time *Professional Orientation, Audiovisual Education, Problems of Secondary Education, Educational Psychology* and *Professional Practicum, Including School Law* were required. Due to the nature of the assignments of many secondary education graduates, the curriculum required that the student have specialization in at least two fields, a major and a minor. The major normally required 30 credit hours and the minor required the number of credits needed for state certification. At this time approximately 61 credits were required in General Education, 25 credit hours in Professional Education, 24 credit hours in Specialization, and 18 credit hours in Electives. However, this was changed in 1963 when a study of positions held by graduates and certification regulations in Harrisburg suggested that the student, rather than having two areas of competency, should concentrate his efforts and time in only one area or in a fixed combination of closely related disciplines such as social studies.

In 1964 *Teaching of Reading in Academic Subjects* was added to the requirements for Secondary Education majors as a result of state certification recommendations, but the requirement was dropped in 1967 when new curriculum designs were structured. At this time the number of required credit hours in General Education, Professional Education and Specialization were changed to 62, 24, and 42 respectively. The eight courses that had once been required in Professional Education were now just three, with many concepts being changed and others being fused into a common core of instructional material such as the six credit course, *Curriculum and Instruction in the Secondary School*. Student teaching has been maintained as a full semester, 12 credit course, but the professional practicum once offered for 2 credits now has been integrated with the student teaching experience.

During this period of change it became evident that the number of student teachers would soon become greater than schools in the Bloomsburg area would be able to handle. In addition, there was a desire to place some prospective teachers in large

city and suburban schools since many graduates found their first position in this type of school. Therefore, in 1961, a secondary student teaching center was opened in Bucks County with a full-time faculty supervisor in residence. This program has been so successful that additional centers have been established in Montgomery County in 1967 and in Dauphin County in 1968.

Business Education

Although the education of business teachers — as we know it today—dates back almost forty years, as long as a century ago the college used the phrase "Commercial Institute" as part of its title. Included in the curriculum were bookkeeping, shorthand, and typewriting, for use in business, not in teaching. In 1884 penmanship was added, and in 1888 instruction began in commercial law.



Dr. David Jewett Waller, Jr.
Principal: 1877-1890, 1906-1920



The Training School Kindergarten — 1921

Evidently there were lapses in the program for the catalog of 1891 states, in part:

An experienced teacher gives lessons in shorthand and typewriting. The typewriter used is the Remington Standard No. 2. The system of shorthand taught is the Pitman System. The starting of this department meets a growing demand.

In 1904 the name was changed from the Department of Stenography and Typewriting to the Commercial Department, and offered courses, not only in stenography and typewriting, but in bookkeeping, penmanship, commercial law, commercial geography, and commercial arithmetic. The curriculums provided for two courses of study. One was a three-year course for Normal School students preparing to teach, and the other was intended to meet the needs of special students preparing to devote themselves exclusively to work in the business world. Generally this curricular pattern continued until 1910 when business practice and office methods courses were introduced.

A special bulletin entitled "Commercial Teacher Training" was issued by the college in the spring of 1930, and said in part, "We are pleased to announce that the Superintendent of Public Instruction has approved the inauguration of a department for

the training and preparation of teachers of Commercial Subjects at the State Teachers College at Bloomsburg." The present President of the College, Harvey A. Andruss, was Director of that Department, coming to Bloomsburg from the same field at Indiana State Teachers College. He and one other instructor formed the first faculty to give instruction in business subjects. The program was called "Commercial Teacher Training Curriculum." All students took the same courses, a mixture of a little general education, the professional education needed for teaching, and a quite heavy load of credits in the business subjects. At this time, as with other degree programs, the credit requirements totaled 136.

On September 15, 1930, in order to stimulate interest in the field, students in the Commercial Department organized the Junior Chamber of Commerce, which in 1939 changed its name to the Business Education Club. Another innovation in the department's first year was the presentation of the first Commercial Contest for high school students. As a public relations project for the department and a service to teachers-in-service and high school students, it served the college well until limitations of space led to its discontinuance in the spring of 1966.



