

**TWO DECADES OF DEVELOPMENT
1939-59**

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DR. HARVEY A. ANDRUSS

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1939, Oklahoma A. & M. College, 1942, 1943, and 1949. Educational consultant and head, department of accounting, First Army University, Shrivenham, England, 1945-46; consultant, higher education, Pennsylvania State College, 1948; consultant, citizenship education, Teachers College, Columbia, 1950. Visiting professor, Pennsylvania State University, summer 1957. Represented American Association of Teachers Colleges in hearings before both House and Senate (78th Congress) on legislation to extend the Civil Pilot Training Act of 1939. Editorial consultant, Southwestern Publishing Company, Gregg Publishing Co., Macmillan Company, Lyons & Carnahan, Memorial Victory Fund Committee, Third Federal Reserve District, Philadelphia; consultant, Business Problems Committee, Investment Bankers Association of America, Chicago; adviser on Civil Service examination, Unemployment Compensation Board of Review, Department of Labor and Industry, Harrisburg; secretary, Co-operative Commission on Teacher Education in Pennsylvania; consultant, Educational Policies Committee, N.E.A., Washington, D.C.; Educational Adviser, Army Air Force Association, 1959; president, Alpha Alumni Association of Phi Beta Kappa in Pennsylvania; director, Bloomsburg Hospital; member, executive committee Bloomsburg Chapter of American Red Cross, chairman 1933-35; member, executive committee Consumer Education Round Table; Pennsylvania State Education Association (vice-president, college and university section); member, executive committee Salvation Army (Bloomsburg); past president and vice-president, commercial section, Pennsylvania State Education Association; vice-president, College Instructors Round Table of National Commercial Teachers Federation; member, Pennsylvania Education Commission, Kiwanis Club; member, N.E.A., Pennsylvania State Education Association, Eastern Commercial Teachers Association, Eastern Commercial Association, National Business Teachers Federation, Southern Business Education Association; Presbyterian; Mason (33°). Author five books, including: *Ways to Teach Bookkeeping and Accounting* (1942); *Burgess Business Law*, 1952. Home: Buckalew Place, Light Street Road, Bloomsburg, Pennsylvania.

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TWO DECADES OF DEVELOPMENT

1939 - 1959

Editor's Note: This is a series of articles which appeared in the *Morning Press of Bloomsburg, Pennsylvania*, in September, 1959, dealing with the first twenty years of the administration of Dr. Harvey A. Andruss as President of the Bloomsburg State Teachers College.

The clouds of an impending international conflict hovered over the world like a giant octopus in August, 1939, when Dr. Harvey A. Andruss was appointed president of the State Teachers College at Bloomsburg. His appointment, at the age of thirty-seven, was another highlight in a distinguished career in education during which he served as a high school principal at the age of nineteen, as a university instructor at twenty-four, as a college department head at twenty-eight, and as dean of instruction at thirty-five. Dr. Andruss succeeded Dr. Francis B. Haas, president from 1927-1939, who had accepted the position of State Superintendent of Public Instruction for the Commonwealth.

Critical Time in History

It seems likely that the two decades, 1939-1959, may well be considered one of the most important and most critical eras, not only in world history, but in the annals of our nation, its forty-eight states, and the many institutions and organizations which breathe life and strength into our national government. From October, 1938, to March, 1939, Adolph Hitler successively annexed Austria, the Sudetenland, Memel, and the Czechoslovak Republic. The futile attempts by Great Britain and France, to appease the Nazi dictator, came to an end on September 1, 1939, when

a German army of about one million men, with tank divisions and the most powerful air force in Europe, attacked Poland at dawn. The theory of the blitzkrieg or "lightning war", featuring tanks and planes, was to have a profound effect on science, industry, and education in the United States.

In what seemed like rather quick succession, the United States recovered from a severe depression, fought and won a world war, exploded the first atomic bomb, made the transition from wartime to peacetime production, developed the hydrogen bomb, faced a lingering cold war with Communist nations, engaged in an international police action (The Korean Conflict), and overcame an economic recession. It was a time that called for leaders of sound judgment, far-sighted vision, and daring action. And education was called upon more than ever before, to help preserve democracy and to keep it in the vanguard of world leadership. What part did Bloomsburg play during this critical score of years?

New Course Is Set

In a report published in 1945, "Five Years Are Finished", Dr. Andruss stated, "A new course must be set to determine whether we shall go 'when Nation 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."

Half a decade later, John A. Hoch, dean of instruction, had written in "Five More Years Are Finished, 1945-1950" ... "A world, weary and disillusioned by war, is now seeking peace. The uncertainties of the future have been intensified by the challenge of the atomic age which has, in turn, deepened and broadened the responsibilities for higher education. American colleges and universities face the need for improving traditional tasks and for assuming new tasks created for them by a rapidly changing world. What has been happening at our college?"

