
State Teachers College Bulletin

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Number One

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Five Years Are Finished

1940 - 1945

What of the Future?

REPORT OF THE PRESIDENT

BLOOMSBURG, PENNSYLVANIA

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State Teachers College Bulletin

BLOOMSBURG, PENNSYLVANIA

CALENDAR ANNOUNCEMENT

The Bloomsburg State Teachers College will return to a calendar of two semesters each college year beginning on September 10, 1945. The calendar for the college year, 1945-46, is to be found on the opposite page of this bulletin.

The first semester, beginning September 10, 1945, will provide opportunities for Freshman students to enter college at the traditional time of year, for returning veterans to re-enter or enter college, and for those students now on the accelerated plan to complete their requirements for graduation in approximately three calendar years.

New students entering college on September 10, 1945, or January 23, 1946, may register for the accelerated program. Such students may transfer from the three year to the regular four year program if the change is considered advisable.

Additional information relative to enrollment for the 1945-1946 College Year may be secured by writing to Doctor Thomas P. North, Dean of Instruction.

COLLEGE CALENDAR 1945 - 46

(Subject to change to meet War Conditions)

FIRST SUMMER SESSION 1945

Classes Begin June 4
Classes End June 22

SECOND SUMMER SESSION 1945

Classes Begin July 2
Classes End July 21

THIRD SUMMER SESSION 1945

Classes Begin July 23
Classes End August 10

FOURTH SUMMER SESSION 1945

Classes Begin August 13
Classes End August 31

THE FIRST SEMESTER 1945-46

Registration Monday, September 10
Classes Begin Tuesday, September 11
Thanksgiving Recess Begins at Noon Wednesday, November 21
Thanksgiving Recess Ends at Noon Monday, November 26
Christmas Recess Begins at Noon Wednesday, December 19
Christmas Recess Ends at Noon Wednesday, January 2
First Semester Ends Saturday, January 19

THE SECOND SEMESTER 1945-46

Registration Wednesday, January 23
Classes Begin Thursday, January 24
Easter Recess Begins at Noon Saturday, April 13
Easter Recess Ends at Noon Wednesday, April 24
Alumni Day Saturday, May 25
Baccalaureate Services Sunday, May 26
Class Day Activities Monday, May 27
Commencement Tuesday, May 28

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WALLER HALL AND FRONT CAMPUS

FIVE YEARS ARE FINISHED . . . WHAT OF THE FUTURE?

by

Harvey A. Andruss, President
State Teachers College, Bloomsburg, Pennsylvania

A democracy can succeed only with an educated electorate. Free public education is one of America's proudest traditions.

With thirty million boys and girls in schools and colleges; with one million teachers in the classrooms; and with thirty billion dollars spent annually on education; the public is vitally concerned with our educational program. This deep interest is the surest safeguard for the continuance of the democratic tradition and the American way of life.

To their credit and the glory of the American educational profession, the schools and colleges of this country are functioning despite all obstacles. Thus far not one important four-year institution of higher learning has closed its doors. Colleges are mortgaging their future to continue. As the plight of education has become known, support has been forthcoming. Alumni, friends, and the lay public have rallied to educational institutions in need.

In this country, American education is now in a stage of transition. The normal under-graduate enrollment has been sharply curtailed. Many colleges are marking time, limping along as best they can. Financial problems coming naturally in the wake of a depleted campus are growing apace. Many of the finest American colleges and universities are operating on a skeleton basis.

Benjamin Fine, writing in the New York Times, Sunday, March 25, 1945, of a survey of seventeen typical Liberal Arts Colleges, reveals how four years of war have left their mark. These broad conclusions emerge: (1) the enrollment of civilian student-body is down to about 15% of normal; (2) the faculty has been depleted and in many instances reduced by more than half; (3) course offerings have been slashed and complete departments eliminated for the duration; (4) extra-curricular activities have been reduced or in many instances entirely abandoned; (5) almost every college is now operating at a financial loss; and (6) buildings, plants and equipment have deteriorated and are in need of repairs.

Those institutions that had substantial financial resources have been able to weather the emergency in better shape than the poorer ones, but even the larger colleges are beginning to face deficits.

Bloomsburg State Teachers College has been fortunate in many ways during the war period.

Five years are now finished—what of the future?

Since 1940 all American life has moved, at times spasmodically, toward a future filled with wishful thinking, wars, and warnings. All things have been bent toward the turning of plow-shares into swords and pruning hooks into spears.