North Hall — 1929

Much planning, advertising, and recruiting must have taken place during the summer of 1930, for the catalog of 1931 announced that fifty students were enrolled in the curriculum designated as the Department of Commerce. It held this designation until 1938, when it was renamed the Department of Business Education. Of the fifty students originally enrolled, six took advantage of course offerings during summer sessions and accelerated their programs. Therefore, the first degrees were awarded to these six students in May, 1933.

The first student teaching was conducted in the Junior-Senior High School at Bloomsburg, but by 1936 the enrollment in the program had increased to such an extent that two junior high schools and the senior high in nearby Williamsport were utilized for student teachers in commercial education. This same year, 1936, found the curriculum had been revised to the point where the graduation requirements had been reduced from the original 136 semester hours to 128, in line with that of the other curriculums.

By 1938 the original common curriculum for all registrants was changed to provide more options on the part of the student. In this year the opportunity to specialize was introduced, and a student could choose among concentrations in Bookkeeping, Stenographic, Retail Selling, or a Combined Commercial Sequence. It was also possible to choose a combination of two of the sequences. The all-inclusive program changed in name several times as revisions in terminology were made: From Commercial Sequence to General Commercial Sequence in 1945, to General Business Sequence in 1947, but still offering opportunity to specialize in Accounting (a change from bookkeeping), Secretarial (from stenographic), and Retail Selling.

The first Retail Sales Training Conference was held in February 1947 and proved so worthwhile that it was continued until 1962 when the curricular pattern and the strain on college facilities dictated its demise. It was the purpose of the conference to provide a practical and inspirational program for businessmen, to foster better relationships between

college and business, and to give students in the Sales sequence practice in organizing and administering community activities.

By 1950 the specific Retail Selling Sequence was eliminated, but it was (and is) still possible to obtain certification in this area by taking nine additional semester hours of credit in Sales and Retail Selling.

In 1955 the Silver Anniversary of the founding of the Business Education Department was commemorated with the publication of an attractive bulletin entitled, "The Department of Business Education Celebrates Twenty-Five Years of Progress: 1930-1955," and was appropriately dedicated to: "Dr. Harvey A. Andruss and to faculty members, past and present, of the Department of Business Education."

During that same year, the Department of Business Education served as host to the Convention of the Pennsylvania Business Educators Association, during which Dr. Andruss was honored by the Association for his contributions to business education.

Although not immediately apparent, an event in 1957 was destined to have great import for the

Department of Business Education as well as the College itself. In that year, Bloomsburg became the first of the State Teachers Colleges to have a state-approved long-range campus development plan. Growing out of this plan, the Business Education Department was able to move into its newly-constructed home, Sutliff Hall, in 1960.

The year 1960 was an unusually significant one for the Department for other reasons as well. While the College then assumed the name of Bloomsburg State College, the Department had just the previous year become the Business Education Division. The Division also celebrated the 30th year of its founding.

In the meantime, the faculty of the Department had steadily expanded. From a full-time complement of two at the beginning, and three in 1942-43, the faculty grew to include nine full-time members in 1950, remaining at that number until the expansion of the 1960's.

Among the curriculum changes brought to fruition in the 1960's to help insure a more effective program was an increased flexibility in skill subjects to

Waller Hall (Second Street Side) — 1937





May Day — 1914

differentiate among those students who had had varying amounts of preparation in high schools, and in business schools. Another development was an increased emphasis on a broad general education background during the first two or three semesters so that a student finding himself in difficulty in a business education program was no longer "locked in" but could move to another area with little or no credit loss. Still another curriculum change has been the recent introduction of courses in *Electronic Data Processing* and *Computer Programming* in the business curriculum. Pending the acquisition of appropriate hardware and trained faculty, it is anticipated that the college will be able to implement a fully-developed curriculum in this rapidly-developing area of business in the very near future.

In addition to curriculum improvements, during the 1960's the Vocational Education Act provided substantial and valuable assistance in implementing instruction, supervision, and coordination of business education programs. Presently, two full-time staff members of the Division are engaged in coordinating business education curriculums in the high schools of the region. Among their assigned duties are school visits, business education clinics, beginning

business teacher conferences, business education department chairmen conferences, and others. Thus, a direct, two-way flow of information is maintained from the College to the business education departments in the field and back to the College, thereby keeping the Division sensitive to local developments and current in its approaches.