An examination of enrollment, curriculums, faculty, plant, and related activities, during the twenty years Dr. Andruss has served as President, reveals considerable adjustment, change and growth. Subsequent information will be presented not only as a review of events and accomplishments but as an indication of the possible improvement and extension of services which the colleges can render in the future to citizens of the Commonwealth and the Nation.

EXPAND PHYSICAL PLANT; MORE IS NOW REQUIRED

There has been considerable expansion of the physical plant of the Teachers College since the close of War II and much more is going to be required to make the physical plant large enough to handle those who wish to study at "the friendly college on the hill."

Buildings and Equipment

"While colleges are not buildings alone, the plant provides background

and atmosphere for learning." Included in a report published by Dr. Andruss in 1945, this statement aptly sums up one of the major considerations which face college administrators.

When the college year began in September, 1939, four new buildings dotted the campus — a gymnasium, a junior high laboratory school, a shop and maintenance building, and an addition to the heating plant. Since the college budget had been prepared before the buildings were completed, President Harvey A. Andruss had to solve the problem of securing additional funds to open and operate the new buildings.

By the prompt action of the college administration, a short time later, arrangements were completed to train Army and Navy Flyers and Navy Deck Officers, and the necessary funds became available. The Junior High School became "Navy Hall", and since 1945, it has provided several classrooms for general use and a location for offices, classrooms and machine rooms used by the Division of Business Education. During World War II, the college was able to spend nearly \$100,000 on buildings and field equipment, movable equipment, contracted repairs, and grading roads and walks. This included critically-needed new underground conduits to supply power and light for all buildings. In addition to safety and landscaping considerations, these new conduits and transformers gave Bloomsburg the lowest relative electric cost among the State Teachers Colleges.

From 1945-1955, nearly three-quarters of a million dollars were spent on internal changes and improvements in existing buildings. The entire first floor of Carver Hall was completely reconstructed to provide a central and attractive location for administrative officers.

The Old Waller Hall Gymnasium was rebuilt to be used as a Lounge for students and to house a College Book Store and Snack Bar. The changes in these two buildings rarely fail to evoke admiration from alumni and visitors alike. Extensive changes in the first floor corridor of Waller Hall provided spacious Lounge areas for students and faculty, administrative offices for the social deans, and a new communications center, which includes mail facilities for all students and a PBX telephone switchboard.

BSTC IS FIRST TO GET "OK" ON CAMPUS PLAN

Changes had to be made in objectives at the Teachers College through the past score of years to meet the demands of those who wished to at-

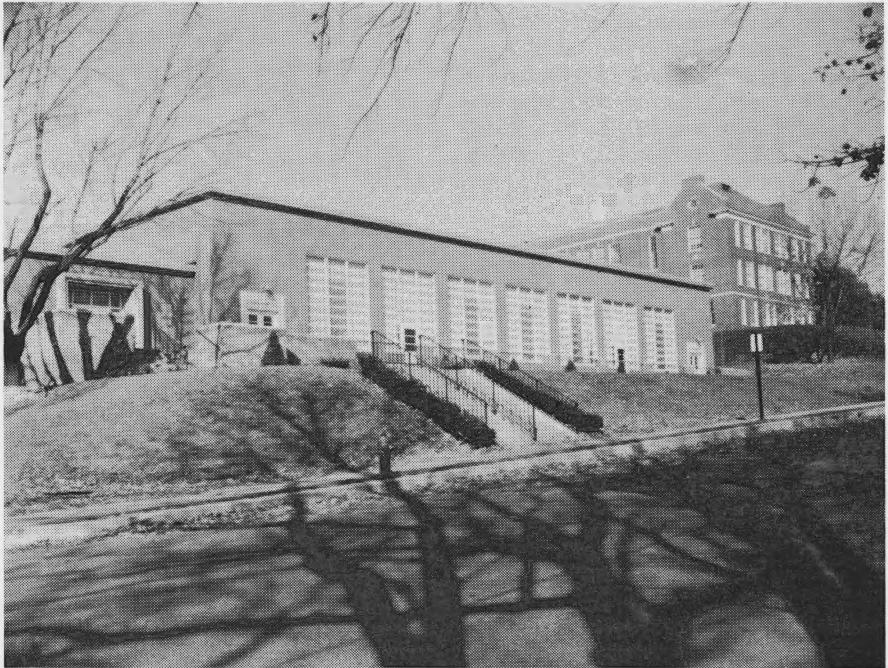
tend the institution. The program to meet these demands is now well launched and more are being projected.

Most of the changes, described in previous articles in this series, were designed to improve buildings which could accommodate a population of 800-900 students.

President Andruss sensed the need for a coordinated, long-range campus plan of building and development which would allow the college a systematic method of meeting the mushrooming demand for education.