Now we turn and look back over the five years which are finished. A new course must be set to determine whether we shall go "when Nations **shall not** raise sword against Nation, neither shall they learn war any more."

What of the Future? We cannot answer this question until we know where we are; and the route that we traveled to arrive—where we are.

Before the passage of the first Selective Service Act in 1940 it was evident to some college administrators that changes were impending. Were the transition made gradually, there would be less interruption in the work of faculty and students at a given time and, moreover, Alumni would have ample time to be advised just what was happening at their Alma Mater.

The prophet of 1940 did not foresee the marked decrease in college enrollments. However, those institutions which insisted on "keeping on" doing the same things as before, have been denuded of students. Their opportunities for contributing to the war effort have been limited by a slow start.

The purpose of this discussion is to summarize some of the important developments at the Bloomsburg State Teachers College over the last five-year period. In so doing it is hoped that we can demonstrate (1) the forward looking policy of the Board of Trustees and college administration; (2) our contribution to the war effort; and (3) the carry-over of experience and residual values to be expected as the college faces the future.

Buildings and Equipment

While colleges are not buildings alone, the plant provides background and atmosphere for learning. Even the casual observer notes the construction of a new building without having any idea as to what goes on inside.

Public funds are more easily obtained for those additions to the plant which are most likely to be noticed. Just prior to the opening of the five-year period under consideration, the General State Authority had expended almost \$600,000 in a building program which placed the following new structures on our campus—(1) Gymnasium; (2) Laboratory School; (3) Shop Building ;(4) Addition to the Heating Plant.

The problem of putting these buildings into operation on a budget, based on the operation of the plant before the buildings were constructed, meant a delay in putting the new structures into use. Equipment was needed, and most of all new underground conduits for power and light of all buildings had become an absolute necessity.

During the half-decade just past, over one-third of a million dollars has been spent on Buildings and Fixed Equipment, Movable Equipment, Contracted Repairs, Grading Roads and Walks. These funds are provided as follows:

General State Authority	\$177,193
College Budget	167,835
	<hr/>
Total	\$345,028

The ability of the college to provide almost one-half of the amount expended was due to the funds made available from its war programs.

Among the chief changes brought about by our war programs has been the shift in enrollment which has made necessary increased facilities for men. The conversion of dormitories was made possible through rebuilding of five toilet rooms and the replastering and relighting of North Hall (Men's Dormitory). The conversion of the dining room into a cafeteria was the result of labor shortage accompanied by the renovation of the kitchen.

The net result of all the changes made to accommodate the war programs can best be summarized by stating that the total dormitory facilities of the college can now be available for either men or women,

depending on the relative needs. An increased number of students can be accommodated in the dining room through the use of cafeteria service. This may mean a great deal in the future.

Prior to 1940 from 100 to 150 men had to find living accommodations in the Town of Bloomsburg, since we did not have dormitory facilities to accommodate them. At the same time, our dormitory facilities for women were used to less than 50% capacity.

While eight (8) different war programs have been in operation during the five-year period, the primary function of the college, the education of teachers, has continued to develop. This improvement has been reflected in existing areas, namely, Business, Elementary, and Secondary Curriculums, and through the addition and expansion of certain other areas, such as Educational Clinic, Field of Speech Correction, Field of Aeronautics, and the addition of Spanish as an elective in both Business Education and the Secondary Fields. The Experimental Laboratory School in Aviation was without parallel in our nation in 1944.

An idea of the balance between the Teacher Education development and the War Programs can best be depicted by placing them in parallel columns, shown as follows:

Programs of Study

Teacher Education Developments

Educational Clinic with Health, Psychological and Speech divisions approved by the State Council of Education.

Field of Speech Correction as a part of the curriculum for the education of teachers of Mentally Retarded Children.

Field of Aeronautics as a part of the curriculum for the education of Secondary Teachers.

Field of Spanish as an elective for Business Education students and later as an elective field for Secondary Students.

Experimental Laboratory School in Aviation, Summer of 1944.

War Programs

Aviation Programs—over 1,000 persons given flight instruction.

Civil Pilot Training for 100 college students.

High School Teachers of Aeronautics, 100.

Naval Flight Instructors, 250.

Army and Navy Aviation Cadet Program, 550.

Science Hall facilities provided for 2000 enrollees in Engineering, Science and Management War Training Courses.