The increasing numbers of business education student teachers now occupy the full-time attention of three supervisors and include twenty-five high schools located in the Bloomsburg-Berwick-Danville area, the Williamsport area, the Allentown area, and a new area this year—Hazleton.

Not to be overlooked as a source of leadership in the Division has been the work done by Pi Omega Pi, the Business Education Scholastic Honor Society. The Pledge Book of the fraternity reads: "The Alpha Delta Chapter of Pi Omega Pi was established in the State Teachers College, Bloomsburg, Pennsylvania, May 25, 1935, and is composed of people held together by a common interest—that of Commerce." Together with the Business Education Club—now Phi Beta Lambda—the members of Pi Omega Pi have been active in many important projects of the



East Hall Lounge — 1964

Division; Chapter alumni now occupy many positions of prominence both in business education and other areas as well.

With the latest development in the Division, we appear to have come full circle, for the fall of 1967 saw the first freshmen admitted to the newly-approved Business Administration curriculum being implemented to provide trained managerial practitioners and leaders in the business world—a purpose for which the curriculum was established almost a century ago!

At the present time, with a full-time faculty of 18 and 2 part-time, an enrollment of 625 (including 225 in Business Administration), and a graduate program enrollment of about 100, the future of the Division looks bright. To date the Division has trained just over 2,000 well-qualified and adequately-prepared business teachers for the high schools of Pennsylvania. Many of these are prominent leaders today. The Bloomsburg Catalog of 1930-31 states, "Students at Teachers College are preparing for work as leaders." This challenge of leadership is, and remains, the challenge of the Business Education Division—leadership in providing the schools of Pennsylvania with the finest-qualified business teachers that can be obtained anywhere. This is the challenge, and the promise.

Special Education

The first course taught at the College, which could be considered Special Education, was called *Speech Problems* and was offered by all the Pennsylvania State Teachers Colleges in 1932. Later, some practicum work in Speech Correction was offered in the campus training school.

"Special Education" first appeared in the catalog of 1938 when the College was designated by the State Council of Education as a Center for the education of teachers of "orthogenic classes," now called classes for the mentally handicapped. Requirements for certification to teach these classes were satisfied by the college program. The courses offered in Special Education for orthogenic classes included nine semester hours of content courses: *Education of Subnormal Children, Clinical Psychology, Psychology of Atypical Children, Mental Tests, or Mental Hygiene*; six semester hours of *Special Education Arts and Crafts*; five semester hours of *Special Methods and Observation in Orthogenic Classes*; five semester hours of electives in Special Class courses — *Speech, Health, Social Agencies, Delinquency, and Diagnostic Testing*.

Also in 1938 additional courses in Speech Correction were offered under the auspices of the Special Education Department and the Speech Clinic was

established at this time. This served primarily as a practicum facility for college students and also as a diagnostic and therapy center for children in the area, college students, and adults.

In 1940, certification of teachers to teach classes for the mentally retarded was initiated as an extension to elementary education programs in a 24 semester hour block of approved courses in Special Education. In 1942 the State Department granted permission to offer courses leading to State certification in the field of Speech Correction. Students in secondary and elementary education were able to elect Speech Correction as an area of concentration.

Speech Pathology was added to the curriculum as a three hour course and *Psychology of Speech* was changed to read *Psychology of Speech and Hearing* in 1950. In 1957 the Department title was changed from "Curriculum in Special Class Education" to "Curriculums in Atypical Education." The title was again changed in 1959 to read "Department of Special Education" and was given divisional status in 1961 with two curriculum areas indicated—"Special Education for the Mentally Retarded" and "Speech Correction."

On January 31, 1962 the State Council of Education authorized Bloomsburg State College to confer the Master of Education degree in Speech Correction. At this time more courses were added at the undergraduate level in the area of Speech Correction. Both the curriculum in Special Education for the Mentally Retarded and Speech Correction became major curriculums but students were allowed dual certification in the teaching of elementary classes and either of the above mentioned curriculums. *Individual Mental Tests* and *Group Psychological Tests* were some of the psychology courses required of majors in either area of Special Education.