First Approved Plan

The idea bore fruit and, in 1957, Bloomsburg became the first State State Teachers College in Pennsylvania to have a plan approved by the Department of Public Instruction. In the



The College Commons — 1957

spring of the same year, the doors of the new College Commons were opened to provide dining-room service for more than five hundred men and women dormitory students and about 150 male students who lived in private homes in the Town of Bloomsburg.

The modern and spacious facilities of the Commons have also been made available to those community and area organizations having a membership too large in number to be accommodated elsewhere. The old dining room in Waller Hall was completely rebuilt as a library area which more than doubled the amount of shelf space for books and periodicals.

Removal of the old library made it possible to house forty more students on the second floor of Waller dormitory in September, 1958. These changes, along with the optimum use of all classrooms, permitted the following growth in enrollment at Bloomsburg since 1955, with the enrollment increasing steadily. For the past five years it has been: 1955, 935; 1956, 1078; 1957, 1187; 1958, 1368; this year, approximately 1600.

Newest Buildings

In the summer of 1958, two more parts of the campus plan became a reality. Ground was broken for a new dormitory to house 200 men and for another building, Sutliff Hall, which will provide six science and geography laboratories and eight Business Education classrooms. Constructed by the General State Authority at a cost of more than one and a third million dollars, the two buildings will be put into use by January, 1960. Due to limited dormitory space, for housing men and women on campus, the college is now completing a new 100 car campus parking area for the conveni-

ence of the large number of commuting students who must drive cars to campus each day.

Enrollment

In October, 1939, there were 659 class one students enrolled at Bloomsburg. This year the enrollment is nearly 1600. Do these figures indicate a slow but steady growth for twenty years, including the periods of World War II and the Korean Conflict when millions of men were being called into military service? Dr. Andruss noted, in 1945, "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. 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."

Prevent Drop During World War II

A sudden and severe drop in enrollment at Bloomsburg was prevented by the successful efforts of Dr. Andruss and the Board of Trustees in securing war programs. While the enrollment of regular full-time students dropped from 718 in 1940 to 361 in 1944, enrollment was supplemented by the addition of from 200 to 600 war students each year.

As a result, the number of faculty members at Bloomsburg was decreased only 8 per cent while the average decrease in all teachers colleges was 24 per cent. The enrollment also had a favorable effect on curricular offerings and use of buildings. Equally important was the fact that a forward-looking college administration provided

valuable military training for more than 1300 Army and Navy personnel and, at the same time, allowed men an opportunity to begin or complete the requirements for a Bachelor of Science degree — a useful asset for their return to civilian life.

Stabilized For Period

In spite of increased demands for admission to college during the period from 1950-1955, enrollments were stabilized between 800 and 900 students. This was due in part to limited dormitory capacity, limited seating in the dining room and auditorium, and a strong desire on the part of the college administration to provide quality education for future teachers in the Commonwealth.

President Andruss foresaw the tremendous increase in enrollment pressures resulting from the continued need for classroom teachers and the desire of more young men and women to receive a college education. Renovations, rebuilding, and optimum scheduling helped make more classroom and dormitory space available for gradual increases in enrollment from 1955-1959, while a long-range, comprehensive campus plan has been developed and approved to accommodate approximately 3000 students by 1970.

The ratio of men and women after World War II was two to one, and after the Korean Conflict, it was five to three; in recent years, men have held a slight numerical superiority.

Briefly, it can be said that the careful planning and initiative of the administration have been responsible for maintaining enrollment, during war and peace, at a constant and maximum level in keeping with educational standards and available buildings.

COLLEGE FACULTY ALMOST DOUBLES IN TWENTY YEARS

The faculty of the Bloomsburg State Teachers College has almost doubled in the past twenty years, but throughout that period the shortage of well trained, experienced teachers has been a major problem for many school administrators.

Statistics show that in September, 1939, there were forty-two members on the Bloomsburg faculty. When the new term began this year, there were eighty-two faculty members, but only six, including President Andruss, have been at Bloomsburg during the past twenty years. Seventeen members have completed ten years of service since the College was last accredited by the Middle States Association in 1950.

One of the major changes, supported by President Andruss and the Faculty Association, was the enactment of a series of laws by the state legislature since 1950, establishing faculty rank, minimum salaries, and salary increments for the 14 State Teachers Colleges. The original act also establishes minimums of academic preparation and years of experience for instructors, assistant professors, associate professors, and professors. The legislation includes qualifications and compensation for co-operating teachers in public schools who participate in the teacher-training program of the Colleges. Salaries and qualifications of faculty employed in State Teachers Colleges in Pennsylvania have now reached a more desirable level in comparison with other states and other colleges and universities.

At the present time, the trustees and administration, along with the faculty, are supporting legislation which will improve salaries, retirement and sick

leave. Under consideration by trustees, faculty, and the board of presidents is a uniform policy relating to employment and dismissal of instructional employees at all State Teachers Colleges in Pennsylvania.