Bloomsburg Hospital School of Nursing received Science instruction for 35 students.

Navy V-12 Unit (Officer Candidates) 500 Trainees.

The accelerated program for graduation in three calendar years was in operation during this period and has enabled 40% of our regular student-body to prepare themselves for teaching positions one year sooner than in previous years. On July 1, 1940, the college year of two eighteen-week semesters and three summer sessions aggregating twelve weeks was changed to three terms of sixteen weeks each. Summer Sessions aggregating twelve weeks were also provided for teachers. This change in calendar enabled us to bring our accelerated program into step with the calendar prescribed by the Navy V-12 Contract.

The residual value of the experience gained by the faculty personnel of the college in war programs is great. The ability and willingness of individuals to adjust themselves to meet new conditions is a most estimable quality.

In operating the 1944 Summer Courses in Aviation as an experimental laboratory school, we were able to staff the program with members of our own faculty. This program would not have been at all possible if we had followed the policy of hiring outside specialists to teach the war programs.

Notice of the national importance of this program has been reflected in the columns of the New York Herald Tribune of August 6, 1944, and in the October 1944 issue of the Aviation Magazine.

Enrollment

Size is a symptom but not a cure for all educational ills. Numbers are necessary to the operation of a college and, therefore, an analysis is presented so that we may view the situations as they have changed and the steps which have been taken to meet them as they occurred.

Adjusted Enrollment (on full-time basis) including Summer Sessions:

	Regular Students	War Students	Total
1944-45	361 (Estimated April 1945)	502	863
1943-44	622	610	1232
1942-43	484	204	688
1941-42	494	*	494*
1940-41	718	(None)	718

* Number of war students not available.

When we think of faculty we again consider numbers. However, mere quantity is not enough. Let us consider quality.

Instruction has been tested in this last five years as never before. The Civil Aeronautics Administration, acting for the Department of Commerce, has compiled, administered, and evaluated the tests given to each aviation student. The Navy has also tested its V-12 Trainees in both physical accomplishments and academic achievement. Nurses have been examined by the State Board of Nursing before the Registered Nurse Certificate has been conferred. Never before have the results of college instruction been subjected to evaluation by outside agencies. The results have been unanimously satisfactory in comparison with other institutions and this is attributable in a large part to the efficient coordination and the conscientious instruction in our war programs. No higher compliment can be paid to a faculty group.

The regular faculty has been reduced 8% (not including training teachers) while the average decrease in all teachers colleges has been 24%. Three colleges show their faculties decreased by 50%.

The basic employment period for the instructional staff is 36 weeks. All salaries are computed on this basis or fractional part thereof.

Summer Sessions have been self-supporting in terms of instructional costs, although for many years the rate of salary payment during the summer has been from 70 to 80% of that provided in the basic salary schedule.

With the change in calendar to the year-round operation of the college having three terms of equal length, we have been able to maintain the salary schedule during the Summer Term or Trimester and Sessions for Teachers.

More employment, that is more weeks of employment, have been provided. The average faculty member taught forty-one (41) weeks in the college year 1942-1943 and this was increased to forty-five (45) weeks in 1943-1944.

A cost of living increase for all instructional and non-instructional employees receiving less than \$3,750 was made effective as follows: 15% additional October 16, 1942, 10% additional September 1, 1944. Therefore, present salary rates are approximately 25% higher than before the war period.

While one-fourth of our faculty are active in the Aviation Program and over one-half in the subsequent Navy and Nursing Programs, part-

time instructors were employed on an hourly basis and thus, when the program ended, were not carried on the payroll past the time of their service. Regular faculty members who offered instruction in war programs in addition to a regular teaching assignment were paid for these additional services at the same hourly rate as part-time faculty members.

Student Activities

The accelerated program, with its heavier academic load, caused the termination of many extra-curricular activities. Social life in terms of formal dances, dinners, and those activities requiring transportation were of necessity curtailed, hence the arrangement of activities in order of worth has preserved and even enhanced the contribution the Maroon and Gold (college newspaper) and the Obiter (now the all college year book). Social life has centered itself of necessity around the campus, with the result that a social room for men and women has been installed near the old gymnasium so as to make dancing possible.

To provide light refreshments on the campus, a canteen for Navy Men and College Students has been in operation for over a year and has provided the funds necessary for the publication of the Yearbook.

Student contributions to the Red Cross, National War Fund, U.S.O. Drives, and the purchase of war bonds and stamps has attained a high level of which the college is proud.