Student professional organizations had begun earlier with the Iota Chapter of the National Speech and Hearing Fraternity, Sigma Alpha Eta, being established on campus in 1949, the year the Fraternity began, making them a Charter Chapter. In 1960 students formed the Alpha Chapter #370 of the Council for Exceptional Children. Staff members serve as advisers to both groups.

Affiliation has been established for a number of years with the Selinsgrove State School and Hos-



Dr. Francis B. Haas, President 1927-39

pital, the Geisinger Medical Center and White Haven State School and Hospital as well as with various public schools to provide practicum facilities for students in Special Education. In the spring of 1967 two new courses were added on an elective basis: *Experience with Emotionally Disturbed* and *Experience with Learning Disorders*, and an affiliation was established with the Danville State Hospital teenage ward, again for a practicum facility. In 1967 the title "Special Education" remained for the Division but the area of Special Education for the Mentally Retarded designation was changed to Teaching of the Mentally Retarded. Courses such as *Education of the Exceptional Child* remained listed as Special Education courses, whereas courses designed especially in mental retardation took on the prefix of Teaching of the Mentally Retarded. Also, in 1967 two new courses, *Learning Disabilities* and *Behaviour Disorders* were added as electives for either upper classmen or graduate students.

Departmental status was granted to the two curriculums in Special Education with the titles of Department of Speech Correction and Department of Mental Retardation in 1968. The Speech and Hearing Clinic title was also changed during this year to Center for Learning and Communication Disorders. Students from both programs participate in diagnos-

tic and remedial work with clients who are mainly school children referred by physicians, school nurses, teachers, and parents.

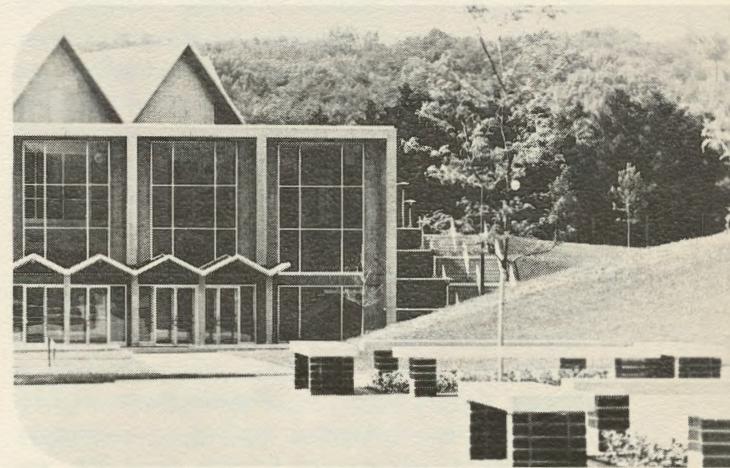
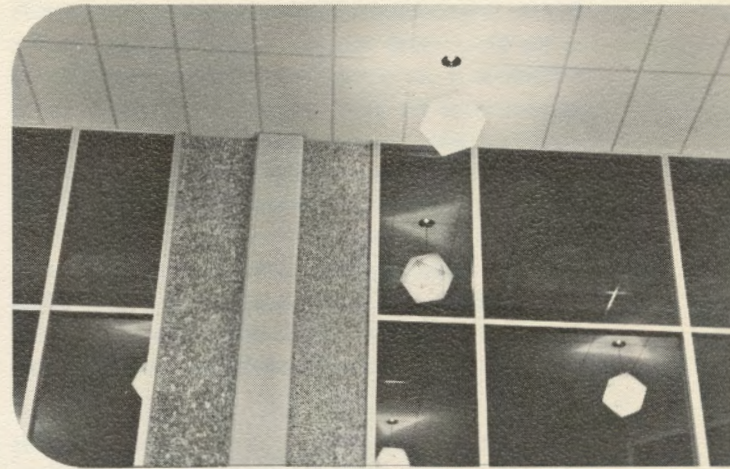
A Bureau of Vocational Rehabilitation program was conducted during the summer months for approximately twenty boarding students during several summers. Most of the clients in these programs had handicaps which consisted mainly of problems in hearing articulation or stuttering. This program provided practicum experience for students in Speech Correction.