Student-Teacher Ratio

Since his tenure as president began in 1939, Dr. Andruss has devoted effort, not only to improving salaries and professional qualifications, but also to: maintaining a desirable student-teacher ratio; securing faculty members who have completed their academic preparation at many of the nation's leading colleges and universities, and have, in addition, a diversity of experiences related to their teaching assignments; maintaining a professional staff of which thirty percent or more have earned doctor's degrees. An analysis of the personal qualification of this year's 82 members will show that considerable progress has been made in meeting these objectives.

Eighty-Eight Employees

An attractive campus of more than 55 acres indicates the interest of the administration in the physical plant, its surroundings, and the men and women who are engaged in non-instructional activities. With an enrollment of 659 students in 1939, the College employed 44 non-instructional employees. The construction and operation of seven new buildings since 1939 and an increase in enrollment to 1600, has been accompanied by an increase in the staff to eighty-eight employees. Here again, the matter of adequate qualifications and salaries has been a matter of prime concern involving members of both the maintenance and secretarial staff. It may be interesting to note that three members of the present secretarial staff have completed twenty or more years of service. They

include Mrs. Anna M. Knight, secretary to the president; Miss Ethel M. Wilson, secretary to the business manager, Miss Beatrice Eyerly, employed in the College Store.

The future addition of dormitories, a library, an auditorium, classroom buildings, and a field house — all provided in the Campus Plan — will demand the same careful selection of non-instructional employees if Bloomsburg is to preserve the beauty of the campus and the many services rendered by administrative offices.

BSTC CHANGES PROGRAM TO MEET CURRENT NEEDS

The changes that have been made at the Teachers College in the past score of years to aid in the great national emergency of World War II, and the development since of various phases of the program to meet the needs of the educational front, as they arise, have been milestones in the program of the local institution.

It has often been said that "what is taught" and "how it is taught" are of paramount importance in any program of directed learning activity. Children must be prepared for college study or for a vocation.

A Teachers' College must prepare teachers who can and will keep instruction geared to scientific and technical changes in our culture. The record of the present college administration since 1939, shows evidence of how changes must and can be made for the welfare of a democratic society.

During the 1940-1945 period, when many colleges had to curtail activities and curriculum offerings, Bloomsburg continued at or above the pre-war level; although the immediate program was

designed to train military personnel in the following war programs, there was a carry-over of experience and know-how into the activities and learning experiences of the post-war period.

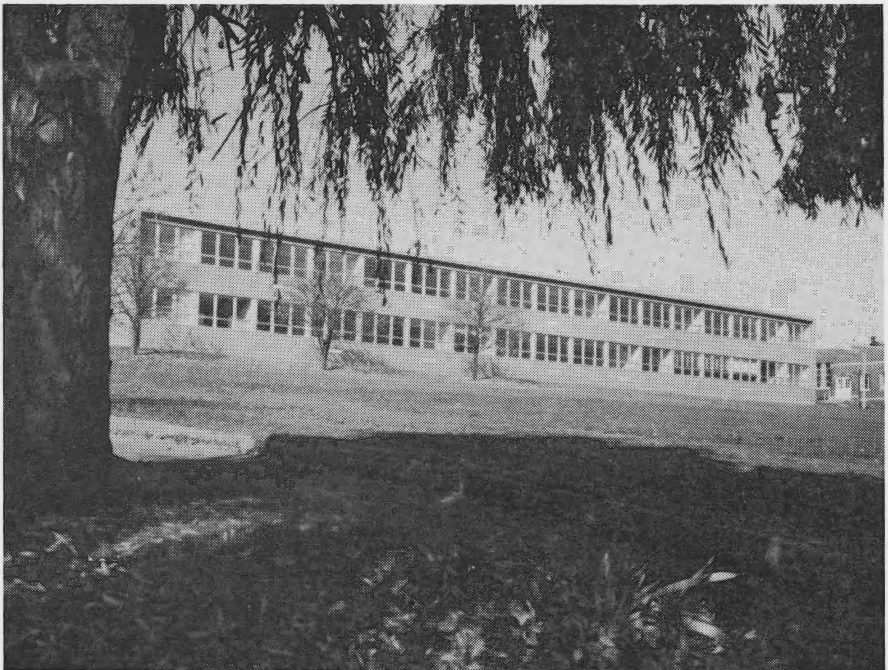
War Training Programs

In the fall of 1940, Bloomsburg was one of 600 institutions of higher learning which was asked to participate in the Civilian Pilot Training Program under the Civil Aeronautics Administration. From then until the Japanese attack on Pearl Harbor on December 7, 1941, the college trained 100 airplane pilots.