When travel has permitted, student representatives from the college have attended conventions of the Eastern States Association of Professional Schools for Teachers in New York City, and the State Conventions for the Government Associations of the various State Teachers Colleges.

Week-end recreation journeys to Eagles Mere were a popular activity in the summer of 1944 and are to be continued in 1945. Intercollegiate sports—football, basketball, soccer, wrestling, track, and intramural competition have been maintained during the period except for the year 1941-1942.

What of the Future?

With the possible termination of the Navy Programs, the immediate problem of the college calendar must be considered. Since all other Teachers Colleges operate on a two-semester-three-summer-sessions calendar, we are legally bound to return to that basis with the termination

of the war programs. The transition from one calendar to another can be easily made following the conclusion of the term or trimester in June, 1945.

Aside from the mechanics of the calendar, we have noted that the continuous three year round calendar which formerly was spread over four years with summer vacations has (a) caused noticeable student physical fatigue and lagging student effort; and (b) an equally evident tension on the part of the faculty. If such a calendar is to be continued, specific provision should be made so that faculty members will not be scheduled to teach continuously for more than 80 weeks over two college years of 96 weeks.

Bloomsburg places over 90% of its graduates, as shown by a survey completed in 1941. A study of 1,025 graduates who completed the requirements for the Degree of Bachelor of Science in Education over the ten year period from 1931 to 1940, inclusive, discloses the fact that 92% have been gainfully employed. Of these over 77% were engaged in teaching, while 15% were in other occupations. This leaves only 8% to be accounted for in such activities as homemaking, government, continued college attendance, and the unemployed.

Future prospects in the field of teacher education in terms of the curriculums for which we are already approved may be summarized as follows:

1. If the salaries of elementary teachers are equalized with the salaries of secondary teachers who have equal qualifications, there will be a marked incentive for young women to come to college in order to teach younger children in the elementary grades. If not, we can expect decreases in enrollment in this field. Additional subsidies for teachers of special classes for the mentally retarded are proof of these expectancies.
2. High school teachers will be in demand in certain academic fields, such as Mathematics; Science; and Foreign Languages, particularly Spanish. The English and Social Studies fields always have been and possibly always will be overcrowded, since many college Seniors in Liberal Arts Colleges decide shortly before they graduate to complete the minimum requirements for certification. The kind of student who does not decide what he is going to do with his education until he is a Senior is usually one who does not have the prerequisites for successful work in Mathematics, Science, Languages, and in

similar fields of about equal difficulty. Therefore, we have the cry that "there are too many teachers," based on the fact that the number of certificates issued is in excess of the number of positions available. The question "are there too many teachers?" has never been conclusively answered, and requires careful study.

3. Business Education as an activity on the college level has suffered marked decreases in enrollment, both on account of the large number of men enrolled in this field, and also because it was possible for the high school graduate, with very little training, to go into business or government offices and demand salaries in excess of those paid college graduates. It is to be expected that with the return of peace this situation will right itself. Increases in enrollment are to be expected.
4. The expansion of the offerings of State Teachers Colleges, both in the field of Teacher Education and in other fields, is receiving consideration by the Legislature at the time of this writing. Whatever may be the outcome, it is felt that the field of Aeronautics will be developed on the high school level. Over four hundred high schools in Pennsylvania are now offering a course to Juniors and Seniors. Present certification requirements are on a war emergency basis and it is to be expected when these are brought up to the level of other subjects there will be a necessity for the training of teachers in this field.