Future plans include adding an area in the Teaching of the Deaf and an area of concentration in Exceptional Children for students majoring in the Elementary Division. As of September 1, 1969, the Department of Speech Correction will be known as the Department of Communication Disorders.

Graduate Education

In April 1954 a Graduate Study Committee, consisting of senior members of the faculty, was appointed by President Andruss to conduct a survey to determine the interest in and need for a graduate program at Bloomsburg. The committee conducted a postal card survey, and a questionnaire (designed by the Department of Public Instruction for use by all state colleges) was mailed in December 1954 to (1) Bloomsburg State College graduates from 1941-1954, (2) teachers in Columbia, Montour, Luzerne, and Northumberland Counties, and (3) business teachers in the eastern half of the state, excluding Philadelphia. Out of 5,247 cards mailed, 1,058 were returned. A second survey was made in September 1959, covering Bloomsburg graduates from 1955-1961. This resulted in a return of 1,420 of 5,770 mailed.

These almost 2,500 replies indicated positive interest, enough so that as a result the College made an application to offer graduate study on October 16, 1959. In February 1960, at the request of the State Council of Education of the Commonwealth of Pennsylvania, the Middle States Association of Colleges and Secondary Schools made an evaluation at Bloomsburg State College with the purpose of evaluating the readiness of Bloomsburg State College to undertake graduate programs. As a result, on April 20, 1960, the application to the State Council for authorization to inaugurate a graduate



Haas Auditorium — 1968
Exterior and Ceiling Detail

program of studies that would lead to a Master of Education degree, with majors in Elementary Education and Business Education, was approved. Graduate programs in these two fields were started in June of 1961.

During the fall of 1961 the College applied for authorization to initiate graduate programs leading to the Master of Education degree with majors in Special Education for the Mentally Retarded and in Speech Correction. This authorization was granted on January 31, 1962, and graduate course offerings in these fields of emphasis were first offered during that summer. In March of 1962, application for approval of programs in English and Social Studies (including Geography) was submitted to the Pennsylvania State Council of Education and a visitation

by the Department of Public Instruction was made to the Bloomsburg campus to evaluate the institution for the purpose of recommending approval of the expansion of the existing graduate programs to include Master's degree curriculums in English and Social Studies. These programs were approved in the Spring of 1964, with the English program beginning in January 1964 and the Social Studies program beginning in June 1964. The English and Social Studies programs were again evaluated in February 1965 when the Middle States Association and the Department of Public Instruction visited the college.

On April 5-7, 1965, a Department of Public Instruction team again visited the college to evaluate the programs in Special Education (Mentally Retarded), Elementary Education, Business Education, and Special Education (Speech Correction). At this time the application to offer a Master of Education degree in Biology was considered. (The original application for the Biology program was submitted to the Department of Public Instruction in January 1965.) This program was approved on August 17, 1965.

The Foreign Language application (German, French and Spanish) was approved on June 6, 1967, as was the program in Speech and in the field of History. An application to offer the Master of Education degree in Reading, leading to certification for Reading Teachers and Reading Specialists, was submitted to the Department of Public Instruction in March 1968 and approved on August 23, 1968.

Since the enrollees in all these programs are principally teachers-in-service, registrants in the Summer Sessions are far greater than during the regular college year. It is interesting to note, however, that the 1968 summer sessions enrolled 854 students while the 1961 summer term enrolled an even 100. During the last college year (regular semesters) 471 students took graduate courses as compared to 35 during the college year 1961-62. This comparison, coupled with the addition of graduate assistants to the program, presents prospects of growth and change which have implications for the college's entire program in teacher education.