These college students received flight instruction at the Bloomsburg airport and ground school instruction at the college in addition to carrying a

regular schedule of college classes. Most of the ground school classes were taught by members of the college faculty while the entire college community received a better insight into some of the many aspects of the coming Air Age. A majority of the student-pilots became flying officers in the Army, Navy, and Marine Air Forces during World War II.

A pre-flight aeronautics course for teachers was sponsored at the college in the summer of 1942 by the Civil Aeronautics Authority. Bloomsburg had a quota of 20, and was the first college in the nation to offer the course exclusively for teachers-in-service, instead of intermingling them with Civilian Pilot trainees. From this summer program was born the concept that a field or area of concentration for teachers



William Boyd Sutliff Hall — 1960

should be developed. Such a program was approved by the State Council of Education and became a part of the curriculum for the education of Secondary Teachers. One hundred high school teachers were ultimately trained to become teachers of aeronautics.

From 1942 to 1945, Bloomsburg provided flight instruction for 30 Army Service Pilots, for 400 Navy Cadets in the V-5 Program, and for 500 Navy Flight Instructors who were destined to teach flying and ground school subjects to Navy Cadets; the college also trained 500 Navy V-12 Officer Candidates in a program which could lead to a Bachelor's Degree. Bloomsburg was one of the 140 institutions, selected from 1700 institutions of higher learning in the nation, to participate in the V-12 program.

In other contracts with the national government, the college provided Engineering, Science, and Management War Training Courses to over 2,000 industrial workers during evening classes in Science Hall. Arrangements were also completed to train 20 nurses each day, in biological and social sciences, for the Bloomsburg Hospital.

Aviation Laboratory Schools

Aviation Laboratory Schools were conducted by the college during the summers of 1944 and 1945. They were open to young men and women above the age of fourteen and to high school teachers interested in aeronautical subjects. The course included an opportunity to learn to fly and to receive the seventy-two hours of ground school instruction required for a private pilot's license. The programs were so unique and successful that feature stories were written about them in the New York Herald Tribune and Aviation magazine. This type of civilian aviation opportuni-

ty was not available in its entirety anywhere else in the eastern portion of the United States.

One of the major adjustments in the program of instruction initiated by Dr. Andruss was the change on July 1, 1940 from a college year of two eighteen-week semesters to three terms of sixteen weeks each. This allowed students to complete four years of instruction in three years, made more teachers available during the war, and made it possible for 40 percent of the regular students to begin teaching a year earlier. Although the college returned to two eighteen week semesters in September, 1945, many students still pursue the three-year accelerated program by attending three summer sessions of twelve weeks each. While the summer session program helps to alleviate teacher shortages by making more teachers available sooner, it also provides an opportunity for teachers-in-service to complete work for a Bachelor's degree or to become certificated in special or additional areas of instruction. Summer session attendance reached an all-time high in 1959 when nearly 1850 students were registered during the four sessions of three weeks each.

Each of the War activities, listed in previous paragraphs, was developed along lines of possible post-war expansion. Changes and additions since World War II are also worthy of mention.

FIRST AMERICAN ARMY UNIVERSITY

In May, 1945, the Secretary of War selected President Harvey A. Andruss as one of a group of college administrators to organize the First American Army University, located at Shrivenham, Berkshire, England.

Here, 4,000 G.I.'s who could not return home immediately after the close of World War II, were enrolled for eight week sessions, the first beginning in August and the last in October of 1945.

A full - fledged University with graduate and undergraduate course offerings was organized, faculty employed, and buildings were readied in July for students who were enrolled in August.

Doctor Andruss was Head of the Department of Accounting and acted as Pre-Registration Counselor for Veterans, many of whom returned from combat experiences on the Continent of Europe by way of England and finally home.

The success of the G.I. Programs at Bloomsburg State Teachers College beginning in 1946 was in no small measure a result of the experience of Doctor Andruss in this First American Army University in England.

In 1948, with a total enrollment of 900, of which 600 were men, the soundness of the policies developed by Dr. Andruss, growing out of his experiences with the Armed Services Training Program, both in the United States and over seas in the European Theatre of Operations, was evidenced.

Added Programs

Driver education and training and general safety education programs were established in the summer of 1948 to prepare teachers who could give adequate instruction and training to senior high school students. A retail selling sequence was added to the Business Education curriculum in 1946; for three years, the college cooperated with Pennsylvania State University in the education of freshmen students in the field of Liberal Arts.

The development of admissions policies has had a salutary effect on the program of instruction. As a result of the emphasis placed on intelligence, achievement, personality traits, and physical capacity, the college has been able to improve its selection of students who wish to become teachers. The results cannot yet be fully measured, but the improved process has already brought benefits to the students and their parents, to the faculty and the college, and to the taxpayers who help to maintain the Teachers Colleges.