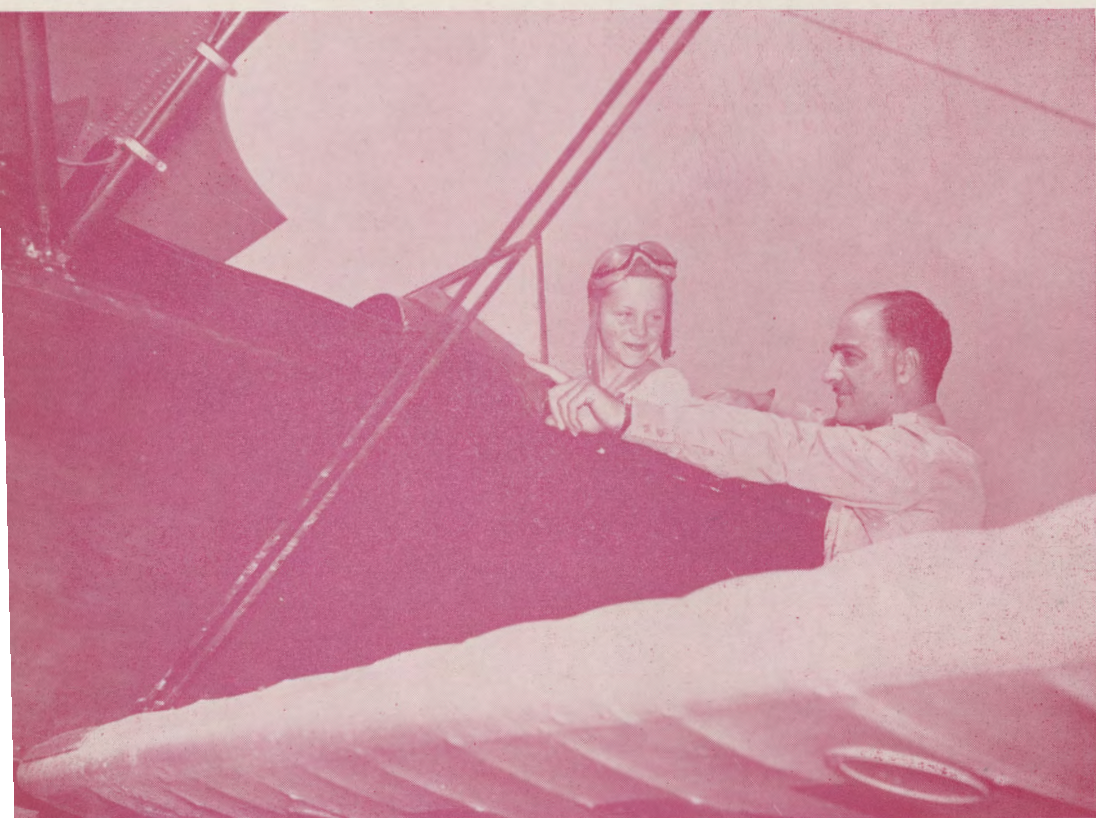
The location of the college in relation to the airport makes Bloomsburg a natural aviation center. This relationship exists because of the far-seeing efforts of Harry L. Magee and a number of Bloomsburg citizens who pioneered the airport, and our Board of Trustees who have been willing to experiment with new things in education for a new day, with the result that the Town Council of Bloomsburg is purchasing the local airport so as to obtain the advantages of municipal ownership.

In the event that legislation makes possible the training of veterans and/or war workers in the field of Aeronautics, this and other areas of

instruction yet to be developed will then attract an increasing number of young men and young women.

The transition from war to peace has already begun in our Teachers Colleges. There remains the problem of facing the future with the same far sighted enthusiasm and cooperation which made possible our marked contribution to the war effort.

Only through the vision of the Board of Trustees, the cooperation of the faculty, the confidence of the student body, the interest of the public spirited citizens of Bloomsburg, along with the continued support of the 9,000 Alumni have we been able to meet the challenges of war. With the same spirit we shall be able to solve the problems of peace and the education which will promote its continuance.



AND A CHILD SHALL FLY THEM . . .

REGISTRATION

Those desiring to enroll should make sure of registration by forwarding the Preliminary Enrollment Blank, together with a check, or money order for \$10.00.

If any fees other than the Activities Fee are paid by Bank Draft, Post Office Orders, or Checks, they must be made out for the exact amount which is being paid and drawn payable to the order of the Commonwealth of Pennsylvania. All Post Office Orders paying such fees must be drawn on the Post Office at Harrisburg, Pennsylvania. If the Activities Fee is not paid in cash a **separate order** must be drawn payable to "Community Activities." All fees must be paid in advance of enrollment.

These advanced reservation deposits will be returned provided the college is notified at least three weeks before the opening of the session of the desire to cancel the reservation.

Students not living at home and not working in homes approved by the College must live in the dormitories if rooms are available.