Special Programs In Teacher Education

Extension Centers. A new state salary schedule for teachers and more demanding requirements for

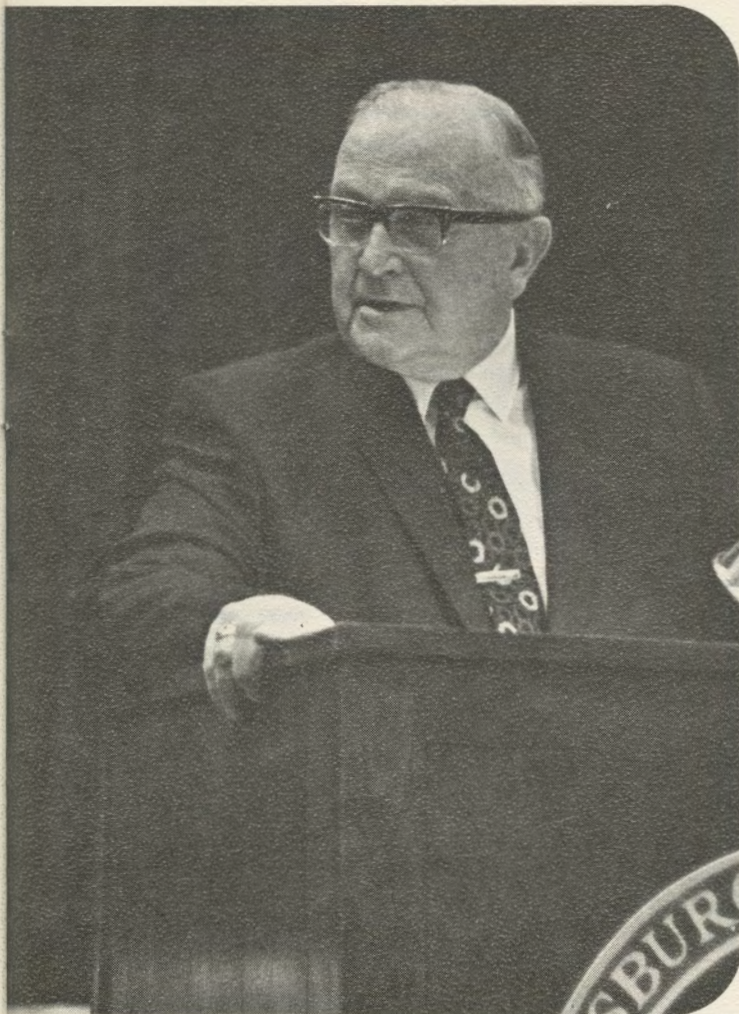
certification stimulated the organization of extension classes for in-service teachers in September, 1921. The classes met in late afternoons, evenings, and on Saturday mornings. During the first year, twenty-five classes were organized for approximately seven hundred teachers and were held at Hazleton, Free-land, McAdoo, Williamsport, Plains, Edwardsville, Danville, Bloomsburg, and other public school centers in the service area.

In the course of the next few years, extension work flourished, and in some instances was even used by county superintendents as a substitute for the required institute. It was limited to holders of standard certificates or old normal diplomas. These assignments created problems in teaching load and salaries for members of the Normal School Faculty. Other hard to control abuses crept into the program and brought about the end of extension work during the late years of the Bloomsburg State Normal School.

War time conditions, as well as the fact that 45% of the public school teachers in Pennsylvania had less than four years of training, in 1945 led the college to open four extension centers: at Kingston, Hazleton, Mt. Carmel, and Sunbury. These operated with success for several years until the twelve-week summer session, better transportation conditions and College staff limitations led a large number of the two-year teachers away from the extension centers and to the campus.

War-time Aviation Programs. The development of educational programs for the armed forces during World War II had its beginning in the fall of 1940 when an initial class of ten trainees, under the Civilian Pilot Training project, began their training at the Bloomsburg airport. After Pearl Harbor the program accelerated, and over a hundred civilian college students were given preliminary military flight training. Some of the nation's first combat flyers were men trained at Bloomsburg.

From 1942 to 1945 Bloomsburg provided flight instruction for thirty Army Service Pilots and four hundred Navy Cadets in the V-5 Program. In 1942 the Navy asked the college to concentrate exclusively on a Navy training program; so the Army Air Force program was discontinued. In 1943 the Navy selected Bloomsburg, along with only four other colleges in the United States, to conduct a special-



Dr. Harvey A. Andruss, President 1939-1969

ized training program for Navy flight instructors. This program, concluded in 1944, resulted in the training of 250 Naval flight instructors.