Another very significant development in curricular offerings was brought about in 1957 when President Andruss established the Division of Special Education. This includes clinics for Speech and Hearing Therapy, Psychological Testing and Remedial Reading. The tremendous demand for Bloomsburg's graduates in this field has already given an indication of the value and success of the program and the many benefits it will bring to the thousands of handicapped children in Pennsylvania.

COLLEGE AND COMMUNITY CO-OPERATION

The events of the past twenty years indicate rather clearly that Bloomsburg is not merely "a town with a college" but rather a community in which the town and the college cooperate to provide mutually beneficial services.

When the need for large numbers of trained personnel became an urgent problem in 1939, the resources of the College — including faculty, administration, and buildings—were quickly made available to provide learning and training for personnel who would contribute to the war program at the local, state and national level. Most of these specific areas of cooperative endeavor

have been listed in previous paragraphs describing the curriculum, enrollment, and buildings and equipment.

After World War II, when the Commonwealth conducted an intensive campaign to clean-up the streams of Pennsylvania and improve health conditions, local communities were requested to construct Sewage Disposal Plants. In September, 1956, the college presented a check for \$15,000 to the Municipal Authority of the Town of Bloomsburg in final payment of \$35,000, the cost of construction assumed by the Commonwealth of Pennsylvania when the Disposal Plant was constructed. The College has continued to pay, according to the original agreement, an annual rental to help defray the cost of operation.

Aids Civic Music Program

For nearly a decade, the Community Government Association of the College has contributed \$1,000 annually to the Civic Music Association to bring outstanding musical talent to residents in the area. That amount was increased to \$1,500 for the 1959-60 series, and represents half the total budget of the Civic Music Association. Outstanding concert and lecture programs have also been brought to the campus and, generally, residents of the area have been invited to attend the performances as guests of the college.

Recently, when funds were needed to purchase and maintain a Community Ambulance, a check for \$1,000 was presented to the Ambulance Association by the college. The Trustees, students, and faculty have assumed the responsibility for providing funds at regular intervals to furnish and maintain a room at the Bloomsburg Hospital. The example set by the administration of the college was reflected recently in a slightly different manner

when freshmen, sophomores, juniors, and seniors considered plans to raise money which would be contributed to the Columbia County United Fund or to a similar agency dedicated to meeting the needs of the community.

The concern of the college in the economic health of the community has been demonstrated in many ways in the last two decades including two rather novel approaches — the Sales Rally and the Fashion Show. More than 1,000 business men, retail sales people, and high school and college business education students are given an opportunity to see and hear the latest and best techniques presented by the nation's outstanding salesmen. The Fashion Show involves a very close degree of cooperation between college personnel and Bloomsburg merchants.

Many In Private Homes

One of the highlights in college community relations is directly related to the increasing enrollment at the college. For the past several years, between 300-400 men and women students have been housed in private homes in the town. The response by homeowners has been very gratifying, and, in turn, the college administration has assumed responsibilities in providing information and promoting understanding for good relations between the students and the homeowners.

The complexities of urban and industrial living emphasize the need for a variety of services. While many citizen-groups hold meetings on the campus, they frequently require not only a meeting place but also the use of equipment and the services of faculty or non-instructional personnel. Two years ago, President Andrus and the Trustees approved the request of the Air Force Reserve for a two-semester

evening course to be taught to the officers and enlisted men by a member of the college faculty.

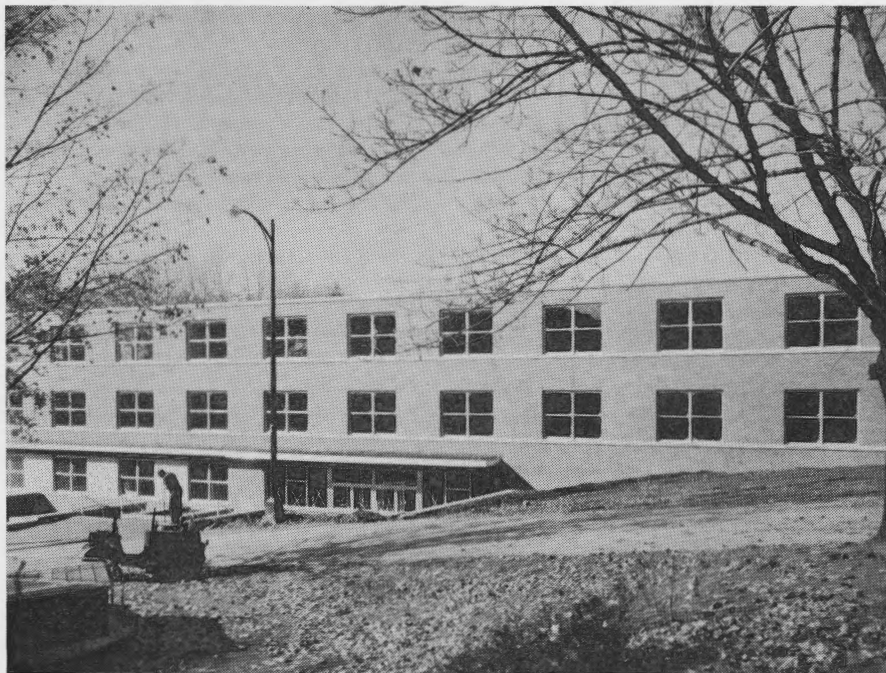
The needs and activities of 1,600 students and 170 college employees favorably affect the economic and cultural patterns of Bloomsburg. Money spent by students and by visitors, plus employees salaries and maintenance of the college plant, brings nearly a million dollars into the community each year.