PRELIMINARY ENROLLMENT BLANK

Name of Applicant _____

Address of Applicant _____

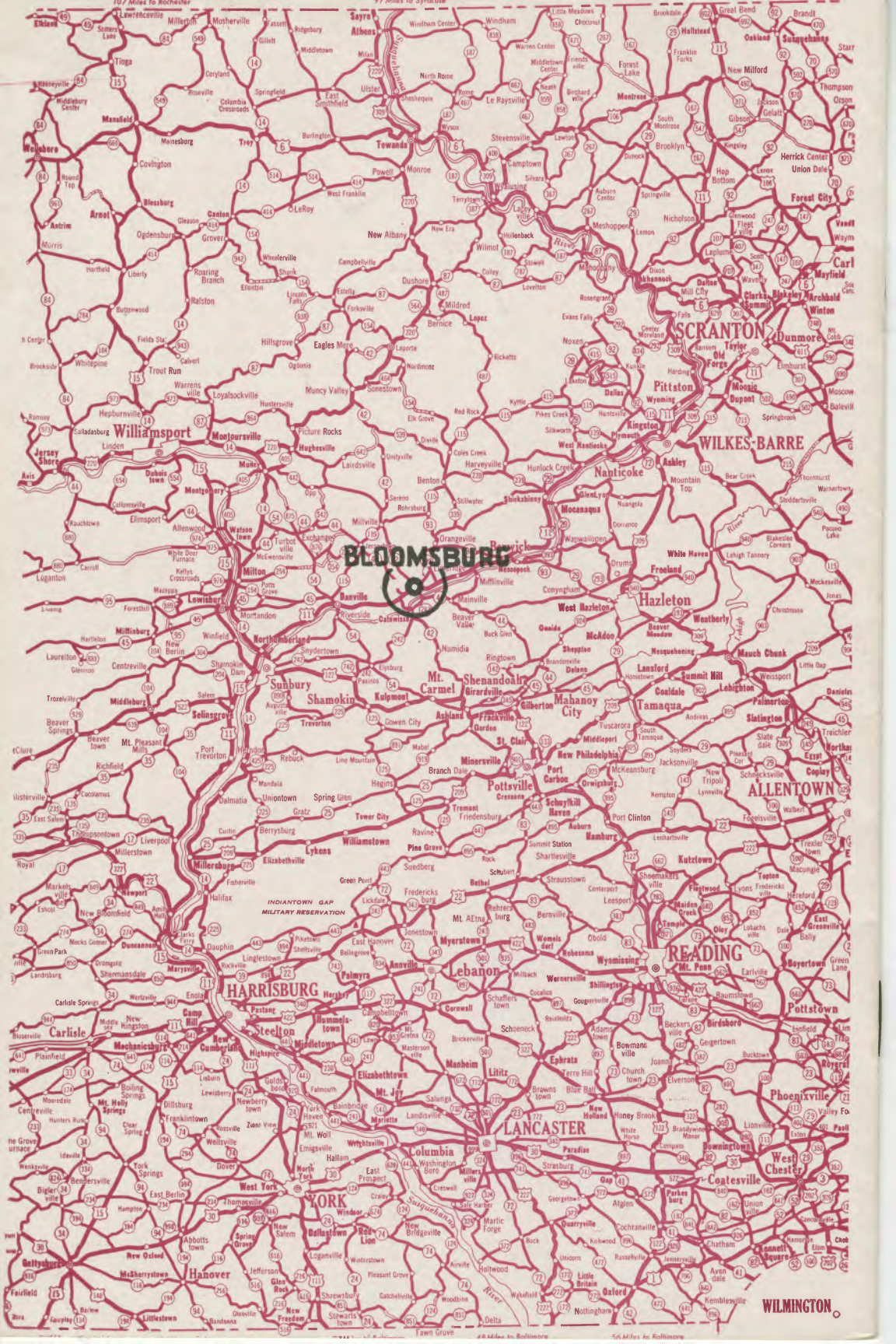
Shall we reserve a room for you? _____

Is this your first enrollment in this college? _____

Year graduated from high school _____

Check the curriculum and expected time of enrollment:

- | | | | |
|------------|--------------------------|---------------------------------|--------------------------|
| Elementary | <input type="checkbox"/> | Three Year Program: | |
| Secondary | <input type="checkbox"/> | Semester beginning September 10 | <input type="checkbox"/> |
| Business | <input type="checkbox"/> | Semester beginning January 23 | <input type="checkbox"/> |
| Special | <input type="checkbox"/> | Four Year Program: | |
| Aviation | <input type="checkbox"/> | Semester beginning September 10 | <input type="checkbox"/> |
| Other | <input type="checkbox"/> | Semester beginning January 23 | <input type="checkbox"/> |



BLOOMSBURG