The college also trained five hundred Navy V-12 officer candidates in a program which could, and later did for many, lead to a Bachelor's Degree. Bloomsburg was one of only 140 colleges, selected from the 1700 institutions of higher education in the nation, to participate in the V-12 program.

To meet these exigencies of war faculty members at Bloomsburg adapted their talents. An art teacher taught aircraft recognition; a geography professor became a meteorology instructor; and a history professor taught civil air regulations.

Trimester Plan. As a result of the draft and the consequent increasing need for teachers in the public schools, a trimester plan was instituted in September 1943. The college year was divided into three sixteen-week sessions so that teacher education students could finish their degrees and qualify for certification in three calendar years instead of the usual four. With demobilization under way in 1945, the College returned to the two semester plan in the fall of that year. However, by taking advantage of the summer sessions, many students even now accelerate and earn their degree in three years.

Dental Hygienists and Public School Nurses. By the late forties and early fifties, legislation and the consequent demand for certified dental hygienists and public school nurses had begun to be felt. So in 1951 Bloomsburg inaugurated programs leading to certification in these two areas. At first dental hygienists were required to earn 64 semester hours of credit in general and professional education beyond completion of the two-year technical program completed in a school of dental hygiene. In 1964 the requirements were raised to 70 semester hours.

At the beginning of the certification program for public school nurses the requirements in general and professional education consisted of 45 semester hours beyond the three-year preparation for the earning of the R. N. By 1963 this was raised to 60 hours in order to prepare these applicants more completely for work in the public schools. Although the present demand for these programs is not high, they continue to be offered, and each commencement finds a few graduates in these areas.

Annual Education Conference. As part of the College's contribution to the continuing education of teachers, it held in 1947 its first "Teachers' Day." At first this activity consisted of the presentation of demonstration lessons by college faculty in the various subject areas and grade levels, using Training School children for the elementary classes and pupils from Bloomsburg Junior-Senior High School for secondary classes. These demonstrations of latest methods and approaches to instruction were accompanied by displays of textbooks, instructional materials, and equipment.

As the school districts and their teachers became better informed and better equipped, the format of the conference gradually changed and now includes

the presentation of nationally known innovators in the various curricular divisions, bringing both college faculty and teachers-in-service, along with their administrators, up to date on actual activities going on in pilot schools. The presentation of this service has been uninterrupted for twenty-two years, and plans are currently underway for the twenty-third "Annual Education Conference," as it is now called.

In Summary

In many ways the history of an institution and its functions reflect the personalities and leadership of the men at its head. With rare exception Bloomsburg has enjoyed enlightened and progressive leadership from the indomitable Henry Carver, who started the Normal School movement, to the present President, Harvey A. Andruss. Carver was followed by two short-term Principals, Charles G. Barkley and John Hewett, each of whom served a year. Hewett was succeeded by T. L. Griswold, who served four somewhat controversial and stormy years.

In 1877, at a low point in the school's morale and prestige, D. J. Waller, Jr. assumed the Principalship and lifted the facilities and the curriculum to a new and more progressive plane. Waller served until his appointment in 1890 to the State Superintendency and returned in 1906 to serve through the maturation of its teacher education programs and its sale to the State, retiring in 1920. Judson Welsh, a Bloomsburg graduate, succeeded Waller in 1890 and served until Waller's return in 1906, his tenure marked particularly by the addition of several buildings to the campus.

Waller was succeeded in turn by Charles H. Fisher (1920-1923), G. C. L. Riemer (1923-1927), and Francis B. Haas (1927-1939), the latter leaving the Presidency to become Superintendent of Public Instruction. Haas holds the distinction of being the last Principal of Bloomsburg and the first President of the College.