PUBLIC RELATIONS

It has been said that "Public relations is a way of life for an institution — not a job for a single individual." The policies, program, and practices of the Bloomsburg State Teachers College and the performance of its people

during the past 20 years have determined the quality of the institution's public relations with its many publics.

In order to expand and improve the total program, President Harvey A. Andruss established, in 1946, a faculty public relations committee with a director of public relations to coordinate the public relations aspects of all activities of the college. These include: news releases which are mailed to more than a hundred daily and weekly newspapers throughout the state; special stories for newspapers and television and radio stations; an annual series of radio broadcasts originating from the college; and a placement office which serves both Bloomsburg's graduates and public school officials who hire teachers; an extensive recruitment and high school visitation program which now



New North Hall Dormitory (for men) — 1960

provides direct contact with more than a thousand juniors and seniors in nearly 80 high schools each year; the development of motion pictures to bring the scenes and action of campus activity to prospective students, alumni groups, and other important college publics; a speaker's and entertainment bureau through which the college makes available the instruction, information, and entertainment resources of faculty members and students.

Publications

A variety of promotional leaflets, bulletins, and brochures have been published since 1940. Among them are: the annual placement brochure, introducing Bloomsburg seniors to school administrators; progress reports — "Five Years are Finished" (1945), "Five More Years Are Finished" (1950); recruitment aids — "If You Want to Teach", "Twenty Questions Most Often Asked by High School Graduates" and "Your College Career at Bloomsburg." Special bulletins are also published periodically by the divisions of business, secondary, elementary, and special education.

The college has continued and enlarged such on-campus activities as the annual Education Conference for Public School Teachers and Administrators, the annual Business Education Contest for high school students, and the annual Invitation High School Basketball Tournament.

Added Since War II

In the years since 1946, other features have appeared on the college calendar as annual events—the Fashion Show, the Sales Rally, Parents Day, and the Invitation High School Wrestling Tourney.

College athletic teams have written outstanding intercollegiate records for nearly 15 years in football, basketball, baseball and wrestling. In each of these four sports, Bloomsburg teams have won the Teachers College Conference championship one or more times in the past ten years and, on occasion, have earned statewide and national recognition for outstanding winning streaks and performances. Swimming and golf were added to the varsity intercollegiate program for the first time this year.

Recent Highlights

Two events of the past college year (1958-59), which began as college-community relationship projects, have had significant public relations results. In one instance, the college community made an all-out effort during the annual campus visit of the American Red Cross bloodmobile with the goal of restoring Bloomsburg to a Class I priority rating; although many students donate blood regularly in their home towns, they rose to the challenge, met the goal, and restored the Town of Bloomsburg to Class I priority standing.

The second event resulted from a recommendation made by President Andruss — that the deans of men visit and interview householders who are housing either college men or women in their homes this year. The purpose was to create mutually good understanding between students, householders, and college officials. Judging from the responses of householders, this has been one of the most successful public relations gestures in recent years.

The success of the public relations program has been reflected in the growth and development of the college and the confidence it inspires in the people of the Commonwealth whom it strives so ably to serve.

\$1,818,862.00 IN BUILDINGS FOR BIENNIUM (1959-1961)

Availability of funds, expansion of curricular offerings, the addition of courses leading to graduate degrees, possible changes in the purposes of the institution, and the continued increase in the number of prospective college students are factors which will have a direct and important influence on the future history of the Bloomsburg State Teachers College.

According to Governor Lawrence's budget, the following projects are nearing completion or will be completed during the 1959-1961 biennium:

Sutliff Hall (classroom building,) \$571,063; New North Hall (men's dormitory), \$729,090; extension of utility lines, \$70,186; Special Education facilities, \$84,755; architects fees and equipment for buildings, \$218,264; land purchases, \$125,000 and parking lot, \$20,504; total, \$1,818,862.

The governor's budget for 1959-61 also includes appropriations for capital improvements at Bloomsburg. This includes the following items not yet passed by the State Legislature:

Addition to heating plant and utilities, \$540,000; replacement of water mains, \$80,000; architects fees, \$62,000; minor repairs, \$50,000; total, \$732,000.

\$2.5 Million In Biennium

The Governor's budget for 1959-61 includes, therefore, a total of \$2,550,-

862 for projects at the local Teachers College. They reflect not only the needs for a growing college but the successful efforts of President Andruss and the Trustees in planning for the education of future teachers in the Commonwealth.

For nearly five years, a faculty committee has been working with President Andruss in keeping an up-to-date survey of the number of teachers who are interested in securing graduate degrees at Bloomsburg; the committee also gathers and organizes data, showing the preparation Bloomsburg has made to meet the requirements set up by the State Council of Education; it is hoped that a program of graduate studies will be approved in the near future.

The recent emphasis on Community colleges and possible changes in the purposes of the college will lead to even more extensive changes, growth, and development at Bloomsburg. The campus will be increased in acreage, more buildings will be constructed, more faculty members will be needed, and the curriculum will be expanded.

Bloomsburg is prepared to meet these changes as it has met other challenges of war, peace-time expansion, recession and international tension. Much of the responsibility will be borne by the administration but proportionate shares of responsibility must be assumed by all — students, faculty members, and other college employees — if the institution is to write a record which compares favorably with the past 20 years.

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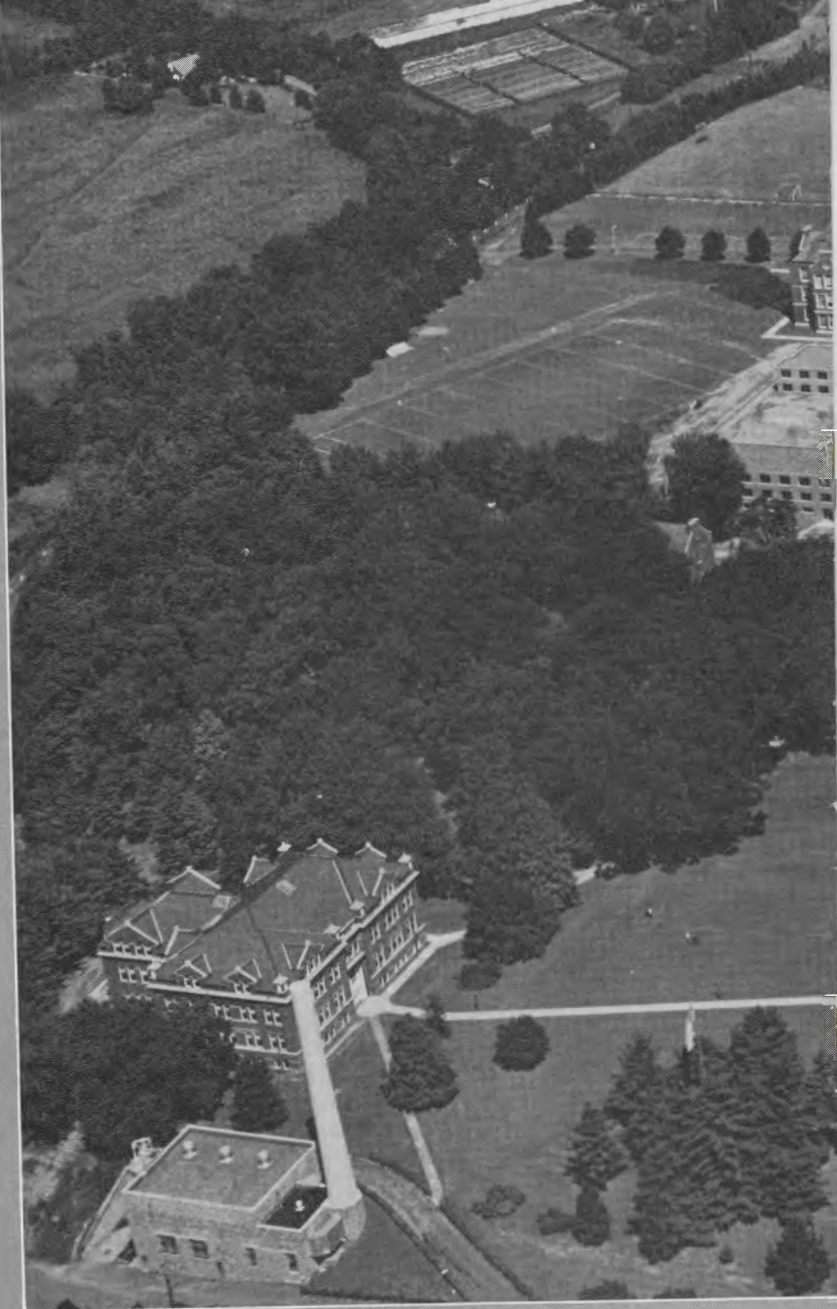
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