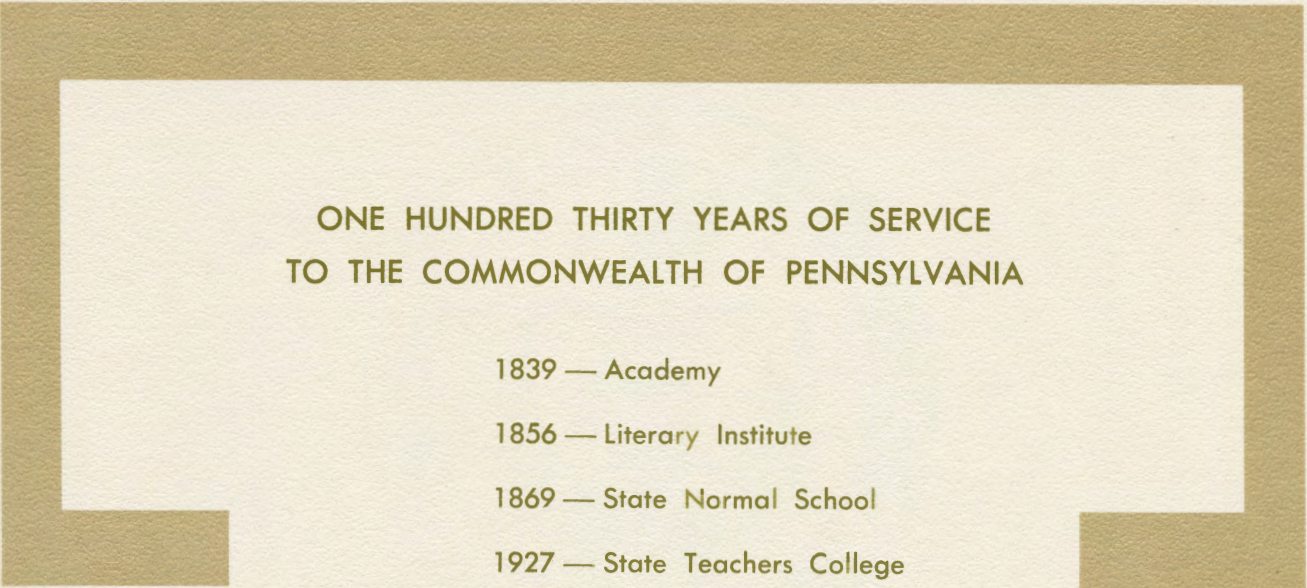
During the Haas tenure, in 1930, Harvey A. Andruss joined the administrative staff to organize the Division of Business Education. From this position he became Dean of Instruction, and later, in 1939, President of the College. Under his administration, the longest presidential tenure in the college's history, the most and major changes have taken place.

Not only was the program for business teachers inaugurated and it and all other areas consistently strengthened during these years, but the special challenge of World War II was met and the survival of the college assured. With only a handful of women as a nucleus in teacher education, Andruss assured the use of facilities and the maintenance of faculty by obtaining instructional assignments from the Navy in its V-5 and V-12 programs. Thus, the plant and faculty were intact to service not only the post-war flood of ex-G.I.'s, but even to instruct several sections of Penn State freshmen. The years that followed have shown this same foresight and dedication to the future of the college.

In the century past, Bloomsburg has progressed in the education of teachers from the equivalent of high school level work to the extension of preparation time beyond high school to first one year, then two, three, and finally to a four-year course leading to the Bachelors Degree. From training elementary teachers only, the program progressed to the education of special education teachers, speech correctionists, teachers of business subjects, as well as those of practically all the academic areas of the junior and senior high school programs of studies. In fact, the enrollment in Masters Degree programs alone in the various areas of teacher education now exceeds the total student body of the institution in some years past.

From meager instruction in high school subjects and a token exposure to methods, the College's curriculum has evolved to the point where almost half of its program is in general education of high quality liberal arts character, a little less than one-fourth devoted to professional education—carefully planned and culminated by a semester of full-time student teaching in one of over a hundred schools—and the rest, some 42 more credits, devoted to a major in the students' chosen field of specialization, whether in Elementary Education, Business Education, Secondary Education, or Special Education.

If the changes of the past can serve as indicators of things to come, and if the ferment of change all around us in the world has meaning for education, the outlook at the beginning of the second century of teacher education at Bloomsburg looms even more exciting, challenging, and rewarding than the hundred years which have passed.



ONE HUNDRED THIRTY YEARS OF SERVICE
TO THE COMMONWEALTH OF PENNSYLVANIA

1839 — Academy

1856 — Literary Institute

1869 — State Normal School

1927 — State Teachers College

1960 — State College

